

Curriculum activity risk assessment

Wrestling

clever • skilled • creative

Activity scope

This document relates to student participation in Wrestling as a curriculum activity. Freestyle wrestling as conducted under the [FILA rules](#) (wrestling's international governing body) is a vigorous, total body contact sport where all of a student's muscles are exercised. As FILA has introduced female wrestling to their activities, wrestling is now open to both male and female students. Beach wrestling has also been introduced, see [Wrestling Queensland](#) for rules.

The [Grapplers Program](#) is a three-level program that takes students from their first training session to their first tournament.



Risk level

This document is a guideline, the actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?

Inherent risk level		Action required/approval
<input type="checkbox"/>	High	Likely chance of a serious incident and injury requiring medical treatment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A Curriculum Activity Risk Assessment must be completed. <input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. <input checked="" type="checkbox"/> Obtaining parental permission is recommended. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>.

Teachers/leaders:

Activity description:

Start date:

Finish date:

No. of students (approx.):

Class groups:

Supervision ratio (approx.):

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. [Blue Card](#) requirements **must** be adhered to.

- Registered teacher with minimum qualifications as outlined below
OR
 An adult with minimum qualifications as outlined below, in the presence of a registered teacher.

Further information:

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
- [Blue Card](#) requirements met.

For a registered teacher:

- Level One coaching qualifications from [Wrestling Australia](#)
OR
 Competence (demonstrated ability/experience to undertake the activity) in the teaching of wrestling.
- A teacher could demonstrate a reasonable level of competence by two or more of the following:
- knowledge of the activity and the associated hazards and risks
 - experience (i.e. previous involvement) in undertaking the activity
 - demonstrated ability and/or expertise to undertake the activity
 - possession of qualifications related to the activity.

For a leader other than a registered teacher:

- Level One coaching qualifications from Wrestling Australia.

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies/UHF radio <input type="checkbox"/> student/adult messenger Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Sunscreen – prior to activity, rub into skin and wipe down to remove excess cream	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Paper towels, antiseptic spray or antiseptic wipes (to clean mat if an accident occurs)	<input type="checkbox"/>	<input type="checkbox"/>
10 metre x 10 metre padded (high-density foam rubber mats 50 millimetres thick) competition/training area, with three metre clearance surrounding competition/training area (refer to FILA's rules).	<input type="checkbox"/>	<input type="checkbox"/>
Minimum three metres between competition/training areas (if this is not available, smaller foam rubber mats should be grouped together to form a larger area and these should be secured so they do not separate during the activity.)	<input type="checkbox"/>	<input type="checkbox"/>
For beach wrestling : Nine metre sandpit with a wrestling area (six metre diameter circle) with a one and a half metre safety zone	<input type="checkbox"/>	<input type="checkbox"/>
Eye wash readily available	<input type="checkbox"/>	<input type="checkbox"/>
Towel for each student	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See FILA , Wrestling Queensland Inc. Have these been considered during the planning and performance of this activity?	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> • Introduce the activity comprehensively and include: <ul style="list-style-type: none"> ○ warm-up and warm-down activities ○ teaching of prerequisite skills before the activity ○ progressive and sequential skill development ○ emphasis on flexibility, particularly in the neck and back region, as flexibility is an important component in the prevention of injury ○ some strength and conditioning activities in each session. 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Physical contact</p> <ul style="list-style-type: none"> • Breaks/sprains • Cuts, abrasions and/or grazes • Concussion • Accidental 'bumping' 	<ul style="list-style-type: none"> • Provide instruction in rules, safety procedures and prerequisite skills before students compete. • Procedures should be established to ensure shoes do not carry stones or other objects onto the mat area. • Ensure that students only execute moves taught in class or discussed with leader. The dangers of prohibited moves should be explained at the beginning of the activity. • Note that mouth guards should be considered for full contact bouts. • Monitor student numbers and available space. • Note that NO jewellery is to be worn. • Ensure that fingernails are cut or taped. • Ensure that students wear tight fitting shirts or blouses and shorts with no zippers, buttons, etc. • If students wear shoes, the shoes should be soft-soled, without buckles or sharp metal eyelets. • Wrestlers should be stopped if they are close to the edge of the mat. They should resume in the centre. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> Consider matching students in regards to ability, size, weight and maturity. 	<input type="checkbox"/>	<input type="checkbox"/>	
Physical exertion <ul style="list-style-type: none"> Strains and sprains Cramps Exhaustion and fatigue 	<ul style="list-style-type: none"> Continuously monitor students for signs of fatigue and exhaustion. Ensure students have a drink break every 15 minutes. For young students, this break allows them to refocus on the task at hand. Have ice packs available. 	<input type="checkbox"/>	<input type="checkbox"/>	
Students <ul style="list-style-type: none"> Student numbers Special needs High risk behaviours Medical conditions 	<ul style="list-style-type: none"> When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are available (insulin, Ventolin®, EpiPen® etc). Obtain parental permission, including relevant medical information. Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other documents. Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. Ensure there is adequate adult supervision. 	<input type="checkbox"/>	<input type="checkbox"/>	

Additional control measures

These would relate to the specific student needs, location and conditions in which you are conducting your activity.

Hazards/risks	Control measures

Submitted by:	Date:
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

Monitor and review <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

Important links

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety incident recording and notification
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-006: Managing risks with chemicals in Department of Education and Training (DET) workplaces
<http://education.qld.gov.au/strategic/epr/health/hlspr006/index1.html>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- FILA
<http://www.fila-wrestling.com/>
- Wrestling Australia
<http://www.wrestling.com.au/>
- Wrestling Queensland Inc.
www.wrestlingqld.org.au
- Queensland School Sport
http://www.learningplace.com.au/default_suborg.asp?orgid=128&suborgid=788

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012: Managing Risks in School Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Management Guidelines](#).

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.