Curriculum activity risk assessment Hockey

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Activity scope

This document relates to student participation in Hockey as a curriculum activity including the teaching of hockey skills, team training and competition matches conducted by schools.

This document does not relate to student participation in other lead-up games, including Minkey or Hookin2Hockey.

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			
	Medium	Some chance of an incident and injury requiring first aid	 Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i>. Consider obtaining parental permission. 			

Teachers/leaders:					
Activity description:					
Start date:	Finish date:	No. of students (approx.):			
Class groups:		Supervision ratio (approx.):			



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Uncontrolled copy. Refer to *HLS-PR-012: Managing Risks in School Curriculum Activities* at <u>http://education.qld.gov.au/strategic/eppr/health/hlspr012/</u> for master.

Field hockey, File #: 3350110 iStockphoto © Ben Jeayes 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						
their in	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. <u>Blue Card</u> 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.					
Furthe	r information:					
	num qualifications					
	alifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek g 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 r	egistered teacher:					
	Get Active Queensland Hockey Coaching Accreditation					
_	OR					
	Competence (demonstrated ability/experience to undertake the activity) in the teaching of hockey.					
A teach	ner 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 l	For a leader other than a registered teacher:					
	Beginner coach qualifications from <u>Hockey Australia</u> or Get Active Queensland Hockey Coaching Course.					

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.							
Further information:							
Minimum equipment/facilities If 'No' is ticked, provide further information.	Yes	No					
First aid kit suitable for activity							
Communication average phone-line at location mobile phone							
Communication system:	ssenger						
Other:							
Sun safety equipment (hat, sunscreen, shirt etc)							
Drinking water (students should not share drinking containers)							
Rules regarding physical contact should be enforced to prevent rough play.							
Wherever possible, fields should be orientated as close as possible to north-south							
The playing surface must continue for a minimum three metres at the ends and two metres at the sides of the field. Refer to <u>International Hockey Federation Pitch and Equipment</u> for more information.							
On natural grass fields, the goal posts may be fixed into sockets. On synthetic turf the complete goal structure should be placed in position on the playing surface and should be sufficiently heavy and/or secured at its rear to avoid easy movement.							
The inside surface of metal backboards must be covered with a shock-absorbing material such as thick rubber sheeting, to reduce ball rebound. It is dangerous to players if the ball rebounds at speed from the backboard.							
Hockey goals should comply with the requirements of the Rules of Hockey, European Normation: EN750, refer to International Hockey Federation Pitch Furniture for more information.							
Goals should be constructed from steel or heavy-duty aluminium which is more commonly used (do not use lightweight aluminium). Aluminium should be sufficiently heavy to avoid							
movement of the structure. The internal cross-section of aluminium posts and cross-bars should be reinforced to avoid denting and splintering on impact. Reinforcement should preferably be of the same material and manufactured as an integral part of the cross section. Reinforcement with wood is not recommended because the timber may rot.							
The goals should not have any additional fittings that could cause danger to players.							
Safety equipment should be worn in all games and practice sessions.							
Players should wear shin guards. Correctly fitted mouth guards should be worn for playing and practising.							

Minimum equipment/facilities If 'No' is ticked, provide further information.	Yes	No
Jewellery is not permitted on the hockey field and must be removed or covered by tape if unable to be removed.		
Goalkeepers must wear protective equipment comprising of (at least) headgear (i.e. helmet with face mask, throat protector), leg guards, kickers, leg pads, foot pads, chest protector, 'box' (male) and gloves. Goalkeeper protective equipment is described in the <u>International Hockey Federation Rules of Hockey</u> .		
Further information:		
	Vee	Nia

Governing bodies/associations If 'No' is ticked, provide further information.	Yes	No
Guidelines/codes of practice are established for this activity. See <u>International Hockey</u> Federation.		
Have these been considered during the planning of this activity?		
If you are organising competitions or other events, have you referred to <u>Queensland School Sport Unit</u> ?		
Further information:		

Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
Biological Material • Body fluids (e.g. blood, saliva, sweat)	• Comply with <u>Infection Control</u> <u>Guideline</u> . Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious.			
	 Have sufficient and suitable containment material (bandages etc) readily available. 			
Environmental Conditions • Temperature	 Assess weather conditions before and during activity (e.g. temperature, storms). 			
 Weather conditions Playing field and surrounds 	• Assess suitability of playing field (e.g. level, debris, potholes/divots in ground, line markers, corner flags, buildings, pedestrian traffic and other activities) before and during activity. Please note that if field is wet, special care should be taken when hitting ball to prevent dangerous undercutting.			
	• Consider erecting a safety screen of chain-link mesh behind each goal, the location where balls are most likely to leave the playing area, often at speed. Spectators seated or standing near or behind a goal are clearly in danger of being injured by a ball travelling at high speed.			

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	 Note that it is recommended that every synthetic hockey pitch is surrounded by a barrier. 			
Equipment Balls Nets/goals Sticks 	 Check all equipment for damage, wear and tear, splintering and rough edges before play, and remove where necessary. 			
	 Ensure that the method of fixing nets to the goal-posts and cross- bar is secure and safe. Metal cup-hooks should not be used and any spring hooks should have screw caps. 			
	Corner posts should be made of non-injurious material.			
	 Goalkeepers should defend their goal against only one ball at a time during skills practice. 			
	 Retrieve balls simultaneously when using several balls during practice sessions. 			
 Physical Exertion Strains Sprains Exhaustion and fatigue 	 Initial introduction of the activity should include: appropriate warm-up and warm-down activities rules, safety procedures and prerequisite skills modified games that match skill and fitness levels of students. Follow progressive and sequential skills development. Have ice packs available. Continuously monitor students for signs of fatigue and exhaustion. Adhere to modified rules where appropriate (Minkey, Hookin2 Hockey, etc available from Hockey Australia [registration necessary]). 			
 Students Special needs High risk behaviours Medical conditions Student numbers 	 Obtain parental permission, including relevant medical information. Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. 			

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	When students with medical conditions are involved, ensure that relevant medical/ emergency plans and medications are readily available (insulin, Ventolin®, Epipen®, etc).			
	 Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. 			
	Ensure there is adequate adult supervision.			
	• Jewellery can be a serious hazard when undertaking many activities. All forms of jewellery should be considered in terms of the risk it presents for each activity. Procedures should be put in place to ban, dissuade or protect (e.g. tape) the wearing of jewellery accordingly.			

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						
	Approved as submitted:					
	Approved with the following condition(s):					
	Not approved for the following reason(s):					
By:						
Signed:		Date:				
	Once approved, activity details should be entered into the School Curriculum Activity Register by administrative staff. Reference No.					

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

Important links

- SCM-PR-002: School Excursions
 <u>http://education.qld.gov.au/strategic/eppr/schools/scmpr002/</u>
- HLS-PR-003: First Aid <u>http://education.qld.gov.au/strategic/eppr/health/hlspr003/</u>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions <u>http://education.qld.gov.au/strategic/eppr/health/hlspr004/</u>
- Infection Control Guideline: <u>http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf</u>
- HLS-PR-005: Health and Safety incident recording and notification <u>http://education.qld.gov.au/strategic/eppr/health/hlspr005/</u>
- HLS-PR-013: Developing a Sun Safety Strategy <u>http://education.qld.gov.au/strategic/eppr/health/hlspr013/</u>
- HRM-PR-010: Working with Children Check Blue Cards <u>http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/</u>
- HLS-PR-006: Managing risks with chemicals in Department of Education and Training (DET) workplaces
 <u>http://education.qld.gov.au/strategic/eppr/health/hlspr006/index1.html</u>
- Queensland School Sport Unit
 <u>http://www.learningplace.com.au/default_suborg.asp?orgid=128&suborgid=788</u>
- Get Active Queensland Accreditation Program
 <u>http://communities.qld.gov.au/sportrec/community-programs/education-and-training/get-active-queensland-accreditation-program/course-information</u>
- Hockey Australia Constitution and Policy <u>http://www.hockey.org.au/index.php?id=59</u>
- Hockey Australia Junior Policy
 <u>http://www.hockey.org.au/fileadmin/user_upload/Game_Development/GD_Policies/HAJHPcopy_final.pdf</u>
- International Hockey Federation
 <u>http://www.fih.ch.altiussoftware.com/en/home</u>

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to <u>HLS-PR-012 Managing Risks in School Curriculum Activities</u> and the associated list of <u>Curriculum Activity Risk</u> <u>Management Guidelines</u>.

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.