

**Queensland Government**<https://www.qld.gov.au>**Education****Department of Education** (<https://qed.qld.gov.au/>)

Discus

Guideline review date: 28 October 2021

This guideline is provided to support schools in implementing the managing risks in school curriculum activities procedure [🔗](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) (<https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure>).

The CARA planner [🔗](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-planner.docx>) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.

For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template [🔗](https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx>).

Activity scope

This guideline relates to student participation in discus as an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the school excursions procedure [🔗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>).

For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport (<https://queenslandsschoolsport.education.qld.gov.au/>).

Risk level

Medium risk

Discus activities involving a soft, flexible discus (e.g. foam) weighing less than 350g.

High risk

Discus activities involving an inflexible discus (e.g. wood with metal rim, moulded rubber) weighing 350g or more.

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the hierarchy of controls (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*) to implement alternative control measures to meet or exceed the minimum safety standard.

Competition rules and procedures with additional or more stringent safety requirements must take precedence.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability (*/curriculum/stages-of-schooling/p-12*) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure [🔗](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure) (*https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure*). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. catastrophic injury management).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment).

Access is required to first aid equipment (DOCX, 479KB) (*/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX*) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- HLTAID009 [🔗](https://training.gov.au/Training/Details/HLTAID009) (*https://training.gov.au/Training/Details/HLTAID009*) - provide cardiopulmonary resuscitation (CPR) or equivalent and
- HLTAID011 [🔗](https://training.gov.au/Training/Details/HLTAID011) (*https://training.gov.au/Training/Details/HLTAID011*) - provide first aid or SISSS00118 [🔗](https://training.gov.au/Training/Details/SISSS00118) (*https://training.gov.au/Training/Details/SISSS00118*) - sports trainer level 1 or equivalent

Additionally for high risk activities

An adult with concussion management knowledge or training is required. Consult first aid – managing head injuries (DOCX, 565KB) ([/initiativesstrategies/Documents/managing-head-injuries.DOCX](#))

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. catastrophic injury management), safety procedures (e.g. whistle signals for retrieval) and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students on safety procedures and correct techniques (e.g. throwing techniques).

Consent

Parent consent (DOCX, 306KB) [🔗](https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx) (<https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx>) is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Before the activity, all adult supervisors:

- must be familiar with the contents of the CARA record
- must assess weather conditions [🔗](http://www.bom.gov.au/) (<http://www.bom.gov.au/>) prior to undertaking the activity, inspecting the intended location in order to identify variable risks (e.g. wind), hazards and potential dangers.

During the activity, all adult supervisors:

- must be readily identifiable
- must closely monitor students with health support needs
- must supervise the throwing area, surrounds and landing areas at all times. Participants must not throw until these areas are clear.
- must develop and employ a process for:

- clear command signalling (e.g. whistle, call thrower names)
- ensuring no participant is in direct line of a throw (e.g. all participants on non-throwing side during a throw, participants throw down the line then move back 2 metres at the conclusion of their throw)
- must confine throwing to occur in one direction only
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms)
- must not allow return throwing.

Supervisor qualifications

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the working with children authority—blue cards procedure [↗](http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) (<http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher must be appointed to maintain overall responsibility for the activity.

At least one adult supervisor is required to be:

Medium risk level

- A registered teacher with competence (knowledge and skills) in discus or
- an adult supervisor, working under the direct supervision of a registered teacher, with current level 1 community coach accreditation [↗](https://www.athletics.com.au/coach-framework/) (<https://www.athletics.com.au/coach-framework/>) from Athletics Australia.

High risk level

- A registered teacher with qualifications in HPE (or equivalent demonstrated capability) and with competence (knowledge and skills) in teaching discus or
- an adult supervisor, working under the direct supervision of a registered teacher, with current level 2 club coach accreditation [↗](https://www.athletics.com.au/coach-framework/) (<https://www.athletics.com.au/coach-framework/>) from Athletics Australia.

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

Location must be suitable for the activity being undertaken, including sufficient space to ensure safe participation and that safety rules and procedures can be followed.

Clearly defined throwing area, surrounds and landing areas that considers the ability of the group must be used. Use highly visible markers.

Lines must be marked in accordance with the line marking of sports fields fact sheet (PDF, 394KB) ([/initiativ
esstrategies/Documents/line-marking-fact-sheet.pdf](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/discus/esstrategies/Documents/line-marking-fact-sheet.pdf)).

Participants must wear personal protective equipment (PDF, 163KB) ([/initiativesstrategies/Documents/fact-sheet-personal-protective-equipment.pdf](#)) appropriate to the activity (e.g. appropriate footwear for the type of activity (i.e. training or competition), surface and age of participants).

Equipment must be sized to match the ability and strength of students.

Additionally for **high risk** activities

Protective cages must be used when discus activities occur simultaneously with other events in the field of play. Cage requirements are found at World Athletics technical information - manuals and guidelines [⌵](http://www.worldathletics.org/about-iaaf/documents/technical-information) (<http://www.worldathletics.org/about-iaaf/documents/technical-information>) (see competition and technical rules, TR35-Rule 190).

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards

Control measures

Biological material

Body fluids (e.g. blood, saliva, sweat)

Manage bodily substances (e.g. blood) and open wounds before, during and after the activity.

Consult infection control guidelines (PDF, 946KB) ([/initiativesstrategies/Documents/infection-control-guideline.pdf](#)) and Queensland Health's exclusion periods for infectious conditions poster [⌵](https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) (https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) for hygienic practices and first aid.

Follow appropriate cleaning and hygiene management practices when using shared equipment (Departmental staff search "cleaning advice for shared equipment" in OnePortal).

Environmental conditions

Weather

Sun

Humidity

Ensure wind is taken into account in determining an appropriate site for the activity.

The school's sun safety strategy (*/students/student-health-safety-wellbeing/student-health/sun-safety*) must be followed.

Follow the managing excessive heat in schools (*/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools*) guidelines when participating in very hot or extreme heat conditions.

Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

Dry equipment (including discuses) before each throw if conditions cause dampness.

Facilities and equipment hazards

Control measures

Boundary clearance

During group instruction, position throwers at least 5 metres apart and ensure no participant is in direct line of a throw.

Mark a throwers line and a non-throwers line at least 10 metres apart. Only participants in the current throwing group are permitted forward of the non-throwers line.

Fast moving objects

Discus

Position left-handed throwers on the left side of the group during group instruction.

Instruct participants to check the throwing and landing areas are clear before commencing preparation to throw.

When using the turning throw technique:

- undertake group instruction to practise without a discus or with modified equipment
- use protective cages or improvised barriers (e.g. fence, nets) to undertake individual instruction with a regular discus. If cages/barriers are unavailable locate all other participants/spectators at least 15 metres directly behind the throwing area
- allow only one participant to throw at a time.

Faulty or dangerous equipment

Check equipment for damage before and during the activity (e.g. cracked/worn/loose rims or loose centre screws). Withdraw any damaged equipment from use.

Throwing surface

Conduct a field check to identify and manage surface hazards. Clear the throwing surface from loose items or debris. Do not participate on a surface that is slippery, unduly rough or chopped up.

Perform turning throws on a firm surface only, preferably concrete.

Student considerations

Control measures

Manual handling

Lifting and carrying equipment

Carry discuses safely. If transporting multiple discuses at one time, ensure the total weight is appropriate for the person carrying them.

Use correct manual handling (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*) processes when lifting, lowering, pushing, pulling or carrying.

Physical exertion

Exhaustion and fatigue

Conduct warm-up/cool-down [🔗 \(https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session\)](https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session) activities.

Continually monitor participants for signs of fatigue and exhaustion.

Student issues

Remove accessories (e.g. jewellery, lanyards) before participating.

Ensure fingernails and hair and clothing (e.g. pockets, loose shirts) do not interfere with the activity.

Monitor and enforce the correct approach, throw and retrieval safety procedures.

Practise the turning throw technique without a discus or using a soft, flexible discus.

Implement procedures (e.g. roll marking mechanisms) to prevent separation from the group when participating off site.

Additional links

World Athletics - manuals and guidelines [↗](https://www.worldathletics.org/about-iaaf/documents/technical-information) (<https://www.worldathletics.org/about-iaaf/documents/technical-information>)

See competition and technical rules

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High jump

Guideline review date: 28 October 2021

This guideline is provided to support schools in implementing the managing risks in school curriculum activities procedure [↗](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) (<https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure>).

The CARA planner [↗](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-planner.docx>) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.

For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template [↗](https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx>).

Activity scope

This guideline relates to student participation in high jump an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the school excursions procedure [↗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>).

For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport (<https://queenslandschoolsport.education.qld.gov.au/>).

Risk level

Medium risk

High jump activities involving the head never being below the buttocks (e.g. scissor technique).

High risk

High jump activities involving the head over the bar before the leading foot (e.g. Fosbury Flop technique).

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the hierarchy of controls (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*) to implement alternative control measures to meet or exceed the minimum safety standard.

Competition rules and procedures with additional or more stringent safety requirements must take precedence.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability (*/curriculum/stages-of-schooling/p-12*) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure [↗](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure) (*https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure*). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (evacuation procedure, provision of first aid (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*), student emergency contact details).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. barrier device used in the take-off area to signal when it is not safe to jump).

Access is required to first aid equipment (DOCX, 479KB) (*/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX*) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- HLTAID009 [↗](https://training.gov.au/Training/Details/HLTAID009) (*https://training.gov.au/Training/Details/HLTAID009*) - provide cardiopulmonary resuscitation (CPR) or equivalent and
- HLTAID011 [↗](https://training.gov.au/Training/Details/HLTAID011) (*https://training.gov.au/Training/Details/HLTAID011*) - provide first aid or SISSS00118 [↗](http://training.gov.au/Training/Details/SISSS00118) (*http://training.gov.au/Training/Details/SISSS00118*) - sports trainer level 1 or equivalent.

Additionally for **high risk** activities

Small, specialised groups only. This activity is unsuitable for class groups.

Students must be aged 10 or older with appropriate skill level as determined by the qualified adult supervisor (e.g. show promise in preparatory activities).

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. provision of first aid (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*)), safety procedures (e.g. barrier device used in the take-off area to signal when it is not safe to jump) and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students on safety procedures and correct techniques (e.g. wearing spikes).

Consent

Parent consent (DOCX, 306KB) [↗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>) is required for all activities conducted off-site.

Parent consent (DOCX, 306KB) [↗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>) is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Before the activity, all adult supervisors:

- must be familiar with the contents of the CARA record
- must assess weather conditions [↗](http://www.bom.gov.au/) (<http://www.bom.gov.au/>) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers

During the activity, all adult supervisors:

- must be readily identifiable

- must closely monitor students with health support needs
- must closely supervise the approach, take-off and landing areas. Participants must not begin their run up until the landing area is clear
- must regularly monitor the landing pad condition and position
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms, high winds, wet launch areas).

Supervisor qualifications

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the working with children authority - Blue Cards procedure [↗](http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) (<http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher must be appointed to maintain overall responsibility for the activity.

At least one adult supervisor is required to be:

Medium risk level

- a registered teacher with competence (knowledge and skills) in teaching high jump or
- an adult supervisor, working under the direct supervision of a registered teacher, with current level 1 community athletics coach accreditation [↗](http://www.athletics.com.au/Coaches/Coach-Framework/Athletics) (<http://www.athletics.com.au/Coaches/Coach-Framework/Athletics>) from Athletics Australia, or equivalent

High risk level

- a registered teacher with qualifications in Physical Education (or equivalent demonstrated capability) and competence (knowledge and skills) in teaching high risk high jump (e.g. successful completion of a high jump workshop approved by Athletics Australia) or
- an adult supervisor, working under the direct supervision of a registered teacher, with current level 2 club coach accreditation [↗](http://www.athletics.com.au/Coaches/Coach-Framework/Athletics) (<http://www.athletics.com.au/Coaches/Coach-Framework/Athletics>) from Athletics Australia.

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

All risk levels

Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation to ensure safe participation and that safety rules and procedures can be followed.

Lines marked on grass in accordance with the line marking of sports fields fact sheet (PDF, 394KB) ([/initiativesstrategies/Documents/line-marking-fact-sheet.pdf](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/high-jump/esstrategies/Documents/line-marking-fact-sheet.pdf)).

Landing area padding constructed from material that allows both sufficient absorption from the fall and adequate resilience when compressed.

Minimum padding dimensions determined by activity risk level and age group:

- Medium risk under 17 years — Padding 5m x 3m with thickness between 15cm to 30cm as required by the Little Athletics competition handbook [🔗](https://laq.org.au/manuals/) (https://laq.org.au/manuals/) (Section 2.5)
- Medium risk 17 years and over — Padding 5m x 3m with thickness of at least 50cm.

If multiple pads are used, the landing area must be covered and bound together to prevent any part of the athlete's body from catching between the pads

If spikes are worn, the landing area must be covered by a single spike-proof top mat approximately 5cm thick and should have a weatherproof covering.

Ensure spikes, if worn, are no longer than 9mm (synthetic surface) or 12mm (grass surface) per the Little Athletics competition handbook [🔗](https://laq.org.au/manuals/) (https://laq.org.au/manuals/). Follow venue requirements, if available.

Collapsible or circular fibreglass crossbars only. Triangular bars or improvised equipment are not permitted.

All equipment must be used in accordance with the manufacturer's instructions.

Additionally for **high risk** level activities:

Minimum padding dimensions determined by activity risk level and age group:

- High risk under 17 years — padding 5m x 3m with thickness of at least 40cm (50cm recommended) as required by the Little Athletics competition handbook [🔗](https://laq.org.au/manuals/) (https://laq.org.au/manuals/) (Section 2.5)
- High risk 17 years and over — padding not less than 5m long x 3m wide x 0.7m high, as required by World Athletics - book of rules - book C: competition [🔗](https://www.worldathletics.org/about-iaaf/documents/book-of-rules) (https://www.worldathletics.org/about-iaaf/documents/book-of-rules) (C2.1 -Technical Rules - TR27.10).

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards

Biological material

Body fluids (e.g. blood, saliva, sweat)

Control measures

Manage bodily substances (e.g. blood) and open wounds before, during and after the activity.

Consult infection control guidelines (PDF, 946KB) ([in itiativestrategies/Documents/infection-control-guideline.pdf](https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf)) and Queensland Health's exclusion periods for infectious conditions poster [🔗](https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) (https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) for hygienic practices and first aid.

Follow appropriate cleaning and hygiene management practices when using shared equipment (Departmental staff search "cleaning advice for shared equipment" in OnePortal).

Environmental conditions

Weather

Sun

Humidity

The school's sun safety strategy (*/students/student-health-safety-wellbeing/student-health/sun-safety*) must be followed.

Assess weather (Bureau of Meteorology [↗](http://www.bom.gov.au/) (<http://www.bom.gov.au/>)) and environmental conditions prior to participating outside.

Follow the managing excessive heat in schools (*/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools*) guidelines when participating in very hot or extreme heat conditions.

Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

Dry equipment (including mats) before each jump if conditions cause dampness.

Facilities and equipment hazards

Control measures

Faulty or dangerous equipment

Use markers made from non-injurious material (e.g. cardboard, foam).

Check equipment for damage before and during the activity.

Playing surface

Cover/fill jumping area hazards (e.g. sprinkler heads, holes) to be level with the surrounds.

Clear the approach and take-off area from loose items or debris. Do not participate on a slippery surface.

Sharp implements or objects

Pad any high jump stands that pose risk of laceration.

Student considerations

Control measures

Manual handling

Lifting and carrying equipment

Use correct manual handling (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*) processes when lifting, lowering, pushing, pulling or carrying.

Instruct students on procedures to lift and carry mats. That is:

- use handles at the side
- do not lift aloft to carry on backs, shoulders or heads.

Physical exertion

Exhaustion and fatigue

Conduct warm-up/cool-down [🔗](https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session#the_warm_up_and_cool_down) (*https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session#the_warm_up_and_cool_down*) activities.

Continually monitor participants for signs of fatigue and exhaustion.

Student issues

Remove accessories (e.g. jewellery, lanyards) before participating.

Ensure fingernails and hair and clothing (e.g. pockets) do not interfere with the activity.

Clear the landing area, including the areas around the uprights and mats, before students start their approach.

Monitor and enforce the correct use of equipment including crossbars and landing area pads.

Implement procedures (e.g. roll marking mechanisms) to prevent separation from the group when participating off site.

Visibility

Adjust setup orientation to avoid the sun affecting the line of sight of participants.

Additional links

World Athletics - manuals and guidelines [🔗](https://www.worldathletics.org/about-iaaf/documents/technical-information) (*https://www.worldathletics.org/about-iaaf/documents/technical-information*)

See competition and technical rules

Queensland Athletics coach education overview [🔗](https://www.qldathletics.org.au/index.cfm/coachesandofficials) (*https://www.qldathletics.org.au/index.cfm/coachesandofficials*)

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Javelin

Guideline review date: 28 October 2021

This guideline is provided to support schools in implementing the managing risks in school curriculum activities procedure [🔗](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) (<https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure>).

The CARA planner [🔗](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-planner.docx>) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.

For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template [🔗](https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx>).

Activity scope

This guideline relates to student participation in javelin as an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the school excursions procedure [🔗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>).

For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport (<https://queenslandsschoolsport.education.qld.gov.au/>).

Risk level

Medium risk

Javelin activities involving modified (foam/plastic) javelins.

High risk

Javelin activities involving sharp and/or metal tipped javelins.

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the hierarchy of controls (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*) to implement alternative control measures to meet or exceed the minimum safety standard.

Competition rules and procedures with additional or more stringent safety requirements must take precedence.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability (*/curriculum/stages-of-schooling/p-12*) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure [↗](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure) (*https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure*). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. impalement injury).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment).

Access is required to first aid equipment (DOCX, 479KB) (*/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX*) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- HLTAID009 [↗](https://training.gov.au/Training/Details/HLTAID009) (*https://training.gov.au/Training/Details/HLTAID009*) - provide cardiopulmonary resuscitation (CPR) or equivalent and
- HLTAID011 [↗](https://training.gov.au/Training/Details/HLTAID011) (*https://training.gov.au/Training/Details/HLTAID011*) - provide first aid or SISSS00118 [↗](http://training.gov.au/Training/Details/SISSS00118) (*http://training.gov.au/Training/Details/SISSS00118*) - Sports Trainer Level 1 or equivalent.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. catastrophic injury management), safety procedures (e.g. collecting thrown javelins) and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students on safety procedures and correct techniques (e.g. walking with javelins).

Consent

Parent consent (DOCX, 306KB) [🔗](https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx) (<https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx>) is required for all activities conducted off-site.

Parent consent (DOCX, 306KB) [🔗](https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx) (<https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx>) is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Before the activity, all adult supervisors:

- must be familiar with the contents of the CARA record
- must assess weather conditions [🔗](http://www.bom.gov.au/) (<http://www.bom.gov.au/>) prior to undertaking the activity, inspecting the intended location in order to identify variable risks (e.g. wind), hazards and potential dangers.

During the activity, all adult supervisors:

- must be readily identifiable
- must closely monitor students with health support needs
- must closely monitor approach, throwing and landing areas at all times. Participants must not throw until these areas are clear.
- must confine throwing to occur in one direction only
- must comply with control measures from the CARA record and adapt as hazards arise

- must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms)
- must not allow return throwing.

Supervisor qualifications

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the working with children authority - blue cards procedure [↗](http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) (<http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher must be appointed to maintain overall responsibility for the activity.

At least one adult supervisor is required to be:

Medium risk level

- a registered teacher with competence (knowledge and skills) in teaching javelin or
- an adult supervisor, working under the direct supervision of a registered teacher, with current Level 1 Community Coach accreditation [↗](https://www.athletics.com.au/coach-framework/) (<https://www.athletics.com.au/coach-framework/>) from Athletics Australia.

High risk level

- a registered teacher with qualifications in Physical Education (or equivalent demonstrated capability) and competence (knowledge and skills) in teaching javelin or
- an adult supervisor, working under the direct supervision of a registered teacher, with current Level 2 Club Coach accreditation [↗](https://www.athletics.com.au/coach-framework/) (<https://www.athletics.com.au/coach-framework/>) from Athletics Australia.

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

Location must be suitable for the activity being undertaken, including sufficient space to ensure safe participation and that safety rules and procedures can be followed.

Clearly defined approach, throwing and landing areas that consider the ability of the group. Use highly visible markers.

Participants must wear personal protective equipment (PDF, 163KB) (</initiativesstrategies/Documents/fact-sheet-personal-protective-equipment.pdf>) appropriate to the activity (e.g. enclosed footwear appropriate for the type of activity, surface and age of participants).

Lines to be marked on grass in accordance with the line marking of sports fields fact sheet (PDF, 394KB) (</initiativesstrategies/Documents/line-marking-fact-sheet.pdf>).

Equipment sized to match the ability and strength of students.

Consider using a whistle for command signalling.

Additionally for **high risk** activities

Clearly defined runway and landing sector that extends beyond the ability of the group. Consult World Athletics technical information - manuals and guidelines [↗](http://www.worldathletics.org/about-iaaf/documents/technical-information) (<http://www.worldathletics.org/about-iaaf/documents/technical-information>) (see competition and technical rules, TR32-Rule 187) for support.

An exclusion zone defined with a broken line 10 metres outside the sector line and parallel to it. Additionally place highly visible markers on top of the broken line.

Homemade javelins are prohibited.

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards

Biological material

Body fluids (e.g. blood, saliva, sweat)

Control measures

Manage bodily substances (e.g. blood) and open wounds before, during and after the activity. Consult infection control guidelines (PDF, 946KB) ([/initiativesstrategies/Documents/infection-control-guideline.pdf](#)) and Queensland Health's exclusion periods for infectious conditions poster [↗](#) (https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) for hygienic practices and first aid.

Follow appropriate cleaning and hygiene management practices when using shared equipment (Departmental staff search "cleaning advice for shared equipment" in OnePortal).

Environmental conditions

Weather

Sun

Humidity

The school's sun safety strategy ([/students/student-health-safety-wellbeing/student-health/sun-safety](#)) must be followed if participating outside.

Follow the managing excessive heat in schools ([/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools](#)) guidelines when participating in very hot or extreme heat conditions.

Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

Dry equipment (including javelins) before each throw if conditions cause dampness.

Facilities and equipment hazards

Control measures

Boundary clearance

Position throwers at least 5 metres apart during group instruction.

Position non-throwers at least 10 metres behind the marked approach. Mark exclusion zones clearly.

Fast moving objects

Javelin

Position left-handed throwers on the left side of the group during group instruction.

Instruct participants to check the throwing and landing areas are clear before commencing preparation to throw.

Implement a safe throwing procedure to ensure throwing occurs in one direction only.

Implement a safe retrieval procedure to prevent return throwing.

Faulty or dangerous equipment

Check equipment for damage before and during the activity (e.g. cracked or bent javelins). Withdraw any damaged equipment from use.

Carry sharp point javelins safely. Instruct students to:

- carry javelins vertically by the grip with tail up, except when the thrower has entered the approach area and is preparing to throw
- pull javelins from the ground by placing one hand over the tail end of the javelin.
- pick up a javelin lying flat on the ground by placing one hand over the tip of the tail. Keep this hand in place until the tail is raised above head height as the javelin is lifted into the vertical position.
- never run with a sharp point javelin, except when preparing to throw.

Playing surface

Clear the approach and throwing areas from loose items or debris. Do not participate on a slippery surface.

Student considerations

Control measures

Manual handling

Lifting and carrying equipment

Implement a safe procedure to transport javelins point down. If specific tubes/carry bags are not available, use a method that prevents javelins from moving during transportation such as a modified wheelie bin with holes for javelins drilled in the top.

Use correct manual handling (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*) processes when lifting, lowering, pushing, pulling or carrying.

Physical exertion

Exhaustion and fatigue

Conduct warm-up/cool-down [🔗](https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session) (*https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session*) activities.

Continually monitor participants for signs of fatigue and exhaustion.

Student issues

Provide specific safety induction for students wearing spikes.

Remove accessories (e.g. jewellery, lanyards) before participating.

Ensure fingernails and hair do not pose a hazard.

Monitor and enforce the correct approach, throw and retrieval safety procedures.

Practise the run-up without a javelin, staying well clear of throwing and exclusion zones.

Implement procedures (e.g. roll marking mechanisms) to prevent separation from the group when participating off site.

Additional links

World Athletics - manuals and guidelines [🔗](https://www.worldathletics.org/about-iaaf/documents/technical-information) (*https://www.worldathletics.org/about-iaaf/documents/technical-information*)

See competition and technical rules

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Long and triple jump

Guideline review date: 28 October 2021

This guideline is provided to support schools in implementing the managing risks in school curriculum activities procedure [🔗](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) (<https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure>).

The CARA planner (DOCX, 600KB) [🔗](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-planner.docx>) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations

For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template (DOCX, 488KB) [🔗](https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx>).

Activity scope

This guideline relates to student participation in long and/or triple jump as an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the school excursions procedure [🔗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>).

For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport (<https://queenslandschoolsport.education.qld.gov.au/>).

Medium risk

Long and/or triple jump activities involving jumping from a track into a pit.

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the hierarchy of controls ([/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards](#)) to implement alternative control measures to meet or exceed the minimum safety standard.

Competition rules and procedures with additional or more stringent safety requirements take precedence.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability (*/curriculum/stages-of-schooling/p-12*) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure [↗](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure) (*https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure*). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment).

Access is required to first aid equipment (DOCX, 479KB) (*/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX*) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- HLTAID009 [↗](https://training.gov.au/Training/Details/HLTAID009) (*https://training.gov.au/Training/Details/HLTAID009*) Provide cardiopulmonary resuscitation (CPR) or equivalent; and
- HLTAID011 [↗](https://training.gov.au/Training/Details/HLTAID011) (*https://training.gov.au/Training/Details/HLTAID011*) Provide first aid or SISSS00118 [↗](https://training.gov.au/Training/Details/SISSS00118) (*https://training.gov.au/Training/Details/SISSS00118*) Sports trainer level 1 or equivalent.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. evacuation), safety procedures (e.g. pit inspection) and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students on safety procedures and correct techniques (e.g. clearing the pit).

Consent

Parent consent (DOCX, 306KB) [↗](https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx) (<https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx>) is required for all activities conducted off-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Before the activity, all adult supervisors:

- must be familiar with the contents of the CARA record
- must assess weather conditions [↗](http://www.bom.gov.au/) (<http://www.bom.gov.au/>) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.

During the activity, all adult supervisors:

- must be readily identifiable
- must closely monitor students with health support needs
- must closely supervise the approach, take-off and landing areas. Participants must not begin their run up until the landing area is clear
- must regularly monitoring the landing pit condition, inspecting for foreign objects throughout the activity
- must allow jumping in 1 direction only
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. extreme temperatures, slippery run-up/take-off).

Supervisor qualifications

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the working with children authority – blue cards procedure [↗](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) (<https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher must be appointed to maintain overall responsibility for the activity.

At least 1 adult supervisor is required to be:

- a registered teacher with competence (knowledge and skills) in teaching long and/or triple jump; or
- an adult supervisor, working under the direct supervision of a registered teacher, with current Level 1 Community Athletics Coach accreditation [🔗](https://www.athletics.com.au/Coaches/Coach-Framework/Athletics/) (<https://www.athletics.com.au/Coaches/Coach-Framework/Athletics/>) from Athletics Australia (or equivalent).

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed.

Landing pit must be:

- at least 2.75 m wide and long enough for all participants to land safely
- filled with sufficient soft sand to be level with the runway surface and absorb impact from landing and
- free from foreign objects (e.g. rocks, sticks). Depolluted, where necessary.

Take-off area must be:

- a non-slip board or mat (e.g. wood, carpet), appropriate to the footwear being worn by participants (e.g. spikes)
- positioned to ensure participants can reach the landing area. A variety of take-off points for triple jump may be required
- fixed securely. If pegs are used to secure take-off mats, they must be fixed in all corners to avoid tripping and be level with the ground to avoid laceration
- flat and level with the runway surface and
- clearly visible from the runway.

Ensure spikes, if worn, are no longer than 9mm (synthetic surface) or 12mm (grass surface) per the Little Athletics Competition Handbook [🔗](https://laq.org.au/manuals/) (<https://laq.org.au/manuals/>) (section 3). Follow venue requirements, if available.

Wear shoes (recommended) or tape the feet when using a wooden take-off board to avoid small splinters.

A whistle, flags, cones for command signalling to be available.

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards

Control measures

Biological hazards

Body fluids (e.g. blood, saliva, sweat)

Manage bodily substances (e.g. blood) and open wounds before, during and after the activity. Consult infection control guidelines (PDF, 946KB) ([/initiativesstrategies/Documents/infection-control-guideline.pdf](#)) and Queensland Health's exclusion periods for infectious conditions [↗](#) (https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) poster for hygienic practices and first aid.

Environmental conditions

Weather, sun, humidity

The school's sun safety strategy ([/students/student-health-safety-wellbeing/student-health/sun-safety](#)) must be followed if participating outside.

Assess weather (Bureau of Meteorology [↗](#) (<http://www.bom.gov.au/>)) and environmental conditions prior to participating outside.

Follow the managing excessive heat in schools guidelines ([/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools](#)) when participating in very hot or extreme heat conditions.

Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

Facilities and equipment hazards

Control measures

Faulty or dangerous equipment

Confirm there are no slip hazards on take-off board before each jump (e.g. water, sand).

Use markers made from non-injurious material (e.g. cardboard, foam). Do not leave markers in or adjacent to the pit.

Playing surface

Conduct a field check to identify and manage runway surface hazards. Clear the runway surface from loose items or debris. Do not participate on a surface that is slippery, unduly rough or chopped up.

Cover/fill runway hazards (e.g. sprinkler heads, holes) to be level with the surrounds.

Check damp sand is sufficiently soft to absorb landing impact.

Rake and level the landing pit after each jump.

Sharp implements or objects

Mark the edges of wooden take-off boards with plastic dome markers or similar.

Do not leave unattended rakes, forks and shovels in or beside the landing pit. If placed on the ground, face prongs downwards.

Student considerations

Control measures

Physical exertion

Exhaustion and fatigue

Conduct warm-up/cool-down [🔗](https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session) (https://www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session) activities

Continually monitor participants for signs of fatigue and exhaustion.

Student issues

Remove accessories (e.g. jewellery, lanyards) before participating

Ensure fingernails, hair and clothing (e.g. pockets) do not interfere with the activity.

Implement a safe jumping procedure to ensure jumping occurs in one direction only (e.g. remove barrier device or witches hat and call name or whistle signal to start the run up).

Provide specific safety induction for students wearing spikes.

Clear the landing pit before students start their approach.

Implement procedures (e.g. roll marking mechanisms) to prevent separation from the group when participating off-site.

Additional links

World Athletics manuals and guidelines [🔗](https://www.worldathletics.org/about-iaaf/documents/technical-information) (<https://www.worldathletics.org/about-iaaf/documents/technical-information>)

See competition and technical rules

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Shot put

Guideline review date: 28 October 2021

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The CARA planner (DOCX, 600KB) [↗](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-planner.docx>) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.

For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template (DOCX, 488KB) [↗](https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx>).

Activity scope

This guideline relates to student participation in shot put as an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the school excursions procedure [↗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>).

For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport (<https://queenslandsschoolsport.education.qld.gov.au/>).

Medium risk

Shot put activities involving a metal shot.

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the hierarchy of controls ([/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards](#)) to implement alternative control measures to meet or exceed the minimum safety standard.

Competition rules and procedures with additional or more stringent safety requirements must take precedence.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability ([/curriculum/stages-of-schooling/p-12](#)) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure [↗](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure) (<https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure>). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation procedure, provision of first aid ([/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards](#)), student emergency contact details).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. out of bounds, shot retrieval).

Access is required to first aid equipment (DOCX, 479KB) ([/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX](#)) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- HLTAID009 Provide cardiopulmonary resuscitation (CPR) [↗](https://training.gov.au/Training/Details/HLTAID009) (<https://training.gov.au/Training/Details/HLTAID009>) or equivalent
- HLTAID011 Provide first aid [↗](https://training.gov.au/Training/Details/HLTAID011) (<https://training.gov.au/Training/Details/HLTAID011>) or SISSS00118 Sports trainer level 1 [↗](https://training.gov.au/Training/Details/SISSS00118) (<https://training.gov.au/Training/Details/SISSS00118>) or equivalent.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. provision of first aid ([/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards](#))), safety procedures (e.g. out-of-bounds areas) and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students on safety procedures and correct techniques (e.g. shot retrieval).

Consent

Parent consent (DOCX, 306KB) [↗](https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx) (<https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx>) is required for all activities conducted off-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Rotational throwing technique only to be taught to small groups with demonstrated competence in linear (glide) technique, as determined by the qualified adult supervisor.

Before the activity, all adult supervisors:

- must be familiar with the contents of the CARA record
- must assess weather conditions [↗](http://www.bom.gov.au/) (<http://www.bom.gov.au/>) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.

During the activity, all adult supervisors:

- must be readily identifiable
- must closely monitor students with health support needs
- must confine throwing to occur in one direction only
- must closely supervise the throwing and landing areas at all times
- must ensure participants do not throw until these areas are clear
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms)
- must not allow return throwing.

Supervisor qualifications

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the working with children authority—blue cards procedure [↗](http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) (<http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher **must** be appointed to maintain overall responsibility for the activity.

At least 1 adult supervisor is required to be:

- a registered teacher with competence (knowledge and skills) in teaching shot put; or
- an adult supervisor, working under the direct supervision of a registered teacher, with current Level 1 Community Coach accreditation [🔗](https://www.athletics.com.au/coach-framework/) (<https://www.athletics.com.au/coach-framework/>) from Athletics Australia (for glide or step back technique) or current Level 2 Club Coach accreditation [🔗](https://www.athletics.com.au/coach-framework/) (<https://www.athletics.com.au/coach-framework/>) from Athletics Australia (for rotational technique).

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

Location must be suitable for the activity being undertaken, including sufficient space to ensure safe participation and that safety rules and procedures can be followed.

Participants must wear personal protective equipment (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers*) appropriate to the activity (e.g. enclosed footwear).

Equipment must be sized to match the ability and strength of students.

Clearly defined throwing and landing areas that considers the ability of the group. Use highly visible markers.

Lines marked on grass in accordance with the line marking of sports fields fact sheet (PDF, 394KB) (*/initiativesstrategies/Documents/line-marking-fact-sheet.pdf*).

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards

Biological hazards

Body fluids (e.g. blood, saliva, sweat)

Control measures

Manage bodily substances (e.g. blood) and open wounds before, during and after the activity.
Consult infection control guidelines (PDF, 946KB) (*/initiativesstrategies/Documents/infection-control-guideline.pdf*) and Queensland Health's exclusion periods for infectious conditions poster (PDF, 1.5MB) [🔗](https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) (https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) for hygienic practices and first aid.

Follow appropriate cleaning and hygiene management practices when using shared equipment (Departmental staff search "cleaning advice for shared equipment" in OnePortal).

Environmental conditions

Weather, sun, humidity

The school's sun safety strategy (*/students/student-health-safety-wellbeing/student-health/sun-safety*) must be followed.

Follow the managing excessive heat in schools guidelines (*/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools*) when participating in very hot or extreme heat conditions.

Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

Dry equipment (including shots) before each throw if conditions cause dampness.

Facilities and equipment hazards

Fast moving objects

Shot put

Control measures

Position throwers at least 3 metres apart during group instruction using a linear throw technique with a regular shot.

Position non-throwers at least 5 metres behind the throwing area. Mark exclusion zones clearly.

Position left-handed throwers on the left side of the group during group instruction.

Instruct participants to check the throwing and landing areas are clear before commencing preparation to throw.

When using the rotational technique:

- undertake group instruction to practise without a shot or with modified equipment
- consider the use of protective cages or improvised barriers (e.g. fence, nets) to undertake individual instruction with a regular shot
- allow only 1 throw at a time.

Faulty or dangerous equipment

Check equipment for damage before and during the activity (e.g. cracked shots). Withdraw any damaged equipment from use.

Ensure stop boards are secured at the front of the circle and pegs (if used) do not pose a hazard.

Playing surface

Clear the circle, immediate surrounds and throwing areas from loose items or debris. Do not participate on a slippery surface.

Perform rotational throws on a firm surface only, preferably concrete.

Wear appropriate footwear for the type of activity (i.e. training or competition), surface and age of participants.

Student considerations

Control measures

Manual handling

Lifting and carrying equipment

Carry shots safely. If transporting multiple shots at one time, ensure the total weight is appropriate for the person carrying them.

Use correct manual handling (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*) processes when lifting, lowering, pushing, pulling or carrying.

Physical exertion

Exhaustion and fatigue

Continually monitor participants for signs of fatigue and exhaustion.

Student issues

Remove accessories (e.g. jewellery, lanyard) before participating.

Ensure fingernails and hair do not interfere with the activity.

Conduct warm-up/cool-down [🔗 \(https://laq.org.au/coaching-resources/\)](https://laq.org.au/coaching-resources/) activities.

Monitor and enforce the correct approach, throw and retrieval safety procedures.

Practise the rotational technique without a shot or with a modified shot (e.g. cricket/softball).

Implement procedures (e.g. roll marking mechanisms) to prevent separation from the group when participating off site.

Additional links

World Athletics manuals and guidelines [🔗 \(https://www.worldathletics.org/about-iaaf/documents/technical-information/\)](https://www.worldathletics.org/about-iaaf/documents/technical-information/)

See competition and technical rules.

Little Athletics program for schools (LAPS) [🔗 \(https://littleathletics.com.au/education-training/laps\)](https://littleathletics.com.au/education-training/laps)

For students under 15.

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Track running

Guideline review date: 28 October 2021

This guideline is provided to support schools in implementing the managing risks in school curriculum activities procedure [🔗](https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure) (<https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure>).

The CARA planner (DOCX, 600KB) [🔗](https://ppr.qed.qld.gov.au/attachment/cara-planner.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-planner.docx>) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.

For activities beyond the scope of this guideline (e.g. steeplechase), complete a CARA record using the CARA generic template (DOCX, 488KB) [🔗](https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx) (<https://ppr.qed.qld.gov.au/attachment/cara-generic-template.docx>).

Activity scope

This guideline relates to student participation in running on an athletics track as an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the school excursions procedure [🔗](https://ppr.qed.qld.gov.au/pp/school-excursions-procedure) (<https://ppr.qed.qld.gov.au/pp/school-excursions-procedure>).

For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport (<https://queenslandsschoolsport.education.qld.gov.au/>).

Medium risk

Running activities on a grass or synthetic athletics track including sprint, distance, relay, walk and hurdle activities.

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the hierarchy of controls ([/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards](#)) to implement alternative control measures to meet or exceed the minimum safety standard.

Compliance with the department's guide to managing electrical equipment in departmental schools and workplaces (PDF, 1.2MB) ([/initiativesstrategies/Documents/guide-managing-electrical-safety-eq-schools.pdf](#)) for safety switches if using extension or power cords.

Competition rules and procedures with additional or more stringent safety requirements take precedence.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability (*/curriculum/stages-of-schooling/p-12*) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure [🔗](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure) (*https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure*). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation procedure, provision of first aid (*/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*), student emergency contact details).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. out of bounds areas, non-participant crossing points).

Access is required to first aid equipment (DOCX, 479KB) (*/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX*) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:

- HLTAID009 Provide cardiopulmonary resuscitation (CPR) [🔗](https://training.gov.au/Training/Details/HLTAID009) (*https://training.gov.au/Training/Details/HLTAID009*) or equivalent
- HLTAID011 Provide first aid [🔗](https://training.gov.au/Training/Details/HLTAID011) (*https://training.gov.au/Training/Details/HLTAID011*) or SISSS00118 Sports trainer level 1 [🔗](https://training.gov.au/Training/Details/SISSS00118) (*https://training.gov.au/Training/Details/SISSS00118*) or equivalent.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. provision of first aid (*initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards*)), safety procedures (e.g. out of bounds areas) and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students on safety procedures and correct techniques.

Consent

Parent consent (DOCX, 306KB) [🔗](https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx) (<https://ppr.qed.qld.gov.au/attachment/excursion-consent-form-template.docx>) is required for all activities conducted off-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Before the activity, all adult supervisors:

- must be familiar with the contents of the CARA record
- must assess weather conditions [🔗](http://www.bom.gov.au/) (<http://www.bom.gov.au/>) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers, if participating outside.

During the activity, all adult supervisors:

- must be readily identifiable
- must closely monitor students with health support needs
- must closely monitor non-participant crossing points
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms).

Supervisor qualifications

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the working with children authority—blue cards procedure [↗](http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) (<http://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure>) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher **must** be appointed to maintain overall responsibility for the activity.

At least 1 adult supervisor is required to be:

- a registered teacher with competence (knowledge and skills) in teaching track running; or
- an adult supervisor, working under the direct supervision of a registered teacher, with current Level 1 Community Athletics Coach accreditation [↗](https://www.athletics.com.au/Coaches/Coach-Framework/Athletics/) (<https://www.athletics.com.au/Coaches/Coach-Framework/Athletics/>) from Athletics Australia (or equivalent).

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed. A thorough course inspection must occur before the event to assess suitability of the track (e.g. type of surface, debris), clear/manage hazards and ensure sufficient space to allow for deceleration.

Participants must wear personal protective equipment (</initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers>) appropriate to the activity (e.g. enclosed footwear appropriate to the running surface). Consult the Little Athletics competition handbook [↗](https://laq.org.au/manuals/) (<https://laq.org.au/manuals/>) (section 3.1) for advice on the use of spikes. Ensure spikes, if worn, are no longer than 7mm (synthetic surface) or 12mm (grass surface) per the Little Athletics competition handbook.

Equipment must be sized to match the ability and strength of students.

The line marking of sports fields fact sheet (PDF, 394KB) (</initiativesstrategies/Documents/line-marking-fact-sheet.pdf>) must be followed if line marking is required.

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards

Control measures

Biological hazards

Body fluids (e.g. blood, saliva, sweat)

Manage bodily substances (e.g. blood) and open wounds before, during and after the activity. Consult infection control guidelines (PDF, 946KB) ([/initiativesstrategies/Documents/infection-control-guideline.pdf](#)) and Queensland Health's exclusion periods for infectious conditions poster (PDF, 1.5MB) (https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf) for hygienic practices and first aid.

Follow appropriate cleaning and hygiene management practices when using shared equipment (Departmental staff search "cleaning advice for shared equipment" in OnePortal).

Environmental conditions

Weather, sun, humidity

The school's sun safety strategy ([/students/student-health-safety-wellbeing/student-health/sun-safety](#)) must be followed.

Follow the managing excessive heat in schools guidelines ([/students/student-health-safety-wellbeing/student-health/managing-excessive-heat-schools](#)) when participating in very hot or extreme heat conditions.

Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

Vehicles

If vehicle access is required to the track, closely supervise the access points.

Facilities and equipment hazards

Control measures

Faulty or dangerous equipment

Use only regulation-size relay batons made from lightweight material (e.g. aluminium, plastic).

Hazardous equipment

Consider alternatives to hammer cap starting pistols (e.g. electronic starting pistol, gas powered horn, whistle, portable PA system).

Starter pistol caps, if used, must be used in accordance with the explosives safety alert [🔗](https://www.rshq.qld.gov.au/safety-notices/explosives/gun-caps-ignite-pocket) (<https://www.rshq.qld.gov.au/safety-notices/explosives/gun-caps-ignite-pocket>) issued by the Department of Natural Resources, Mines and Energy. That is, the caps must:

- be carried in a rigid container and **never** carried loose in pocket or hand
- be limited to the immediate number required
- avoid exposure to high temperatures
- avoid conditions where impact or abrasion may occur.

Wear hearing protection when using any starting pistol or air horn.

Load caps into the starter pistol only when it is about to be used. Use course markers made from non-injurious material.

Running surface

Conduct a field check to identify and manage surface hazards. Clear the running surface from loose items or debris e.g. rocks, burrs. Do not participate on a surface that is slippery, unduly rough or chopped up.

Cover/fill surface hazards (e.g. sprinkler heads) to be level with the surrounds.

Wear footwear appropriate to the running surface. Follow venue requirements, if available.

Sharp implements or objects

Spikes are not to be worn when learning baton changing skills.

Remove starting blocks immediately after the start of circular events to ensure they do not pose a hazard to runners at the finish of the event.

Tools or equipment

If power is required, ensure electrical or extension leads do not pose a tripping hazard.

Do not use finishing tapes in sprint activities.

When hurdling:

- use lightweight hurdles for beginners and primary school participants. Place weights at the base that allow safe tipping during competition
- set hurdle heights and spacings to facilitate skill levels and correct technique
- ensure the hurdles are facing in the correct direction.

Student considerations

Control measures

Collision

Ensure participants are sufficiently spaced for non-laned events to avoid collisions or spike injuries.

Directly supervise relay changeovers to ensure runners stay in their lane during and after baton changes to avoid collision.

Keep non-participants clear of the running track.

Physical exertion

Exhaustion and fatigue

Ensure students have undertaken sufficient training before participating in distance activities/events.

Do not allow students to run after injury until the injury has been managed according to established procedures. If in doubt, the student should not run until medically cleared.

Continually monitor participants for signs of fatigue and exhaustion.

Student issues

Conduct warm-up/cool-down [\(https://laq.org.au/coaching-resources/\)](https://laq.org.au/coaching-resources/) activities.

Provide specific safety induction for students wearing spikes.

Implement procedures (e.g. roll marking mechanisms) to prevent separation from the group when participating off site.

Visibility

Ensure staff can easily recognise those students with health support needs and are familiar with their needs.

Additional links

Noise induced hearing loss (PDF, 332KB) (</initiativesstrategies/Documents/noise-induced-hearing-loss.pdf>)

Athletics Australia facilities and equipment [🔗](https://www.revolutionise.com.au/aa/facilities-equipment) (<https://www.revolutionise.com.au/aa/facilities-equipment>)

World Athletics—Manuals and guidelines [🔗](https://www.worldathletics.org/about-iaaf/documents/technical-information) (<https://www.worldathletics.org/about-iaaf/documents/technical-information>)

See competition and technical rules.

Queensland Athletics coach education overview [🔗](https://qldathletics.org.au/coachesandofficials/coacheducation) (<https://qldathletics.org.au/coachesandofficials/coacheducation>)

Sports Medicine Australia injury fact sheets [🔗](http://sma.org.au/resources-advice/injury-fact-sheets) (<http://sma.org.au/resources-advice/injury-fact-sheets>)

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