GUIDELINES FOR THE SAFE CONDUCT OF SPORT AND PHYSICAL ACTIVITY IN SCHOOLS
Guidelines for the Safe Conduct of Sport and Physical Activity in Schools

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Foreword

It is important that student's school experiences in physical activity are conducted in a safe and supportive environment. Schools which create safe and supportive environments will not only protect students from injury but will encourage their lifelong participation in regular physical activity.

Schools are responsible for the provision of safe, relevant and well-structured sport and physical activity programs. These Guidelines for the Safe Conduct of Sport and Physical Activity in Schools are designed to support teachers implementing, leading and supervising a range of sport programs and physical activities.

The conditions for ensuring safety outlined for the specific sports and activities listed in this document apply whether the activity is taken as part of school sport, physical education, organised recreational games and activities, outdoor adventure programs or school camps and excursions.

The New South Wales Sporting Injuries Committee has joined with the Department of Education and Training in the production of this document. The Committee administers the Supplementary Sporting Injuries Benefits Scheme which is a non-contributory, government financed initiative providing benefits for school students who are seriously injured while participating in organised school sport. Details of the scheme's benefits provisions are outlined for the information of members of the school community.

Schools must ensure that sport and physical activity is safe and enjoyable for all students. I commend this document to you as a valuable and practical guide for the safe conduct of school sport and physical activity programs.

Jozefa Sobski
Deputy Director-General
(Development and Support)
October, 1999
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❖ State and National Sport Organisations:

- Archery Society of New South Wales
- Athletics NSW
- Australian Professional Ocean Lifeguard Association
- Australian Canoeing
- Australian Climbing Gyms Association
- Australian Cycling Federation
- Australian Ski Patrol
- Australian Sports Commission
- Australian Sports Injury Prevention Taskforce
- Australian Underwater Federation
- Basketball NSW
- BMX NSW
- Confederation of Bushwalking Clubs NSW
- Hockey NSW
- Jack Newton Junior Golf Foundation
- Little Athletics Association of NSW
- Orienteering Association of NSW
- Outdoor Recreation Council of Australia
- PADI Australia
- Pony Clubs Associations of NSW
- Martial Arts Industry Association
- NSW Australian Football League
- NSW Baseball League
- NSW Board Sailing Association
- NSW Bodyboarding
- NSW Canoe Association
- NSW Cricket Association
- NSW Cycling Federation
- NSW Fencing Association
- NSW Futsal Association
- NSW Golf Association
- NSW Gymnastic Association
- NSW Handball Association
- NSW Ice Skating Association
- NSW Indoor Cricket Federation
- NSW Institute of Sport
- NSW Karate Federation
- NSW Lacrosse
- NSW Netball Association
- NSW Roller Sports
- NSW Rowing Association
- NSW Rugby
- NSW Rugby League
- NSW Ski Association
- NSW School Surfing Association
- NSW Softball Association
- NSW Springboard and Platform Diving Assoc.
- NSW Squash
- NSW Swimming
- NSW Touch Association
- NSW Trampoline Sports Association
- NSW Water Polo Association
- NSW Wave Ski Association
- NSW Weightlifting Association
- NSW Womens’ Vigoro Association
- NSW Wrestling Association
- Royal Life Saving Society
- Skiing Australia
- Sport Aerobics Australia Gymnastics Federation
- Sports Medicine Australia
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- Surf Life Saving NSW
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- Mountain and Bush Experiences Pty Ltd
- Nature Conservation Council of NSW
- Northern Sydney Area Health Service
- NSW Department of Sport and Recreation
- NSW National Parks and Wildlife Service
- NSW Sporting Injuries Committee
- NSW State Emergency Service
- Penrith Dive Centre
- River Runners
- Sydney Indoor Climbing Centre
- Tooma Country Holidays and School Camps
- Vision Valley
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Introduction

Regular participation in physical activity during childhood is associated with a range of physical and mental health benefits both in childhood and in adulthood. Active children become healthy adults and schools play a key role in contributing to that outcome. In New South Wales government schools, 760,000 students participate in planned sport and physical activity at various levels on a regular basis.

Participation in a safe environment provides opportunities for students to enjoy the experience and excitement of physical activity, to develop skills, interact socially and achieve personal goals. Participants who enjoy and are satisfied with their experience are more likely to be physically active. This document will assist schools promote quality participation in physical activity through safe and enjoyable activities.

In preparing and organising sports events, excursions or camps involving aquatic activities or other sports, walkathons, fun runs, gala days, special focus activity programs and sport programs, the following policies and procedures are relevant:

- Care and Supervision of Students - Terms of Settlement Between the Department of Education and Training and the NSW Teachers Federation (98/139)
- Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School 97/138 (S.130)
- Child Protection: Procedures for Recognising and Notifying Child Abuse and Neglect 97/019 (S.018)
- Procedures to be Followed in Response to Allegations of Improper Conduct of a Sexual Nature by a Staff Member Against a Student 97/018 (S.017)
- Revised Code of Conduct 97/230 (S.211)
- Excursions and Other Visits 97/137 (S.129).

All current school sector policy-related documents are available on the Department's 'Network for Education' Intranet.

The home page of the Department of Education and Training can be found at http://www.det.nsw.edu.au. From here information on schools can be accessed through the link to Network for Education.

Physical Activity in Schools

Physical activity is defined as “any bodily movement produced by skeletal muscles that results in energy expenditure” (Caspersen, Powell and Christenson, 1985).
For the purposes of this document physical activity is an umbrella term that includes exercise, fitness activities, active recreation and sport with supervision provided by teachers and instruction provided by either teachers or other adults who are appropriately qualified.

These activities will usually be engaged in during teaching/learning situations and whole school activities and will usually involve:

- organised training or practice and organised competition, for example, athletics, gymnastics, water polo, ball games such as tennis, cricket, netball, basketball and all codes of football, or
- organised and structured physical recreational activities, for example, swimming, abseiling, surf board riding, skate boarding, bushwalking and canoeing.

It is not intended that the guidelines be directly applied to playground games initiated in recess and lunch time sessions which are usually informal in nature and arranged by students for their own pleasure and recreation. The school’s supervision plan will clearly indicate the supervision arrangements and the nature and structure of activities and games engaged in by students during daily breaks. These activities can become very competitive and whilst appropriate competition can be accommodated and encouraged, games or activities engaged in by students should be assessed taking into account the size of the playing area or field and any rule and equipment modification that may need to be made to suit the age, number of students, special needs and maturity levels of the students to enable safe participation.

*Guidelines for the Safe Conduct of Sport and Physical Activity in Schools* alerts teachers to the need for vigilance particularly where there is a potential hazard that may lead to injury. The safety conditions for specific activities apply whether the activity is taken as part of school sport, physical education, within school excursions, or on any other occasion where planned physical activity is to occur.

The safety conditions for specific sports and activities in these guidelines must only be varied where experts in the particular sport advise accordingly. Physical education teachers in physical education lessons may vary the conditions considering the nature of the activity, the teaching-learning processes employed and the experience and physical development of the participants.

Safe Participation

Physical activity in the school setting takes place in a variety of contexts and includes formal inter and intra-school competitive sport, physical education, formal and informal recreation activity, general leisure activity, fitness activities and adventure sports.
Effective prevention measures are based on an understanding of the inherent nature of the activity or sport, its players or participants and the external environment.

Injury rates and types vary markedly between sports and the development of prevention strategies needs to occur on a sport specific basis. The key strategies for injury prevention are described for the information of teachers who may be appointed as coaches, instructors, supervisors, officials, activity organisers or trainers. Best practice, sound practice and experience in the field indicates that injury countermeasures have a very significant role in preventing injuries.

An important injury countermeasure is the use of protective equipment. Protective equipment ranges from helmets, eyewear and mouthguards to shin padding, gloves and genital protectors.

Protective equipment used to prevent and control injury is increasing at a significant rate. In many sports such as cricket and baseball, the use of protective equipment is part of the culture and well accepted. In others, it is up to the individual to be aware of the potential risks and benefits of protective equipment and use has therefore been voluntary. Injury to the head, eyes and mouth are important, particularly when the consequences can be permanent head injury or loss of vision.

For physical contact sports, the respective state and national sporting organisations recommend the use of mouthguards. Cricket authorities recommend the wearing of cricket helmets and Squash Australia has already mandated the wearing of protective eyewear for particular competitions conducted under its banner.

Principals and sports coordinators are advised to refer to the section Personal Protective Equipment on page 39 of this document for additional information and advice to parents and caregivers.

**Guidelines for Specific Sport and Physical Activities**

Specific conditions for the vast majority of physical activities conducted as a part of school sport programs, physical education or recreation programs are listed in this section. Each set of guidelines includes reference to teacher/instructor qualifications and experience, supervision, equipment, venues and safety in a comprehensive summary of the most relevant matters to be considered.

Principals may wish to include an activity in the school sport program which is not listed in this document. For such an activity to be approved by the principal, a set of guidelines clearly setting out all requirements and safety procedures (eg. supervision, equipment, venues and safety) is required. The format may be the same as for any listed sport or activity.

Additional guidelines will be issued from time to time, either on request or because new developments are recognised.
How to use this resource

This resource has four main sections:

- Guidelines for Specific Activities
- Outdoor Recreation Guidelines
- Student Protection
- Supervision and Welfare of Students Engaged in Sport and Physical Activity
The target audience for the information in each section is identified in the diagram below.
Supervision and Welfare of Students Engaged in Sport and Physical Activity

Target audience: PRINCIPALS
- sport coordinators
- teachers in charge

Principals and sport coordinators will find the information in this section relevant to them when approving sports and organised physical activity. These activities may occur during teaching and learning activities and whole school activities and involve:

- specific sports and outdoor recreation pursuits
- activities conducted under the auspices of the school
- carnivals, gala days and walkathons
- activities out of school hours
- camps conducted by the NSW Department of Sport and Recreation
- billeting situations

This section also contains information that teachers, appointed to supervise, instruct or coach groups of students, will need to be aware.

Student Protection

Target audience: sport coordinators
- teachers
- coaches
- students
- parents

The second section alerts teachers to relevant Departmental memoranda concerning child protection and improper conduct, describes key injury prevention measures and provides practical advice in the critical areas of student protection.
Information on the key strategies which is critical to injury prevention is described and includes the areas of education, injury management and rehabilitation, personal protective equipment, playing equipment, stretching and warming-up, training and conditioning, rule modifications, playing conditions, minimum competencies for coaches and leaders and participation of students with medical conditions.

Schools are encouraged to integrate these key strategies and concepts into their PDHPE lessons and sports programs. Schools may also consider utilising this information in staff development activities and programs.

Additional protection measures concerning the use of starting guns, marking of grounds, use and installation of fixed playground equipment, sun protection measures and infectious diseases control are also described.

This section outlines the mandatory procedures and appropriate standards for schools conducting an outdoor recreation activity or program. The guidelines aim to minimise the danger inherent in some activities and promote safe practices relating to the management of students in often remote, rugged or potentially hazardous urban, water and bush environments.

A number of outdoor recreation activities have additional potential hazards and risks associated with them, for example, extended wilderness expeditions involving overnight stays. In these cases, the principal is advised to conduct a risk assessment of the activity prior to approval being granted.

This section also contains risk management procedures and a checklist to assist schools in the activity assessment and planning process.
Guidelines for Specific Activities

Target Audience:  
sport coordinators  
teachers in charge  
students

Safety guidelines for the vast majority of the activities conducted as part of the school's sport program, physical education or outdoor recreation program are listed in this final section.

Each set of guidelines includes a reference to teacher/instructor qualifications, supervision, equipment, venues and safety in a comprehensive summary of the most relevant matters to be considered.

The guidelines are designed for the ready use and reference of supervising or instructing teachers. They may be copied and attached to activity rolls.

NOTE

Additional guidelines will be issued from time to time either on request or because new developments are recognised.

NOTE

The loose leaf format of the document acknowledges that the material can accommodate amendments and inclusions as required.
Supervision and Welfare of Students engaged in Sport & Physical Activity

The advice contained in the memoranda *Care and Supervision of Students - Terms of Settlement Between the NSW Department of Education and Training and the NSW Teachers Federation* (98/139), *Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School* (97/138) and *Guidelines for Billeting Students* (99/089) should be read in conjunction with the following information.

Staff should be aware that departmental requirements in relation to child protection, including mandatory reporting, apply while they are supervising, coaching or training students. Refer to *Procedures for Recognising and Notifying Child Abuse and Neglect 97/109, Procedures to be Followed in Response to Allegations of Improper Conduct of a Sexual Nature by a Staff Member Against a Student 97/108*.

### RESPONSIBILITIES OF PRINCIPALS

- Principals are responsible for the development and implementation of a student supervision plan for school sport and other physical activity programs.
- The plan should clearly indicate the supervision arrangements and responsibilities at the various physical activity locations and venues and include where appropriate supervision of student travel to and from these venues and locations.

Principals should assess a number of factors in determining the level and type of supervision which needs to be provided during a particular activity. Aspects which should be considered in this assessment are:

- nature and location of the activity (prior inspection of the location may be required to identify potential dangers)
- number of students involved
- age and maturity of students
- qualifications and experience of the adult supervisors.
For sport activities, specific focus programs (e.g. aquatic activities) and physical activities conducted outside the school grounds, the school must inform parents or caregivers about the location, costs, mode of travel and supervision arrangements, activities to be undertaken and dismissal times, where it is appropriate, before permission is obtained.

This would include regular weekly sport, integrated sport in the secondary school, zone and higher representative sport competitions, fixtures and carnivals, outdoor recreation activities, as well as any other school-sponsored occasion.

Consent may be obtained for a block of a particular sport or activity, provided details of the duration of the block are provided and any variations are notified to parents/caregivers. The block sport note should indicate permission for no longer than a school term.

Principals, as part of the overall sport and activity supervision plan, should also ensure the adequate supervision of students while travelling to and from sport and physical activities.

The level and type of supervision needs to be determined, i.e. which students need and demand direct supervision.

Aspects which should be considered in this assessment are:

- age, maturity, and the number of students involved
- method of travel (including walking)
- the distance to travel and the route to be taken
- parental approval.

NOTE

APPENDIX A contains sample parent/caregiver information and consent forms which may be adapted for use in a range of activities.
SUPERVISION OF STUDENTS ENGAGED IN SPECIFIC SPORTS, PHYSICAL ACTIVITIES AND OUTDOOR RECREATION ACTIVITIES

- At the discretion of the principal, the number of supervising teachers, at times, will be greater than in the stated ratio because of:
  - the age, experience or capabilities of the students
  - maturity of the participants
  - the combined experience or expertise of the staff
  - the nature of the area in which the activity is to be conducted
  - the nature of the activity
  - method of travel
  - experience and qualifications of the adult supervisors.

- Students should not be permitted to leave the school grounds before the normal school finishing time, or the scheduled finishing time at a non-school venue, unless prior permission has been obtained from the parents or caregivers of the students concerned. Factors relating to dismissal times may include the nature of the activity or sport, travel arrangements, distance to the venue and the abolition of the normal lunch break in the case of students travelling to inter-school fixtures.

- In general, the teacher to student ratio for scheduled sport activities should not exceed 1:30. However, a significant number of sporting activities, particularly aquatic and outdoor recreation activities, have specific teacher/instructor to student ratios. Where relevant this information has been noted in the Guidelines for Specific Activities section of this document.

- Any activity involving swimming or water activities and/or overnight stays is to be accompanied by a member of staff who possesses current training in cardio-pulmonary resuscitation and emergency care. All other activities must be accompanied by a member of staff who has undertaken emergency care training.

- Appropriately qualified or experienced adults involved in activities as leaders, instructors or assistants may be included in the supervision plan provided that:
  - the principal is satisfied with their ability, qualifications and bona fides
  - the principal is satisfied that there are enough teachers to maintain adequate control of the whole excursion and to control each activity.
- Principals should define expectations in relation to non-staff instructors (e.g., those engaged to instruct aerobics, any form of martial arts, roller-skating, abseiling or canoeing) and the supervising teacher. Prior to engaging the services of a non-staff member, the principal should ascertain their level of expertise or experience, qualifications/training and experience in providing instruction to school students in the activity.

- Where an adult other than a teacher accompanies the group to provide instruction or to assist with supervision, a teacher must still take overall responsibility for the supervision of students.

- Principals should assure themselves of the bona fides of adults who accompany groups to assist with supervision. Depending on the circumstances, principals should employ one or more of the following probity checks:

  - check the Department’s not-to-be-employed list, and/or
  - consult references, and/or
  - require the person to sign a declaration that they have no convictions that would preclude their working with children, and/or
  - sight evidence of a satisfactory criminal record check by police.

- On overnight trips supervisory and accommodation arrangements are to be such that no staff member is placed in a position where there is potential for allegations of improper conduct to be made. In particular, sleeping arrangements should not place any adults in a situation where the propriety of their behaviour could be questioned. Likewise, sleeping and supervisory arrangements should minimise the possibility of conduct of a sexual nature between students.

- On overnight outdoor recreation activities, teaching staff have an obligation to supervise students for the whole period of the activity.

- Where senior students travel to venues by private car, principals should ensure that conditions for the use of private vehicles are in place and adhered to, particularly in the case of passengers. Principals should refer to the Memorandum: Use of Private Motor Vehicles by Students (85/340).

- Where small groups of students have to travel away from school (e.g., 3 or 4 competitors to a carnival), parents or caregivers must be notified and give approval for such arrangements. The principal must ensure that suitable arrangements for travel and supervision are provided.
Coaching competency

- Prospective coaches or instructors should possess the relevant competencies to safely and effectively manage the proposed activity. Competency assessment should take into account the nature and type of activity, level at which the game is to be played (e.g., intra-school or zone competitions), and the experience and ability of the participants.

- Schools may consider facilitating or supporting teachers, inexperienced in some sports, with training and development opportunities in the area of coaching. Additionally, schools could provide teachers with information and resources (or direction to resources) to assist their organisation.

**NOTE**

*Due to the potentially higher risks associated with them, certain sports and outdoor recreation activities require coaches or instructors to have obtained a range of relevant coaching or instruction competencies.*

*Where so indicated in the Guidelines for Specific Activities section of this document, principals should ensure that coaches/instructors have the specified competency levels to safely and effectively implement the activity.*

- Coaches or instructors may be deemed to have sufficient competency where they can demonstrate the achievement of formal accreditation associated with the activity or alternatively where they can demonstrate experience or competencies which are applicable to the activity.

- The attainment of a National Coaching Accreditation Scheme (NCAS) Level 0 (Orientation to Coaching) coaching certificate would provide sufficient evidence of competency and enable a prospective coach to effectively implement a sporting activity.

- A NCAS Level 1 coaching accreditation course will provide coaches/instructors with additional competencies to conduct sports activities at the highest competition levels.

- Where a teacher with the necessary competencies is unavailable, a suitably qualified community member may be engaged as the coach or instructor. In these instances, a teacher must be present to take overall responsibility of the group.
Where possible, qualified referees, umpires or judges should be provided for inter-school sport competition fixtures.

A large majority of state sporting organisations conduct development programs for coaches under the auspices of the NCAS. Courses are available at four levels:

**Courses of 4-6 hours provide the beginner coach with an introduction to coaching information, skills and responsibilities. The course emphasises the practical aspects of coaching.**

Teachers who obtain a Level ‘0’ will:

- be able to organise an effective coaching session
- understand how children in sport are different from adults in sport
- be able to teach basic sporting skills
- develop the confidence to provide quality coaching
- be aware of the benefits of modified sport for children
- acquire up-to-date coaching knowledge
- be able to provide the safest possible sporting environment.

**Orientation to Coaching**

**Level 1**

Aims to develop practical coaching knowledge and skills for the beginner coach. Coaching principles, practical coaching and coaching practice are integral components of the course.

**Level 2 & 3**

Are more demanding, providing knowledge necessary to coach up to state (elite) level.
REMEMBER

All sports activities and excursions involving swimming or water activities and all overnight excursions must be accompanied by an employee of the Department of Education and Training who has appropriate and current training in cardio-pulmonary resuscitation (CPR).

All other sporting events and activities must be accompanied by an employee of the Department of Education and Training who has current training in emergency care.

Re-accreditation for CPR is required annually and every three years for the emergency care qualification.

- Teachers appointed as coaches should:
  - be provided, if necessary, with opportunities to acquire an appropriate level of knowledge and skills which will enable them to provide students with appropriate instruction in the techniques of the sport activity
  - plan to allow for progressive skill development
  - be aware of the specific strength and physical requirements of activities, particularly for students selected in school representative teams, for example, the most desirable and suitable body build for a front row forward in rugby league or rugby union. Students must be selected on the basis of ability and suitability for the position they are to play
  - ensure that students only participate in vigorous activities if medically fit. Students must not be allowed to continue playing if they are injured. If a teacher has reason to believe that a student is injured, the student should be removed from the field of play. Students are not to return to playing after injury until it is clear that the injury has healed. If there is any doubt, the student is not to play until medically cleared
  - ensure safety requirements, including the wearing of special equipment or apparel prescribed by the particular sport, are enforced.
SUPERVISION OF STUDENTS WHILE ENGAGED IN ACTIVITIES CONDUCTED UNDER THE AUSPICIES OF THE SCHOOL

When activities are conducted in collaboration with community members or organisations and under the auspices of the school, principals should clarify the conditions under which the activity will take place, the bona fides and qualifications of community members and the roles and responsibilities of Department of Education and Training staff by referring to the memorandum *Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School* (97/138).

- In addition to this policy for school-endorsed activities conducted away from the school, the policy on *Excursions and Other Visits* (97/137) and *Guidelines for Schools and TAFE Colleges and Campuses: Management of Serious Incidents* also apply.

- In many school communities, a range of partnerships has been established to enhance the educational opportunities available to students. Examples include:
  - external commercial organisations providing elements of a physical education or sport program
  - personnel from beyond the school staff involved in activities as coaches, performers, demonstrators or supervisors, either in a paid or voluntary capacity.

- When the school joins with members, employees or volunteers from the community, a community organisation or business in a school-organised or school-endorsed activity, then certain conditions apply. These conditions are based on the premise that the school retains responsibility for supervision and a duty of care of students. It is not necessary for the activity to be conducted on school premises for these conditions to apply.

- Staff should be aware that departmental requirements in relation to child protection, including mandatory reporting, apply while they are supervising a school and community activity. Members of the external organisation involved in the activity should also be made aware of these requirements.
The bona fides and qualifications of community members who offer educational services as part of an activity conducted under the auspices of the school should be carefully assessed by principals prior to it becoming a school-endorsed activity. Principals should sight the originals of qualifications and, depending on the circumstances, employ one or more of the following probity checks:

- consult references
- require the person to sign a declaration that they have no convictions that would preclude their working with children
- check the Department's not-to-be-employed list
- sight evidence of a satisfactory criminal record check by police.

STUDENT WELFARE GUIDELINES FOR BILLETING

Billeting has been a traditional method of providing low cost accommodation for students involved in excursions and sporting trips hosted by schools, Area and State school sport associations.

Schools and school sport associations need to take account of the following principles:

- Billeting needs to be a planned activity in which principals, billeting coordinators, supervising teachers, the host parents and the parents of visiting students are fully informed and implement arrangements that have been agreed upon by the principals involved.

- All excursions involving billeting must have the approval of the principal and, where more than one school is involved, the principals of all participating schools.

- The principal, or members of the school staff delegated by the principal, retain an overriding responsibility for the welfare of students they accompany for the duration of the activity. This responsibility cannot be transferred to parents, volunteers or employees of external organisations.

- Reasonable steps need to be taken to anticipate possible risk situations for students and to plan and, if necessary, implement strategies to address them.

- Professional judgement will be needed in addressing issues associated with the allocation of billets to host families. Many issues relate to incompatibility rather than unsuitability. Negotiations and communication should occur sensitively, with relevant information shared on a 'need to know' basis only.
• If the well-being or safety of a student is at risk, or there is a suspicion that this could be so, the student should be relocated to another approved accommodation arrangement and the parents informed that this has occurred.

Principals should refer to the Memorandum to Principals: Guidelines for Billeting Students (99/089) for additional information. The memorandum contains a good practice statement to assist schools and school sport associations in developing appropriate procedures.

Appendix F also contains a form: Acknowledgement of Billeting Conditions By Billeting Families which each host family is to sign.

### SUPERVISION AT CARNIVALS, GALA DAYS, WALKATHONS ETC.

- Supervision arrangements for participants and spectators at events such as carnivals, gala days and walkathons, should be assessed on the basis of:
  - Student numbers, gender, age and maturity
  - special needs of students
  - location and nature of the event or activity
  - local conditions including the layout of the event facility
  - arrangements for spectator accommodation.

- Often schools restrict access to particular school and event facilities, equipment or particular areas of the school/event grounds to ensure that effective supervision can be more readily provided and the safety and welfare of students can be assured. **Attention should be given by supervising teachers to these restricted areas on a regular basis during the supervision period.**

- Where bus transport is provided, students waiting for buses outside or near the event facility should be directly supervised. The numbers of students present, the age, maturity and behaviour of the students, the number of exit sites and the danger from buses and normal traffic should be assessed in determining an appropriate level of supervision.

- Teachers responsible for the supervision of student spectators at school and zone carnivals should not act as carnival officials at the same time.
SUPERVISION OUT OF SCHOOL HOURS

Sport activities approved by the principal

- Parents or caregivers must be notified and acknowledge the arrangements made by the school regarding travel and supervision for any approved sport activities which are held out of normal school hours. Such activities may include selection trials, training or coaching for school sport competitions, participation in the zone, area or state PSSA and CHSSA fixtures and community organised competitions which are an extension of the school sport program and have the approval of the principal. Teachers involved would be deemed “on duty”.

- Teachers undertaking coaching or management roles in activities held out of normal school hours should adhere to the following basic rules to avoid possible allegations of improper conduct:

  - Inform parents and keep to the exact times stated.
  - If parents are late picking up students, get on with your own packing up, but with the student still in your sight while you work.
  - Ask a parent to help you with the coaching as support.
  - Avoid staying in your staff room with an individual student.

- Where travel is involved for students or teachers:

  - Obtain parents’ written permission to drive students anywhere.
  - When you seek approval, inform parents in writing about how you are travelling and who will be with you.
  - Avoid driving an individual student home. Help the student to find an alternative way of getting there.

NOTE

*If an adult other than a teacher is engaged for instruction or coaching, a teacher must be present to assume supervision responsibilities.*
Off-site activities NOT endorsed by the school

- Activities involving students conducted by external organisations not on school premises and without the endorsement of the school should be treated as privately arranged tours under the Other Visits section of the Excursions and Other Visits policy of the Department (97/137).

- If a team of students from a school enters a community organised competition on the weekend or in the evening, and the activity is not endorsed by the school, or the team contains members who are not students of the school, they do so as private citizens and any teacher involved is also considered a private citizen.

- In these circumstances, neither the school nor the Department of Education and Training will accept any responsibility in respect of students or teachers who may choose to become involved.

- Where it is relevant, the parents of students who are entering competitions or events organised by external organisations should be informed of the above conditions.

ACTIVITIES AT CAMPS ORGANISED AND CONDUCTED BY THE NSW DEPARTMENT OF SPORT AND RECREATION AND OTHER AGENCIES

In addition to these guidelines, for school-endorsed activities conducted away from the school, the policy on Excursions and Other Visits (97/137) is relevant.

- A range of partnerships has been established to enhance the educational opportunities available to students. Camps organised and conducted by the NSW Department of Sport and Recreation and a number of other quality service providers have a long and successful association with schools in offering a variety of quality outdoor education programs and elementary recreation pursuits. The camps also focus on activities designed to extend, reinforce and supplement the formal education of students in the areas of environmental education and living skills.

- Camps and centres are in a unique position to achieve a range of positive outcomes by:
  - providing an environment where learning takes place through direct experience
  - providing opportunities for individual and group discovery
  - providing a setting that allows teaching methods to be employed that are informative and stimulating to students.
Principals should be assured that a student supervision plan, incorporating both the visiting teachers and centre staff, has been prepared by the camp director in relation to the safety and welfare of the participants.

Supervision should be adequate in relation to the number, age, gender, maturity, special needs and anticipated behaviour of students, their accommodation arrangements and the nature and location of the planned activities. The plan should include explicit roles and responsibilities.

Since camp staff are responsible for the programs, and supervision is a shared responsibility during programmed activities, appropriately qualified camp staff, involved in the activities as leaders or instructors, may be counted as teaching staff in terms of meeting the requirements of the teacher:student supervision ratios outlined for specific activities in this document.

All instructional staff at Department of Sport and Recreation centres are qualified teachers, possess first aid and CPR qualifications and have participated in child protection training.

Parents and caregivers should be advised of all relevant details concerning the conduct and organisation of the camp program.

Parents/caregivers are to be fully informed of the nature of the camp's sport and recreation activities and written approval obtained prior to student participation in these activities. The parent/caregiver must be given the opportunity to decline their child's involvement in any of the scheduled activities.

Camp staff must be aware of, and implement, DET requirements in relation to child protection.

Schools attending camps at centres other than those organised and conducted by the NSW Department of Sport and Recreation should:

- carefully check the sport and physical activity programs offered by that centre and ensure that the conditions for the conduct and supervision of the activities conform to DET guidelines
- retain responsibility for the supervision and duty of care for students
- be satisfied that the qualifications of centre staff, who are to conduct the outdoor recreational activities, meet DET guidelines
- ensure that the centre is aware of, and will implement, DET requirements in relation to child protection, including mandatory reporting.
SMALL GROUP ACTIVITIES

- On rare occasions, where it is proposed that an individual or a small group of mature students participate in a special sport activity or excursion, it may be necessary for part of the activity (eg. independent travel) or all of the activity to take place without direct supervision of a staff member.

- In such circumstances, it is imperative that parents be fully informed of and agree to the arrangements and that the principal and the teacher in charge of the special activity take all steps to ensure the safety and welfare of the unaccompanied students.

- In the case of some programs (eg. the Duke of Edinburgh's Award), certain activities are undertaken by high school students which will confirm their competence to satisfy advanced awards.

Expeditions undertaken to achieve these awards will require students to complete aspects with considerable independence. Teachers overseeing these activities will encourage the students to develop self-reliance without jeopardising their safety. The organisation's guidelines must be implemented.

Supervising teachers are to ensure that regular contact is made with the students. As well, students should be able to contact the supervising teacher as needed.

UNSCHEDULED ACTIVITIES

- Students participating in outdoor recreation programs, sport activities or an excursion must not be permitted to engage in additional or alternative activities which were not originally scheduled in the program and for which parental approval would normally have been necessary (eg. horse riding, water activities).
Many teachers have expressed concern that they may be sued or have some legal liability in school injury cases. The following extract from the Department of Education and Training Memorandum to Principals Care and Supervision of Students - Terms of Settlement Between the NSW Department of Education and Training and the NSW Teachers Federation (97/165) states:

- When a student is injured while in the care of the school, it is possible that legal action will be taken. If this occurs, it is invariably the State of New South Wales that is sued rather than individual schools or staff members.
- This is because the Department, like all employers, is vicariously liable for acts and omissions of its employees at work. Teachers should not be concerned about incurring any individual liability provided that the teacher is not guilty of serious and wilful misconduct.
- In some rare cases teachers or executive staff members are sued either individually or together with the State of New South Wales. In those rare instances, the Department of Education and Training seeks Crown representation for the staff member involved.
- Crown representation means that the New South Wales Crown Solicitor’s Office acts for the staff member and the State meets all costs and verdicts.
PHYSICAL CONTACT WITH STUDENTS: A SENSITIVE ISSUE

The following information has been adapted from a feature article in the Department's Curriculum Support Directorate PDHPE periodical (1998, Volume 3 No. 3).

- Teachers have hundreds of interactions with students in their classes every day. Some of them include touch. What parameters can help teachers to determine whether or not to touch a student? What does the Department expect of teachers? What are the rights of young people to be touched or not touched? What is appropriate touch? How do teachers manage the supervision of change rooms and after-school coaching sessions?

- Child protection procedures are in place to ensure that the children and young people in our schools are protected from harm. While they have caused teachers to reflect on current practices, they are not intended to make more difficult the work of committed teachers going about their day-to-day business.

- Child protection education involves teaching students how to recognise the difference between the touch that most people would consider appropriate and touch that is inappropriate. Students are taught that an important aspect of managing their own lives is to be able to say "no" to unwanted touch.

- This explicit teaching should be counterbalanced by two needs:
  
  - the need for negotiation to allow teachers to touch students for medical, instructional and safety reasons
  - the need for students to accept responsibility not to infringe the personal rights of others.

- Agreements can be negotiated, based upon these needs, to ensure the safety and well-being of students and to reduce the risk of teachers being accused of inappropriate behaviour.

- Appropriate touch will be part of a teacher's repertoire of behaviours for managing students. A "hands-off" approach is out of the question for many sport coaches and instructors because of the need to support, demonstrate and assist students in the activity (eg. abseiling, swimming, tackling in football, gymnastics and martial arts).
**Expectations**

- It is an expected, and a natural part of coaching and instructing in sport, that teachers touch students in such situations as spotting in gymnastics and demonstrating a range of games skills. This is an important and necessary aspect of safe and effective teaching.

- It is suggested that schools arrange to discuss these issues and develop agreed guidelines about touch in teaching sport or physical education.

A clear framework should be developed within the guidelines for the physical contact necessary for the procedures which are consistent with a teacher's duty of care. In this way, the school can provide a supportive environment for students and staff which is consistent and well understood and which models appropriate contact and behaviour.

**What could guidelines look like?**

- Agreed guidelines should be explicit, with concrete examples. They should also cover two main aspects:
  - seeking permission from the student before performing a particular demonstration or lesson which requires touching
  - clarifying the nature of "in-school" and "after-school" management of students.

**Seeking permission**

- In the physical activity arena, the physical handling of a student to demonstrate a particular action, such as throwing a javelin or a ball, may seem quite reasonable, but teachers cannot assume that the student wants to be touched to be shown this particular action.

What can teachers do?

- Let students know why there is a need to demonstrate, using a hands-on method.
- Explain what the touching will be and ask for volunteers, or ask students if they mind you demonstrating with them using a hands-on approach.
- At the beginning of a sport program such as gymnastics, explain that the teaching of it will involve spotting by yourself and peers.
• Be explicit about where you will be touching, for example, around the waist or hips.

• Be explicit about the fact that if students need "catching" for safety reasons, touching may not proceed as planned, to ensure their safety.

• Give the students verbal instructions at first. If they have difficulty, ask them if they would like you to show them how to do it. If they say no, listen to them and do not do it. It is their choice.

• Minimise the need for touching. Ask yourself if touching is necessary.

CLARIFYING IN SCHOOL AND OUT OF SCHOOL HOURS MANAGEMENT OF STUDENTS

- Teachers will be required to be with students out of the classroom, in change rooms and before or after-school commitments. There are some basic rules to follow. Common sense about student management will always be the most important guiding principle.

  **Travelling**

  • Always obtain parents' written permission to drive students anywhere.
  
  • When you seek approval, inform parents in writing about how you are travelling and who will be with you.
  
  • Avoid driving an individual student home. Help the student to find an alternative way of getting there.

  **Coaching after hours**

  • Inform parents and keep to the exact times stated.
  
  • If parents are late picking up students, get on with your own packing up, but with the student still in your sight while you work.
  
  • Ask a parent to help you with the coaching.
  
  • Avoid working in the storeroom with an individual student.
  
  • Avoid staying in your staff room with an individual student.
Supervision of change rooms

- Teachers have a duty of care, which means you must supervise change rooms and not ignore them. Work out explicit instructions and keep to your own rules.
- Develop and give explicit rules about behaviour in the change room.
- Set a routine for going into change rooms and keep to it.
- Let students know when you are coming in to give them the opportunity to cover up if they want to.
- Don't stand in change rooms. Students have a right to their privacy.

Supervision of change rooms by male teachers

- While the issue of a teacher of either sex supervising the change rooms of both sexes poses some difficulties, there are particular community sensitivities about male teachers supervising female students in change rooms. Some suggestions for dealing with this situation include:
  - Give explicit rules about what is expected of students' behaviour in the change rooms.
  - Make sure that students know, that if there is an emergency, you will need to enter the change room.
  - Choose two student representatives to report to you about any problems in the change rooms.
  - Call all the girls out, if there is any disturbance.
  - If, for some reason girls remain in the change room, seek a female teacher to go in.
  - If there is an emergency, let them know you are coming in and give a warning to cover up before going in.

- Appropriate touch can enrich human interaction, inappropriate touch can destroy it. A good question to ask in deciding whether the touch is appropriate, is: "Is it serving the needs of the student or the teacher?". Your good practice guidelines can lead to informed decisions that protect everybody's rights.
Student Protection

It is crucial that every school and staff member actively provides for the protection, safety and welfare of students. Ensuring the protection, safety and welfare of each student helps create the foundation for an effective learning environment.

This section alerts teachers to mandatory requirements, describes key injury prevention measures and provides practical advice in critical areas of student protection.

The following areas need to be considered by principals and teachers when planning and implementing their own programs for physical activity.

- Protection against child abuse and improper conduct
- Sports injury prevention measures and strategies
- Injury countermeasures
- Infectious diseases control
- Sun protection
- Inappropriate activities
- Additional protection measures

### PROTECTION AGAINST CHILD ABUSE OR IMPROPER CONDUCT

- The advice contained in the following memoranda should be read in conjunction with the information contained in this section of the document:

  - Care and Supervision of Students - Terms of Settlement Between the NSW Department of Education and Training and the NSW Teachers Federation (98/139)
  - Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School (97/138)
  - Excursions and Other Visits (97/137)
  - Professional Responsibilities of Teachers (97/227).
• It is the role of the Department of Education and Training to:

  • protect the young people in its care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature
  • ensure that abusers are not employed in any capacity associated with the care of teaching of school children
  • assist in the recognition and notification of suspected child abuse and neglect
  • provide educational programs in child protection.

• Staff should be aware that departmental requirements in relation to child protection, including mandatory reporting, apply while they are supervising any type of school activity.

In the context of sport and physical activity, teachers are required to be with students on the field, in the pool, in the gymnasiums, in the change rooms and at a range of commitments out of school hours. The same rules and responsibilities apply in these circumstances as they do for the classroom.

• In support of child protection education, schools have a series of materials entitled Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education.

• The documents, in five stages, assists teachers to integrate teaching and learning about sexual abuse and other forms of abuse, including bullying and harassment, into Personal Development, Health and Physical Education (PDHPE). These materials emphasise the importance of students being informed about sources of support within the school as well as in the broader community. They also provide an opportunity for the school's policies and practices relating to behaviour including discipline, discrimination, gender equity, bullying and harassment to be discussed in the classroom.

• Teachers involved in coaching, managing and supervising will find this resource to be a valuable reference concerning protective strategies, positive relationships and the use of power in relationships.

Teachers have hundreds of interactions with students in their classes every day. Some of them include touch. To establish and maintain good practice in relation to touch, teachers should refer to Physical Contact with Students: A Sensitive Issue in the previous section.
SPORTS INJURY PREVENTION MEASURES AND STRATEGIES

This section describes key strategies for injury countermeasures and injury prevention. The Australian Sports Commission's document *SportSafe Australia: A National Sports Safety Framework* is acknowledged as a major contributing source of information in this section.

- The key strategies for injury countermeasures and injury prevention will be relevant for teachers who are appointed as coaches, instructors, supervisors, officials, activity organisers or trainers.

- Participation in a safe and non-threatening environment provides opportunities for students to enjoy the experience and excitement of physical activities, to develop skills, interact socially and achieve personal goals and ambitions. Participants who enjoy and are satisfied with their physical activity experience are more likely to repeat and continue their experience.

- Physical activity in the school setting takes place in a variety of contexts and includes formal inter and intra-school competitive sport, physical education, formal and informal recreation activity, leisure and fitness activities and outdoor adventure sports.

Effective prevention measures should be based on an understanding of the inherent nature of the activity or sport, its players or participants and the external environment.

- Injury rates and types vary markedly between sports and the development of prevention strategies needs to occur on a sport specific basis. However, some sports with similar injury profiles can be grouped together and similar measures developed to prevent injuries.

Many of the following injury prevention measures (countermeasures) will be relevant, in various degrees, to the vast majority of physical activities organised and managed by teachers.

Accidents most commonly occur in situations where:

- inadequate supervision and instruction has contributed to a failure to ensure that rules are complied with. For example, in activities such as softball, cricket, hockey and T-ball, this has resulted in injuries to students struck with either bat or ball when students are too close to the activity
- games have been conducted on unsuitable areas such as grassed areas with tufts and holes, uneven bitumen or concrete surfaces, or too close to windows, steps or projecting objects such as taps and seats.
Sports injury prevention measures are classified into pre-event, event and post-event:

- **Pre-event** countermeasures focus on the development of policies and codes of behaviour that are anticipated to reduce injury and includes the training and education of coaches, officials, players and sports trainers.

- **Event** countermeasures are effective during actual participation in the sport or activity and include enforcement of rules, using appropriate equipment, including protective equipment, playing in a suitable environment and warming up and cooling down of participants.

- **Post-event** prevention strategies include the provision of initial first aid and ongoing management of injuries, the evaluation of risk management plans and review of policies.

**INJURY COUNTERMEASURES**

Best practice, sound practice and experience in the field indicates that the following countermeasures do have a role in preventing injuries:

**Education**

- Education of students and teachers in sport safety is an essential component of any injury prevention program. Changes in knowledge and attitudes generally precede changes in behaviour, so education is a vital step in any program focussing on injury prevention.

- Schools can contribute to education in injury prevention through the Personal Development, Health and Physical Education (PDHPE) key learning area and specific sport programs. Sports and physical education teachers are in a position to inform, teach and instruct students in a wide range of sport and physical activities, including how to prevent injury and adhere to the correct codes of conduct.

- Education of teachers in sports safety can be implemented through school training and development activities. Increasingly, courses are being developed and implemented to equip teachers who are appointed as coaches, officials and administrators with the knowledge and skills required to conduct a sport or activity. Programs, for example, are available from the Australian Coaching Council, Sports Medicine Australia, St. John Ambulance or Red Cross, state and national sporting organisations and associations.
Injury management and rehabilitation

- Despite application of the best preventive methods, there is always the possibility of injury when participating in sport and physical activity. Any safety framework should therefore include components dealing specifically with injury management. Injury management includes: first aid, transport, treatment, rehabilitation and education to protect against further damage.
- A set of procedures and advice regarding accident prevention and injury treatment should outline:
  - the immediate treatment (or referral) of injury
  - contact persons or centres for injury treatment
  - the responsibilities and the role of the teacher in first aid
  - the treatment of major vs minor injuries
  - basic and prudent first aid procedures
  - notification of accidents
  - accident reports and records of accidents
  - location and availability of medical kits for all sports locales.

- Students should only participate in vigorous sporting activities if medically fit. Students must not be allowed to play or continue to play if they are injured. If a teacher has reason to believe that a student is injured, the student must be removed from the sporting activity.
- Teachers and coaches are to encourage students not to return to playing after injury until it is clear that the injury has healed. If there is any doubt, the student is not to play until medically cleared.

Personal protective equipment

- The role of protective equipment in sports is to prevent the risk of injury from accidental or routine impacts. Protective equipment ranges from helmets, eyewear and mouthguards to shin padding, gloves and genital protectors. The sports using protective equipment range broadly from cricket, and all codes of football, to squash and cycling.
Protective equipment used to prevent and control injury is increasing. In many sports such as cricket and baseball, the use of protective equipment is part of the culture and well accepted. In others, it is up to the individual to be aware of the potential injury risks and benefits of protective equipment and use is therefore voluntary.

An important part of any sports safety framework is to educate players, parents, coaches, trainers and officials in the appropriate use of protective equipment. This should include the selection, maintenance, proper fit and adjustment of this equipment.

There already exists a culture of mouthguard-wearing by young people in contact and non-contact sports in both club and school settings. The NSW Youth Sports Injury Report 1997 published by the Northern Sydney Area Health Service indicates the following percentage of participants wearing mouthguards: Rugby Union - 82%, Hockey - 64%, Rugby League - 58% and Australian Football - 56%.

With the increased popularity of contact sports and encouragement to participate at an early age, the role of mouthguards in relation to prevention of sporting injuries to dental and other oral tissues has become more important.

Dental injuries are the most common type of facial injury sustained during participation in contact sports. The majority are preventable if a professionally fitted mouthguard is worn. Dental injuries often cause considerable pain and distress and frequently present a difficult and costly treatment problem.

National and State sporting organisations strongly recommend the wearing of properly fitted mouthguards for competition and training. The NSW Department of Health, Sports Medicine Australia, the Australian Dental Association (NSW Branch) and Dental Health Foundation Australia recommend the wearing of custom-made mouthguards.

In order for parents and caregivers to choose an appropriate guard, the relative merits of the types available are outlined in APPENDIX B of this document.

Sport coordinators are encouraged to make this information available to parents, caregivers and students.

NOTE

Where the wearing of protective gear is specified in the Guidelines for Specific Activities section of this document, it must be worn.
Playing equipment

- The playing equipment itself (e.g. balls, bats etc.) is an important factor to be considered in injury prevention. If a participant cannot wear protective equipment to prevent an injury, then modifying the playing equipment will assist in providing a safer playing environment. For example, the use of softer balls in baseball and softball has been widely promoted in reducing the risk of injury to the hands and other areas of the body.

- All equipment that is used should be suited to the size and ability of the student, regularly checked for safety and maintained according to manufacturers instructions, padded as appropriate, stable and properly erected and constructed.

- The AUSSIE SPORT program developed by the Australian Sports Commission has been successful in providing an extensive range of modified sports using safe modified equipment, modified rules and increasing the participation opportunities for many students.

Stretching including warm-up and warm-down

- A warm-up (prior to stretching) prepares the body both physiologically and psychologically for the activity and is seen as an essential and successful preventative activity.

The warm-up:

- raises the temperature in muscles and increases circulation around joints
- increases oxygen delivery to the muscles so that they are available for more vigorous activity
- encourages faster and stronger muscle contraction.

The goal of a warm-up is to gently raise the heart rate, and most importantly to raise the body temperature to a light perspiration level. Movement of the major muscle groups is the key to warming-up.

- The warm-down involves exercises that decrease the heart rate and temperature slowly and rhythmically, are of low intensity, lengthen muscles and move through a full range of motion, such as marching, knee lifts, shoulder rolls, arm extensions. The warm-down should include stretching of the major muscle groups.
There are many exercises which are best avoided because they compromise body parts. In addition to lack of control of movement, poor posture and body alignment and often too many repetitions of the same action, some of the old fashioned exercises which are potentially dangerous include those which place:

Excessive loads on the spine (avoid these movements):

- neck circling and rolling
- extreme neck extension (backwards) or flexion (forwards)
- bending forward to touch the toes and any similar actions
- bending forward without support and twisting
- bending backwards to an extreme position
- straight leg sit-ups
- straight leg raise activities
- sit-ups with held ankles or feet (this over-strengthens muscles which are attached to the lower back)
- the plough position (feet over head to touch floor).

Excessive loads on the knees (avoid these movements):

- full knee bends
- knee rotation
- duck walking
- hurdles stretch.

Excessive loads on the elbows and shoulders (avoid these movements):

- locking or snapping the elbows
- hanging through the shoulders in the all 4’s position
- holding arms above the head for more than 20 seconds
- impact push-ups.
Training and conditioning

- Appropriately structured training and conditioning programs are significant factors in injury prevention. In developing specific training and conditioning programs for students, coaches and instructors will need to consider:

  - maturity and age of the participants
  - physiological requirements of the activity
  - physiological capabilities of the individual participants
  - level of competition and nature of the activity
  - the participants’ playing positions.

- Where schools, for example, participate in representative rugby league or rugby union, they are required to have in place a structured training program. The training must be specific to the players’ positions and physiques.

- Physical conditioning can occur through well organised and active skill drills, practices and games. Fitness and strength development promoted through enjoyable learning activities, will establish a good base for specific conditioning in the future.

- A supervised strength and weight training program can be introduced at the adolescent stage of development. Strength or weight training before this age may cause damage to the immature growth regions of the bones causing long term abnormalities. A strength and weight training program may include body weight exercises, free weights, weight machines and circuit training.

Coaches

- The team coach can play a critical role in the prevention of sporting injuries. Coaches should undertake regular updates in injury prevention, injury recognition, first aid and basic life support principles.

- Level 1 coaching accreditation is supported and encouraged by all sports with courses being coordinated by the National Sporting Organisations and accredited through the Australian Coaching Council or the state sporting bodies themselves.
Schools are encouraged to incorporate Level 0 and Level 1 coaching accreditation for teachers in the school's training and development plans.

Coaches, particularly of representative sport teams, should be aware of the specific strength and physical requirements of the activity, for example, the most desirable and suitable body build for a front row forward in rugby league or rugby union. Students must be selected on the basis of ability and suitability for the position they are to play.

**Officials**

Rules and the way they are implemented by game officials are a key approach to injury prevention in sport. The application of appropriate sanctions for infringements of the rules which may lead to injury is an effective injury prevention strategy.

Administrators of inter-school competitions are encouraged to use accredited umpires and referees. Zone sport coordinators are encouraged to arrange coaching and officiating accreditation courses for teachers officiating at inter-school competitions.

**Rule modification for juniors**

Those involved in the development of injury prevention strategies should understand the difference between child and adult athletes in skill, strength and coordination skills.

Children mature and develop at different rates and may not have the background knowledge of what is an appropriate activity. It is for this reason that modifying rules of adult sport is recommended for sporting activities for young students.

AUSSIE SPORT programs highlight the importance of modifications to equipment, rules, the principles of fair play and consequently contribute to a reduction in injury. Many sports have developed modified versions of the adult game. These include Netta Netball (Netball), Roo Ball (Soccer) and Kanga Cricket (Cricket). The modifications include decreases in the size of the playing field, smaller and often softer playing equipment, rule changes and an increased use of body protection required.

Modified games have been tailored to enable students to participate effectively within their limitations and capacities.
Sports First Aid

- Schools may seek to have members of the school community trained in sport first aid courses.
- Sports first aiders/trainers receive instruction in the prevention of sports injury, assessment and immediate management of sports injuries, cardio-pulmonary resuscitation (CPR), warm-up, stretching and cool-down, taping and nutrition.
- It is the primary role of the sports trainer to improve the safety of sport by assisting with injury prevention measures such as taping, checking protective equipment, providing initial injury management on the field and referring injuries, as necessary, to a more qualified health professional.
- Courses are conducted by Sports Medicine Australia NSW via the Safer Sport Program. These courses are designed to increase the knowledge level of individuals as they acquire and apply practical skills working with a sport or school. Available courses include a Sports Medicine Awareness Course, Sports First Aid and Level 1 and 2 Sports Trainers Courses.
- Well-equipped first aid kits must be readily available at all sport and physical activities conducted on school grounds and at community venues and locations. Planning for excursions which involve sport activities should also include provision for medical kits.
- Sports first aid kits may be purchased from St John Ambulance Australia which has a range of kits catering for various sport environments and specific activities (ph: (02) 9899 5366 for sales and service).

Environment and playing conditions

- Sport activities are carried out on a variety of playing surfaces in a range of surroundings and during different environmental conditions. All of these can be potential factors in causing injury.
- The activity venue should be assessed before the activity commences to identify potential problems or dangers. This assessment should include checking that the playing surface is of a standard fit for safe play and is free of obstructions and loose objects.
- Teachers should also assess the dangers associated with the conduct of the activity in inclement weather conditions including high heat and humidity, extreme cold or during electrical storms. In such instances, the activity should be restricted, or possibly cancelled to reduce the risk of injury.
Heat Stress

Environmental conditions, both hot and cold, can effect the student’s safe participation in sport and physical activity. Regular fluid replacement is important during any physical activity, particularly in hot and humid environments.

In all weather conditions, and whether the activity involves jogging, aerobics, playing games, walking or participating in an outdoor adventure program, the following simple guidelines will assist in preventing heat stress:

- The most basic way to prevent heat stress and dehydration is to schedule physical activity wherever possible to avoid peak radiation times, or relocate to a shaded area. The humidity is particularly important as the higher the humidity of the air, the less effective sweating is in cooling the body.

- As a guide only, young students eg. an average 10 year old, should drink 150-200 mls of fluid 45 minutes before, and 75-100 mls every 20 minutes during sport or exercise. Senior students, eg. an average 15 year old, should drink 300-400 mls of fluid 45 minutes before an event and 150-200 mls every 20 minutes during the event or activity. Fluid replacement following exercise is equally important.

- Encourage the wearing of light-weight, loose and porous sports clothing made of absorbent material.

- Students often do not take off unnecessary layers of clothing when they exercise. They need to be reminded to take off some garments once they have warmed up.

- Do not allow students to exercise in hot weather if they are suffering from colds, sore throats or gastrointestinal disorders, especially those which might be causing diarrhoea, or if they are taking medication for them.

- Plain water is an effective fluid replacement.

- Schedule regular and compulsory fluid breaks during activity.

- Thirst is a poor indicator of fluid replacement. Encourage participants to drink before they feel thirsty.
Medical conditions

- There are a number of conditions which, when medically supervised, do not permanently preclude a student's involvement in sporting activity (but may at any given time exclude participation). These include:
  - chronic infections
  - cardiovascular abnormalities
  - musculo-skeletal problems eg. arthritis
  - medical conditions eg. diabetes, asthma, epilepsy.

Any student taking prescription medication should have a clearance from the treating doctor before participating in sport or physical activity.

NOTE

Where a medical practitioner expressly stipulates to the principal of a school in writing that, for medical reasons a student should not play any sport, then the principal must draw the request to the attention of all teachers and ensure that the request is carried into effect. Refer to Memorandum to Principals Student Participation in Sport DG 94/012.

Asthma

Students who suffer from asthma should have an asthma management plan (established in conjunction with their doctor) and always have easy access to their inhaled medication. This is particularly important if the asthmatic student has a concurrent upper respiratory tract infection.

All students with asthma should be encouraged to exercise regularly for both its effect on cardiovascular fitness and general well-being. However, exercise can bring on an attack of asthma. This is particularly likely to occur after prolonged strenuous running (eg. cross country races).

Exercise-induced asthma may vary considerably from day to day and can be particularly troublesome when the student has a viral upper respiratory infection (cold or flu), is recovering from a recent flare-up of asthma, and during very cold weather. In most instances, the difficulty in breathing comes on soon after completion of the exercise when the student is cooling down, rather than during the exercise.
Treatment:

If a student develops exercise-induced asthma, he/she should immediately cease the exercise, rest and take a ‘reliever’ (bronchodilator) medication. Once all the symptoms have subsided, he/she may be able to resume exercise. If the symptoms persist or worsen, then the attack needs to be managed as described below (emergency treatment of an asthma attack).

Prevention:

- Exercise-induced asthma (EIA) can sometimes be prevented by a simple warm-up immediately before the planned activity. If this is not successful, two puffs of either a bronchodilator (reliever) or Intal (preventer) or both, should be administered immediately before the exercise.
- Obtaining better overall control of the student’s asthma with long-term preventive treatment (eg. Intal or inhaled corticosteroids) also reduces the likelihood of EIA. It is extremely unusual for any students with asthma not to be able to take part in normal school sporting activities, but some will need to use one or more of the above measures. If the student is obviously and repeatedly restricted, then the parents should be notified so that appropriate medical consultation can be arranged.

Emergency plan for treating an asthma attack:

The National Asthma Campaign advises the following emergency plan which was developed by the Thoracic Society of Australia and New Zealand.

What to do:

- Sit the student down, as breathing is easier sitting rather than lying down. Be calm and reassuring and do not leave the student alone.
- Without delay, administer two to four puffs of a bronchodilator or reliever (Ventolin, Respolin, Bricanyl, Respax or Asmol). Use a spacer if available. Shake the bronchodilator, insert it into the spacer and fire two to four puffs in rapid succession into the spacer chamber. Ask the student to breathe in and out through the mouthpiece (at the opposite end of the spacer) for four breaths.
- If a spacer is not available, shake the bronchodilator and place it in the student's mouth or slightly away from the open mouth. When the student begins to take a slow steady breath, fire one puff and repeat to a total of two to four puffs as required.
- If the student has not improved after four minutes, administer another four puffs.
Call an ambulance:

If there is still no improvement, call an ambulance. At any time during this process if the student has severe breathing problems, or is blue around the lips, call an ambulance. While waiting for the ambulance to arrive, four puffs can be repeated every four minutes.

Supplying bronchodilators:

If a student's own bronchodilator is not available, use one from the first aid kit or borrow one from another student or adult. The risk of infection is extremely small, and the bronchodilator may be lifesaving. It does not matter if another brand of bronchodilator is used.

What if it is the first asthma attack?

If the student is not known to have asthma but has difficulty breathing or any other asthma symptoms, call an ambulance and administer the bronchodilator as described. Bronchodilators are safe even if the student does not have asthma.

Recording treatment:

Make a written note of any treatment given. Parents must be notified as soon as possible.

- **Atlanto-axial instability**

A condition known as atlanto-axial instability exists in a small percentage of people with Down's Syndrome. The instability between the atlas and axis bones in the neck exposes people with this condition to much greater risk of spinal injury and even death in the event of injury to the neck. This condition is only revealed under x-ray examination.

While students with Down's Syndrome should participate in regular sport activity including running and jumping, some students should be dissuaded from involvement in more vigorous activity without first having a medical check, including x-ray examination.
As a precautionary measure, students with this condition should not be selected for participation in contact sports, somersaults, diving, trampoline activities or other activities including therapy programs, which potentially could injure the neck area.

Reference: Memorandum to Principals Selection of Students with Down's Syndrome for Participation in Sporting Activities (88/128).

- Diabetes

Every student with diabetes should be able to join in all school activities, including sport and physical education. All that is required is a little planning and a few simple precautions.

Precautions:

Always make sure that ‘hypo food’ for treating the student with low blood sugar level is available. These are simple sugars, such as a can of sweet drink, jelly beans or preferably Glucadin tablets, and complex carbohydrates, such as cracker biscuits or bread. If hypoglycaemia (low blood sugar levels) occurs, ask the student to sit quietly, give them simple and complex carbohydrates and, when fully recovered, let them rejoin the activity.

Water sports:

Special care should be taken with water sports. Always make sure that a student with diabetes is observed. If hypoglycaemia occurs, the child may just sink. Because of the substantial risk of hypoglycaemia while underwater, scuba diving and snorkelling must not be permitted until medical clearance is received.

Running:

For cross country and long distance events, a diabetic person should carry some simple and complex carbohydrates such as Glucadin tablets and a muesli bar or two.
INFECTION DISEASES CONTROL GUIDELINES

With particular reference to HIV (AIDS) and Hepatitis B & C (Adapted from the Sports Medicine Australia Infectious Diseases Policy)

All sports coaches, umpires, referees, team managers, supervising teachers, players (and their parents) involved in contact or collision sports should be informed of the Infectious Diseases Control Guidelines and adopt its common sense recommendations.

- A number of blood-borne infectious diseases can be transmitted during body contact and collision sports. The more serious include HEPATITIS and HIV (AIDS) infections. These diseases may be spread by contact between broken skin or mucous membranes and infected:
  - Blood
  - Saliva (not for HIV)
  - Semen and vaginal fluids.

NB: There is no evidence that sweat, urine and tears will transmit Hepatitis B or HIV.

THE FOLLOWING RECOMMENDATIONS WILL REDUCE THE RISK OF TRANSMITTING INFECTIOUS DISEASES:

- Teachers and officials treating bleeding players/participants should wear disposable latex gloves. The gloves must be changed and discarded:
  - if they are torn or punctured
  - after contact with a player or participant

Players

- It is the responsibility of all participants to maintain strict personal hygiene as this is the best method of controlling the spread of diseases.

All participants with prior evidence of these diseases are strongly advised to obtain confidential advice and clearance from a doctor prior to participation.
• A player who is bleeding must leave the playing arena until the bleeding has stopped and the wound is cleaned and securely covered with a waterproof dressing.

• All contaminated clothing and equipment must be replaced prior to the player resuming play.

• If bleeding should recur, the above procedures must be repeated. If bleeding cannot be controlled and the wound securely covered, the player must not continue in the game.

**Referees, umpires and game officials**

• Officials must report all open cuts and abrasions to medical staff or the supervising teacher at the first available opportunity.

• Staff and students often participate as game officials. To prevent possible cross-infection in the use of whistles supplied by the school, the school should ensure that the following cleaning procedures are adhered to:

  • wash and scrub all accessible parts with warm soapy water
  • rinse with fresh running water
  • soak in a solution of 70% alcoholic chlorhexidine for at least two minutes
  • dry all parts and powder when necessary
  • whistles should be frequently inspected for cracks which make thorough cleaning impossible. Discard if cracks appear.

• Simple basic hygiene is the major factor in the prevention of cross-infection. Clean, dry whistles with no cracked surfaces are very unlikely to transmit infection.

**REMEMBER**

*All open cuts and abrasions must be reported and treated immediately. A player who is bleeding must leave the playing arena until the bleeding has stopped and the wound securely covered.*
Team areas

- Spitting and urinating in team areas must not be permitted.
- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated as follows:
  - gloves must be worn when cleaning blood spills or handling blood stained linen
  - if the blood spill is large, confine and contain the spill
  - remove the bulk of the blood and body substances with absorbent material, eg. paper towels. Seal the paper towels in a plastic bag and dispose with normal garbage
  - clean the spill site with a detergent solution
  - wipe the site with disposable towels soaked in a 1:10 solution of bleach
  - routine washing procedures using hot water and detergents are adequate for decontamination of most laundry items. Contaminated linen soiled with blood or body substances should be transported in a leak proof plastic bag to the laundry site simply to contain the body fluid and stop it spreading to the other laundry items. Contaminated linen does not need to be segregated in the hot detergent wash.

- Sharing of towels, shaving razors, face washers and drink containers must not occur. Soiled towels should be withdrawn from use and sufficient clean towels available to avoid reuse and sharing.
- In all training areas, open cuts and abrasions must be reported to the coach or supervising teacher and treated immediately.
- Dressing rooms should be clean and tidy. Particular attention should be paid to hand basins, toilets and showers. Adequate soap, paper, hand towels, brooms, refuse disposal bins and disinfectants must be available at all times.
- Communal bathing (eg. in spas) should be strongly discouraged.
Education

- There is an obligation upon all organisations and associations involved in sport to provide suitable information on the associated risk factors and prevention strategies against these diseases.

- The safe handling of contaminated clothing, equipment and surfaces must be brought to the attention of all players, teachers and ancillary staff.

- Although Hepatitis B vaccination is usually effective in raising immunity to Hepatitis B, it provides no protection against other blood-borne diseases such as HIV. Vaccination must not result in any relaxation of hygiene standards.

- The memorandum *General Hygiene and Communicable Diseases Including AIDS* (89/038) should be read in conjunction with these guidelines.
SUN PROTECTION

- Principals and teachers should refer to the memorandum *Student Welfare: Protection from the Sun* (97/152) which contains *Guidelines to Assist in Implementing the Student Welfare Policy*.

- The major cause of the common skin cancers is cumulative unprotected exposure to the sun. Research shows that most skin damage occurs during childhood and adolescence. As such, there is a need to raise awareness within the whole school community about precautions needed to maximise protection from the sun. With the support of parents, students can be encouraged to take precautions when exposed to the sun. These procedures may involve:

  - wearing a broad brimmed hat whenever the sport or activity permits, which provides adequate protection to the face, neck and ears
  - wearing protective clothing with collars and longer sleeves. Clothes which have an SPF rating indicated on the label or closely woven fabrics offer the best protection
  - applying, as a minimum 15+ broad spectrum, water resistant sunscreen to exposed skin before going outside and reapplication as directed by the manufacturer
  - remaining in shade, if possible from 11:00am - 3:00pm during daylight saving time (10:00am - 2:00pm Eastern Standard Time)
  - encouraging the wearing of sunglasses where glare and reflected radiance are high. It is recommended that sunglasses meet Australian Standards AS1067, offer 99% protection from UV rays and are a close fitting wrap-around style.

- Schools should consider:

  - The extent to which outdoor activities and events are scheduled during peak UVR times. Increasingly, schools are scheduling sport in the mornings, swimming carnivals in the evenings.
  - The selection of venues and scheduling of time for physical activity particularly during the summer months to minimise exposure to UVR.
  - The use of portable shade structures. These can be very effective in supplementing existing facilities and providing, for example, shade for students in carnival marshalling areas and track and field events.
INAPPROPRIATE ACTIVITIES

- Some activities are inappropriate for inclusion in school sports and physical activity programs. The following activities must not be undertaken (this is not an exhaustive list):

<table>
<thead>
<tr>
<th>Bungee Jumping</th>
<th>Break Dancing</th>
<th>Rodeo</th>
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<tbody>
<tr>
<td>Rock Fishing</td>
<td>Hang Gliding</td>
<td>Boxing</td>
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<tr>
<td>Tobogganing</td>
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- The Department and its teachers owe a duty of care to all students to protect them against the risk of injury which is foreseeable. Sport and physical activity programs must be designed to ensure that the maximum level of supervision and safety is provided.

- For reasons of safety and the incidence of neck, head and spinal injury, tobogganing and break dancing, for example, are not to be undertaken. Rock fishing is also prohibited due to the unacceptable risks associated with the unpredictable nature of the elements.

*Principals in doubt about authorising activities should implement a risk management assessment for the activities in doubt or seek further advice from the Department’s School Sport Unit. The assessment will consider the outcomes generated as a result of participation in that activity and the contribution they make to the overall welfare of the participant. Risk management assessment procedures are detailed on page 71 in the section Outdoor Recreation Guidelines.*

ADDITIONAL PROTECTION MEASURES

The use of starting guns and caps

*Starting gun caps are sensitive explosives which have the potential to cause serious burns and impair hearing. Concerns for staff and students' safety require that all schools take care in the storage and use of starting guns and caps.*
Commonly, starting guns are mechanical devices which rely on a hammer being set by the user and released by a trigger action to explode a cap. These starting guns are available through sporting goods outlets and do not require a permit or licence. Principals must ensure that the following requirements are met:

- Schools are not to use the older style guns which use a metal encased charge and require the user to have a permit under the Firearms Act, 1996. It would be rare that schools still have these guns on the premises. Any school which has such a gun should surrender it to the local police.

- When not in use, starting guns and caps are to be securely stored in a locked cupboard inaccessible to students or unauthorised persons.

- Starting caps must be kept in a rigid plastic or wooden box until ready for immediate use. The box must be clearly labelled either as "Dangerous Goods" or "Explosive Items".

- No student is to operate a starting gun or have access to a starting gun or caps.

- Starting gun caps are not to be carried in pockets or placed in situations where friction or static electricity may cause ignition.

When using a starting gun, the staff member must ensure that:

- the gun is fired at arm's length above the shoulder
- they wear ear muffs with an SLC 80 rating of not less than 20 or ear plugs with an SLC 80 rating of not less than 25. Ear muffs are easy to fit and generally give the best protection. Adults assisting with the starting procedure are also required to wear hearing protection
- all other persons are positioned at a safe distance from the starting gun area
- the gun and caps are in their possession at all times and are not handled by students or unauthorised persons
- all spent or partially spent caps are disposed of securely. Particular attention must be paid to ensuring spent or partially spent caps are placed in a secure container immediately after use.
Ground markings

- Hydrated lime must not be used in any circumstances. Creosote, sump oil and kerosene have been found to present health and environmental risks and are not to be used.

- Whiting (calcium carbonate or calcite) may be used as a dry lime marking material. Coloured oxides mixed in water are popular as is aerosol paint sprays used in marking machines specifically designed to operate the spray process.

- Further advice concerning marking of fields and athletic tracks may be obtained by contacting the grounds and parks divisions of the local Council.

Fixed playground equipment

- A safe playground is an essential element of a safe school.

- Most students will use the playground at some time during the day and it is essential that all risks are identified and addressed. Fixed playground equipment can make a significant contribution in extending physical activity options in the school.

- As part of its risk management strategy, the Department has developed Safety Guidelines for the Installation and Maintenance of Fixed Playground Equipment in Schools. The document is located on the Department's Intranet site: http://www.intranet.dse.nsw.edu.au/stand.cgi/dse/D1.0/policies.htm

- In respect to introducing new equipment, schools should develop best practices and guidelines for the safe use of the equipment, including the application of existing school rules, or the development of any new rules.

- Safety Guidelines for the Installation and Maintenance of Fixed Playground Equipment in Schools contains a checklist that will assist schools to identify risks within playgrounds. The items on the list are not exhaustive and the assessment of risks should take into account the strategies that appear in the Risk Management Awareness Training for Principals and Asset Protection Training Program.

- Due to the potential risk of injury, the following items of equipment are banned from use on Departmental premises:

  Swings (all types including swinging ropes and tyres - some items for students with disabilities may be exempt in specific settings)
  See-saws, roundabouts and maypoles.
Portable goal structures

- Portable structures, of a variety of kinds, are used by schools in indoor and outdoor settings during organised sport, formal and informal playground games and physical education.

The structures are used principally as goals for netball, soccer, basketball and hockey games. Portable goals vary considerably in design, construction, weight, size and materials used in their construction.

Goals which are secured in position solely or principally by goalposts being inserted into the ground are not considered portable structures.

- Unanchored goal structures can pose a hazard to players and by-standers. The instability of an unanchored goal is not easily recognisable.

- Unanchored soccer and hockey goals may tip forwards and downwards if sufficient weight is applied to the crossbar. Unanchored netball and basketball posts may over balance when body contact is made with the structure. Unanchored posts used to support volleyball nets are particularly dangerous, as force applied to the net will cause the structure to fall into the court area.

- Schools are encouraged to examine options for making such goal structures safe. Where portable structures are of a sufficient size and weight to be a potential hazard:
  - they should be suitably pegged or anchored to the ground, or
  - modified to ensure that they cannot over balance.

- When portable structures are not in use, and not securely anchored, they should be:
  - removed to a secure area where students or members of the community cannot use them, or
  - secured to an immovable structure such as a fence, wall or concrete pad so that there is no possibility of the goals falling if sufficient weight force is applied to them.

- In order to make informed purchasing decisions, it is recommended that schools contact the relevant state sporting association about appropriate products, existing standards, suppliers etc.
Medical insurance

- All NSW School students are automatically covered for serious injury and death whilst they are participating in school sporting activities. Cover is provided by the Supplementary Sporting Injuries Benefits Scheme and funded by the NSW Government. The Scheme is administered by the NSW Sporting Injuries Committee under the Sporting Insurance Act 1978.

- Any injury resulting in the permanent loss of a prescribed faculty or the use of some prescribed part of the body is covered by the Scheme. The disabilities covered can be found in the tables on page 272. Partial as well as total incapacities are covered. For Table A injuries, permanent loss of use or function of at least 50% must be established unless the injury relates to the greater part of an arm or leg in which case the threshold is 33%. There is no such threshold for Table B injuries and the only requirement is to establish that a loss has occurred.

- The amounts of the benefits payable vary according to the type and degree of disability sustained. For full details of the Scheme, including benefits tables, refer to pages 268-272.

- Parents and caregivers should be advised to assess the level and extent of their child's involvement in the sport program offered by the school and school sport associations when deciding whether additional insurance cover, above that provided by MEDICARE, is required.

NSW Ambulance Service

- Many schools and a number of Area School Sport Associations in NSW annually join the School Contribution Scheme administered by the NSW Ambulance Service. Cover is provided from the time the student arrives at school to the time they leave the school premises. Provided a teacher is in charge, students involved in school excursions, sporting activities in non-school venues and camping activities are also covered by the Scheme.

- The cost to schools is $20.00 per one hundred students, or part thereof, enrolled at the school. The period of registration is from March 1 to February 28. Proportional payments are available for schools registering during this period. In situations where schools avail themselves of the service and are not registered, the respective parent/caregiver will be issued with an invoice for a minimum charge of $136.00.

- Schools registered with the Service should provide teachers in charge of sporting activities and excursions with the school's registration number for reference when calling the ambulance.

- Further information can be obtained by phoning the NSW Ambulance Service on (02) 9320 7698.
**Outdoor Recreation Guidelines**

**INTRODUCTION**

Schools may offer outdoor recreation activities to students who are well prepared and ready. *Outdoor recreation activities* are those which potentially place students at a higher level of risk than is usual at school either because of the nature of the activity or the area in which the activity takes place.

- Situations of potential risk include:
  - travel by a group into a remote area
  - less than normal contact, in person or by telephone, to medical and other public services
  - exposure of the group to the natural elements with less than the normal physical protection provided in day to day life
  - confrontation with natural environment challenges requiring greater reliance upon personal resources that would normally be required in day to day life
  - excursions involving activities such as bushwalking, abseiling, canoeing, skiing, cycling, overnight camping, sailing and swimming.

- The following guidelines should be read in conjunction with relevant Department of Education and Training policies and procedures including:
  - Care and Supervision of Students - Terms of Settlement Between the NSW Department of Education and Training and the NSW Teachers Federation 98/139 (S122)
  - Excursions and Other Visits 97/137 (S.129)
  - Procedures for Recognising and Notifying Child Abuse and Neglect 97/019 (S.013)
  - Procedures to be followed in Response to Allegations of Improper Conduct of a Sexual Nature by a Staff Member Against a Student 97/018 (S.017)
  - Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School 97/138 (S.130)
  - Revised Code of Conduct 97/230 (S.211) and Cruelty to Animals 96/169 (S. 160).
Locations may be selected from national parks, state forests, state recreation areas, Crown lands or private property. Where appropriate, prior permission must be obtained. Schools are advised to check with the local National Parks and Wildlife Service office, police or other local authorities concerning current access restrictions and fire bans.

The teacher-in-charge or the instructor must have current knowledge of the area to be used and be certain of its suitability for the program and the group. Selection of venues must take into account:

- the age, fitness and medical condition of students
- known hazards, such as river crossings, slippery rocks, cliff faces
- exposed areas
- limited access to roads and communication.

The principal, together with organising staff, should assess each activity to determine the level and type of supervision which needs to be provided. Aspects which should be considered in the assessment are:

- nature and location of the activity (private inspection of the location may be required to identify potential dangers)
- number, age, maturity and gender of students
- mode and distance of travel and the route to be taken
- skills, qualifications and experience of the adult supervisors
- the less formal relationships between teachers and students
- that the dynamics of relationships between students may be heightened
- that groups may include students who have been affected by abuse and/or may demonstrate abusive behaviours.

**NOTE**

Outdoor recreation instructors engaged by schools must possess skills, experience and knowledge in accordance with National Recreation Competency Standards endorsed by the Outdoor Recreation Council of Australia (ORCA).
MANDATORY PROCEDURES

- It is the potentially hazardous elements and often the remoteness of the settings of outdoor recreation activities which set them apart and necessitate special precautions for the safety of participants.

Principals must ensure that the following procedures apply:

- A teacher is nominated as the teacher-in-charge
- They sight all the relevant activity details and are satisfied that the requirements outlined in this document are met prior to approval
- Appropriate supervision requirements are met
- The requirements regarding any swimming/water activities are followed
- Leaders/instructors are qualified and/or experienced to lead the specific activity. General qualities expected of the leader are:
  - qualifications and competencies relevant to the activity
  - experience and expertise in that activity
  - competence to lead the group
  - familiarity with the locality.

- The teacher-in-charge of the outdoor recreation activity has ultimate responsibility, and therefore authority, while the activity is in progress. They will either lead the activity or engage an instructor.

- The range of activities undertaken in outdoor recreation pursuits is extensive. Principals need to ensure that participating staff have levels of first aid training appropriate to the proposed activity, location and any student disabilities, and that adequate and appropriate first aid kit(s) are available on the activity.

All accompanying teachers must have recognised current training in emergency care, such as the St John Ambulance Emergency Care Module or the Senior First Aid Course. For groups involved in overnight stays, at least one accompanying teacher must also possess recognised current training in cardio-pulmonary resuscitation.

Remote Area First Aid (or similar), where medical aid may take several hours or longer to reach a casualty, is highly desirable for extended walks in remote areas.

- It is the responsibility of the teacher-in-charge, in consultation with the instructor, to ensure that all students are adequately equipped and that all equipment is in good order prior to departure.
The teacher-in-charge must ensure that:

- all adults assisting teaching staff in the capacity of instructor have the appropriate skills, qualifications and experience necessary to carry out the activity in accordance with National Competency Standards. They must also be advised of their responsibilities, relevant school policies including child protection responsibilities and safety procedures.

- the bona fides of all non-teaching staff are carefully assessed.

- emergency contacts and procedures are developed for all outdoor recreation activities. All members of the group must know how to implement these procedures.

- a contingency plan is developed in case conditions become adverse. A copy is to be left with the principal for use in an emergency. Special consideration should be given to cancelling planned activities in the event of extreme weather conditions, fire danger, etc.

- parents are informed of full details of the location, mode of travel and route, supervision to be provided (name of leader, staff and other adults), activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times, clothing, equipment and food requirements where appropriate before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc.). Preparation of the alert list and distribution of student medication is the responsibility of the teacher. The alert list must be collated from information on medical consent forms prior to departure.

- the specific safety requirements defined for each outdoor recreation activity are adhered to. These relate to staff qualifications, teacher/student ratios, student age and readiness and equipment safety standards. These requirements are stipulated under each activity.

- All teachers in the party have recognised current training in emergency care and that a first aid kit, appropriately equipped for the activity, is carried. For overnight trips, there must be one accompanying teacher who has current training in cardio-pulmonary resuscitation.

- equipment and clothing is suitable to meet the conditions and requirements of the activity.
• prior to commencement of the activity, all group members are instructed in relevant
safe practice, procedures in the case of accidents, illness, separation from the party,
correct selection, use and safety of clothing and equipment, including sun protection
and how to recognise and treat hypothermia

• challenges, either imposed by the environment or imposed by the task, do not exceed
the physical skill level or emotional control of the participant

• a minimum impact environmental code is adopted. Participants must be made aware of
this prior to and during the activity. This will cover:

  • party size in sensitive areas
  • disposal of human wastes
  • integrity of water supplies
  • disposal of rubbish
  • fire restrictions

• local authorities are notified both prior to departure and on return. Authorities may
include: rangers, police and landowners. Details will include: date, size of party, route,
planned overnight camp areas, escape routes (where appropriate), first aid equipment
and emergency food stocks and other relevant information as required

• they know the location of a phone, hospital and emergency services. A mobile phone to
be used in emergency situations is desirable on all activities but leaders should allow
for the fact they may not operate in all locales. Prior testing at the site will ascertain
operational effectiveness for the route and terrain. In more bush areas, other forms of
communication such as UHF radios should be considered.

• a well-equipped medical kit must be carried. For larger parties or extended walks, two
kits should be carried

• schools are advised of any unexpected delays in returning from excursions to enable
families to be informed of the late return

• in the case of an emergency, the school principal is contacted

• students are instructed to use adequate sun protection (eg. SPF15+, broad spectrum,
water resistant sunscreen reapplied regularly). A broad brimmed hat or Foreign Legion-
style cap should be worn.
GENERAL SUPERVISION RESPONSIBILITIES

The supervision ratios indicated in the guidelines for each activity must be followed. However, at the discretion of the teacher-in-charge or the leader, the number of teachers will often need to be higher than in the stated ratio because of:

- the age, experience or capabilities of the students
- the dynamics of the relationships within the group
- the combined experience or expertise of the staff
- the nature of the area in which the activity is to be conducted
- the extended nature of the activity.

For extended wilderness expeditions involving overnight stays, the teacher-in-charge, in consultation with the instructor, must produce a documented risk assessment of the activity prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences and indicate any actions that are being taken to minimise or reduce risks and hazards.

A checklist of questions appears later in this section to assist principals who have to assess applications.

**For all outdoor recreation activities in the wilderness, at least two adult supervisors must accompany students.**

Where male and female students participate, the principal should attempt to have both a male and female adult to accompany the group. A parent may be used to the balance gender within the group provided that the principal is satisfied that they have the appropriate qualifications, experience and bona fides. Where an adult other than a teacher accompanies the group to provide instruction or to assist with supervision, a teacher must still take overall responsibility for the supervision of the students.

On overnight trips, supervisory and accommodation arrangements are to be such that no staff member is placed in a position where there is potential for allegations of improper conduct to be made. In particular, sleeping arrangements should not place any adults in a situation where the propriety of their behaviour could be questioned. Likewise, sleeping and supervisory arrangements should minimise the possibility of conduct of a sexual nature between students.
- On overnight outdoor recreation activities, teaching staff have supervisory responsibilities for the whole period of the activity.

- If the total group undertaking the activity is split into smaller independent sub-groups for any length of time, then each sub-group must conform to all criteria in these procedures, eg. appropriate supervision ratios, presence of a suitable leader, etc. In effect, a single activity could have several leaders under the responsibility of the one teacher-in-charge.

**Aquatic activities undertaken during outdoor recreation activities**

- Special care must be taken in the supervision and choice of site for activities involving aquatic activities. The risk of drowning is the greatest single danger in the outdoors.

  *Parents must indicate the swimming ability of their children when giving consent to participate in the activity.*

- If parents indicate students are non-swimmers and no flotation devices are available for use by the students, these students must not participate in the swimming or water activity unless close supervision on a 1:1 basis can be guaranteed. Where flotation devices are used, appropriate close supervision needs to be provided by staff who possess swimming and/or rescue qualifications. Principals should refer to the *Swimming and Water Safety* guidelines in this document for additional advice and information.

**Insurance**

- In exceptional circumstances (eg. for small groups), consideration may be given to the use of private motor vehicles for the transport of students. In such cases, reference must be made to the policy governing the use of private motor vehicles for school activities (section 16.7, issue 8, of the *School Manual on Financial Management* refers).

- Staff members are covered by worker’s compensation if on duty at the time of an accident. All staff undertaking school activities approved by the principal are deemed to be on duty.

- There is no automatic insurance cover provided by the NSW Department of Education and Training in respect of injuries to students, non-enrolled children or parents, should an accident occur on an outdoor recreation activity. Personal accident insurance cover is available through normal retail insurance outlets for parents and/or students and non-enrolled children who accompany an outdoor adventure activity.
MINIMUM IMPACT CODE

- All outdoor recreation programs should be based on a minimum impact code and students encouraged to care for the environment. Students should:

  - become knowledgeable about current minimum impact practices for different environments and situations
  - use formed paths and campsites where available
  - light fires only in emergencies, use portable stoves for cooking and clothes for warmth
  - keep watercourses clear of anything harmful and camp at least 100 metres away if possible
  - dispose of bodily waste properly
  - respect the rights and privacy of others
  - clean up the mess or mistakes of others, if possible
  - be an example in the bush for others
  - leave the environment the same as, or better, than it was when they arrived.

- Teachers should plan carefully to:

  - use non-fragile environments wherever possible and restrict numbers and activities in these environments
  - check access restrictions, requirements and regulations concerning the use of the area
  - emphasise non-destructive activities such as drawing, writing and photography, and avoid habitat disturbance where possible, eg. turning over logs and stones
  - restrict groups to a small manageable size
  - ensure all waste is correctly dealt with and litter collected
  - ensure that rubbish is not placed in composting toilets.
RISK MANAGEMENT PROCEDURES

Risk management can be defined as a process of systematically eliminating or minimising the adverse impact of all activities and events that may give rise to dangerous situations.

- To ensure that all outdoor recreation or adventure activities are planned and conducted safely, an effective risk and safety management process should be implemented. This process will involve a thorough analysis of the activity, equipment, environment, participants and staff so that unacceptable risk factors can be identified, removed, avoided or suitably controlled.

- This process will include risk identification to establish the range of risks and hazards, both actual and potential, to which the activity group or individual is exposed. This process may include the use of checklist (refer to page 73) or consultation with appropriate bodies.

- To identify risks and safety concerns or potential dangers, activity organisers should consider the main causal factors:

  People

  - the physical and emotional needs of the participants including students with disabilities and students with special mediation needs
  - the expertise and experience of staff and students including their strengths and limitations
  - preparation of the participants, including skill development and physical fitness
  - numbers and age
  - what to do in case of an injury, accident or loss of participants.

  Equipment and resources

  - condition of camping equipment and means of transport
  - suitability of the equipment for the activity and use by participants (including clothing)
  - communication equipment
  - emergency assistance access
  - what to do in case of equipment loss, damage or failure.

  Environment

  - possible effects of various weather conditions
  - nature of the terrain which has sheer cliffs; nature and depth of river crossings, etc.
  - threat of bushfire, floods etc.
  - visibility variations
  - nature and condition of vegetation.
After identifying safety issues, a risk management plan should be produced and implemented. The plan will set out the operational aspects of the activity, perceived and actual risks and the control measures that should be taken.

**Risk management** involves selecting the most appropriate strategy for contacting or reducing the injury risk. Strategies may include:

- Risk avoidance: activity organisers making an informal decision to not conduct the activity, or aspects of the activity.
- Risk control: activity organisers avoid or minimise adverse risks or hazard through the establishment of management policies, control measures and procedures.

**REMEMBER**

*Avoid any risks or hazards that cannot be satisfactorily controlled or managed.*

**NOTE**

*Risk management planning forms, parent permission details and an activity intentions form are provided in APPENDIX C. These forms should be amended to suit the proposed activity.*

The following checklist will also assist teachers planning activities. The checklist will assist principals who have to assess applications to conduct such activities whether they are conducted in one day or involve overnight stays.
RISK IDENTIFICATION CHECKLIST FOR PLANNED ACTIVITIES

Teacher / leader qualifications and experience:

- What training and experience do the teachers in charge/leaders have in the activity?
- Do they possess competencies or qualifications relevant to the activity?
- Have they led groups of people in the activity? Whom have they led? How often? Where? When?
- Have they been involved with school-aged children in the activity?
- Are they familiar with DET child protection procedures detailed in documents 97/018 (S.017) and 97/019 (S.018)?
- What experience do the support staff have?
- Have any other schools conducted this activity? Where did they go? How did they organise it? Did anything go wrong? What advice can they offer?

Student Requirements:

- Is the activity appropriate to the ages and maturity of the students?
- How closely do the students need to be supervised?
- How much individual attention do students need for successful instruction at the beginner level?
- If a student is in difficulty, can other students immediately stop what they are doing while staff help the student? If students encounter difficulty, has the activity been organised in such a way that staff can provide immediate assistance?
- How will the students be organised while participating in the activity?
- How will the staff be deployed?
- Will constant supervision be maintained? If not, can this be justified? How far away will staff be?
- Over what area/distance will the students be spread?
- Are students familiar with the activity emergency procedures? Can they implement the procedures?
Equipment:

- Does the activity require any special equipment?
- Is the equipment appropriate for the ages of the students?
- Does the equipment to be used meet industry standards?
- What can go wrong with the equipment and can this be dealt with?
- Are there any relevant safety checks that can be carried out on the equipment? Have they been done? Are they current?
- Are there requirements for any protective clothing? (e.g. helmets, wet suits).

Location:

- Where is it and how regularly is it used for this activity?
- Is it used for novice participants?
- How familiar is the leader with this location? At this time of year, and under the forecast conditions?
- Has advice or permission been sought or gained from the land management authority?

Outdoor recreation operators:

- What outdoor-specific qualifications do the operator's staff hold?
- Where applicable, what licence or access rights does the operator have to use National Parks, State Forest or other public or private lands (not owned or operated by themselves)?
- What child protection training has been undertaken?
- How does the organisation and staff maintain the currency of their skills and qualifications?
- What insurance does the organisation or operator possess?
- What emergency communication systems or strategies does the organisation or operator have in place?
Safety:

- Have they done anything similar before?
- What preparatory activities are undertaken?
- Have the students been tested for any prerequisite skills, eg. swimming?
- What foreseeable risks can the teacher in charge/leader identify?
- What plans have been made to deal with them if they do occur and what risk management plans have been made?
- What will the students gain from participation in the activity?
- Could the same benefits be achieved more easily another way?
- What is special about this activity that achieves these benefits?
- How remote is the activity from sources of assistance?
- How long would it take to get help after an accident?
- How would help be called?
- Has the instructor/leader or a member of the supervising staff a current first aid certificate that is designed to develop first aid and basic life support skills applicable for the environment in which the activity is to take place?

Further information:

- Are there any laws or regulations (Federal, State) governing participation in this activity?
- Are there organisations or clubs that conduct this activity?
- Have they developed a standard code of practice?
- Does the organisation or club have an information or a development officer who could be approached for advice or assistance?
- Do these groups conduct training courses that teachers could attend? How accessible are they?
- Have these groups any experience at introducing students to the activity?
- Are there any guidebooks that describe the particular venues for the activity?
Guidelines for Specific Activities

GENERAL SAFETY GUIDELINES

Specific conditions for the vast majority of physical activities conducted as a part of school sport programs, physical education or recreation programs are listed in this section. Additional guidelines and revisions will be issued from time to time, either on request or because new developments are recognised.

- The safety conditions for specific sports and activities in these guidelines must only be varied where experts in the particular sport/activity advise accordingly. This may apply to activities undertaken by physical education teachers in physical education lessons and considering the nature of the activity, the teaching-learning processes employed and the experience and physical development of the participants.

REMEMBER

**The safety conditions outlined for the specific activities listed in this section apply whether the activity is taken as part of school sport, within school excursions, physical education lessons or on any other school sponsored occasion.**

NOTE

**The teacher in charge of each sport activity should have a copy of the guideline specific to the sport under their control. Copies may be attached to sports rolls for ready use and reference.**

**Where combined activities occur, for example, bushwalking which includes swimming, the guidelines for both activities must be observed.**

- Principals may wish to include an activity in the school sport program which is not listed in this document (refer to Memorandum to Principals 91/020 *Devolution of Decision-Making to Schools*). For such an activity to be approved by the principal, a set of guidelines clearly setting out all requirements and safety procedures (eg. supervision, equipment, venues and safety) is required. The format may be the same as for any listed sport or activity.
ABSEILING

INTRODUCTION

- Many schools as part of environmental education, sport or outdoor recreation programs engage in abseiling from natural or artificial surfaces. Abseiling has become a sport in its own right and presents a unique personal challenge to the participant.

- Abseiling involves a person descending a rope using a friction device. The following safety guidelines apply to the top rope belay system. The top rope belay is the method particularly appropriate for younger students. The top belay system is also recommended whenever figure-8 descenders are used as the friction device.

- Multi-pitch climbs must not be included in school climbing activities.

- Parents or caregivers must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc).

This information may include but not be limited to: recent or chronic back or neck injuries, recent broken bones, muscle strains or sprains, heart conditions or hypertension. This information may not exclude them from participating in the activity but may require a medical report authorising any participation. Preparation of the alert list prior to departure and distribution of student medication is the responsibility of the teacher.

INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- Essential experience and training required of the instructor includes:
  
  • accreditation in accordance with industry standards (eg. VETAB certified)
  • recent experience at the location to be used
  • training in group management procedures appropriate to the safe conduct of the activity
  • demonstrated knowledge of current training in rescues from emergency situations including vertical rescue procedures
  • current first aid certificate
  • current knowledge of the use and care of climbing equipment
  • significant experience in single-rope techniques and able to deal with emergencies
  • familiarity with a range of abseil techniques, and be able to transfer from one system to another.
SUPERVISION

- At least two (2) adult supervisors must accompany students.

- At the cliff 1:6 instructor to student ratio applies. In establishing supervision for students away from the cliff face and not directly involved in the abseil at the time, the teacher-in-charge should take into account such factors as age, experience and maturity of the students, environmental concerns, difficulty of the terrain and other challenges likely to be encountered and experience of the adult supervisors.

- For conservation and safety reasons, party size should be no more than 12 in wilderness areas. Party size should be chosen keeping in mind safety, minimal impact on the environment, and disturbance to others using the location.

- Where an adult other than a teacher accompanies the group to provide instruction or to assist with supervision, a teacher must be present to take overall responsibility for students.

- For all abseiling activities, the teacher-in-charge, in consultation with the instructor, must produce a documented risk assessment of the activity prior to the activity being approved by the principal (refer to page 71 for information on risk management). This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will also indicate any actions that are being taken to minimise or reduce risks and hazards.

STUDENTS

- Students must wear:
  
  - comfortable clothing (clothing which covers the arms and legs should be considered in wilderness environments) which is not excessively loose fitting so as to avoid jamming in descending devices. Clothing and zipper cords for example, must also be tucked away. Long hair must be tied back and tucked in.

  - acceptable forms of footwear such as boots or sports shoes. Boots with a high heel must not be worn. The soles of some sport shoes become very slippery in wet conditions. Instructors familiar with the location will advise on appropriate footwear.

- Although the use of gloves is generally considered necessary (leather gloves are preferred), there are circumstances where gloves may not be required eg. in elementary top belayed situations.

- Remove all jewellery likely to cause injury. Rings and earrings are hazardous.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat when it is appropriate.
EQUIPMENT

- All equipment used in the activity must be fully inspected prior to and immediately after use.

- Union Internationale des Associations d'Alpinisme (UIAA)/Central European (CE) or Standards Australia approved helmets must be worn by students at the rock face.

- For abseiling, one of the most important parts of the system is the anchor point. 'Safe' anchors (trees where possible) should be used with a minimum of two anchor points. These anchors must be used for 'placed' protection.

- Ropes: Must conform to Standards Australia, UIAA or CE specifications.
  - 11mm static abseiling ropes, as a minimum, must be used.
  - Dynamic 11mm climbing ropes are suitable for the occasional abseiling demands associated with rock climbing, but should not be used where their primary function is abseiling - the excessive elasticity can cause rapid wearing of the sheath on cliff edges.

- A properly fitted harness which conforms to the requirement of the UIAA must be worn. This harness should be of a combination sit and waist type (waist bands alone must not be used). Correct fit is a vital safety consideration. This fitting procedure must only be undertaken by suitably experienced or qualified personnel.

- Descending devices: The use of an in-line descender such as a rescue standard four hole 'Goldtail' is the preferred abseil device. Figure 8 descenders may also be used. In-line descenders offer several advantages over the figure 8 descender in that they provide variable friction control, greater thermal properties and do not twist the rope. This increases ease of usage and prolongs rope life. All devices must be of UIAA standard.

- The use of belay plates (such as Sticht plates) as a primary descending device should be avoided. Sticht plates should only be used for abseiling as an emergency descending device.

- Karabiners: Alloy or steel screwgate karabiners of UIAA standard must be used. Self-locking karabiners are not recommended for abseiling.

- Abseiling equipment such as descenders and karabiners are subject to invisible hairline fractures. Care must therefore be taken to avoid dropping equipment on any hard surface.

- It is the responsibility of the teacher-in-charge to ensure that all students are adequately equipped and that all equipment is in good order prior to departure. If at the time of departure a student does not have an item of equipment or it is not in satisfactory order, the teacher-in-charge must decide whether the student can further participate on the basis of whether there is a safety issue.
- A well-equipped medical kit must be carried.
- Spare equipment must be available for use in an emergency.
- A direct means of communication back to base must be carried. This could be a mobile phone or two-way radio with prior site testing required, to avoid potential signal blackout spots.

**VENUES**

- Locations should be selected from national parks, state forests, state recreation areas, Crown lands and private property. In all cases, the appropriate prior permission must be obtained. Checks must be made with the local National Parks and Wildlife Service office, police or other local authorities about current access restrictions, fire bans, etc.

- Schools are not to utilise any part of an on-site facility for abseiling or related activities requiring the building to take the strain of students and or instructors and equipment (refer to Memorandum to Principals: *Abseiling in Schools* (96/146)).

- The proposed abseil must be thoroughly assessed by a suitably qualified instructor or expert in relation to its dangers and the abilities of the proposed abseilers. Such advice might also be sought from local police, NSW Search and Rescue, State Emergency Service, Vertical Rescue Units and recognised abseiling organisations. Relevant literature may also be obtained from climbing organisations, or the NSW Department of Sport and Recreation.

- The venue must enable safe walking access to the top and bottom of the climb.

- The abseil site should be clear and free of all loose debris such as scree, detached blocks and vegetation.

- Features of an abseil site for novice abseilers may include:
  - a length eight to ten metres
  - a take-off point which has easy access
  - belay points which are higher than the take-off point
  - easy angled rock slab, without edges or overhangs
  - a large flat area at the base of the abseil
  - the belayer able to view the entire length of the abseil.

- When selecting the venue and planning the program, the teacher-in-charge will seek to minimise the group’s impact on the environment.
SAFETY

- Before venturing on to the rock face, students must have had prior training in the use of equipment, basic abseil techniques and safe working procedures. The abseil leaders must carry a card detailing procedures to follow in emergencies and contact numbers.

- Safe zones must be established for students at the top and bottom of the cliff face. Students must be instructed to remain in the designated safe zones when not abseiling. Where possible, a perimeter rope should be installed at the cliff top to prevent students venturing too close to the edge. This rope can be attached to trees at a height of one (1) metre.

- The range of activities undertaken in outdoor recreation pursuits is extensive. Principals need to ensure that participating staff have levels of first aid training appropriate to the proposed activity, location and any student disabilities, and that adequate and appropriate first aid kit(s) are available on the activity. All accompanying teachers must have recognised current training in emergency care, such as the St John Ambulance Emergency Care Module or the Senior First Aid Course.

Remote Area First Aid (or similar), where medical aid may take several hours or longer to reach a casualty, is highly desirable for extended walks in remote areas.

- Extreme weather conditions, including hot, cold and wet, need to be avoided. It is incumbent on the teacher, in consultation with the instructor, to check the weather forecast to determine that conditions are acceptable for the duration of the abseil and to comply with any regulations involving fire bans. Judgements regarding the conduct of the abseil should be made accordingly.

- For abseils in wilderness or remote areas, trip details (including numbers and names of the party) should be given to a responsible adult who should be instructed to contact the principal as well as the police if the party has not returned five (5) hours after the party is due. In the case of an afternoon or similar short outing, a two (2) hour follow-up is generally appropriate.

SAFETY CHECKLIST

- Students must have prior training in:
  - basic abseil techniques and the use of equipment
  - safe working procedures and self-checking procedures
  - communication procedures.

- Prior to the activity, the teacher-in-charge or the instructor must:
  - assess the site for dangers and suitability
  - brief all teachers, instructors and students on an emergency plan, which has been developed for the site. All participants must know how to put the plan into effect in an emergency.
• brief students on:
  • proposed route to the cliff head and cliff base
  • safety standards and procedures to be employed at the cliff edge. Define area boundaries
  • location of medical kit and first aid personnel.

During the activity, the following safety strategies are to be employed:

• each participant to wear suitable clothing and a helmet
• back up on all anchor points and routinely check. Use a tree if possible
• enforce cliff edge safety (rope attached. Abseilers connect to the rope above and back from
  the cliff edge). All personnel near the cliff edge must be secured with a safety rope
• regularly inspect ropes for wear and damage every five (5) to seven (7) descents
• use a protective material on the cliff edge to cover any sharp edges that may damage ropes
• continually assess students' technique.

The following despatching procedure is to be employed:

• check that the belayer is in place and ready. Connect the student to the belay rope. Thread
  the descender and connect to the student’s harness.
• connect student to rope via the descender and secure karabiner gate
• undertake a final check of belay attachments, descender, karabiner, harness, gloves, helmet
• develop an acknowledgement routine for those directly involved in each abseil.

SPECIAL FEATURES

• Teachers planning abseiling activities need to be familiar with the procedures detailed in the
  memoranda Excursions and Other Visits (97/137) and Cruelty to Animals (DG96/169).

• Students should be briefed beforehand on nature conservation issues and the need to protect all
  flora and fauna.

• Where abseiling is part of an extended expedition and involves bushwalking or overnight
  camping, the teacher-in-charge should refer to the bushwalking guidelines.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

• All clothing, equipment and surfaces contaminated by blood must be viewed as potentially
  infectious and treated accordingly.

• Participants who are bleeding must have the wound dressed and securely covered.

• Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly
  and any blood covered clothing and equipment cleaned or removed prior to the participant
  recommencing the activity.
ARCHERY

INTRODUCTION

- Parents must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking written permission.
- In outdoor ranges, students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat where appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and or training in the teaching/instruction of Archery. A teacher must be present who has current training in emergency care.

SUPERVISION

- 1:20 with no more than ten (10) students shooting at any one time.
- If an adult other than a teacher is engaged for instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

- Equipment is to be used strictly in accordance with the manufacturer's specifications and guidelines pertaining to use, storage, maintenance, strength and working life.
- Each student should shoot with a shooting tab or glove and wear an arm guard.
- Students should wear close fitting tops to avoid clothing catching in the string.
- Bows suitably strung, and arrows of various lengths must be provided.
- The target to be used must be constructed of STRAMIT (heat compressed straw) or other appropriate material and be approximately 1.3m square. The internationally recognised FITA target face should be used.

Equipment requirements:

- Bows must be checked periodically for cracks and stress marks. Cracks are usually easily identified. Stress marks appear as frosted areas in fibreglass and laminated bows. Bows must be withdrawn from use if cracks and stress marks appear.
• Strings must be checked regularly for signs of abrasion and wear. Worn strings must be discarded.

• All bows should be strung to their recommended brace height according to manufacturer's specifications. An understrung bow can cause a severe wrist slap.

• Arrow length must be matched to the shooter's draw length so that the arrow cannot be overdrawn when the shooter completes a full draw (anchor position).

• Arrows must be regularly checked for damage and repaired or destroyed immediately.

• Students must not draw the bowstring back to any degree and then release the string without an arrow on the string.

• Students must be taught the proper technique for withdrawing arrows from the target bales. Students should be cautioned to watch for others behind them when they withdraw arrows.

• A well-equipped medical kit must be readily available.

VENUES

• Only outdoor ranges are to be used. The area should be selected to take advantage of the natural terrain and ensure that any person is not endangered. Arrows should be released towards a hill or an embankment. Outdoor ranges must:

  • be free from obstructions such as trees, wires or shrubs

  • have a “clear” area established behind the target bales (mats). An area twice the distance of the longest shooting distance is necessary. This would be a minimum of 50m

  • have barriers and appropriate signage placed in prominent positions around the outdoor range to restrict access by non-participants

  • have definite shooting lines established for each shooting distance

  • be isolated from normal pedestrian and motor traffic

  • have sturdily supported target bales.

SAFETY

• The following safety strategies must be employed by the teacher/instructor:

  • students must remove jewellery and other ornaments likely to cause injury

  • equipment must be made inaccessible when not under the direct supervision of the teacher
• set up a clearly marked single shooting line long enough to accommodate participants comfortably, spaced so as not to interfere with each other during shooting. All archers must shoot from this line, not in front of it nor behind it

• supply students with individual quivers where possible

• establish a set of communication signals that give all participants clear indications when they can commence shooting, cease shooting and retrieve arrows

• instruct students to point knocked arrows in the direction of the target

• instruct students not to draw a bow, with or without an arrow in it, unless they are standing facing the target and intending to shoot

• instruct students not to retrieve arrows which fall from the shooter's bow in front of the shooting line, until a 'cease shooting' signal is given

• instruct students to place bows on racks or on the ground next to the shooting line when they have finished shooting, and then step back. When the shooting line is clear, the signal can be given to retrieve arrows

• ensure all arrows are retrieved at the same time

• if more than two archers are shooting at the same target, nominate a person from each group (eg. target captain) to withdraw arrows from their target, while other archers stand back at a safe distance and to one side of the target to prevent eye injury on withdrawal of the arrows.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

● All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

● Participants who are bleeding must have the wound dressed and securely covered.

● Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
ATHLETICS

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, e.g. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat when appropriate.

TEACHER/INSTRUCTOR QUALIFICATION AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and or training in the teaching/coaching in Athletics.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Supervision will need to be provided considering:
  - age, experience and capability of the students
  - the combined experience or expertise of the staff
  - the activities or events to be conducted.

- If an adult other than a teacher is engaged for instruction or coaching, a teacher must be present to take overall responsibility.

- Equipment awaiting use must be supervised. Equipment not in use must be stored to prevent unauthorised use.

EQUIPMENT

- All equipment must be regularly checked for safety and regularly maintained.

- Equipment must be stored so that unauthorised use is prevented. For the use of starting pistols and caps, refer to the Student Protection section of this document.

- Equipment must be appropriately sized, modified or weighted to match the ability and strength levels of the students.
Details concerning equipment cost, availability and a supplying company can be accessed through School Line established by the Department of Education and Training Contracting Services Unit. A Contract User Guide is available from the Unit on (02) 9561 8019.

Clothing should not restrict movement or hamper students in any way.

VENUES

Running surfaces must be level and firm so as to avoid foot and ankle injuries. Avoid running on hard surfaces such as bitumen or concrete.

Sand pits must be raked and checked for foreign materials prior to the commencement of the activity. The outer edges of the pit should be level with the ground.

SAFETY

General

Students are to be instructed to wear sports shoes, or as appropriate, running, throwing or jumping spikes.

Warm-up and stretching are essential prior to all training and competition.

Stretching and warming up are vital elements in preventing injury and the following points should be followed when stretching to ensure maximum safety:

• warm-up prior to stretching
• stretch prior to and after work-outs
• stretch alternate muscle groups
• stretch gently and slowly
• never bounce or stretch rapidly
• stretch to the point of tension or discomfort but never pain
• do not hold the breath when stretching, breathe slowly and easily while stretching.

Any complaint of pain, tenderness, limitation of movement or disability should be promptly referred to a qualified sports medicine professional for management. Particular note should be taken of the areas of adolescent growth which are vulnerable in training and include the spine, knees and wrists.

Students are to be instructed that equipment must not be used without supervision.

The use of spikes will be limited to structured training sessions and certain competition events (zone sport associations will have restrictions on the use of spikes). Spikes must only be worn at and during the specified competition event. They are not to be worn to and from an event or between events.
Where the use of spiked shoes is permitted, students should be instructed to take extreme care to avoid spiking injuries, especially in track events. For those events not run entirely in lanes, particular care should be taken at the start. In the 800 metre event, the lane start is recommended. For 1500, 3000 and 5000 metre events, steeplechase and walks, the echelon start should be used to minimise crowding at the start.

A well-equipped medical kit must be readily available.

Where possible, ice should be available for the treatment of injuries.

Prevention of dehydration is essential during training and competition. Students are to be instructed to consume water prior to and during sessions.

**Jumping events**

- Landing and take-off areas must be maintained to avoid risk of injury to students.
- Equipment awaiting use must be supervised. Equipment not in use must be properly stored to prevent unauthorised use.
- Jumping events are not to be undertaken by students with a history of ankle or knee injuries.

**High jump**

- For high jump activities the following safety strategies must be employed:
  - ensure that where the landing area consists of several mats, they are held firmly together with straps or ties and the whole area is covered with a one piece overlay
  - ensure mats are carried by handles at the side and not carried aloft on backs, shoulders or head
  - ensure run-up and take-off areas are level, dry and free from slippery material
  - specific take-off points should be identified and insisted upon to avoid landing off the mats
  - triangular bars must not be used at all. Circular fibreglass bars are recommended for competition
  - to ensure high jump bars do not carry onto the landing mats, it is recommended that looped straps are used
  - the high jump bar must be removed from the competition area when not in actual use for supervised pre-competition warm-ups and actual competition
  - the high jump uprights must be sufficiently stable to avoid falling on to the mats during the course of a jump.
High jump landing mats should:

- cover an area of approximately 3600mm x 2400mm with height from floor of 600mm
- be linked together to avoid separation
- have linking tabs spaced at the distance of one every 900mm
- have a breathing fabric on the top (landing) surface which is spike resistant
- be filled with a foam rubber or synthetic foam block with a minimum density of 18 kg/m³.

**Fosbury Flop high jump technique**

- Where appropriate, specially selected students who display promise in lead-up activities should be chosen for development in small specialised groups conducted by teachers or coaches with specific expertise in the event.
- All students engaged in the Fosbury Flop technique must be given adequate lead-up activities before advancing to the actual technique.
- Gymnastic mats are unsuitable for use as materials directly landed upon by the competitor, but may be used, at a depth of 15cm, around the end/back periphery of suitable high jump bags.

**Long/triple jump**

- For long/triple jump activities the following safety strategies must be employed:
  - rake landing pits before any jumping takes place. Any solid or sharp objects must be removed
  - ensure the take-off board is clearly visible (and preferably painted white), flat and level with the ground surface
  - steel or wooden markers are not to be used to note distances either adjacent to or in the landing pit. Coloured strips of a flat flexible material are suggested to indicate distances achieved by participants
  - ensure the approach area is clearly defined and kept free from any obstructions
  - ensure jumping takes place from one direction only
  - rake pit after each jump to ensure a level landing surface
  - ensure rakes, forks and shovels are not left unattended in, or beside, the jumping area
  - ensure the depth of sand is appropriate for competition in all age groups and that the depth of the sand is consistent in all areas of the pit
  - the triple jump is not recommended for students with a history of ankle or knee injuries.

**Throwing events**

- Throwing events require the development and refinement of coordination, skills and techniques in order to improve performances. In addition, strength is important in these events.
Training is of a repetitive nature and thus young athletes are at risk from overuse injury to immature tissues especially in the vicinity of upper limb joints, with the lower back and knees also being areas of concern. These injuries can be avoided if young students limit or restrict their volume of throwing in each session. Most throwing should also be sub-maximal in training situations.

Due to the nature of throwing events, special attention needs to be given to supervision at training activities or competition events. To ensure maximum safety, the following strategies must be employed:

- activities must be sited away from buildings, pedestrians and other activities
- the site must enable adequate supervision of students
- the throwing area must be of adequate width for group instruction, or alternatively, the number of throwers is reduced on each occasion so that:
  - all throwing takes place in one direction
  - the safety of individuals in adjoining areas is assured
- considering the ability level of the group, the throwing area must be of adequate length to contain the implements thrown
- the throwing sector area, approach and launch areas must be marked with highly visible markers to prevent access by non-participants
- the approach and launch area must be dry and free of any loose materials
- students should walk to retrieve implements only after the all clear is given. The implement should be returned by carrying, not throwing or rolling
- students must be given instructions as to their movements following the throw and awaiting retrieval.

**Shot Put**

For shot put activities, the following safety strategies must be employed:

- transport shots in sturdy containers and give due consideration to limiting the total mass
- ensure students are in line, adequately spaced, and all throwing occurs in the one direction when instructing groups in the standing throw and linear glide techniques
- The rotational throwing technique should only be carried out by a qualified athletics instructor. For group instruction in the rotational throwing technique:
  - ensure the turn is practised with modified equipment or without a shot
  - where the shot is to be thrown using the turn, ensure only one individual throws at a time
  - where throwing takes place, ensure that other students are behind protective cages or barriers and well clear of the wire
  - where a protective cage or barrier is unavailable, ensure other students are at least 10 metres behind and to the non-throwing side.
It is recommended that a specific throwing area be set aside for shot put. This will assist when repairing indentations (using sand/soil) following the period of use. This measure will reduce the risk of ankle injuries.

Protective cages or improvised barriers are recommended when using the turn (eg. fence, hockey nets).

**Discus**

For discus activities the following safety strategies must be employed:

- check discuses, and withdraw from use those with cracked rims or loose centre screws
- for group instruction in the standing throw ensure:
  - throwers are at least 5 metres apart
  - left-handed throwers are placed on the left side of the group
- for group instruction in the turning throw:
  - ensure the turn is practised with modified equipment or without a discus
  - where a discus is to be thrown using the turn, ensure that only one individual throws at a time
  - where throwing takes place, ensure other students are behind protective cages or barriers and well clear of the protective wire
  - where a protective cage or barrier is unavailable, ensure that other students are at least 20 metres behind and to the non-throwing side
  - ensure discuses being returned to the throwing area are carried not rolled.

Protective cages or improvised barriers are recommended when using the turn (eg. fence, hockey nets).

**Javelin**

For javelin activities, the following safety strategies must be employed:

- ensure javelins are carried by the grip and in a vertical position with the tail up, except when the thrower has entered the specific approach area and is preparing to throw
- forbid running with the javelin except when preparing to throw
- forbid running to retrieve a javelin to prevent running into the tail end of a javelin
- instruct students to place one hand over the tail end of the javelin before attempting to twist it from the ground
- instruct students to place one hand over the tip of the tail end when picking up a javelin lying flat on the ground. This hand should be kept in place until the tail end is raised above head height as the javelin is lifted into the vertical position
- ensure javelins being returned to the throwing area are carried
- for group instruction:
  - ensure all throwing is from one line only and within clearly marked side boundaries
  - students are to be appropriately spaced
• assemble other students at least 10 metres behind and to one side of the marked approach and delivery area
• ensure javelins are not thrown under or near power lines.

**Hammer**

- Introductory activities may be taught in class groups. Swings and turns may be taught and practised with a variety of improvised equipment such as a basketball in a sack.
- Selected students, in small groups instructed by teachers or coaches with specific expertise in the event, should then be chosen.
- For hammer activities, the following safety strategies must be employed:
  • because of the high release velocities and relative unpredictability of the hammer flight path, ensure that the teaching or coaching with actual hammers is undertaken only where a proper hammer cage is available. A protective cage should also be used when teaching with improvised equipment
  • a glove must be worn when throwing
  • ensure non-participants remain outside and behind the cage, well clear of the wire
  • ensure hammers being returned to the throwing area are dragged not carried
  • change wire regularly to avoid metal fatigue
  • make regular wire checks to ensure that the wire is secure at the handle and swivel end of the hammer head.

**Track Events**

- The track must be checked to ensure it is free from obstacles and loose objects.
- Starting blocks, pegs and hammers must be removed from the track and stored in a safe place when not in use.

*Refer to Student Protection section for the use of starting pistols and caps.*

**Sprints**

- Finishing tapes must not be used in sprint activities.
- Students should run in lanes wherever possible.
- Ensure students are aware of potential dangers regarding the use of spikes.
Relays

- For relay activities the following strategies must be employed:
  - for 4x100m events, instruct students to stay in their lanes during baton changes and for a safe period afterwards. For 4x400m relays, this applies to the first change only
  - ensure relay changeover areas are supervised at all times during competition
  - ensure all batons are made of lightweight material such as aluminium and are regulation size.

- Spikes must not be worn by students when learning baton changing.

Hurdles

- For hurdle activities the following safety strategies must be employed:
  - ensure hurdle weights are not placed too far from the base of the upright for the height of the hurdle
  - instruct students that hurdles must take place only in the direction for which the hurdles are designed to fall
  - ensure hurdles used for training beginners and primary school students are of lightweight construction
  - ensure hurdle heights and spacings are set to facilitate learning of the correct technique.

INFECTIONOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
AUSTRALIAN FOOTBALL

INTRODUCTION

- Where it is appropriate, for example inclusion in a school sport program, parents must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of Australian Football.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- If an adult other than a teacher is engaged as a coach, a teacher must be present to take overall responsibility.

EQUIPMENT

- The state and national controlling bodies of this sport strongly recommend the wearing of a correctly fitted mouthguard during both training and competition. Accordingly, students and parents should be advised of this recommendation and encouraged to comply. Information for students and parents concerning the selection of an appropriate mouthguard is found on page 281 of this manual.

- Player equipment including footwear and other protective items must comply with age or standard levels appropriate to the laws of the game. Boots must be inspected prior to the commencement of any game to ensure that studs do not have sharp edges or are excessively worn.

- A well-equipped medical kit must be readily available.

VENUES

- The surface must be level and free of obstructions and loose objects. A space of three (3) metres should surround the marked playing area. Hydrated lime must not be used to mark fields.

- Non turf cricket pitches must be adequately covered prior to the use of the ground.

- Goal posts must be fitted with appropriate padding for intra and inter-school fixtures. If the school does not possess safety padding, the local junior club or association may be of assistance in providing this equipment.

Page 98 Guidelines for the Safe Conduct of Sport and Physical Activity in Schools
Padding should be no less than two (2) metres in length, no less than 35 mm high density foam and sufficiently wide to cover the circumference of the posts.

SAFETY

- Students should be selected on the basis of ability and suitability for the position they are to play.
- Where injury to a student occurs during the game, the student must be excluded wherever there is any doubt as to the extent of injury or fitness to continue. Teachers and coaches must exclude students from returning to playing after injury until it is clear that the student is fit to resume.
- Students must remove jewellery and other ornaments likely to cause injury.
- Spectators/reserve players must be positioned well clear of the boundary during the game.
- All players should ensure that they remain hydrated during the game by drinking water during the game breaks.

PROGRAM

- The modified forms of Australian Football, Aussie Footy and Auskick, are encouraged for young students as a means of developing good skills and technique.
- Each school should have a coaching program based on conditioning and progressive skill-training methods. Players should develop football skills and good technique before playing in competitive situations.
- Students should be made aware of the rules relating to marking, tackling and dangerous and illegal play.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
BASEBALL

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and an appropriate hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of baseball.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- If an adult other than a teacher is engaged as a coach, a teacher must be present to take overall responsibility.

EQUIPMENT

- For training and competition games, students should wear baseball attire or clothing consisting of top, long sleeved undershirt (optional) and long pants (track suit pants). For inter-school competition games, footwear must conform to the rules of the game.

- Equipment must match the size, strength and ability of the students.

- All fielders must wear a glove.

- Leather balls are used for inter-school competition at the high school level. Rubber balls (or Incrediballs) are suitable for practice for all age groups and game play for primary age groups.

- The catcher must wear a chest plate, leg protectors, a helmet with face mask and throat protector and a genital protector.

- Genital protectors are recommended for all players.

- Two-eared helmets must be worn by all batters and baserunners.

- A well-equipped medical kit must be readily available.
VENUES

- The ground surface must be free of obstructions and loose objects.
- Hydrated lime must not be used to mark out the diamond.
- Where possible, back netting should be provided.
- Where more than one game is played at a venue at the same time, there must be sufficient space between the games to avoid overlapping of outfielders.

SAFETY

- The umpire standing behind the catcher must wear protective equipment as prescribed for the catcher. If not, the umpire must stand behind the pitcher.
- At any time and in any context where the pitcher-catcher situation exists, the catcher must wear a face mask. The catching position is assumed when the player is in the squat position.
- At an unfenced venue, spectators should be allocated a viewing area which is at least 10m from either the 1st or 3rd base lines. This will ensure that spectators are clear of the dead ball lines. The area immediately behind the pass ball line must not be used by spectators unless it is appropriately screened.

Spectators at fenced grounds prepared for baseball must remain behind the fence.

- The players who are not either on the field, in the batting box, or in the on-deck circle must remain in the team dugouts. If team dugouts are not provided, then players must be positioned at the side of the pass ball line.
- The participants must be instructed to drop, not throw, the bat before running. Umpires should remove the dropped bat as soon as possible.
- Players preferring to slide into bases should use the ‘figure 4 slide’ technique. First base is the only base that can be overrun on a single hit. Sliding is only necessary to avoid a tag.
- If bases are to be pegged, they must be of the type with strapping which is pegged from beneath the base. Bases which require pegs being secured through the centre of the base must not be used.
- The risk of injury to pitchers relates to the number of pitches delivered in one session or day and the pitching distance.
The pitching assignment and the pitching distance should be established considering the age, experience and physical development of the player. As a guide, Year 7 players should be restricted to 90, Year 8 100 and Year 9-12 110 pitches. Players in Years 7 & 8 must not throw curve balls.

- As a guide, the following playing field dimensions should be used:

<table>
<thead>
<tr>
<th></th>
<th>Base Paths</th>
<th>Pitching distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 7/8</td>
<td>24.3m</td>
<td>16.4m</td>
</tr>
<tr>
<td>Years 9/10</td>
<td>25.9m</td>
<td>17.4m</td>
</tr>
<tr>
<td>Years 11/12</td>
<td>27.4m</td>
<td>18.4m</td>
</tr>
</tbody>
</table>

* for female participants, the pitching distance shall not exceed 16.4m.

- Ice should be available for the treatment of injuries.

**INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
BASKETBALL

INTRODUCTION

- Where considered appropriate, for example inclusion in a sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students participating at outdoor venues are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat where appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of Basketball.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- If an adult other than a teacher is engaged as a coach, a teacher must be present to take overall responsibility.

EQUIPMENT

- Backboard support posts and walls behind the goal posts which may restrict or interfere with players movements must be padded.

- For inter-school competition, nets are required to be securely attached to the rings. Metal nets are not to be used.

- Soles of sport shoes should have enough grip for the surface on which the game is played.

- A well-equipped medical kit must be readily available.

VENUES

- The court surface must be free of obstructions and loose objects.

- The immediate surrounds of the court perimeter should have a space clear of any objects or obstacles, eg. equipment, seating.
SAFETY

- Students must remove jewellery and other ornaments likely to cause injury.
- Students must cut or tape long fingernails.
- Boundaries of the court must be clear of spectators and belongings to avoid interfering with the safe movements of players and umpires.
- Where possible, ice should be available for the treatment of injuries.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
INTRODUCTION

- Many schools as part of environmental education, sport or adventure programs engage in bushwalking.

- Bushwalking is any hiking activity undertaken by school groups in bushland settings, whether using trails or tracks or in more remote trackless areas.

- Many bushwalking activities, especially with younger students, are of the ‘nature walk’ type of excursion. These are of low demand on participants, use defined tracks and never involve the party being more than one hour away from transport and communication. Such walks are for the duration of a day or part thereof and are referred to in this document as ‘short walks’. Other activities where school groups would leave the school grounds would usually be referred to as excursions, and procedures are detailed in the memorandum *Excursions and Other Visits 97/137* (S.129).

- More challenging bushwalks, referred to in this document as ‘extended walks’, can be for one day, overnight or multi-day activities and can involve lightweight camping.

- All bushwalking activities require proper care and supervision to be pursued by all involved.

STUDENTS

- For all bushwalks, parents must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc). Preparation of the alert list and distribution of student medication is the responsibility of the teacher. The alert list must be collated from information on medical consent forms prior to departure.

- All students should wear well-made sandshoes, walking shoes or joggers with non-slip soles. Open footwear when walking (eg. thongs, clogs and sandals) is not appropriate.

- Clothing should be appropriate to the conditions likely to be encountered. Where cold and wet conditions are possible, cotton clothing such as jeans, T-shirts and sweatshirts provide inadequate protection. Only woollen or thermal synthetic garments provide warmth. Shorts are better than long trousers for bushwalking except in off-trail, scratchy bush.
A waterproof rain jacket with a hood is essential on all extended walks.

For extended walks involving overnight hikes, all members should carry a change of clothes in a waterproof bag.

For extended walks involving overnight hikes, students should be instructed in:

- use of camping equipment
- food preparation
- personal hygiene in the bush
- navigating and route planning
- safety practices
- first aid
- camp craft
- care of the environment
- group skills

Some basic knowledge can be developed beforehand and practical demonstrations provided in the field.

Students are to be instructed to use adequate sun protection (eg. SPF15+, broad spectrum, water resistant sunscreen reapplied regularly). A broad brimmed hat or Foreign Legion-style cap should be worn.

**SUPERVISION**

The teacher-in-charge or the instructor must be an experienced bushwalker with current knowledge of the proposed route including the grading of the walk. This can be confirmed by contacting the relevant local bushwalking club or the local district office of The National Parks and Wildlife Service to establish the difficulty of the terrain, condition of the tracks, etc. Avoid extreme weather conditions, including hot, cold and wet. It is incumbent on the teacher to check the weather forecast to determine that conditions are acceptable for the duration of the bushwalk and to comply with any regulations involving fire bans. Judgements regarding the conducting of the walk should be made accordingly.

For short walks, the teacher-in-charge or instructor must have experience in supervising students in the specific environment.

For extended walks, the teacher-in-charge or instructor must have proven experience in the type of terrain to be covered including experience in lightweight camping, proficiency in the use of map and compass, and knowledge of search, rescue and emergency procedures. Teachers and instructors must be able to verify their experience (eg. by logbook or testimonial).
For extended walks, the teacher-in-charge must produce a documented risk assessment of the activity prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will indicate any actions that are being taken to minimise or reduce risks and hazards.

Where an adult other than a teacher accompanies the group to provide instruction or to assist with supervision, a teacher must still take overall responsibility and assume duty of care for students.

For all bushwalks, at least two adult supervisors must accompany students. Where male and female students participate, the principal should attempt to have both a male and female adult accompany the group.

On overnight walks, supervisory and accommodation arrangements are to be such that no staff member is placed in a position where there is potential for allegations of improper conduct to be made. In particular, sleeping arrangements should not place any adults in a situation where the propriety of their behaviour could be questioned. Likewise, sleeping and supervisory arrangements are to ensure that no student is placed in a situation where there is the likelihood of sexual contact between students.

As a guide to principals and teachers-in-charge, it is recommended that the adult supervisor to student ratio not exceed 1:15. For extended walks, the recommended ratio is 1:10. Principals and organising teachers should take into account such factors as age, experience and maturity of the students; environmental concerns; difficulty of the terrain and other challenges likely to be encountered; experience of the adult supervisors.

Parties should not be split except in emergency situations or when teaching of a particular skill requires it. Walking pace should be restricted to that of the slowest member of the party. A leader should be with students at the front of the party, whilst a strong walker should remain at the rear of large parties to provide supervision and support for slower walkers. The leader must make regular checks on group numbers and ensure contact between all supervising adults is maintained.

For conservation reasons, party size should be no more than 10 for adventurous off-track walking or walks in wilderness areas. Party size for other walks should be chosen keeping in mind safety, minimal impact on the environment, and disturbance to other walkers.

Students should be briefed beforehand on nature conservation issues and the need to protect all flora and fauna. In addition, prior to commencement of any extended walk, students must be briefed on the actions to be followed in the event of bushfire, flood, storm and lightning and serious injury to a walker.
In the case of some programs (eg. the Duke of Edinburgh’s Award), certain activities are undertaken by secondary students which will confirm their competence to satisfy advanced awards. Expeditions undertaken to achieve these awards will require students to complete aspects with considerable independence. Teachers overseeing these activities will encourage the students to develop self-reliance without jeopardising their safety. The organisation’s guidelines must be implemented. Supervising teachers are to ensure that regular contact is made with the students. As well, students should be able to contact the supervising teacher as needed.

**EQUIPMENT**

- On extended walks, certain items need to be taken so that as a minimum each is shared by a walking group (4-7 people). These are a map (either topographical or an accurate sketch map), a route plan, whistles and compasses. Students must know how to effectively use these items. For short walks, leaders should consider the value of these items but may provide them to be shared within a larger group of students.

- A mobile phone to be used in emergency situations is desirable on all walks but leaders should allow for the fact they may not operate in all locales. In more remote bush areas, other forms of communication such as UHF radios should be considered.

- A well-equipped medical kit must be readily available. For larger parties or extended walks two kits should be carried.

- For extended walks - above items, plus:
  - comfortable, well-fitting backpack
  - warm sleeping bag appropriate for the conditions and sleeping mat
  - suitable hiking tent with sewn-in floor or waterproof ground sheet
  - fire starting equipment, cooking and eating utensils
  - food, including supplementary energy foods for emergencies
  - water - at least two litres per person per day
  - a stove with fuel (in some areas)
  - waterproof pack liner (eg. a strong garbage bag)
  - mirror (to use for signalling if lost)
  - torch with spare batteries and globe
  - plastic bag for carrying rubbish
  - small plastic trowel for burying faeces
  - additional clothing should be considered - gloves, socks
  - toilet bag.

- The teacher-in-charge must ensure that the following matters relating to packs are adhered to:
  - the loaded pack is not to exceed 1/4 of the body weight of the hiker; also to be considered is the hiker’s level of experience and fitness
• if necessary, equipment is to be shared amongst the group to ensure this limit is observed
• the pack is to be correctly fitted to suit the student’s body structure
• as part of the program of instruction prior to the hike, students are to be instructed how to organise belongings in the pack so it does not affect the hiker’s centre of gravity and comfort.

It is the responsibility of the teacher-in-charge to ensure that all students are adequately equipped and that all equipment is in good order prior to departure. If at the time of departure a student does not have an item of equipment or it is not in satisfactory order, the teacher-in-charge must decide whether the student can further participate on the basis of whether there is a safety issue.

VENUES

• Locations should be selected from national parks, state forests, state recreation areas, Crown lands and private property. In all cases, the appropriate prior permission must be obtained. Check with the local National Parks and Wildlife Service office, police or other local authorities about current walking restrictions, fire bans, etc.

• The teacher-in-charge must have current knowledge of the area to be used and be certain of its suitability for the program and the group. Selection of venues must take into account:
  • the age, fitness and medical conditions of students
  • known hazards, such as river crossings, slippery rocks, cliff faces, exposed areas and limited access to roads and communication
  • the group’s impact on the environment and on other campers.

• For any location, current bush fire or flood risks should be assessed immediately prior to the commencement of any walk. Avoid commencing a walk on a total fire ban day.

SAFETY

• Trips need to be well planned. Students must be briefed in regard to safety issues. The group leaders should carry a card detailing procedures to follow in emergencies and contact numbers. All party members should know how to put these procedures into practice.

• The range of activities undertaken in outdoor recreation pursuits is extensive. Principals need to ensure that participating staff have levels of first aid training appropriate to the proposed activity, location and any student disabilities, and that adequate and appropriate first aid kit(s) are available on the activity.

All accompanying teachers must have recognised current training in emergency care, such as the St John Ambulance Emergency Care Module or the Senior First Aid Course. For groups involved in overnight stays, at least one accompanying teacher must also possess recognised current training in cardio-pulmonary resuscitation.
Remote Area First Aid (or similar) where medical aid may take several hours or longer to reach a casualty is highly desirable for extended walks in remote areas.

- For extended walks, all participants should have completed basic first aid training including treatment for cuts, sprains and snake bite, cardio-pulmonary resuscitation and thermo regulation.

- For all walks, trip details (including numbers and names of the party) should be given to a responsible adult who should be told to contact the principal as well as the police if the party has not returned, or a message has not been received, five (5) hours after the party is due. In the case of an afternoon or similar short outing, a two (2) hour follow-up is generally appropriate.

- Water in streams running from urban areas should not be drunk. Water from other areas, including national parks, should be treated (eg. with iodine tablets or Puritabs). Students should carry personal food and water.

- Parties of inexperienced students should remain (except when under direct instruction and supervision) on recognised walking tracks.

**SPECIAL FEATURES**

- Teachers planning bushwalking activities need to be familiar with the procedures detailed in the memoranda *Excursions and Other Visits 97/137* (S.129) and *Cruelty to Animals* (96/169).

- Where camping overnight is required, leaders must have previous experience in managing students in a camping environment. A leader must have knowledge and skills in selecting an appropriate camp site and ensuring safe practice in the use of fires and stoves.

- APPENDIX C of this document contains:
  - Risk Management Planning Forms (examples and blanks)
  - Walking Party Intentions Form
  - Parent Information/Permission Note

**Tick Bites**

Anyone walking, or working, in bush is at risk of tick bites in coastal regions along the entire eastern edge of Australia where the paralysis tick, *Ixodes holocyclus*, can be found. Although most tick bites cause nothing more than a local irritation at the site of the bite, many people experience an allergic reaction to toxins and other substances that ticks inject into the skin.

The paralysis tick is responsible for transmitting two human diseases in Australia: Australian spotted fever and a disease resembling that of Lyme disease or borreliosis. Both infections occur regularly in urban populations near the coast.
Reducing the incidence and severity of tick-borne diseases is dependent upon the adoption of protective behaviour to prevent tick bites from occurring, removing ticks promptly and correctly to avoid the tick injecting more toxins and bacteria and early presentation to a general practitioner with symptoms associated with a tick bite.

If early diagnosis is made tick-borne diseases can usually be treated successfully with antibiotics. Delay can result in chronic illness, fatigue and other medical problems.

**Tips for Prevention**

1. Be aware that in bush areas, ticks may attach to your clothing or body as you brush past bushes or overhanging branches.

2. When outdoors, dress appropriately to avoid tick bites. Wear a hat, long-sleeved shirt and long pants tucked into socks. Light coloured clothes are better as it is easier to see ticks crawling.

3. When outdoors use an insect repellent containing DEET (diethylocamid), but be careful when applying to children. Spraying your hats and clothes as well will increase protection (ask your doctor or chemist for further advice).

4. Brush off clothing and thoroughly check pets before entering the house.

5. Tick bites are often painless and go unnoticed. It is important that students and staff undertake a TICK CHECK after being outdoors and paying particular attention to behind the ears, scalp, groin, armpits and back of knees.

**INFECTIONOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
CANOEING - RECREATIONAL

Canoeing includes KAYAKING (whitewater and flatwater activities)

INTRODUCTION

- Many schools engage in canoeing as part of environmental education, competitive sport, outdoor recreation, physical education programs or as part of Department of Sport and Recreation camp programs.

- Canoes are ideal recreational vehicles. Their use should however, be commensurate with the students’ skills and abilities and need to be gradually and thoughtfully programmed.

- It is strongly recommended that primary school students undertake lead-up activities to canoeing. The choice of craft must be suitable to their age and physical development. Activities should be conducted in protected waters only.

- More challenging canoe trips, often described as 'expeditions', where long distance paddling is required, can be for one day, overnight or multi-day activities and can involve lightweight camping.

- Parents must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc). Preparation of the alert list and distribution of student medication is the responsibility of the teacher. The alert list must be collated from information on medical consent forms prior to departure.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

LEADER/INSTRUCTOR QUALIFICATIONS AND SUPERVISION

- General recreational canoeing activities

For general canoeing which is:

- of an introductory or elementary nature and is of low demand on participants or
- conducted in very specific and protected locations and within 100m of the shore or
- conducted where transport and communication is readily available or
- conducted with the assistance of a power boat with a propeller guard.
The leader/instructor must have:

- appropriate experience and a thorough knowledge of the technique and safety procedures involved
- personal canoeing experience which is documented
- experience in the area to be used by students
- recognised current practical training in rescue and emergency procedures
- training in group management procedures appropriate to canoeing.

For canoeing/kayaking on flat water where a power boat is not being used, a maximum of six canoes (1:12) or eight kayaks (1:8) are to be on the water at any time per instructor.

**Flat water expeditions**

- For down river trips there should be a minimum of two (2) suitably experienced and qualified leaders with any group. This should be increased to three (3) for remote area trips which might require a split party in the event of an accident. Where male and female students participate, the principal should attempt to have both a male and female adult accompany the group.

  The teacher or the instructor must be qualified as a Basic Skills Instructor (or as per industry standards for these water conditions). There must be one (1) qualified teacher or instructor to every twelve (12) students. The flat water area to be used must be clearly defined to assist the teacher in controlling the group. Large lakes open to wind, current or large tidal movement require at least two (2) instructors or leaders with each group.

- For expeditions/trips on moving water grade one and two, leaders will require a higher level of technical skill and should only be undertaken by leaders with considerable experience. The teacher or the instructor must be a qualified White Water Instructor or possess equivalent industry qualifications. The ratio is one (1) suitably qualified teacher or instructor to every six (6) students.

- On occasions, supervision will need to be higher than that prescribed. Principals and organising teachers should take into account such factors as age, experience and maturity of the students; environmental concerns; and other challenges likely to be encountered; experience of the adult supervisors.

- Leaders taking groups into remote or isolated areas need to be trained in long term management of casualties where immediate assistance is not available and adverse conditions may prevail.

- All leaders and instructors should ensure that they keep their skills and knowledge up to date and their operations in line with current best practice.

- Where an adult other than a teacher accompanies the group to provide instruction or to assist with supervision, a teacher must still take overall responsibility for the supervision of students.

*Guidelines for the Safe Conduct of Sport and Physical Activity in Schools*
The teacher must have recognised current training in cardio-pulmonary resuscitation and emergency care, such as the St John Ambulance Emergency Care Module or the Senior First Aid Course.

The teacher-in-charge, in consultation with the instructor, must produce a documented risk assessment for overnight trips prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will indicate any actions that are being taken to minimise or reduce risks and hazards. Teachers should refer to the Risk Management Procedure outlined on page 71 of this document and Appendix C.

**EQUIPMENT**

It is the responsibility of the leader to ensure that all students are adequately equipped and that all equipment is in good order prior to departure. If at the time of departure a student does not have an item of equipment or it is not in satisfactory order, the leader must decide whether the student can further participate on the basis of whether there is a safety issue.

Each student must wear:

- an approved canoeing type 2 or type 3 Personal Flotation Device (PFD). Buoyancy enhanced wet suits or other flotation aids must not replace the use of PFDs.
- an approved helmet (with drainage holes and covering the forehead and nape of the neck) for all activities except where canoeing is on safe flat water
- sandshoes, gym boots or neoprene type booties
- wetsuit, thermal, and cold water protective clothing where appropriate
- adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and where appropriate, a hat.

Each canoe or kayak must:

- be of a design approved by the teacher-in-charge or the instructor for the type of canoeing activity being undertaken and not carry more persons than it was designed to seat
- be inspected by the teacher-in-charge before canoeing commences
- be fitted with handholds at stem and stern in the form of loops or toggles except for flatwater racing kayaks as used for competitive events. Handholds must not be taped down, must be in good condition and securely anchored to the canoe or kayak at the ends. Superlight decks incapable of resisting the pull of a rescuer on the end loop in an emergency situation are not allowed.
- be unsinkable and be able to support a person in the water by the addition of fixed buoyancy such as air bags, foam blocks or poured urethane foam
- have footrests, where fitted, which will not trap the canoeist if the feet override them in a collision, eg. “fail-safe type”. Canoes must be fitted with seats.
Where spray decks or skirts (fitted with a suitable release strap) are used, students must have had adequate practise in their use, including capsize and exit drill. When kayaking in white water, spray skirts shall be used.

For any canoeing activity not at a fixed location, the following items are required to be carried on the trip:

- repair kit
- spare paddle
- throw-bag
- tow-rope
- first aid kit
- spare dry clothing
- high energy food
- rescue kit (whitewater).

The rescue kit (for whitewater) should include 20m of floating, non-absorbent static rope 8-10 mm in diameter, four karabiners, two Prussiks and a tape sling. The addition of two lightweight caving pulleys is desirable. In addition, wherever ropes are to be used, a sharp knife must be handy.

A direct means of communication back to a base must be available to the leader of the activity. This could be a mobile phone or two-way radio. The leader must allow for the fact that mobile telephones may not operate in all locales.

A waterproof bag similar to a 'drysac', or any other waterproof container, must be used to ensure the safe working condition of the above equipment at all times.

Where power boats are used to accompany canoeists, they must meet any Waterways registration requirements and be fitted with an appropriate propeller guard.

A well-equipped medical kit must be carried by an appropriately trained teacher. For larger parties or extended trips, two kits should be carried.

All gear should be correctly waterproofed, and stowed in or tied securely to the canoe.

VENUES

The instructor must have current knowledge of the area to be used and be certain of its suitability for the program and the group.

Selection of venues must take into account the age, fitness and medical condition of students.
For any location chosen, the appropriate prior permission must be obtained. Check with the local National Parks and Wildlife Service office, police or other local authorities about current restrictions, fire bans, etc.

When selecting the venue and planning the program, the teacher-in-charge will seek to minimise the group’s impact on the environment. The party size should be chosen keeping in mind safety, minimal impact on the environment, and disturbance to other canoeists. Students should be briefed beforehand on nature conservation issues and the need to protect all flora and fauna.

These guidelines do not apply to sea kayak touring. This is a specialised area and the activity should only be undertaken by appropriately qualified instructors or leaders.

**SAFETY**

The teacher-in-charge, in consultation with the instructor, must:

- ensure that all students are appropriately attired for the type of canoeing activity being undertaken particularly in cases of low water temperature or white water conditions. Great care needs to be taken to avoid extreme weather conditions, including hot, cold and wet. It is incumbent on the teacher to check the weather forecast to determine that conditions are acceptable for the duration of the activity;
- ensure that inexperienced students are not taken on water which is beyond their capabilities;
- not permit canoeing on open water in strong winds or during a storm;
- ensure that personal flotation devices of appropriate size are correctly fitted prior to entering the water;
- accompany the group on the water either in a canoe or other craft;
- ensure that all students have a thorough understanding of what to do in the event of a capsize by any member of the group for the type of water being canoed and prior to moving onto that water;
- ensure that all students on wilderness trips have a good knowledge of first aid and the dangers, prevention and symptoms of hypothermia (exposure to cold), heatstroke (exhaustion) and understand wilderness treatment methods. Ideally, students should have training in cardio-pulmonary resuscitation;
- ensure that on wilderness trips safety equipment such as a torch, map, compass, first aid and survival kits are carried and that a plan of the trip is left with experienced persons including the estimated time of arrival;
- have a sound knowledge of the Australian Canoeing (AC) safety code;
- ensure that the students stay together as a group and not become separated (except for approved racing competitions);
- ensure rescuers are in position as required for whitewater activities;
- declare areas not required for canoeing as out of bounds;
- hold a roll check each time the students enter and leave the water.
• Trips need to be well planned. Students must be briefed in regard to safety issues. The group leaders must carry a card detailing procedures to follow in emergencies and contact numbers. All party members should know how to put these procedures into practice.

• Throughout the instruction sequence emphasis should be placed on group responsibilities and communication, the buddy system, rescues from both water and land, hypothermia and its prevention/treatment, weather and water dynamics, and the proper use and care of equipment.

• Prior to extended expeditions on flat or protected waters, students should be able to demonstrate satisfactory levels of performance in:
  • buddy checking gear
  • emptying a canoe
  • self and T-Rescues
  • turning a canoe using sweep strokes
  • support bracing
  • rafting up or coming along side bank or canoe
  • forward and reverse strokes
  • emergency stops
  • capsize techniques
  • communication practices including hand and whistle signals

• Prior to wilderness expeditions on moving water, students should be able to demonstrate a satisfactory level of performance in all of the above, plus satisfactory levels of performance in:
  • combining strokes
  • launching, embarking, landing and disembarking in moving water
  • breaking into and out of faster flowing water
  • holding position in moving water
  • setting in moving water
  • reading Grade 2 water
  • emergency rope rescues eg. use of a throw bag
  • capsize procedures in moving water. It is recommended that this training take place in a controlled setting selected following a risk management assessment.

• All rapids must be assessed by the leader and appropriate navigation strategies outlined to the group. There should only ever be one canoe on a rapid at any one time.

• **During the activity:**
  • a ‘whip’ system of travel is recommended with one teacher leading the group and another teacher trailing the group
  • students must keep continual visual and verbal contact with other members of the group, i.e. "buddy" system
• students are to be instructed to drink plenty of water, especially on trips and during long instructional sessions to avoid effects of dehydration
• water in streams running from urban areas should not be drunk. Water from other areas, including national parks, should be treated (eg. with iodine tablets or Puritabs). Students should carry personal food and water.

SPECIAL FEATURES

● Teachers planning canoeing activities need to be familiar with the procedures detailed in the memorandum: *Excursions and Other Visits (97/137).*

● Where canoeing is part of a wilderness expedition and involves either bushwalking or overnight camping, the teacher-in-charge must refer to the bushwalking guidelines for further advice concerning supervision and camping organisation.

● The range of activities undertaken in outdoor recreation pursuits is extensive. Principals need to ensure that participating staff have levels of first aid training appropriate to the excursion activities, location and any student disabilities, and that adequate and appropriate first aid kit(s) are available on the activity.

All accompanying teachers must have recognised current training in emergency care, such as the St John Ambulance Emergency Care Module or the Senior First Aid Course. For groups involved in overnight stays, at least one accompanying teacher must also possess recognised current training in cardio-pulmonary resuscitation.

Remote Area First Aid (or similar), where medical aid may take several hours or longer to reach a casualty, is highly desirable for extended walks in remote areas.

INFECTIONOUS DISEASES (BLOOD PROCEDURE)

● All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

● Participants who are bleeding must have the wound dressed and securely covered.

● Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
CANOEING - COMPETITIVE

INTRODUCTION

- Many schools engage in competitive canoeing associated training sessions as part of their sport program. Participation by students in the forms of competitive canoeing should be commensurate with their skills and abilities. The general forms of competitive canoeing are:
  - Flatwater (sprint, marathon, ocean)
  - Slalom & wildwater
  - Canoe polo
  - Dragonboats and outrigger canoes

- Parents must be informed of full details of the location, instruction and supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF 15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat where appropriate.

- The information, procedures and requirements described in the Recreational Canoeing section should be read in conjunction with these guidelines.

COMMON COMPETITIVE CANOEING REQUIREMENTS

- The following requirements are common to all forms of competitive canoeing. All students must:
  - wear type 2 or 3 PFDs, an approved helmet and suitable footwear
  - demonstrate that they can swim 50m with a type 2 or 3 PFD
  - demonstrate self rescue techniques
  - successfully undergo a capsize routine
  - have successfully participated in an appropriate theory session(s) on canoeing and general water safety prior to practical participation on the water.

- A teacher must be present who has first aid and aquatic rescue qualifications.

- A direct means of communication back to a base must be available. This could be a mobile phone or two-way radio with prior site testing required, to avoid potential signal blackout spots.

- The teacher in charge must have prepared an emergency plan for the activity site. Students and staff must be briefed in regard to safety issues. The teacher in charge should carry a card detailing procedures to follow in emergencies and contact numbers. All participants must know how to put these procedures into practice.
The teacher in charge should produce a documented risk assessment of the activity prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will indicate any actions that are being taken to minimise or reduce risks and hazards.

**Flatwater Canoeing**

- Flatwater Kayaking encompasses the competitive sports of sprint kayaking, marathon kayaking and ocean racing.
- Suitable craft are K1s, TK1s, sit on top craft, surf skis and open cockpit estuary kayaks.
- All kayaks are designed for racing and can be classed in a NSW Canoeing race. They must have a rudder, an open cockpit allowing easy entry and exit in the event of capsize and also have flotation in the front and rear of the craft to prevent sinking.
- The teacher or instructor must have flatwater coaching or paddling experience in the craft being used. Ideally, the teacher or instructor should possess a Level 0 or Level 1 coach accreditation or be recognised as a NSW Canoeing Inc. Paddle Action Program Leader.
- A competitor may participate without a PFD (as per Waterways regulations when paddling within 30m of the shore) when a student has consistent paddling experience in excess of one year, holds an appropriate aquatic rescue qualification, and is under supervision of a Level 2 coach.
- Water movement should be less than four (4) knots with minimal exposure to wind. Tidal water venues should not have any distinguishable flow. Water in which canoeing is to take place should be at least (1) one metre in depth and contain no surface weed.
- Entry and exit must be from a sand or mud beach or a pontoon.
- Coaching should be conducted at a fixed site with paddlers being no more than 30m metres from the shore, and always in the line of sight of the teacher/instructor and no more than 500m from the entry and exit point.
- A suitably equipped safety boat or kayak must be designated for all coaching sessions and competition events.

**Dragonboats and Outrigger Canoes**

- Dragonboats seat 22 students and outrigger canoes 6 students. Competition is conducted on flatwater not more than 50m from shore.
Students must be accompanied by a teacher or instructor in the craft who has recognised experience in the particular craft. Ideally, they would be recognised as a NSW Canoeing Paddle Action Program Leader.

Dragonboats and canoes must be accompanied by a suitably equipped motorised rescue craft with an experienced and suitably qualified and licenced operator.

The guidelines for flatwater canoeing must be followed.

**Canoe Polo**

The teacher or instructor must be a Level 1 coach or Basic Skills Instructor.

Swimming pools with a minimum depth of 1.5m are commonly used. Alternatively, a site designated as flatwater with a minimum depth of 1.5m and containing no obstructions (such as weed snags or rocks) may be used. For flatwater locations, the teacher or instructor must have readily available, a craft to right capsized canoes.

An open flatwater site must be inspected by a NSW Canoeing Inc. official prior to use for canoe polo and listed as an official training or competition site.

**Slalom and Wildwater**

The teacher or instructor must be either a Level 1 coach or Whitewater Instructor.

All participants must use craft that are suitable for the activity.

Participants must have had appropriate flatwater training prior to undertaking whitewater coaching. They must have successfully undertaken at least four (4) hours of documented instruction on flatwater prior to participation on moving water.

The venue should be a fixed site on one set of rapids with a pool of water located at the end of the rapid. The rapids used must be visible at all times by the teacher or instructor.

There must be no more than two students on a rapid at any one time. A double buddy system applies. Students on the water will have a buddy while paddling down the rapid. In addition, each student on the water will have a buddy on the river bank. For each student on the water, a student must be at a designated rescue station at the rapid with throw ropes. All students must be instructed in the use of throw ropes and river hydrology before paddling on rapids.

School slalom canoeing must not take place if the water flow is graded in excess of a grade 3.
CRICKET

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in teaching/coaching of cricket.

SUPERVISION

- If an adult other than a teacher is engaged for instruction, a teacher must be present to take overall responsibility.

- A teacher must be present who has recognised current training in emergency care.

EQUIPMENT

- All equipment must be in good condition and match the size, strength and ability of the students.

- State and national cricket controlling authorities recommend the wearing of batting helmets when batting in training sessions and competition matches. The helmets, fitted with face guards or visas, must conform to Standards Australia specifications. To encourage compliance to this recommendation, schools should make available:
  
  - at least two helmets per team which are of a size appropriate to the members of the team
  - sufficient helmets to accommodate structured lesson and practice sessions.

- If using leather or composition cricket balls the:
  
  - wicketkeeper must wear a pair of pads, a pair of wicketkeeping gloves and a protector (if male). Wicketkeepers should also wear a pair of inner gloves
  - batter must wear well fitted pads and batting gloves. Batters (if male) must wear a protector.

- Rubber-soled cricket boots or sports shoes must be worn for hard wickets. Spiked cricket boots may be worn where turf wickets are used.
Shin guards, helmet and a genital protector (if male) must be worn by players classified as close-to-the-bat fielders.

Sunglasses conforming to the Australian Standard AS1067, with plastic frames and perspex lenses may be worn to protect eyes from UV radiation.

A well-equipped medical kit must be readily available.

VENUES

The ground surface must be free of obstructions and loose objects.

The wicket area must be inspected prior to the game to ensure that it is of a suitable standard for play.

Mats used on concrete wickets must be in good condition with no holes, tears or separating seams.

SAFETY

Competition games and structured practice sessions should be modified, where appropriate, to suit the ability level and age of the participants.

Inexperienced players should be made aware of rules and safety aspects prior to and during any form of cricket.

Inexperienced cricketers under the age of 14 should not stand closer than ten (10) metres from the striker's wicket on the leg side or in front of point on the off side (this allows for the appropriate positioning of fielders in slips, gully, wicket keeping positions). No player may enter this restricted zone until after the ball:

- is hit by the batter, or
- strikes the body or equipment of the batter, or
- passes through to the wicketkeeper.

If they do, the umpire at either end should signal and call 'dead ball'. If a player enters the restricted zone before the bowler releases the ball, the umpire should prevent the delivery of the ball. The restricted zone should be marked by lines or suitably placed discs or markers.

In all age groups and in all representative games, players classified as close-to-the-bat fielders must wear a helmet with face guard, shin guards and a genital protector (if male). Except for the area between gully and leg slip, no player shall field closer than five (5) metres from the batsman unless that player wears an approved protective helmet with face mask or grille and a protector.
Teachers should discourage students from bowling fast short pitched balls and fast high full tosses. For cricketers under the age of 14 the following rule is recommended:

"Any ball that passes above the waist of a batter in his or her normal batting stance should be called a NO BALL by either umpire."

Students are to be instructed to consume water prior to and during the session to prevent dehydration. When the player is batting or bowling in hot conditions, fluid intake may need to be more frequent.

Teachers should take special care with fast bowlers as overuse injuries are the most common sporting injuries amongst young participants.

Young players should be discouraged from bowling too fast as poor technique and lack of physical maturity can lead to stress injuries. The following *Fast Bowling Guidelines* (issued by the Australian Cricket Board) should be used as a guide by schools:

**UNDER 12 YEARS**

*Match* - A limit of two spells of four overs with approximately a one hour break.

*Practice* - 2 x 30 minute practice sessions per week with a limit of 30 balls per session. Five metre short run - reduced pace. 20 minute match speed - coach controlled. Five minute specific technique development.

**UNDER 14 YEARS**

*Match* - A limit of two spells of five overs with approximately a one hour break.

*Practice* - 2 x 35 minute practice sessions per week with a limit of 30 balls per session. Five metre short run - reduced pace. 20 minute match speed - coach controlled. Ten minute specific technique development.

**UNDER 16 YEARS**

*Match* - A limit of two spells of five overs with approximately a one hour break.

*Practice* - 2 x 40 minute practice sessions per week with a limit of 36 balls per session. Five metre short run - reduced pace. 25 minute match speed - coach controlled. Ten minute specific technique development.
UNDER 19 YEARS

**Match** - A limit of three spells of eight overs with approximately a one hour break. A maximum daily allocation of 20 overs should apply.

**Practice** - 3 x 40 minute practice sessions per week. Five metre short run - reduced pace. 25 minute match speed - coach controlled. Ten minute specific technique development.

- **Practice nets:**
  - should be in good condition with any holes repaired. Where a centre dividing net does not extend to the stumps at the bowler's end, bowlers must be instructed to take extra care.
  - should have a designated area for new batters to pad up
  - students must be instructed to watch and be wary of balls hit in the net area. Safe procedures for fielding balls in the net area must be issued to students.
  - no student is to be in the nets as a wicketkeeper while batting is taking place
  - the net must be clear of bowlers and fielders before the next ball is bowled to the batter.

- For inexperienced cricketers, coaches should consider the use of modified balls. Smaller, lightweight, more manageable and less dangerous cricket balls are now available. The balls used in Kanga Cricket and the popular "Incrediball" are examples of safer, modified balls.

- Where possible, ice should be available for the treatment of injuries.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to wear appropriate footwear. Spiked footwear is not permitted in primary school events.

- Clothing should not restrict movement. Lightweight tops are recommended.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat where appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in teaching/coaching of cross country activities.

SUPERVISION

- Principals and organising teachers should take into account such factors as age and experience of the students and the nature of the course when arranging supervision.

- A teacher must be present who has recognised current training in emergency care.

VENUES

- Public roads must be avoided.

- When selecting the course, organisers should consider the:
  - age, number of students taking part and their physical capabilities
  - type of surface and terrain over which the race will take place
  - potential dangers of obstacles, including water crossings, on the course
  - supervision to be provided on the course.

- The starting area should be of sufficient width to ensure a safe and fair start. Narrow starting chutes are to be avoided. The first 200-300 metres of the course should be straight and clear of obstacles and spectators.
For competition events, participants should be given an opportunity to view the course. A funnel or chute finish is recommended to provide adequate access for all competitors.

Where possible, there should be vehicular access to all sections of the course.

**SAFETY**

- Prevailing and anticipated environmental conditions must be considered when scheduling cross country events. Should extreme weather conditions prevail on the day of the event, the activity should be postponed.

- In warm weather dehydration can be a major problem. Students should be encouraged to consume fluids prior to and on completion of events. Water should be available at the start and finish areas. Drink stations must be established where the design and distance warrant such measures.

- The demands on the cardio-vascular and respiratory systems during high rates of energy production can cause high levels of stress in the young and unfit. Events and courses should be selected for students after considering their stage of growth and development and fitness level.

- The course should not be so onerous as to place the participants under physical duress. The activity should be planned as a culminating event where students have had prior planned opportunities to prepare physically for the event. Students should be instructed to proceed at their own pace to avoid over exertion.

- Students should be encouraged to warm up prior to all practice and competition.

- Course officials need to be located at strategic vantage points to ensure total course supervision. Course officials located at course extremities, should have access to a communications link.

- A well-equipped medical kit must be readily available. Asthma medication should be carried by competitors as required. Where possible, ice should be available for the treatment of injuries.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
C Y C L I N G - B I C Y C L E S A F E T Y S K I L L S

I N T R O D U C T I O N

- Bicycle safety education promotes safe and responsible cycling by providing students with opportunities to develop positive attitudes to safe cycling. The program focuses on an understanding of the cyclist's rights and responsibilities, safe defensive cycling techniques for both individual and group cycling, an understanding of the mechanical operation of the bicycle and the need to maintain it correctly.

- A practical and theoretical framework for school-based bicycle safety education activities can be found in *Bicycle Education Activity Manual* published by the Department in 1992. A bicycle Safety Skills Unit conducted either as part of the sport program or in PDHPE is the ideal introduction to other more advanced cycling activities described in this section.

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.


- The teacher/instructor should have had proven personal experience in the type of cycling being taught and be an active bicycle rider. A teacher must be present who has recognised current training in emergency care.

S U P E R V I S I O N

- A teacher must be appointed to organise, supervise, and control the activity. The teacher to student ratio must not exceed 1:20. If an adult other than a teacher is engaged for instruction, a teacher must be present to take overall responsibility.

E Q U I P M E N T

- Each student should have his or her own correctly sized bicycle, equipped as required by the Motor Traffic Act.

- Repairs and adjustments required to bicycles are the responsibility of the parents/caregivers. If any participating student's bicycle fails the pre-course bicycle check or if the parent/caregiver does not make the required repairs or adjustments, the bicycle is not to be used in the program until such time as the repairs or adjustments have been made.
The students’ bicycles should be checked several weeks before the cycling activities commence and a Bicycle Report form (refer to Appendix E) sent home to parents/caregivers so that any detected faults can be repaired.

As each student's bicycle is checked, the condition of the bicycle can be recorded in duplicate on the Bicycle Report form. One copy of the report form is directed home for parent/caregiver action. The second copy is kept by the teacher as a permanent record.

- A helmet meeting Standards Australia specification must be worn by each student participating in practical bicycle safety education lessons and activities.
- Closed shoes must be worn. Baggy clothing is considered unsuitable for this type of activity. Students should be encouraged to wear brightly coloured close fitting clothing eg. shorts, aerobic pants or ‘cycling knicks’.
- Teachers are to instruct students to regularly maintain their bicycles particularly brakes, tyres, chains and gears. Handle bar tape and plugs must be fitted to the bicycle.
- A well-equipped medical kit must be readily available.

VENUES

- A flat area should be used which is free of possible hazards for the riders, eg. obstacles, potholes or rocks. The flat area should be sufficient in size to enable the safe passing of riders and be isolated from pedestrian traffic.

SAFETY

- Bicycle safety checks must occur before the program commences and at the beginning of each lesson. The bicycle check should be conducted under the teacher's supervision.
- Prior to each student's participation in practical cycling activities the teacher must check that each student is wearing an approved helmet and that the chin strap is securely fastened.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- Participants who are bleeding must have the wound dressed and securely covered.
- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
CYCLING - ON ROAD, TRACK (including Velodrome) and BMX

INTRODUCTION

- It is important to note that under the traffic laws, bicycles are recognised as legal vehicles and as such:
  - cyclists are required to obey the road rules
  - off-road cycleways are legally classified as streets
  - all vehicles including bicycles must always give way to pedestrians.

- The teacher-in-charge must involve students in a cycling safety education program prior to the activity. The program should provide instruction in road and traffic rules, signs and signals, road safety and, as appropriate, formation riding.

- Only those students who can demonstrate competent riding skills and a thorough knowledge of traffic regulations are to be selected as participants.

- Parents must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- Road cycling
  The teacher/instructor must have had personal experience in group road cycling and be an active bicycle rider.

- Track cycling
  The teacher/instructor must be suitably qualified and must have had proven experience in track/velodrome cycling and experience as an instructor.

- BMX cycling
  The teacher/instructor must be suitably qualified and must have proven experience in conducting BMX cycling.
S U P E R V I S I O N

- If an adult other than a teacher is engaged as a leader, a teacher must be present to take overall responsibility. A teacher must be present who has recognised current training in emergency care.

- Road cycling

As a guide to principals and teachers-in-charge, it is recommended that the adult supervisor to student ratio not exceed 1:15. Principals and organising teachers should take into account such factors as ages, experience and maturity of the students, traffic and road conditions and other challenges likely to be encountered and experience of the adult supervisors. The teacher must cycle with the students and ensure that the group does not split up in that stragglers are left behind.

- Track cycling and BMX

The teacher to student ratio must not exceed 1:15.

E Q U I P M E N T

- Each student must have their own correctly sized bicycle equipped as required by the Motor Traffic Act. The bicycle must be fitted with efficient and well maintained brakes, tyres, chain and gears if applicable. Bicycles for velodrome cycling must conform to NSW Cycling Federation specifications. Standard bicycles are unsuitable.

  Road bicycles are not to be used for BMX activities. Each student must ride a recognised brand of BMX bicycle which is adequately padded on handle bars, cross bar and goose neck.

- Repairs and adjustments required to bicycles are the responsibility of the parents/caregivers.

- The teacher-in-charge should carry out a safety check of all bicycles prior to the commencement of the program in order to give parents time to adjust and correct faults should they be detected.

- If any participating student's bicycle fails the pre-course bicycle check or if the parent/caregiver does not make the required repairs or adjustments, the bicycle is not to be used in the program until such time as the repairs or adjustments have been made.

  The students' bicycles should be checked several weeks before the cycling activities commence and a Bicycle Report form sent home to parents/caregivers so that any repairs needed can be completed.

  A Bicycle Report form is available in Appendix E.
As each student's bicycle is checked, the condition of the bicycle can be recorded in duplicate on the Bicycle Report form. One copy of the report form is directed home for parent/caregiver action. The second copy is kept by the teacher as a permanent record.

- A helmet meeting Standards Australia specification must be worn by students at all times. For BMX, knee and elbow pads, gloves, closed shoes, long sleeved top and long pants must also be worn.

- Students should wear light coloured close fitting clothing eg. shorts, aerobic pants or cycling ‘knicks’. Baggy clothing is unsuitable for this type of activity. Closed footwear must be worn.

- For road cycling, all participants should carry a basic tool kit containing spanners/allen keys to suit their particular bicycle, a puncture repair kit, a spare inner tube and pump. Should a participant not have a kit, she or he should travel with another who does.

- A mobile phone to be used in an emergency situations is desirable on all rides but teachers should allow for the fact that they may not operate in all locals.

- A well-equipped medical kit must be readily available.

**VENUES**

- **Road cycling**

  Roads chosen for the course should have a smooth surface, light traffic flow and allow for ease of passing of riders by other road users. Longer trips should be divided into sections to allow frequent rest stops.

  Shared bicycle/pedestrian paths are becoming more common. Many people who cycle on these paths consider they are safer than roads. However, both caution and courtesy are needed. The main danger is collision where the paths cross roads.

  Some paths are rough, narrow and discontinuous. At times, they may be busy with pedestrians and other bicycles. Care is needed to avoid falls or collisions.

- **Track cycling and BMX**

  For track cycling, riding must be confined to a track or velodrome when using a specialised track bike. BMX riding must only be conducted at a recognised BMX facility. Check with Council if in doubt.
SAFETY

- Bicycle safety checks must occur before the program commences and at the beginning of each lesson. Students must be encouraged to perform the bicycle roadworthiness check under the teacher's supervision.

- Teachers are to instruct students to regularly maintain their bicycles particularly brakes, tyres, chains and gears.

- The teacher-in-charge should check to ensure that each student is wearing an approved bicycle helmet and that the chin strap is securely fastened. The teacher must check that the students’ shoelaces are securely tied.

- A rider who suddenly swerves, pushes or pulls another rider, interferes with the progress of a fellow rider, or removes his or her hands from the handlebars in a manner considered dangerous should be penalised and if a serious, persistent offender, disqualified from participation.

- For road cycling, a following motor vehicle can be used as a “sag wagon” to transport food, spares and weary cyclists, a first aid kit, and to summon help quickly in an emergency.

PROGRAM

- All programs and event schedules must be designed considering the age, experience and physiological development of the participants. Students must demonstrate suitable cycling skills before being allowed to take part in track or BMX competitions.

- Competitions must be carefully planned and structured to accommodate participant ability levels.

- Where appropriate, the number of participants in competition events must be restricted to ensure the safety of all participants.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc). If a student suffers from a medical condition which might put that diver at risk in the water, a medical certificate must be obtained for the student to participate in the diving program.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a wide brimmed hat and a shirt where appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of diving.

SUPERVISION

- Principals and organising teachers should take into account such factors as age, experience, and maturity of students and experience of adult supervisors when arranging supervision.

- If an adult other than a teacher is engaged as a coach, a teacher must be present to take overall responsibility.

- A teacher must be present who has a recognised current Resuscitation Certificate and emergency care training.

EQUIPMENT

- Diving boards and platforms must meet the requirements of FINA (International governing body for diving).

- A well-equipped medical kit must be readily available.

VENUES

- Diving should only be taught or undertaken in pools which satisfy FINA requirements.
SAFETY

- Divers must be competent swimmers.
- Students are to be instructed that only one diver is allowed on a diving board or platform at any one time.
- The designated diving area is to be kept clear when diving training and competitions are being held.
- Divers are to be instructed not to dive until the previous diver has left the water.
- Divers are to be instructed not to swim under the boards to exit the water. Teachers must ensure that this instruction is followed.
- Spectators must be assembled well away from the immediate vicinity of the diving area to avoid distracting divers.

INFECTIONIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A diver who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed prior to the diver recommencing the activity.
FENCING

INTRODUCTION

- Parents must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of fencing.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility. A teacher must be present who has recognised current training in emergency care.
- The teacher to student ratio must not exceed 1:20.
- The teaching program should include progressive and sequential skill development and instruction in correct footwork to eliminate rough fencing and incorrect positioning of the body.

EQUIPMENT

- Students must be suitably attired in long sleeved top and ankle length trousers, a fencing mask conforming to international standards. A glove of leather or strong canvas must be worn to protect the foil arm. Footwear with good grip is essential.
- At school level, a foil (non-electric) is adequate. Regulation fencing blades must always be used with plastic or rubber tips. Broken and severely bent blades must not be repaired.
- All fencers must wear a plastron made of strong material in a double layer. For competition fencing, this must be an under plastron with no seam under the arm and an elbow length sleeve.
- All fencers must wear a mask complying with international standards, protective padding and glove (sword arm only). The mask must be snug enough not to slip off when bending forward. The bib of the mask should be firmly fixed. The mask should be clean and free from rust.
- Females must wear breast protectors made of metal or similar rigid material under their jackets.
- All equipment must be well maintained and removed from use if defective.
- A well-equipped medical kit must be readily available.
VENUES

- Gymnasium or school hall is suitable. A fencing strip (piste) may be permanently painted onto the floor, or temporarily marked with masking tape. This should be fourteen metres long by two metres wide and contain a warning line two metres from each end.

- Safe viewing areas, preferably so participants waiting for their turn are able to see any fencing matches, must be established.

- The area used for fencing lessons must be inaccessible to passersby. At least two metres on either side of the area of instruction should be marked and designated a restricted area.

SAFETY

- The instructor must brief all participants in the use and fitting of the equipment, basic fencing techniques, target area to score a point, appropriate communication signals and safe working practice.

- Activities are to be restricted to fencing instruction with foils.

- Students are to be instructed not to engage in fencing activities unless the instructing teacher is present to ensure correct clothing is worn and all safety precautions have been taken. The instructor is to check all face masks, plastrons, foils including rubber tip, gloves, breast protectors and participant clothing prior to any match commencing.

- Any student engaging in violent actions which results in jostling the opponent, hits delivered with undue violence or hits delivered intentionally at parts of the body other than the target area is to be excluded from participation.

- Students must remove jewellery and other ornaments likely to cause injury.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
FUN RUNS / WALKATHONS

INTRODUCTION

- Parents or caregivers must be fully informed of details of the nature of the event, required clothing and supervision to be provided when seeking their written permission.
- Students are to be instructed to wear comfortable footwear and clothing and to use adequate sun protection, eg. an SPF15+ broad spectrum, water resistant sunscreen reapplied regularly and a hat.

SUPERVISION

- Principals are to ensure that precautions are taken concerning the safety and welfare of students and that supervision will be adequate in relation to the number, gender, age, maturity, special needs and anticipated behaviour of students and the nature and location of the activities planned.
- There must be frequent check points established which are controlled by teaching staff to monitor the performance of students, direct them along the route and deal with any hazardous situations that may arise.
- Marshals using vehicles should be available to supervise all participants in the event, i.e. rounding up stragglers and transporting those who require medical attention.
- An appropriate number of teachers must be appointed to accompany particular groups or classes for the duration of the event or, alternatively, patrol between particular check points.
- Teachers must be stationed at cross streets and traffic lights to assist students in a safe and orderly crossing and at forks in the road/route to ensure students do not go the wrong way.

PLANNING THE ROUTE

- In planning the duration or distance of the event and the route, organisers must consider the age, number of students taking part, their physical capabilities and the supervision to be provided. Organisers should also consider:
  - the type of surface and terrain to be covered
  - avoiding or minimising crossing of roads
  - availability of off-road areas or footpaths
  - potential dangers of obstacles
  - areas of possible congestion along the course
  - areas where shade is available for rest purposes. Schools may consider erecting shade structures at strategic points along the route or at check points.
The route nor the nature of the activity must not be so onerous as to place the participants under physical duress. The activity could be planned as a culminating event where students have had prior planned opportunities to prepare physically for the event. Students must be instructed to proceed at their own pace to avoid over exertion.

The local police and other relevant local and state authorities should be contacted for planning advice and permission.

**SAFETY**

Prior to the event, all participants and supervising personnel must be fully informed of the conditions under which the activity is to take place. These conditions would include all rules and regulations established by the event organisers, supervision responsibilities and safety provisions and procedures.

Prevailing and anticipated environmental conditions must be considered when scheduling the activity and at the time of the activity. If necessary, the event should be postponed.

Dehydration can be a major problem. Students must be encouraged to consume fluids prior to, during and on completion of the course. Water must be available at the start and finish areas with drink stations established at regular intervals. Participants should also be encouraged to carry their own water containers.

Participants should be despatched from the starting area at suitable intervals and in appropriately sized groups to avoid any congestion and assist staff in supervision and control. Should the activity allow, consideration should be given to starting the more earnest participants first.

Course officials, particularly those located at course extremities should have access to a communication link. A mobile phone is desirable at check points in case of an emergency, but should not be relied on as the sole method of communication in case of failure.

Several well-equipped medical kits must be readily available and placed at strategic points along the route. Asthma medication should be carried by participants as required.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

Participants who are bleeding must have the wound dressed and securely covered.

Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
G O L F

I N T R O D U C T I O N

● Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

● Student dress, including footwear, must comply with the requirements of the golf club or facility being used.

● If schools would like to either establish a high school golf program or discuss junior golf development matters, they can contact the Jack Newton Junior Golf Foundation on (02) 9764 1377.

● Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.


● The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of golf.

S U P E R V I S I O N

● Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

● A teacher must be present who has recognised current training in emergency care.

E Q U I P M E N T

● Students should be encouraged to have their own set of golf clubs (or hired), sufficient golf balls and tees.

● Teachers are to ensure that equipment used is in good condition. If clubs have smooth grips, loose heads and shaft irregularities, they must be repaired or replaced before further use.

● A well-equipped medical kit must be readily available.

V E N U E S

● Golf courses, driving ranges or approved practice areas are to be used. Public parks are not to be used.
SAFETY

- Students commencing a golf program for the first time must receive instruction on golf safety and etiquette before being allowed to play or practise golf.

- While a teacher or coach is demonstrating or organising, students must be instructed to hold onto the head of the club, to discourage swinging or lay the club on the ground.

- During practice, students must be instructed not to swing a club until they have been placed in a designated area clear of all other students. Players are not to swing a club while they have their backs to one another. Players are to be positioned three metres apart.

  Players waiting to hit are to be instructed to stand four metres behind the line of players hitting. Even in a normal playing situation, golfers should be well clear (a minimum of three metres) of playing partners when they are practising swings.

- No person is to be positioned in the target line of another person swinging.

- Students must not be in front of a designated hitting line regardless of the type of ball being used.

- Students must ensure that the area around them and the direction of the hit is clear of people before attempting any stroke.

- All golf balls must be retrieved at the same time. Clubs must be left in the hitting area while balls are retrieved.

- Play must be abandoned when lightning is in the area. Students should be made aware of the dangers of taking shelter under trees or metal-shafted umbrellas during thunderstorms.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
GYMNASTICS

INTRODUCTION

- The following safety guidelines apply to a range of gymnastics activities from very elementary primary programs to high skill secondary competitive gymnastics.
- The guidelines in this section apply to those forms of gymnastics referred to as educational gymnastics, artistic gymnastics, rhythmic gymnastics and acrobatics.
- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.
- In outdoor venues, students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat when appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of gymnastics.
- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Principals and organising teachers must take into account such factors as age, experience, maturity of students, nature of the activity and experience of adult supervisors when arranging supervision and instruction.
- The instructor must be positioned so that all the activities, including circuit work, can be appropriately supervised.
- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

- Shorts or sports briefs and T-shirt or leotard should be worn.
- Students should wear sports shoes in outdoor activities. Socked feet must not be permitted, except on a trampoline (not a mini trampoline).
- All equipment must be checked for safety prior to each class or lesson and if defective, it must not be used.
- The equipment should be of suitable height and width and appropriately arranged for the specific activities. It should be placed parallel to walls and adequately spaced to facilitate supervision.
- Appropriate and adequate matting must be provided under and around all equipment to the point of likely projection. Ensure mats do not move out of position.
- Matting must not overlap. Mats must be joined, with no ridges. Where possible, velcro-edged mats should be used. Mats with holes must not be used.
- A well-equipped medical kit must be readily available.

**VENUES**

- Where possible, gymnastics should be taught indoors on a wooden floor. If conducted outdoors, a grass surface is preferable to concrete or asphalt. In all cases, adequate matting must be used under and around equipment and for floor activities.

**S A F E T Y**

**General**

- Small groups and short lines of students at each activity provides for maximum participation and lessens the possibility of loss of concentration and boredom.
- Basic skills should be taught sequentially. Concentration, body awareness, control and tension provide the basis for safety in gymnastics and hence good basics are essential.
- If a teacher does not consider the student capable of performing a skill, then the student must not attempt it. Graded progressive skills must be provided and mastered before attempting more difficult skills. If a student is not confident of performing a skill, he or she must not be forced to do so.
- Students are to be instructed not to perform any unauthorised activities.
- Students must remove jewellery and other ornaments likely to cause injury.
- Students should be encouraged to keep fingernails and toenails short and long hair tied back.
- Where possible, ice should be available for the treatment of injuries.
Flexibility and injury prevention

- An extreme range of flexibility in the joints can contribute to injury as can relative inflexibility. Inflexibility contributes to injury because less efficient techniques will result. Stretching and warming up are vital elements in preventing injury and the following points should be followed when stretching to ensure maximum safety:
  
  - warm-up prior to stretching
  - stretch prior to and after work-outs
  - stretch alternate muscle groups
  - stretch gently and slowly
  - never bounce or stretch rapidly
  - stretch to the point with tension or discomfort but never pain
  - do not hold the breath when stretching, breathe slowly and easily while stretching

- There are a number of movements that are potentially dangerous that teachers should note when developing programs. These include:
  
  - extreme movements that cause extension or flexion of a joint beyond its normal range, eg. back arches, toe touches and deep knee bends
  - movements that involve excessive, rapid or repetitive twisting around a fixed base, eg. wall slaps, trunk rotations
  - sustained or held movements, eg. held sit-up
  - repetitive movements, eg. arm circling through a small range of movement.

Other movements such as running backwards should be avoided due to the potential for tripping over or running into obstacles.

There are a number of activities that are considered inappropriate for inclusion in a gymnastic session. Those to be avoided include:

- weight bearing on the head, as childrens’ neck strength is not sufficiently developed
- activities that involve excessive flexion, eg. frog-jump repetitions
- hanging by knees from apparatus
- dive rolls.

Particular caution is required with mini-trampolines or when mounting or dismounting apparatus. Adequate supervision, correct technique and a safe landing area are required.

- Students must be instructed in safety procedures and spotting techniques. Spotters or padders should be used at all apparatus, as appropriate. For high level skills, either the teacher or the instructor should pad.
Spotting

- The emphasis in beginner programs should be on encouraging the development of competent body management skills. Students should not depend on spotting to perform skills at the beginner level but as the skill level rises, spotting becomes important. Teachers and/or instructors must be aware of the following points on spotting:
  - when the skill level is low, the need for spotting is greatly reduced
  - in higher level programs, spotting becomes progressively more important
  - the spotting skills of the teacher or the instructor should match the performance level of the gymnast
  - incompetent spotting is potentially dangerous. Spotting should never be used as a substitute for:
    - inadequate physical exercise
    - poor equipment
    - poor technical preparation
    - forcing the gymnast to attempt a skill before the prerequisites are mastered.

To reduce the need for students to ‘spot’, instructors should plan sessions where difficult apparatus activities are located at one work station. Instructors are then able to spot performers whilst the remainder of the group work independently on basic skills at alternative stations.

- Tumbling

  - For all skills which require more than one mat, firm velcro-joined mats or a continuous carpeted mat should be used.
  - For advanced skills, a tumbling sprung floor is desirable, with crash mats used during the learning of skills.
  - Only very basic skills are to be taught on concrete or asphalt surfaces and, only with appropriate matting.

- Mini and double mini trampoline

  - Equipment must have correctly fitted safety pads.
  - Beds must be inspected for tears and the springs checked to ensure hook ends are facing downwards.
  - There must be non-slip rubber stoppers attached to the legs of the trampolines.
  - Crash mats must be kept in place so that there is no movement away from the apparatus.
  - Coaching should start with basic skills emphasising firm body position and spatial awareness.
  - Skills must be graded. Students do not progress until they have mastered basic skills.
  - Landings should be controlled. Students should walk forward along the mat at the completion of the skill.
  - There must only be one student on the apparatus at any time.
  - All students must be taught how to spot and pad.
• Where students are spotting or padding, one student must be stationed on each side of the performer.
• Dive rolls off the mini-trampoline are not encouraged in school programs. Certainly, they should be avoided with inexperienced gymnasts.

● Vaulting

• The vaulting apparatus must be in good condition. The organisation, thickness and placement of mats must be appropriate for the type of vaulting apparatus in use, and the difficulty of the skill. Mats with holes must not be used.
• Before using the vaulting box, the student must be proficient in the use of the beat board and must be taught the skills involved in approach, take off and landing.
• Basic skills involving flight, spring, body awareness and control are essential for both performer and spotter safety.
• The height of the vaulting apparatus must be adjusted to suit the ability level and experience of the participants.
• All vaults must have competent and experienced spotters or padders and stationed on each side of the performer. Spotters or padders must be positioned appropriately for the vault being performed, eg. in front of (descent side) the vaulting box for straddle and through vaults (refer to the previous section on spotting).
• Correct lifting techniques must be taught when the vaulting apparatus is being moved. If a vaulting box is to be moved, it should be carried in segments to minimise the weight.

● Uneven Bars

• No zippered clothing should be worn.
• Tracksuit pants should not be worn as they can be slippery on the bars.
• Chalk (magnesium powder) should be used to prevent hands slipping.
• Where long periods of practice are required, students must wear leather handgrips.
• All activities must be graded and progressive.
• Bars must be correctly assembled and securely anchored. Floor plates and wires must be checked to ensure they are secure prior to each class or session.
• Appropriate matting must be placed under the bars and in the landing area.
• Spotters must be used at all times and padders used when new skills are being attempted.

● Beam

• Checks must be made to ensure that the height adjustment fitting is tight, the beam is securely attached to the legs and that the apparatus is stable.
• Students are to be instructed not to adjust the height of the beam without permission.
• Skills should first be taught on the floor, then low beam and finally, high beam.
• Matting must be placed under the beam, around the leg supports, and on the landing area.
• **Roman Rings**
  
  • Chalk should be used to prevent hands slipping.
  • For long periods of practice, students should be encouraged to wear leather handgrips.
  • Appropriate matting must be placed under the rings and in the landing area.
  • At least one spotter or padder must be stationed at the apparatus.
  • Students should start with basic skills and progress through a sequence of graded activities.

• **Parallel Bars**
  
  • Equipment must be checked to ensure that all fittings are secure and the apparatus is stable and that bars are appropriately spaced to accommodate the skill activity.
  • Chalk should be used to prevent hands slipping.
  • Appropriate matting must be placed under the bars and in the landing area.
  • Students should start with basic skills. Strength and technique must be of a sufficient level before more advanced activities are attempted.
  • At least one spotter or padder must be stationed at the apparatus. It is vital to pad from beneath the bars to avoid serious injury to the padder.

• **Horizontal Bar**
  
  • The bar must be checked to ensure it is correctly assembled and securely anchored. Floor plates and wires must be checked to ensure they are secure.
  • Chalk should be used to prevent hands slipping.
  • For long periods of practice students should be encouraged to wear leather handgrips.
  • Appropriate matting must be placed under the bar and in the landing area.
  • At least one spotter or padder must be stationed at the apparatus.
  • Students should start with basic skills and progress through a sequence of graded activities.

**INFECTIONOUS DISEASES (BLOOD PROCEDURE)**

• All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

• Participants who are bleeding must have the wound dressed and securely covered.

• Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
HANDBALL

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat when appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- A teacher must be present who has recognised current training in emergency care.

EQUIPMENT

- Goalkeepers should wear appropriate protection, which as a minimum, would include a groin protector.

- Balls used should be regulation size.

- Goals must be stable, in good repair and firmly fixed such that there is no likelihood of them falling forwards.

- Boundary markers must be made of non-injurious material.

- A well-equipped medical kit must be readily available.

VENUES

- Where possible, timber or grass surfaces should be used. The court surface must be free from obstacles and loose objects.
SAFETY

- To avoid interfering with the safe movements of players and umpires, boundaries of the court must be clear of spectators and belongings. The court must be marked and well clear of walls and ceiling structural supports.
- Students must remove jewellery and other ornaments likely to cause injury.
- Students must cut or tape long fingernails.
- Students must wear footwear which is appropriate for the playing surface.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
HOCKEY

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, protective equipment to be provided, supervision to be provided and activities to be undertaken when seeking their written permission.

- The modified versions of hockey - Minkey and Hockeys 7’s are the only forms of the game to be included in school programs from the introduction age to ten years of age.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and where appropriate, a hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of hockey. A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- It is recommended that qualified officials be used for inter-school competitions. It is recommended that for all 11 aside matches, two umpires officiate.

EQUIPMENT

- The state and national controlling bodies of this sport strongly recommend the wearing of a correctly fitted mouthguard during both training and competition.

Accordingly, students and parents should be advised of this recommendation and encouraged to comply. Information for students and parents concerning the selection of an appropriate mouthguard is found on page 281 of this manual.

- Moulded synthetic-soled boots or sports shoes are recommended for natural grass. Sports shoes are recommended for synthetic grass. Boots must conform to the rules of the game.

- Goalkeepers must wear a suitable helmet with face guard, chest protector, groin protector, protective pads and kickers. It is also recommended that goalkeepers use gauntlet gloves. These items must be available for use by the goalkeeper.
● Equipment must be checked prior to use and not used if defective. Wooden sticks with splits must not be used.

● No hard peak caps are permitted. Students should wear soft peak caps only.

● Goal posts and goal structures must be checked for stability so that there is no likelihood of the goals falling forwards.

● A well-equipped medical kit must be readily available.

VENUES

● The ground surface must be free of obstructions and loose objects and be of a standard fit for play. Hydrated lime must not be used to mark fields.

SAFETY

● Students must remove jewellery and other ornaments likely to cause injury.

● Each school must have a coaching program based on conditioning and progressive skill training. Students must be made aware of the rules regarding dangerous play, body and stick contact.

● Spectators and reserve players must be positioned well back from the field of play.

● Where injury occurs during the game, the student must be excluded wherever there is any doubt as to the extent of injury or fitness to continue. Teachers and coaches must exclude students from returning to playing after injury until it is clear that the student is fit to resume.

● Where possible, ice should be available for the treatment of injuries.

INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)

● All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

● A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  • the source of the bleeding has been controlled, the wound dressed and securely covered
  • any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
HORSE SPORTS

INTRODUCTION

- The following conditions apply to individual schools or groups of schools involved in organising or participating in horse sport days or gymkhanas comprising activities or competition in dressage, show jumping, eventing, cross country, hacking and sporting events.

- Endurance riding (distance riding) has significant support provisions and is not considered as an appropriate school sporting activity.

- Additional advice, specific to RECREATIONAL or GROUP RIDING PROGRAMS appears later in this section.

- Horse riding is a popular activity for students with disabilities. Specialised programs are available to schools through the Riding for the Disabled Association of Australia. Principals seeking to involve students with disabilities in the riding program should refer to the Memorandum to Principals: Riding for the Disabled as a School Program (89/231).

- All horse disciplines must be conducted according to Pony Club Association of NSW regulations, Equestrian Federation of Australia (EFA) or the Association for Horsemanship, Safety and Education (AHSE) rules, as appropriate.

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

- When planning activities such as horse sport days/competitions involving community members or organisations, principals must refer to the Memorandum to Principals: Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School (97/138) and Excursions and Other Visits (97/137).

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher and/or instructor must have appropriate expertise and/or training in the teaching/instruction of the relevant horse riding discipline(s). The teacher or instructor must possess, as a minimum, a Pony Club Association of NSW Instructors Certificate, National Coaching Accreditation Scheme (NCAS) level 1, appropriate EFA or AHSE qualifications or equivalent qualifications.

- An accompanying teacher must have recognised current training in emergency care.
SUPERVISION

- In establishing supervision for students, the principal and the teacher-in-charge should take into account such factors as age, experience and maturity of the students, nature of the activity, age, sex and education of the ridden horses, difficulty of the terrain where relevant, other challenges likely to be encountered and experience of the adult supervisors.

  For horse sport competition days, the instructor to student ratio must not exceed 1:10.

  A teacher must be present to take overall responsibility for the students.

VENUE

- Showgrounds, Pony Club grounds or established riding facilities are recommended. The venue should:
  - be level, have a well drained surface that allows good footing
  - be fully fenced or enclosed
  - have a suitable marshalling area and stables
  - have water for horses
  - have a power supply, toilets, fixed or mobile phone and sufficient shade for both participants and horses.

EQUIPMENT

- Schools organising or conducting gymkhanas, rallies or horse sport days should ensure that appropriately qualified gear stewards are appointed and on duty to inspect and assess the gear of the mount and to recommend any change or removal of gear considered to be dangerous, cruel, ill-fitting, unsafe or not conforming to established standards and requirements.

  The gear steward should not under any circumstances alter or adjust any equipment but require the competitor or team manager/instructor to effect the necessary adjustments and report when these have been carried out.

- A Standards Australia certified helmet is essential. This must be securely fastened.

- Comfortable clothing should be worn. Footwear prescribed either by the Pony Clubs of NSW or the Equestrian Federation of Australia must be worn.

- A mobile phone to be used in an emergency is desirable at all venues and on all rides but supervisors should allow for the fact that they may not operate in all locales. Alternatively, a two-way radio communication should be considered.

- A well-equipped medical kit which can deal with a range fractures must be readily available.
SAFETY

- Principals must be satisfied that participants possess the necessary competencies to undertake nominated events and activities in horse sport days and competitions. Competency may be verified through Pony Club certificates, grading cards, evidence provided through an accredited instructor or the teacher-in-charge of the school horse sports riding program.

- To ensure the safety of the rider, the correct fit of gear for the comfort of the horse, and that these conform with accepted standards (eg. The Pony Club Association of NSW Inc.), the teacher or the instructor must ensure that:
  
  - the bridle is the correct size and fits the horse
  - the bit is not worn at the joints and that it is adjusted correctly
  - the saddle is a comfortable size for the horse and rider
  - the stirrup irons are well constructed, do not exceed the width of the shoe at the ball of the foot by more than 1.0cm and that the shoe can fit freely in and out of the stirrup. It is recommended that open-ended, heavy bar safety stirrups be used
  - the girth is sufficiently tight to allow mounting without the saddle turning on the horse and the girth re-checked for tightness after the first two minutes. All girth straps should have a double or triple buckle. A single buckle girth strap is dangerous. N.B. Western saddles can be safely attached with a single appropriate knot.
  - a retention harness that is worn loose, frayed, insecurely fastened or has damaged stitching is not permitted.

- The host organisation for horse sport days, rallies or gymkhanas must:
  
  - make every endeavour to arrange for an ambulance to be in attendance. Where this service is not available, a first aid post with a qualified medical practitioner or suitably qualified paramedic in attendance must be established. A telephone must be available
  
  - ensure that all events, course design and construction conform with recognised regulations and standards. In this regard, organisers must seek the assistance of Pony Club Zone Chief Instructors. The principal or teacher-in-charge involved in hosting and organising such an activity must verify the credentials and skills of any person instructed to set a course.

- Students must not be permitted to ride another student’s horse without first gaining the permission of both the owner of the horse and the parents of the student.

- The horse sport of rodeo must not be practiced. Under no circumstances should the students ride bareback bronc, saddle bronc, poddy calf etc.

WELLFARE OF STUDENTS WHILE ENGAGED IN ACTIVITIES CONDUCTED UNDER THE AUSPICES OF THE SCHOOL

- When a school joins with members, employees or volunteers from the community or a community organisation in a school-organised or school-endorsed activity such as a horse sport day, then
certain conditions apply. These conditions are based on the premise that the school retains responsibility for supervision and a duty of care for students so long as the activity is school-organised, endorsed or conducted under the auspices or name of the school. It is not necessary for the activity to be conducted on school premises for these conditions to apply.

- The conditions are:
  - The principal, representing the school and the Department of Education and Training, must develop, in conjunction with the external organisation or individual, guidelines to ensure the safety and well-being of students while engaged in the activity.

These guidelines should be signed by those involved. The guidelines should include explicit roles, responsibilities and accountabilities and should be documented and retained by the principal at the school.

- The principal, or a member of the school staff with delegated responsibility from the principal, must be responsible for the supervision of the activity, and in this capacity, exercise a duty of care for the students involved.

- Staff must be aware that departmental requirements in relation to child protection apply while they are supervising a school and community activity. Members of the external organisation involved in the activity should also be made aware of these requirements.

The bona fides and qualifications of community members who offer educational services as part of an activity conducted under the auspices of the school should be carefully assessed by principals prior to it becoming a school-endorsed activity.

RECREATIONAL OR GROUP RIDING PROGRAMS

INTRODUCTION

- Recreational or group riding programs are commonly conducted at residential recreation centres and camps, riding schools and trail riding establishments.

- Factors to be considered by a school principal before engaging the services of a group riding establishment include:
  - the qualifications, riding experience and teaching experience of the instructor
  - the suitability of the terrain and any enclosures where the riding will take place
  - suitability of the horses for the students and the condition and safety of the equipment
  - the suitability of the proposed program for the age and experience of the students.

- The Association for Horsemanship Safety and Education (AHSE) has printed standards and a site accreditation scheme for horse establishments throughout Australia.
An establishment with current AHSE accreditation will meet the necessary standards and requirements outlined in this section, including staff, horses, equipment safety, management and emergency management. AHSE may be contacted by phone: (08) 85366063, fax: (08) 85366115 or E-mail: wirraway@olis.net.au

**SUPERVISION**

- In establishing teacher supervision for students, the principal and the teacher-in-charge should take into account such factors as age, experience and maturity of the students and nature of the activity. A teacher must accompany the students on a trial ride.

- At least one staff member with documented riding experience and expertise in teaching beginner riders or an instructor qualified by the Association for Horsemanship Safety and Education or with an Equestrian Federation of Australia Level 1 Instructor Certificate or equivalent qualifications must be present where students are inexperienced riders.

- For beginner riders, the instructor to student ratio:
  - in a suitable enclosed area, the minimum ratio is 1:8
  - on a trail ride, with suitable horses, the minimum ratio is 1:6 with a minimum of two qualified or suitably experienced staff on the ride.

- For semi-experienced riders, with basic horse handling skills, for example, able to trot safely and fully control a horse:
  - in a suitable enclosed area, the minimum ratio is 1:10
  - on a trail ride, the minimum ratio is 1:8 with a minimum of two instructors on the ride.

- The instructor should ascertain the previous experience of each student. Before a trail ride, all beginners should be instructed in basic horse control and should be able to demonstrate basic riding and horse control skills. Less experienced riders should be on experienced, calm horses and closely supervised.

**EQUIPMENT**

- All riders must wear well-fitting, firmly fastened horse riding helmets that conform to Standards Australia specifications.

Where possible, riding boots with a smooth sole and solid heel should be worn. Track shoes or other footwear may be worn provided the depth of the pattern on the sole is relatively shallow (2mm or less is recommended) and the sole does not have indents or protruding lugs. Footwear should enable the foot to slide easily out of the stirrup should the rider fall.
- Trousers or jeans that fit firmly are advisable to prevent rubbing and pressure marks. Shorts or skirts are inappropriate and loose jewellery is unsuitable.

- Sharp objects should not be worn. A saddle bag should be used to carry individual medication items, cameras, personal items etc.

VENUES

- Enclosed areas used to assess student ability, should have fences at least 105 cm in height with gates, and a surface that provides good footing and is free of obstacles.

- Trails should have safe footing and clearance, be located away from main highways, be rated for levels of difficulty, and have emergency access.

TRAIL RIDING - SCHOOL BASED

- The previous information should be noted and the relevant guidelines implemented as required.

- The teacher/instructor should have, as a minimum, the qualification of a Pony Club Association Instructors Certificate, EFA or an AHSE instructors certificate.

- The teacher/instructor must have current knowledge of the area to be used and be certain of its suitability for all members of the group. The route of the ride should be carefully planned and lodged with the school principal.

- Experienced horse riders who are on roads must keep to the left and obey all traffic rules and regulations. The group must be familiar with procedures for crossing roads and allowing vehicles to pass. Inexperienced riders must not be allowed to ride on roads or along the edges of roads. Students should be made aware that horses are considered ‘vehicles’. With this in mind, students must obey all traffic rules.

- Students should ride in single file or in pairs. When in pairs, a more experienced rider and/or horse should be placed on the traffic side.

- When students take their own horses, they need to be aware that some horses may become excited in an unfamiliar group.

- Horse hire operators that supply horses and gear only (no staff) must not be used.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
Participants who are bleeding must have the wound dressed and securely covered.

Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.

SPECIAL FEATURES

Care of the Environment

Horses must not be taken into sensitive areas. Prior approval must be obtained for locations such as national parks, state forests, state recreation areas, crown lands and private property. In all cases, check with the local authorities concerning any current restrictions (eg. fire bans etc.), regulations or conditions which impact on the proposed activity.

Horses should not be fed grain prior to a trip in natural areas. Processed horse pellets should be used if feed is required.

Where trails are not evident, party size should be minimised, and the group spread out to lessen the impact on the vegetation.

Horse Welfare

The welfare of the horse must be paramount at all time. The horse should be at no time be placed under extreme stress.

Lessons on horse welfare, shoeing, feeding and vet work should be an important element of any horse riding program.

Teachers should encourage students to have their mounts wormed and shod regularly and kept in good condition.

Provision of sufficient shade, water, feed, shelter in both summer and winter should be stressed.

Horses should be watered and fed at rally/horse sport days. On cold winter days, horses should not be allowed to “chill” after work (rug up).

Horses that are sick, injured or lame must be immediately withdrawn from activities and appropriate help enlisted. If the health of the horse is in question, a veterinarian certificate should be requested.
ICE SKATING

INTRODUCTION

- Parents must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Principals and organising teachers should take into account such factors as age, experience, and maturity of students and experience of adult supervisors when arranging supervision.

- Ideally, one teacher should be active in supervising on the rink.

EQUIPMENT

- Skates must be in good condition and fit comfortably.

- A well-equipped medical kit must be readily available.

SAFETY

- Students should wear clothing that assists in protecting the arms and legs should falls or participant contact occur.

- Students are to be instructed to adhere to all rules displayed by the rink management.

- The following safety strategies must be employed:
  - ensure students entering the rink yield right of way to the skaters already on the ice
  - ensure students exit the rink by reducing speed and moving to the right as they approach the exit
  - ensure students skate in the same direction as the flow of traffic
• prohibit behaviour or games which could cause interference to other skaters or cause other skaters to fall
• ensure students are aware that when their hands are on the surface there is a risk of injury from other skaters
• permit fast skating only at times specified by the rink management for students with the appropriate skill level.

INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)

• All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
• A skater who is bleeding must be removed immediately from the activity and not permitted to return until:
  • the source of the bleeding has been controlled, the wound dressed and securely covered
  • any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
INDOOR CRICKET

INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of indoor cricket.

SUPERVISION

- A teacher must be present who has recognised current training in emergency care.

EQUIPMENT

- Students must wear footwear which is appropriate for the playing surface.
- All equipment (e.g. balls, bats, batting gloves, wicketkeeping gloves) must be in good condition and be appropriate for the age and ability of the students.
- Batters must wear batting gloves.
- Wicketkeepers must wear wicketkeeping gloves and a genital protector.
- Male batters should wear a groin protector.
- A well-equipped medical kit must be readily available.

VENUES

- Indoor cricket centres or courts specifically designed for indoor cricket must be used.
- The playing area must be free from obstacles and loose objects.
- Netting used to divide courts/pitches must only hang to the playing surface. Nets draping on the surface are a hazard to all participants.
SAFETY

- Safety rules and game procedures are important because the game is played in an enclosed area. Teachers must ensure the rules of the game and the facility management conditions are complied with.
- Fielders in the batting half of the court (with the exception of the wicketkeeper) must not field within three metres of the bat. This exclusion zone may or may not be marked on the court.
- The involvement of students who wear glass spectacles is to be determined in consultation with parents/caregivers.
- Fielders must be instructed to maintain eye contact with the ball at all times.
- Students must secure long hair if it is likely to impair vision.
- Students should remove jewellery and other ornaments likely to cause injury.

INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
INDOOR ROCK CLIMBING
(climbing on artificial structures)

INTRODUCTION

- A purpose built climbing wall consists of a framework of wood, steel or concrete which defines the shape of the wall, to which adjustable and interchangeable holds are attached. Secure anchor points for belayers at the base, and for the rigging of toplines are essential features in the design of a climbing wall. Commonly, students will be involved in top roped, bottom belay climbing. Lead Climbing is not to be permitted.

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Each student under the age of 11 years must be accompanied by an adult at all times, who will also belay or supervise a belay team.

VENUES

- The facility operations must conform to Outdoor Recreation Council of Australia standards and practices. Artificial climbing walls must meet or exceed, Central European (CE) standards.

- Schools must use a climbing facility which employs a dual attachment system eg. tie-in and clip-in or clipping into two (2) screwed karabiners with gates opposed AND requires their qualified instructional staff to physically check each student's harness for correct fitting before allowing a student to climb.

INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- Indoor climbing instructors responsible for top rope climbing or belay instruction must possess the units of competency outlined in the National Outdoor Recreation Activity Competencies Standards.

SUPERVISION

- The supervising teacher to student ratio should not exceed 1:20.

- The instructor to student ratio must not exceed 1:20. For each group of 20 participants, there would be a maximum of ten climbers, and ten belayers. Increased supervision should be arranged, in consultation with the climbing facility, for students with special needs.

- Only students who have been taught and assessed as a competent belayer by a qualified belay instructor may belay. The instructor:student ratio for the initial training period should not exceed 1:10.
The facility staff, together with the teacher(s) must actively supervise climbing activities at all times. The teacher must have recognised current training in emergency care. At least one of the session instructors must have, as a minimum, a Senior First Aid certificate.

**EQUIPMENT**

- Comfortable clothing such as T-shirts, singlets, bicycle shorts and sports shoes should be worn. To avoid jamming in equipment (eg. karabiners), clothing must not be excessively loose fitting.

- All equipment used must conform to recognised standards eg. UIAA/CE standards. Facilities must have in place a regular inspection and maintenance program in accordance with manufacturers instructions. Records to this effect must be readily available.

- A well-equipped medical kit must be readily available.

**SAFETY**

- Supervising teachers and students must be briefed by the instructor on all safety issues including the use of equipment, the cooperative nature of the activity, basic climbing techniques, belaying, lowering off, communications and safe working practices.

- It is essential that students are briefed on the need to be extremely attentive when spotting and belaying. Students who do not display an appropriate and responsible attitude to these tasks must be removed from the activity.

- The instructors are responsible for physically checking each attachment point and harness before allowing a student to climb. The belaying equipment and technique must be monitored during the climb by the instructors and belaying partners using the "buddy system".

- **BELAYING:** The belay system for climbing requires students to be well briefed and supervised in belaying techniques. **Top roped, bottom belay will be standard** using a dual attachment system. Students must be belayed while climbing on a wall above 2.4m in height.

Only students who have been taught and assessed as a competent belayer by a qualified belay instructor may belay. Instructing staff will issue a card certifying this competency. School supervising staff should record this assessment on the activity roll.

**Top Rope Instruction:** The student and the supervising staff must be proficient in the following competencies:

- correct fitting of an approved safety harness
- correct attachment to the facility belay system
- correct use and control of the belay system
- awareness of safety rules established by the facility management.
Students must be instructed that the belayer and climber are to double check each other for proper harness, rope, karabiner and other equipment set-up before commencing a climb.

The belayer must be appropriately anchored in top rope activities. **Lowering off must always be controlled and non dynamic.**

- All students will be taught to belay with a stitch-plate, or similar device. Where a running belay is exclusively used (eg. in a number of Sport and Recreation camps), belay can be performed with a minimum of four (4) students without a belay device. Instructors may consider using two to three students where a friction device is utilised.

- Students must remove jewellery and other ornaments likely to cause injury. Long hair should be tied back.

**BOULDERING**

- Bouldering is permitted in a designated area to a maximum height of 2.4 metres, indicated by a line at this height. Hands must stay below 2.4 metres unless the climber is belayed. No such unrope activity will be allowed unless the facility has this line in place.

- Where the climber's feet will be positioned in excess of 1m, crash mats must be provided and positioned so that there is no possibility of contacting the floor surface if he/she falls.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.

**Glossary of terms**

- **Belay/belaying:** to fasten the rope, it means to stop or to halt in ancient French
- **Belay devise:** the device used to belay
- **Bottom belay:** to belay a climber from the bottom of a climb
- **Lead climbing:** a climber climbs up the wall attaching into anchor points as they go
- **Top rope climbing:** is where a rope running through an anchor point above the wall and protects the climber from falling
- **Karabiner:** a metal oval link used to attach the climber to the rope
- **Bouldering/traversing:** Unrope climbing. Used as a warm up exercise.
INDOOR SOCCER or FUTSAL

INTRODUCTION

● The game of futsal (or indoor soccer) is played on a marked area or court 15m-25m in width and 25m-42m in length. **Under no circumstances may a game be conducted where the ball is played off the wall.** Teams must be limited to five players, one of whom shall be the goalkeeper.

● Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

● The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of futsal (indoor soccer).

● A teacher must be present who has recognised current emergency care training.

SUPERVISION

● Principals and organising teachers must take into account such factors as age, experience, maturity of students, nature of the activity and experience of adult supervisors when arranging supervision and instruction.

● Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

● All players must wear shin pads including the goalkeeper. Socks must cover the shin pads at all times.

● Students are to wear appropriate footwear such as sports shoes with non-marking soles.

● Goal structures must be checked for stability prior to each game. If they are unstable, they must be firmly anchored to the wall or floor. Where possible, nets should be used. Goals should be constructed of light weight material to enable easy transportation and reduce any risk of injury.

● Because of the pitch/court dimensions, a low bounce ball should be used (U12 years - size 3 and 13+ years a size 4 low bounce ball). As a guide, the ball shall not bounce higher than 65cm (the first time it rebounds) when dropped from a height of 2 metres. The balls may be obtained by contacting the NSW Futsal Association: phone (02) 9600 9656 fax (02) 9600 9908.
• A well-equipped medical kit must be readily available.

VENUES

• The playing surface must be smooth, flat and free of obstructions and loose objects. The use of a wooden surface is recommended. Concrete or bitumen must be avoided.

• Venues which accommodate several games at one time utilise nets to divide playing areas. Nets must only hang to the floor surface. Any excess netting lying on the floor is a hazard to players.

• The immediate surrounds of the court perimeter must have a space well clear of any roofing supports or obstacles, eg. equipment, seating, spectators.

SAFETY

• Students must remove jewellery and other ornaments likely to cause injury.

• Boundary lines for the game must be clearly marked a distance well clear of any roof support structures and walls. The space between the walls and the boundary must be sufficient to ensure the safe movements of players and referees.

• Spectators and reserve players must be positioned at a safe distance from the field of play.

• Students must be made aware of the rules regarding dangerous play, eg. no slide tackling, tackling from behind, shoulder charging, tripping and playing of the player, not the ball.

• Where possible, ice should be available for the treatment of injuries.

INFECTIONIOUS DISEASES ("BLOOD RULE" PROCEDURE)

• All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

• A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  • the source of the bleeding has been controlled, the wound dressed and securely covered
  • any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
LAWN BOWLS

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students must observe the etiquette of the local bowling club and wear clothing and footwear, prescribed by the club.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The instructor must have appropriate expertise and/or training in the teaching/coaching of lawn bowls.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- An appropriate teacher:student ratio should be negotiated with the management of the host club.

EQUIPMENT

- The bowls used must be of the size and weight suited to the students hand size and strength.

- A well-equipped medical kit must be readily available.

SAFETY

- Only students engaged in play are to be on the green.

- Students are to be instructed to watch the bowl while it is in motion, particularly during a ‘drive’.
- Students are to be instructed to move forward after completing a bowl. One of the few situations with potential for injury occurs when a player steps backward onto bowls behind the mat.

- Students must not stop bowls with their foot.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
MARTIAL ARTS
(Including Karate, Tae Kwon Do, Kung Fu, Kendo, Aikido, Judo, Ju Jitsu)

INTRODUCTION

- Parents must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must be an accredited instructor under the Australian Coaching Council’s National Coaching Accreditation Scheme or under the Instructor’s Accreditation Scheme of the Martial Arts Industry Association.

Schools should verify the qualifications of the activity leader either by citing original accreditation documentation or contacting the Martial Arts Industry Association on fax: (02) 9679 1744 or phone: (02) 9679 1742.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility. A supervising teacher to student ratio of 1:24 must not be exceeded.

- Free sparring must only be permitted under the guidance and supervision of an accredited martial arts instructor.

- Students must be instructed not to use breaking techniques (striking at boards, bricks etc).

EQUIPMENT

- When using mats, use those which can be secured together. They must not be overlapped. The mats must be regularly cleaned with disinfectant.

- Ensure forearm, foot and shin protectors are worn when practising striking and blocking in which limb contact may accidentally occur.

- Care needs to be exercised if these protectors are to be shared as many are made of fabric which will absorb perspiration and blood. Where possible, the use of plastic protectors is recommended as these can be cleaned. Where a plastic pad is not available students should only use their own equipment.

- A well-equipped medical kit must be readily available.
VENUES

- An indoor venue is preferred with sufficient space and mats for the number of students participating.
- Activities must be sited away from walls, seats, beams or other objects.
- The venue surface must be smooth and even as most skills are practised in bare feet.

PROGRAM

- The program must include:
  - appropriate warm-up and stretching activities
  - graduated exercises that emphasise strength and flexibility, particularly in the neck and back region
  - strength and conditioning activities appropriate to the skill level and experience of the students
  - progressive and sequential skill development
  - initial instruction concerning prohibited areas of contact eg. eyes, groin, throat, knee cap
  - an emphasis on good posture in performance of all techniques
  - grouping and pairing of students according to ability

- Prolonged, intense sessions must be avoided.

SAFETY

- Students must:
  - be free of any physical injury which may affect their capacity to participate or which may be aggravated as a result of participating
  - not wear clothing which is fitted with zips, buttons or similar hard objects. Specific clothing recommended for the sport should be worn
  - remove jewellery, spectacles and other ornaments likely to cause injury
  - tape long fingernails
  - secure long hair if it is likely to impair vision or impede performance.

- The following safety strategies must be employed:
  - consider the number of students in the space available, ensuring that students do not collide with others in group practices or bouts
  - ensure students are aware of rules, safety procedures and potential danger areas
  - demonstrate and explain all relevant specific techniques. Students should be restricted to these techniques
• ensure the surface is free from dust, dirt and other objects which could be carried on the feet
• for techniques involving grappling, throws, take-downs and sweeps, use a shock absorbing
  surface (50 millimetres thick). Ensure mats are secured together and do not separate during
  activity.
• cease activity if participants (eg. wrestlers) are close to the edge of the mat and have them
  resume in the centre of the matting
• as excessive and continual striking into the air may result in hyperextension injury to the
  knee and elbow joints, it must only be conducted under the guidance and direction of the
  qualified instructor. Striking at pads or shields ensures that this does not occur
• continuously reinforce notions of self-control and responsibility
• competitors are at a level determined by the teacher or instructor and suited to the ability
  and weight (if applicable) and physical maturity of the participants. For beginner wrestlers,
  there should be not more than a three (3) kg difference in body weight. More experienced
  wrestlers can cope with larger body weight differences but no more than seven (7) kgs.

• Where possible, ice should be available for the treatment of injuries.

**INFECTIONOUS DISEASES (BLOOD PROCEDURE)**

• All clothing, equipment and surfaces contaminated by blood must be viewed as potentially
  infectious and treated accordingly.

• Participants who are bleeding must have the wound dressed and securely covered.

• Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly
  and any blood covered clothing and equipment cleaned or removed prior to the participant
  recommencing the activity.
MOUNTAIN BIKING

INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.
- Students are to be instructed to use adequate sun protection, eg. an SPF15+ broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher-in-charge appointed to supervise and control the activity must be experienced in mountain biking and have current knowledge and experience of the location to be used.

SUPERVISION

- As a guide to principals and teachers-in-charge, it is recommended the teacher to student ratio not exceed 1:15. The teacher must cycle with the students and ensure that the group does not split up in that stragglers are left behind.

  Principals and organising teachers should take into account such factors as age, experience and maturity of the students, environmental concerns, difficulty of the terrain and other challenges likely to be encountered and experience of the adult supervisors when arranging supervision.

- The teacher must have recognised current training in emergency care.

EQUIPMENT

- The defining features of a mountain bike are wider than usual tyres with substantial grip, flat handlebars, a large range of gear ratios, with frames and components that have a general robust or ‘heavy duty’ build.

- The bicycle must be fitted with efficient and well maintained brakes, tyres, chain and gears.

- Repairs and adjustments required to bicycles are the responsibility of the parents/caregivers.

- If a bicycle fails the required pre-course bicycle check, it is not to be ridden in the program until such time as the repairs or adjustments have been made.

- All participants should carry a basic tool kit containing spanners/allen keys to suit their particular bicycle, a puncture repair kit, a spare inner tube and pump. Should a participant not have a kit, she or he should travel with another who does.
- Students should wear clothing that is brightly coloured, suit the weather conditions and strike a balance between ventilation and protection. Closed footwear must be worn.

- An approved Australian Standard bicycle helmet must be worn. The teacher-in-charge should check to ensure that the chin strap of each student’s helmet is securely fastened.

- Where appropriate, each participant should carry water and energy food.

- A mobile phone to be used in emergency situations is desirable on all rides but leaders should allow for the fact they may not operate in all locales.

- A well-equipped medical kit is to be carried.

**VENUE**

- Selection of venues must take into account the age, fitness, experience and ability of students.

- Mountain biking terrain can vary widely. Rides can be conducted in open mountainous, undulating or flat areas that have formed trails, vehicular roads and fire trails. Rides can often be conducted over a short circuit in open spaces in urban or semi-urban areas. Off-road trails specifically planned as walking or equestrian trails are not to be used.

- Locations may be selected from national parks, state forests, state recreation areas, Crown lands and private property. In all cases, the appropriate prior permission must be obtained. Check with the local National Parks and Wildlife Service office, police or other local authorities about current restrictions, fire bans, etc.

- When selecting the venue and planning the programs, the teacher-in-charge will seek to minimise the group’s impact on the environment.

- The teacher-in-charge must have current knowledge of the area to be used and be certain of its suitability for the program and the group. The route should be sub-divided or ‘staged’ to allow frequent rest stops.

**SAFETY**

- The teacher-in-charge must involve students in an appropriate safety education program prior to the commencement of the program. Students are to be instructed to regularly maintain their bicycle, particularly the brakes, tyres, chains and gears.

- Bicycle safety checks must occur before the program commences and at the beginning of each lesson. Students should be encouraged to perform the bicycle roadworthiness check under the teacher’s supervision. Refer to Appendix E for a bicycle report form.
- It is incumbent on the teacher-in-charge to check the weather forecast to determine that conditions are acceptable for the duration of the activity and to comply with any regulations involving fire bans. Judgements regarding the conducting of the ride should be made accordingly.

- For cycling on public roads, students must be instructed in basic road rules, road safety, and formation riding. To ensure that the requirements for cycling on public roads are followed, the teacher should refer to Cycling - On Road guidelines on page 130.

- Speed should be carefully monitored on steep downhill grades.

- The group leader must carry a card detailing procedures to follow in emergencies and contact numbers. All participants should know how to put these procedures into practice.

**INFECTIONOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students participating at outdoor venues are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat where appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility. It is recommended that qualified officials be used for inter-school competitions.

EQUIPMENT

- No part of the goal posts should protrude onto the court posing a trip hazard. Goal posts which are portable should be suitably secured or weighted down or fitted securely into sleeves.

- A well-equipped medical kit must be readily available.

VENUES

- The court surface and immediate surrounds must be free of obstructions and loose objects. Avoid playing netball on slippery and gravel surfaces.

SAFETY

- Boundaries of the courts must be clear of spectators and belongings to avoid interfering with the safe movements of players and umpires.
Students must remove jewellery and other ornaments likely to cause injury. Students must be encouraged to keep fingernails short. Long fingernails should be taped.

No hard peak caps are permitted. Students must wear soft peak caps only.

Players should ensure that they have an adequate level of hydration before, during and after the game or training session.

Warm-up and cool-down are vital elements in preventing injury and should be included before and after all training and competition sessions. Stretching activities performed in the warm-up should move the muscles through the full range of movement to be performed during the session.

The warm-up should be continuous and lead into the training session. It should be fun and include games/activities relevant to the session to be performed.

Where possible, ice should be available for the treatment of injuries.

Special Feature

Schools are encouraged to involve young students to play Fun Net (a motor skill program for 5-7 year olds) and Netta (a modified program for 8-11 year olds) as a means of developing good skills and technique in a fun environment of games and activities.

Schools are encouraged to incorporate appropriate fitness activities in the netball program to develop strength, coordination and flexibility, especially of muscles around the ankles and feet.

Programs should incorporate training focusing on enhancing body balance, control on landing, moving forwards and catching passes.

Infectious Diseases ("Blood Rule" Procedure)

All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

A player who is bleeding must be removed immediately from the activity and not permitted to return until:

- the source of the bleeding has been controlled, the wound dressed and securely covered
- any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
ORIENTEERING

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students should wear comfortable running attire and suitable sports shoes. Spare clothing should be taken to bush venues.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- For bushland settings, the teacher/instructor must have appropriate expertise and/or training in the teaching/instruction of orienteering and must have first hand knowledge of the course to be used and be certain of its suitability for the group.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where this activity takes place at a venue other than the school or its immediate environs, the teacher to student ratio must not exceed 1:20. Principals and organising teachers should take into account such factors as age, abilities, experience and maturity of the students, environmental concerns, difficulty of the terrain and the experience of the adult supervisors when establishing supervision requirements. In remote bushland settings, a 1:10 ratio is advised.

- Inexperienced students must travel in pairs or small groups.

- In the initial stages of learning, and in remote bushland settings, it is advised to have staff roving the site and staff positioned at control points on the extremities of the course.

EQUIPMENT

- Large scale maps, control flags and cards are available from the NSW Orienteering Association. Accurate sketch maps of the school grounds, local parks or bushland, should be used.

- Each student (or team) must carry a map of the orienteering site at all venues. An orienteering compass and an emergency whistle is essential in bush orienteering.
A well-equipped medical kit must be readily available.

VENUES

- School grounds, open parkland or locally mapped bushland which has recognisable tracks and features are suitable. Where appropriate, prior permission for use of the venue must be obtained.
- Students must undertake appropriate introductory activities in school grounds or open areas before participating in courses in bushland settings.

SAFETY

- The orienteering program must be designed to include activities that match the age, fitness level and orienteering experience of the students.
- Care needs to be taken to avoid extremely hot, cold and wet weather conditions. It is incumbent on the teacher-in-charge to check the weather forecast to determine that conditions are acceptable for the duration of the activity.
- Students are to be instructed to remain on tracks or within defined areas.
- The course must be checked for any dangerous obstacles or hazards (eg. track near cliff) and avoided. If using local areas, traffic hazards must be avoided.
- A time limit must be set to complete the course. Students must be instructed to return to the start point when the time set for completion of course has elapsed. A siren sounded at base can indicate that time has elapsed. In remote settings, a portable air horn will be useful.

The activity must be planned to finish well before dark. This would require participants to have a watch or be within range of an audible/visual signal.

- Students must be instructed on procedures to follow when disoriented or lost, and advised of the procedures staff will follow when students are overdue.
- Drinking water should be readily available and students encouraged to drink prior to and on completion of the course. During hot weather, it is advisable for students to carry water and for drinking water to be supplied at some control points.

- The following procedures apply to orienteering in bushland settings:
  - Activities must be matched to the age, fitness level and orienteering experience of the students. Beginners should work in teams of two or more.
• The most suitable area is open forest with clear boundaries and a network of tracks with distinct contour features. The area must be covered by an orienteering map.

• Only when students are confident in navigation and have a basic understanding of contour interpretation, should they be taken on bush orienteering activities.

• Planning must include emergency procedures for staff and students. It is desirable for the site to have a network of tracks, preferably with some able to be used by vehicles to assist with supervision and for emergency access.

• Where appropriate, prior permission for use of the venue must be obtained. Check with the local National Parks and Wildlife Service office, police or other local authorities about current restrictions or declared fire bans, etc.

• Students should be trained in map reading in an open area which is familiar to them.

• Check points should be major features which are clearly visible when approached, preferably with boundaries just beyond.

• Direct means of communication back to a base must be available. This could be a mobile phone or two-way radio with prior site testing required, to avoid potential signal blackout spots.

• Participants should wear a watch to check time elapsed and time for completion of course.

**SPECIAL FEATURES**

- Teachers planning bush orienteering activities need to be familiar with the procedures detailed in the memorandum *Cruelty to Animals* (DG 96/169).

- Students should be briefed prior to the program on nature conservation issues and the need to protect all flora and fauna.

**INFECTIONOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
ROLLER AND IN-LINE SKATING

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- For outdoor locations, students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required will be dependent on whether the teacher/instructor's role is that of a manager, supervisor or instructor. Instructors must have appropriate experience and expertise in the type of activity to be undertaken.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Principals and organising teachers should take into account such factors as age, abilities, experience and maturity of the students and experience of adult supervisors when arranging supervision. A minimum teacher:student ratio of 1:20 applies.

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

- Students must wear wrist and knee guards for all types of roller and in-line skating.

- Helmets of a Standards Australia approved design must be worn by students when involved in speed skating, jump events, ramp and “street” skating and games such as roller hockey. Helmets specifically designed for in-line and roller skating and skateboarding are available at retail outlets. Cycling helmets are suitable.

- Students should wear clothing that protects the arms and legs. Each student must have a pair of roller/in-line skates that fit properly and are in good repair.

- A well-equipped medical kit must be readily available.
VENUES

- If a recognised skating rink is used, students are to be instructed to follow all rules displayed by the management.
- The surface of a venue at a school must be large, smooth, solid and clear of all debris. The skating area must be well defined and sufficiently large to safely accommodate the number of skaters. The immediate surrounds of the defined skating area must have a space clear of any objects and obstacles eg. equipment, seating.
- Schools using an indoor facility must ensure that the defined skating area is well clear of walls and ceiling support structures.

SAFETY

- The following safety strategies must be employed:
  - an area for beginner skaters must be defined
  - ensure skating area is clear of obstacles which may present a danger to participants
  - instruct students to enter the skating area slowly and carefully by yielding right of way to the skaters already in the skating area
  - ensure students skate in the same direction as the flow of traffic
  - forbid behaviour which could cause interference to other skaters or cause them to fall
  - permit fast skating only at specified times for students with the appropriate skill level.

PROGRAM

- Skill development must be progressive and sequential. Inexperienced students should be instructed in proper stance, balance, falling forward, still position, the forward glide, basic turning and braking. The desire to provide challenging experiences must be balanced with a knowledgeable approach to safety education and safe practice.

INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A skater who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
ROPE COURSES

INTRODUCTION

- Challenge ropes courses provide opportunities for individual and group physical challenges that require a combination of teamwork skills, group support and individual commitment.
- Challenge ropes courses are constructed of cable or rope using stable trees, or free standing poles. Ropes courses are either "Low or High" and are varied in their design, use and purpose.
- High ropes courses have a number of elements which a participant traverses whilst on either an individual or partner belay safety system. High ropes courses are generally constructed two or more metres off the ground and always have a safety belay system in place.
- Low ropes courses are constructed with a footline no higher than one (1) metre off the ground. There is no requirement for a belay system. Spotting by staff or students trained in spotting may be required, depending on the age of the participant and the selected course.
- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- Essential experience and training required of the instructor includes:
  - accreditation in accordance with industry standards
  - recent experience on the challenge ropes course to be used, including appropriate experience with the particular elements within the ropes course
  - training in group management procedures appropriate to the safe conduct of the activity
  - demonstrated knowledge of current training in rescues from emergency situations including individual and partner belay systems and self-rescue
  - recognised current first aid certificate
  - working knowledge of the selection, use, maintenance, storage of course equipment.

SUPERVISION

- A minimum of two adult supervisors, one of whom is a teacher, must be present at all times. The teacher must have current training in emergency care.

- As a guide to principals and teachers in charge, the minimum activity staff to student ratio for challenge ropes courses which have a low level of difficulty is 1:12. For ropes courses which have higher levels of difficulty, additional supervision will need to be provided. The minimum instructor to student ratio for high ropes courses is 1:8.
Increased supervision will need to be provided where the design and position of the course dictates or where difficult elements are included on the course.

- Prior to supervising rope course activities, staff must be given similar training to that provided for students.
- In establishing supervision for students away from the challenge ropes courses, and not directly involved with the course in any way, the teacher-in-charge should ensure that the area underneath the course is free of bystanders.

**STUDENTS**

- Students must wear comfortable clothing suitable for the activity. For full visibility of the harness and associated hardware, upper garments are to be tucked under the harness waist belt. Long trousers/tracksuits should be considered as this type of clothing will reduce possible skin burns and abrasions, should the participant slip or fall. Sport shoes or lightweight boots are acceptable.
- All jewellery likely to cause injury must be removed. If ring removal is not possible, the ring must be covered with tape.
- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

**EQUIPMENT**

- All equipment must be specifically designed for use in ropes course activities or rock climbing. It must be fully inspected prior to, and immediately after use. Safety equipment such as belay ropes and harnesses must be in good condition, and meet UIAA or Standards Australia specifications.
- UIAA or Standards Australia approved helmets must be worn by students on high challenge ropes courses. On low courses, students are protected by spotters, however the dynamics of the group and participation in particular elements, may require the use of helmets.
- A well-equipped medical kit must be readily available. Rescue equipment such as rope slings, spare karabiners and an access ladder must also be readily available.

**MAINTENANCE**

- Facility operators should carry out regular formal maintenance inspections which are fully documented and endorsed by an independent industry expert. Operators must be able to provide written evidence that a recent maintenance check has been conducted. Prior to each course activity, the instructor should carry out a visual inspection of the course to ensure that cables, ropes, wood, connectors and anchor points are in sound operating condition.
SAFETY

- Immediately prior to undertaking a ropes course, students must be given clear instructions to ensure that they know what is required and understand the safety aspects.

- Activities must be carefully chosen to suit the age and abilities of the group, and where necessary, individual students. Students must be progressively introduced to and taught the skills needed for safe participation. This training will include:
  - belaying on high ropes and spotting on low ropes
  - working together as a small team
  - appropriate communication
  - ascent and descent from the high ropes course
  - procedural instructions for the specific ropes course
  - use of safety equipment.

- The psychological preparation of students is as important as the physical preparation, especially for students who are anxious about the activity. Under no circumstances should students be pressured by staff or peers to participate beyond their readiness.

- A transition belay system on each platform between high elements is essential for the safety of participants who are between element safety belays.

- Before using the ropes course where safety harnesses are to be used (high ropes), students must be trained and given carefully monitored practice on how to clip on and lock karabiners to safety harnesses and how to belay. Staff must physically check the harness and attachments of each participant prior to participation.

- The number of students permitted to perform on each element at any one time must be clearly communicated.

- Challenge ropes courses must not be used in wet conditions, excessive winds, lightning and electrical storms or extremely hot conditions.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
ROWING

INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat. Sunglasses to Standards Australia specifications should be worn.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of rowing.

- A teacher must be present who has recognised current training in cardio-pulmonary resuscitation and emergency care.

SUPERVISION

- Where an adult other than a teacher accompanies the group to provide instruction, a teacher must still take overall responsibility for students.

- The instructor/coach to student ratio should not exceed 1:12.

- Principals and organising teachers should take into account such factors as age, experience, and maturity of students and experience of adult supervisors when arranging supervision. A teacher/supervisor to student ratio of 1:20 should not be exceeded.

EQUIPMENT

- Suitable clothing would include cycling or rowing shorts and T-shirt.

- All rowing craft must be of approved specifications and maintained in good condition.

- Oars and sculls allocated to each craft are not to be interchanged.

- A suitably equipped motorised rescue boat with an experienced operator should be provided in a ratio of one (1) rescue boat to six (6) rowing craft or any number up to six (6).

- A well-equipped medical kit must be readily available.
VENUES

- The rowing area must be defined.
- The teacher-in-charge or the instructor must have current knowledge of the area to be used and be certain of its suitability for the program and the group.
- The teacher-in-charge must check with the Waterways Authority as to whether there are any restrictions on the use of the location chosen.
- Rowing is not to be undertaken while ever commercial shipping lanes or areas of powerboat activity are in use by those craft.

SAFETY

- Students are not to participate in rowing unless they are capable of supporting themselves in the water without any artificial buoyancy by treading water, floating and slow swimming and swimming at least 100 metres without artificial buoyancy.
- Novices must not be permitted to row in weather conditions where the water temperature is less than 16°C and where the wind speed is greater than 11 knots.
- Novices must be supervised from within the boat or an accompanying coaching boat.
- Students are to be instructed never to venture out of sight of the teacher or instructor.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- Participants who are bleeding must have the wound dressed and securely covered.
- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
RUGBY LEAGUE AND RUGBY UNION

INTRODUCTION

- All students must have written parental permission to play at intra, inter-school and higher representative levels. A proforma for permission is included in APPENDIX D. This form should be amended for students selected to play at zone or area representative levels.

- Rugby League

Rugby league in primary schools must be played only under the rules of 'Mod League for twelve (12) year olds, Mod League for eleven (11) year olds and Mini-Footy'.

The NSWPSSA State Open and 11 Years Carnivals are played under the rules of 'Mod League for twelve (12) year olds and incorporates the 'SAFEPLAY CODE'..

Students 15 years and under must play under the Australian Rugby League (ARL) SAFEPLAY CODE rules. Rule booklets are available from the ARL and local junior leagues.

- Rugby Union

Rugby union in primary schools must be played according to the "AUSTRALIAN JUNIOR PATHWAY". The modified versions of rugby are to be played according to stages which are: Stage 1 - 'Walla', Stage 2 - 'Mini' and Stage 3 - 'Midi'.

The NSWPSSA State Carnival and "The Bryan Palmer Shield" are played under the Under 19 Laws in conjunction with the 'PLAYING IT SAFE' code.

Students 12 years old to under 19 level must play under the International Rugby Board Under 19 Laws and adhere to 'PLAYING IT SAFE' published by the Australian Rugby Union. Rule booklets and kits are available from the ARU and the NSWRU.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The coach must have appropriate expertise and/or training in the teaching/coaching of rugby league/rugby union. These details should be assessed and recorded by the principal. A proforma for this purpose is to be found in APPENDIX D.

- A teacher must be present who has recognised current training in emergency care.
SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- It is recommended that qualified referees be used for inter-school competition.

- In respect of supervision for spectators, principals should assess the proportion of supervising teachers to students on the basis of the number of students, their ages, maturity, special needs, the layout of the venue and spectator accommodation arrangements.

EQUIPMENT

- Appropriate padding must be used on goal posts.

- The state and national controlling bodies of these sports strongly recommend the wearing of a correctly fitted mouthguard during both training and competition.

Accordingly, students and parents should be advised of this recommendation and encouraged to comply. Information for students and parents concerning the selection of an appropriate mouthguard is found on page 281 of this manual.

- Players should be encouraged to wear Standards Australia approved head gear designed primarily to protect the ears and head against abrasions.

- Rugby league and rugby union players must wear only shoulder pads approved for their respective sport. For rugby union players, shoulder pads of the harness type (rugby league) must not be worn. Shoulder pads that cover only the shoulders and collar bone are acceptable. They must not have a sternum plate or reinforcing across the chest.

- Boots must conform to the Laws of the game.

- A well-equipped medical kit must be readily available.

VENUES

- Enclosed grounds are preferred for inter-school fixtures. Grounds must be free of obstructions and loose objects and marked avoiding the use of hydrated lime.

  Spectators and reserve players must be positioned well back from the sideline during play.
SAFETY

- Each school is required to have a structured training and coaching program and an agreed selection procedure for teams participating in intra and inter-school programs. Training must be specific to the player’s position and physique.

- Coaches of intra or inter-school teams must be aware of the specific strength and physical requirements of the activity, for example, the most desirable and suitable body build for a front row forward.

- Students must be selected on the basis of ability and suitability for the position they are to play (refer to the memorandum: Rugby League/Rugby Union as School Sports - 87/094).

- Students assessed as having an inappropriate physique for selection in the front or second row must not be allowed in any circumstances to play in these positions. Particular care must also be taken to prevent students with such physiques from playing in these positions as replacements or by positional changes during the course of a game.

- If a front row or second row forward is replaced, the coach must ensure the replacement player has the appropriate training and experience for the position to be filled and the physical requirements for the position.

Rugby League: If a suitable replacement for the front or second row position is not available, the team must play one short or forfeit the game.

If a front row or second row forward is sent from the field, the coach must be given the opportunity to make a change to the playing personnel to ensure that these positions are filled by players with the appropriate training and experience. This may require the voluntary substitution of another player. The team involved should remain one player short.

Rugby Union: If a suitable replacement for the front or second row position is not available, then non-contestable scrums shall be played. Rugby union coaches should note that they are required to have at least four players who can play in the front row.

Any player ordered off shall be replaced. If a team is unable to provide a suitably trained front or second row replacement, the referee shall order non-contestable scrums.

- Students should only participate in vigorous activities if medically fit. Students must not be allowed to play or continue to play if they are injured. If a teacher has reason to believe that a student is injured, the student must be removed from the play. Coaches must not allow students to return to playing after injury until it is clear that the injury has healed. If there is any doubt, the student is not to play until medically cleared.
Where possible, but particularly for representative matches, there should be a person present at each sporting venue who has current first-aid qualifications. A well-equipped medical kit must be available at each venue.

Warm-up and cool-down are vital elements in preventing injury and should be included before and after all training and competition sessions. Stretching activities performed in the warm-up should move the muscles through the full range of movement to be performed during the training session or game.

The warm-up should be continuous and lead into the training session. It should include games/activities relevant to the session to be performed.

Students trialling for zone or area teams must present to the organisers, a permission note (similar to the school rugby union/league note) signed by the parent or caregiver.

Students must remove jewellery and other ornaments likely to cause injury.

A safety implementation checklist is provided in APPENDIX D.

**INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)**

All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

A player who is bleeding must be removed immediately from the activity and not permitted to return until:

- the source of the bleeding has been controlled, the wound dressed and securely covered
- any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
SAILBOARDING

INTRODUCTION

● Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

● Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

● The teacher/instructor must have an Instructors Certificate (TL 7) of the Australian Yachting Federation (AYF) or equivalent qualification and experience.

● A teacher must be present who has recognised current training in cardio-pulmonary resuscitation and emergency care.

SUPERVISION

● A minimum of two adult supervisors, one of whom must be a teacher, with appropriate expertise and qualifications must be present at all times. All supervisors must have the expertise and competencies to implement safety procedures.

● The supervising teacher to student ratio must not exceed 1:20. The number of boards in the water at any one time must not exceed 10. Principals and organising teachers should take into account such factors as age, experience and maturity of the students, environmental concerns and experience of the adult supervisors when arranging supervision.

● Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

● Personal Flotation Devices (PFDs) of Standards Australia specifications must be worn at all times.

● Most boards have a rather abrasive surface and beginners spend considerable time dragging themselves onto the board. Brief swimming costumes and clothing which offers little or no protection to the abdominal area should be avoided. Elbows and knees are also affected in this regard and can be protected by long sleeved T-shirts or full wetsuits.

● Wetsuits should be worn in cold weather.
• Boards, rigs and sails must be of an approved design.

• Whenever a sailing club or commercial sailing school is being used, supervising staff must check to ensure that a suitably equipped rescue boat (motorised) is available.

• Sailboards may be owned by a local club or private person. They must all have marine liability insurance cover.

• A well-equipped medical kit must be readily available.

VENUES

• Any enclosed waters may be suitable including lakes, harbours, estuaries, rivers and dams. If the facilities of a sailing centre are not used, care should be exercised in selecting a venue and consideration given to the following:
  
  • the teacher-in-charge or the instructor must have current knowledge of the area to be used and be certain of its suitability for the program and the group

  • the prevailing wind direction should generally be on-shore or cross-shore

  • on-shore amenities provide weather shelter, student changing and showering facilities, rigging area and emergency services

  • tide and current

  • safe emergency landing areas which have a sand bottom with no sudden drops, shallow areas, rocks or weeds and no wharves or jetties

  • water traffic, moored boats and shipping lanes.

• The teacher-in-charge must check with the Waterways Authority as to whether there are any restrictions on the use of the location chosen.

SAFETY

• Students must be briefed in regard to all relevant safety issues and emergency procedures.

• If schools are conducting their own sailing program they should obtain a Waterways Authority Aquatic Licence. If using a sailing club or commercial sailing school they should sight this licence.
• Care needs to be taken when organising sailing activities to avoid extreme weather conditions, including hot, cold and wet. It is incumbent on the teacher to check the weather forecast to determine that conditions are acceptable for the duration of the activity.

• Students must have reached a level of swimming competency appropriate to the demands of the activity at the selected locations. Appointed qualified leaders/instructors will determine necessary competency prior to the activity.

• Students should be encouraged to obtain the AYF Elementary Certificate in sailboarding during the time in which they participate in the sport.

• A roll check is to be made every time students enter and leave the water.

• Students must be instructed to stay with their board when in difficulty and signal or wait for assistance or help if necessary.

• Sailboarding must not proceed in winds in excess of 20 knots for experienced students and 10 knots for beginners.

• All sailboards used must meet the safety requirements as specified by the AYF Safety Regulations: *Off the Beach Yachts* for dinghies, catamarans and sailboards.

• Students must be instructed in the basic *Rules of the Road* as set out by the Waterways Authority before being allowed onto the water.

• A suitably equipped rescue boat (motorised) with an experienced licensed operator (TL3 National Power Boat and Rescue Boat Certificate) must be available.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

• All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

• Participants who are bleeding must have the wound dressed and securely covered.

• Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
SAILING

INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Guidelines for sailing need to be considered in the context of the venue to be used. Open water sailing, i.e. ocean sailing, is not considered. Venues must comply with Australian Yachting Federation (AYF) rule 1.3 (safety) addendum A.

- Students are to be instructed to use adequate sun protection, e.g. as a minimum an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat and shirt.

- Students should be encouraged to obtain their Assistant Instructors’ Certificate and to participate in the AYF’s AUSSAIL AWARD scheme or the AYF’s TL1 NATIONAL PROFICIENCY scheme.

- Where inter-school racing is being considered, approved sailing instructions and regulations should be sought from the NSW Combined High Schools Sports Association sailing convener.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher-in-charge or the instructor must be the holder of AYF Sailing Assistant Instructors Certificate (TL1) or has equivalent qualifications and experience.

SUPERVISION

- Principals in conjunction with organising teachers and/or qualified instructors should take into account such factors as age, experience and maturity of the students, prevailing conditions, boat design and experience of the adult supervisors when arranging supervision.

- The teacher must have recognised current training in cardio-pulmonary resuscitation and emergency care.

- In very sheltered waters where sailing is conducted as a leisure activity, for example sailing activities undertaken at Department of Sport and Recreation camps, a teacher to student ratio should not exceed 1:20. A maximum of ten boats and twenty participants are to be on the water at any time.

- Under mixed fleet sailing conditions, a ratio of 1:15 applies for experienced participants. This ratio must be reduced for inexperienced students.
EQUIPMENT

- A Personal Flotation Device (PFD2) complying with Standards Australia specifications must be worn at all times when on the water. A sailboard harness may be worn but must comply with the specifications or a PFD2 must be worn over the harness.

- A wetsuit or warm clothing is recommended. The AYF recommends that crews ensure that clothing suitable to the local conditions is worn while on the water. It is always colder on the water than ashore. On elevated inland waters or in winter time in temperate climates, woollen pullovers, long trousers, wind jackets, full wetsuits or dry suits are likely to be required to reduce the danger of hypothermia.

- The wearing of wet or dry suits or any other type of garment does not take the place of a PFD.

- Boats and other equipment must be of an approved design and meet AYF specifications.

- Boats and equipment may be owned by a local club, a reputable organisation or a private person. Boats must have marine liability insurance cover or similar.

- Listed below are dinghy classes already established in NSW:

  **Two Person Dinghies**

  Sabot, Manly Junior, Mirror, Cadet Dinghy, Enterprise, Heron, VJ, Pacer, Northbridge Junior, GP14, Lazy E, Flying Ant, Flying Eleven, 125, 420, 470, 505, Hobie Hawk, Flying 15, NS14, Cherub, Laser 11, Tasar.

  **Singlehanded Dinghies**

  Moth, Topper, Spiral, Micron 3, Sailfish, Laser, Sabre, Sabot, Skyrider, Northbridge Junior.

- Sailing need not be restricted only to the above classes, as there are numerous other dinghy classes, fixed keel boats and multi-hulls that are suitable.

- A well-equipped medical kit must be readily available.

VENUES

- The teacher-in-charge must have first hand knowledge of the area to be used and be certain of its suitability for the program and the group.
Protected waters may be suitable including lakes, harbours, estuaries, rivers and dams, provided that the sailing area is defined, clearly marked and Waterways Authority approved. The venue must comply with AYF rule 1.3 (safety) addendum A.

Protected waters are those protected from the extremes of the sea by reefs, headlands or islands and can include harbours, estuaries and lakes. This would infer the ocean swell is broken and that there is limited fetch.

The teacher-in-charge must check with the Waterways Authority or with any other appropriate authority as to whether there are any restrictions on the use of the chosen location.

If schools are conducting their own sailing program they should obtain a Waterways Aquatic Licence. If using a sailing club or commercial sailing school they should sight this licence, particularly where a racing program is conducted requiring a registered course to be set.

**SAFETY**

The instructor or leader is to check all rigging, PFD fittings and clothing requirements when participants have completed their checks and prior to any participant going onto the water.

All boats used must meet the safety requirements as specified by the AYF safety regulations *Off The Beach Yachts* for dinghies, catamarans and sailboards. For fixed keel yachts, trailerable yachts and multi-hulls they should hold the appropriate Safety Compliance form as specified in the AYF safety regulations.

Students must be instructed to learn the *Rules of the Road* as set out by Waterways Authority before being allowed onto the water.

Students must only sail within the defined and marked area. It is recommended that the area for sailing not exceed a one (1) km radius and reduced according to the experience of the participants and the prevailing conditions.

A suitably equipped rescue boat (motorised with an appropriate propeller guard), with an experienced operator holding a current power boat licence, must be provided in a ratio of one (1) rescue boat for ten (10) sail craft or part thereof. This ratio may need to be reduced where circumstances warrant. A two-way communication back to shore is recommended.

Students are not to participate in sailing unless they are capable of demonstrating an ability to handle an emergency situation on the water at that venue. In very sheltered waters where sailing is conducted close to shore, a participant must be able to swim, as a minimum, 50m with the aid of a PFD.
- Under normal school sailing conditions with a mixed fleet, a participant should be able to swim 200m with the aid of an approved PFD or 100m without a PFD. They must also be capable of supporting themselves in the water with a PFD for at least ten minutes.

- In singlehanded dinghies, the participant must be an experienced sailor or be supervised by personnel in an approved rescue boat. In two-person dinghies at least one of the two participants must be an experienced sailor or be supervised from an approved rescue boat.

- Sailing must only continue where wind speed accords with the sailing class rule with leaders/instructors assessing the suitability of prevailing winds and conditions for the less experienced participants. It is incumbent on the teacher to check the local weather forecast (available over the phone from Telstra Weather line) to determine that conditions are acceptable for the duration of the sailing activity. Sailing must not continue when wind speeds exceed 25 knots.

- A head count or roll check is to be made every time students enter and leave the water.

- Students must be instructed to stay with their boat in the event of a capsize and signal or wait for help or assistance if necessary.

- A direct means of communication back to a base must be available to the leader of the activity. This could be a mobile phone or two-way radio. The leader must allow for the fact that mobile telephones may not operate in all locales.

A waterproof bag similar to a "drysac", or any other waterproof container, must be available to ensure the safe working condition of the communication devices.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
SCUBA DIVING

INTRODUCTION

- These guidelines, in two parts, refer to:
  - SCUBA diving for non-qualified students who are currently becoming qualified. These guidelines should be read in conjunction with the Australian Standard 4005.1 - Australian Standard, Training and Certification of Recreational Divers.
  - SCUBA diving where all participants are qualified.

- Parents must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc).

- Each student must:
  - obtain a full medical (from a general practitioner experienced in diving medicine) within one month prior to the commencement of the course. If the student suffers from a medical condition which puts that student at risk in the water, that student is not to participate.
  - be able to swim 200 metres using a recognised stroke and tread water for ten minutes.
  - be at least 15 years of age.
  - have satisfactorily completed appropriate theory and pool sessions before ocean dives.

- Teachers planning scuba diving activities need to be familiar with the procedures detailed in the memoranda Excursions and Other Visits (97/137) and Cruelty to Animals (DG96/169).

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

INFECTION DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly. Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
NON-QUALIFIED DIVERS

SUPERVISION

- For all SCUBA diving activities, there must always be a minimum of two supervisors. A teacher must be present and have overall responsibility for the activity. A teacher must have current CPR training.

- As instructor-student ratios must always be met by qualified staff, if the second supervisor is not included in the ratio then this person does not have to have SCUBA diving qualifications.

- Instructor to student ratio: 1:4 open water, 1:10 pool. At times, the supervision may need to be increased. Principals and organising teachers should take into account such factors as the age, experience and maturity of the students, venue conditions and experience and qualifications of the adult supervisors when arranging supervision.

- For ocean dives, the teacher-in-charge must produce a documented risk assessment of the activity prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will indicate any actions that are being taken to minimise or reduce risks and hazards (Refer to page 71 of this document for Risk Management Procedures).

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher or instructor must be a current National Accredited Coach Level 2 (SCUBA INSTRUCTOR). The teacher or the instructor must have had experience at the dive site.

- The instructor must have had a minimum of six hours SCUBA in the last six months and twenty hours in the last two years. A log book must be sighted by the school to verify this requirement.

- Other adults acting in a supervisory role from a boat or on shore and counted in the ratio, must hold as a minimum:
  
  - a current Bronze Medallion of the Royal Life Saving Society of Australia, or
  - a current Bronze Medallion of the Surf Life Saving Association of Australia, or
  - a Surf Rescue Certificate of the Surf Life Saving Association of Australia and be familiar with the safety requirements of the activity.

Other staff, if diving with the group, must be qualified divers and be able to demonstrate competency and recent experience in SCUBA diving, in addition to the above requirements.

- Paid instructors who are not teachers must have appropriate public liability insurance and workers compensation insurance or equivalent.
EQUIPMENT

- Minimum equipment would include:
  - exposure suits (wet suits plus hoods if conditions warrant)
  - inflatable buoyancy compensating vests (Buoyancy Control Devices)
  - weight belt with quick release buckle
  - air cylinder conforming to Standards Australia specifications with a current test stamp and regulators fitted with a submersible contents gauge
  - snorkel attached to mask which has tempered glass
  - dive flag to be displayed at the diving site. This should be towed by the instructor (or fixed to the boat if a boat dive).
  - gloves if necessary
  - watch or dive timer
  - depth indicator and alternate air source.

- Under no circumstances are spear guns, hand spears or knives to be used.

- It is the responsibility of the instructor or leader to ensure that all students are adequately equipped and that all equipment is in good order prior to departure.

- Where appropriate, students should have warm clothing available following the dive and access to water drinks to combat dehydration.

- Dive boats must be registered surveyed vessels.

- A well-equipped diving medical kit must be on site. The kit must include oxygen resuscitation equipment. The instructor must be accredited in its use.

- A mobile phone to be used in emergency situations is desirable on all dives but leaders should allow for the fact they may not operate in all locales. The teacher-in-charge must be aware of the location of nearest phone and DES (Diver Emergency Service - phone number 1800 088200) and the nearest compression chamber (or hyperbaric Unit).

VENUES

- The instructor must have current first-hand knowledge of the dive site to be used and be certain of its suitability for the program and the group.

- The teacher-in-charge must ensure that there are no restrictions on the use of the location. If in doubt, a check must be made with the NSW Waterways Authority and other relevant authorities such as the Department of Fisheries.
• Diving must not be undertaken in conditions where visibility is less than three metres, where the current is greater than 0.5 knots or where unbroken waves are greater than 0.5 metre in height. Depth to be no more than 15 metres during training.

• The diving site must be clearly defined to the divers in the pre-dive briefing. Exit and entry points must have minimal water movement and must be safe.

• The area must be free from obvious dangers such as boat traffic, people fishing and dangerous marine animals. The site must have Divers' flags displayed.

SAFETY

• Trips need to be well planned. Students must be briefed in regard to safety issues. The teacher-in-charge should carry a card detailing procedures to follow in emergencies and contact numbers. All party members should know how to put these procedures into practice.

• Procedures must be in place to ensure that every diver has returned to the boat or shore prior to departure from the dive site. Buddy practice is to be maintained at all times.

• Great care needs to be taken to avoid extreme weather conditions. It is incumbent on the teacher-in-charge to check the weather forecast to determine that conditions are acceptable for the duration of the dive.

• Transport must be readily available in case of emergency.

• Limits are to be set on group movements (particularly depth).

• Logs are to be completed after each dive. All members of the group are to be involved in a pre-dive plan and post dive debrief. The debrief should include checks for ear discomfort, headaches, breathing problems, depth times and air reserve limits.

ENVIRONMENT

• Students should be briefed beforehand on nature conservation issues and the need to protect the marine environment. Marine life is to be observed, not touched or disturbed.

• Divers are not to collect any natural objects or relics while on their dive unless a licence has been obtained for marine studies. If rocks are turned over, they are to be replaced. Wreck sites are not to be disturbed.
QUALIFIED DIVERS

INTRODUCTION

- These procedures refer to Scuba Diving where all participants are qualified. The following information is additional to that outlined in the previous section.

- Each student must:
  - have a SCUBA Diver Certificate issued by an approved NCAS instructor
  - have medical clearance to dive (from a general practitioner experienced in diving medicine) within the last 12 months.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher or instructor must hold (as a minimum) a current NCAS Level 1 or 2 SCUBA INSTRUCTOR qualification or a NCAS Dive Supervisor qualification or equivalent.

- A minimum participation of six hours SCUBA in the last six months and twenty hours in the last two years is required. A log book must be sighted by the school to verify this requirement.

- A teacher must be present who has recognised current training in cardio-pulmonary resuscitation and emergency care.

SUPERVISION

- Instructor to student ratio is 1:8. Principals and organising teachers should take into account such factors as age and experience of the students, venue characteristics and weather conditions when determining if increased supervision is required.

- For ocean dives, the teacher-in-charge must produce a documented risk assessment of the activity prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will indicate any actions that are being taken to minimise or reduce risks and hazards.

- All diving is to be conducted within the limits of the participants qualification ie. open water not to exceed 18m in depth. If students are completing further courses, ie. Advanced Diver, they must be trained by a current National Accredited Coach Level 2 who must comply with the rules and mandatory procedures set by their organisation.

- The dive plan must include discussion of local hazards which may include strong currents and conditions, boat traffic and potentially dangerous marine life.
SKATEBOARD RIDING

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.
- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of skateboarding.
- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- The teacher:student ratio must not exceed 1:20. Principals and organising teachers should take into account such factors as experience and maturity of the students, venue characteristics and experience and qualifications of adult supervisors when arranging supervision.
- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility for the activity.

EQUIPMENT

- A hard shell helmet of a Standards Australia approved design, must be worn. Helmets designed specifically for skateboarding, roller and in-line skating are commercially available. Standards Australia approved design cycling helmets are also suitable.
- In addition to helmets, inexperienced and beginning participants who have not mastered the basic fundamentals of skateboarding must wear knee, elbow pads and wrist guards.
- Students must wear wrist, knee and elbow guards when using and learning tricks on ramps.
- Students are to be instructed to keep skateboards in good operating condition.
- Students should wear comfortable clothing (preferably long sleeves and long pants) and soft-soled sports shoes.
- A well-equipped medical kit must be readily available.
VENUES

- It is recommended that riding be confined to a designated area for skateboard riding such as a skatepark.
- Activities at school must be sited away from obstacles, other activities and pedestrians. Where necessary, barriers should be erected to contain 'uncontrolled' boards.
- Skateboarding on streets or sidewalks must not be permitted under any circumstances.

SAFETY

- The following safety strategies must be employed:
  - establish rules and procedures for the use of the venue
  - prohibit behaviour which could cause interference to other skateboarders or cause others to fall
  - where appropriate, define an area for beginners
  - activities should match the skill and fitness levels of students as well as the surface being used.
- In addition to helmets, inexperienced and beginning skateboarders who have not mastered the basic fundamentals of the sport must wear knee, elbow pads and wrist guards.
- Activities should be planned to match the skill levels of the students as well as the surface being used.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- Participants who are bleeding must have the wound dressed and securely covered.
- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
SKIING - SNOW (ALPINE AND NORDIC)  
including Snow Boarding

INTRODUCTION

- As part of environmental education, physical education, sport or outdoor recreation programs, many schools engage in snow skiing, cross country skiing and snow boarding. Snow activities can range from short bus trips to snow areas to such highly specialised activities as alpine skiing.

- The following guidelines refer to alpine and nordic skiing primarily undertaken within or near established ski-village recreation areas with ready access to emergency assistance.

- Ski touring, which is a much more challenging activity requiring significant additional planning, supervision and leader competency, should only be considered following a comprehensive risk management assessment.

- Tobogganing is an activity subject to many dangers and potential accidents. As accidents are frequent and can result in lacerations, fractures, concussion, head injuries or spinal injuries, TOBOGGANING IS NOT TO BE UNDERTAKEN.

- Parents or caregivers must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc). Preparation of the alert list and distribution of student medication is the responsibility of the teacher. The alert list must be collated from information on medical consent forms prior to departure.

- Students are to be instructed to use sunscreen, eg. an SPF15+, broad spectrum, water resistant sunscreen, good quality sunglasses or goggles and wear a hat or cap when appropriate.

ALPINE SKIING

LEADER QUALIFICATION AND EXPERIENCE

- The leader and/or instructor must have a sound technical background in alpine skiing and be a competent skier. They should have an excellent understanding of the danger of hypothermia and its treatment.

- When the group is engaged in formal lessons or instruction, the instructor must have industry standard instruction accreditation.
**Instruction**

Most skiing injuries occur in the first few days of skiing. To reduce the risk of injury, novices should receive competent instruction.

Where supervising staff are not qualified instructors and unfamiliar with current teaching progressions, it is recommended that lessons are arranged for staff and students with the ski instructors at the proposed venue. Staff should familiarise themselves with the ski school’s teaching plan so that the appropriate techniques are reinforced in practice sessions.

**SUPERVISION**

- During snow activity, there must be at least two adult supervisors to provide instruction and supervision. Where an adult other than a teacher provides instruction or assists with supervision, a teacher must be present to take overall supervision responsibilities.

- For alpine skiing in ski-village areas, the teacher to student ratio must not exceed 1:12. When planning, approving and conducting snow excursions, the nature of the activity, age, experience and maturity of the students, venue characteristics, likely weather conditions and experience of adult supervisors need to be considered when determining whether an increase in staff supervision requirements may be appropriate.

- Students are to be instructed not to ski alone and only ski on designated runs.

- All students must leave the slopes together at the end of the skiing session.

**CROSS COUNTRY SKIING**

**LEADER QUALIFICATION AND EXPERIENCE**

- The leader must:
  
  - be a highly competent cross country skier and trained in first aid
  - be able to effect basic repairs to ski gear using a repair kit which will be carried by the leader
  - be familiar with the area being skied
  - have route planning/navigation skills taking into account weather conditions, escape routes and the ability of the group.

  It is highly recommended that the leader/instructor has participated in Skiing Australia Silver Ski XC Award training.

- At least one staff member must hold a current first aid certificate and a comprehensive first aid kit must be carried.
SUPERVISION

- At least two adult supervisors must ski with the students.

- For nordic or cross country skiing either in a resort location or some other location which has ready access to emergency services, the ratio is 1:10. For ski tours which traverse significant distance and place the group away from marked trails or where the group is more than one (1) hour from emergency assistance, it is necessary to increase the supervision provided.

EQUIPMENT AND CLOTHING - ALPINE AND CROSS COUNTRY

- It is the responsibility of the teacher-in-charge to ensure that all students are adequately equipped. If at the time of departure, a student does not have an item of equipment or it is not in satisfactory order, the teacher-in-charge must decide whether the student can participate on the basis of whether there is a safety issue.

- All equipment, owned or hired, must be in good operating condition.

- Party members must be adequately clothed for the conditions to be encountered. Leaders will note, that in recommending clothing, alpine weather is unpredictable and very changeable. Appropriate clothing will reduce the risk of hypothermia. In selecting clothing, it is important to consider that:

  • wool retains most of its insulation value when moist but also becomes very heavy when wet
  • some synthetic thermal fibres have excellent insulating qualities without the weight of wool and assist in drawing water and moisture away from the body as well as drying very quickly, eg. Polar Fleece
  • jeans and cotton clothing absorb water easily and become very cold when wet. They should only be worn on day trips in good weather and when waterproof over-trousers and jacket are also carried.

- A clothing list should include items that are either woollen or thermal synthetic. Wet weather gear that is waterproof and windproof is strongly recommended. Arrangements may be made to hire this type of gear.

A suggested list would include:

  • windproof, waterproof jacket with hood, eg. gortex or japara jacket
  • windproof, waterproof over-pants
  • warm woollen socks
  • woollen or synthetic long trousers. Jeans are unsuitable.
  • warm underclothing
  • warm woollen or thermal shirt
• woollen jumper
• woollen beanie or balaclava
• mittens or ski gloves
• sun hat and SPF15+ sunscreen
• change of clothing (especially socks and shoes).

Other Personal Items will include:

• snow goggles or quality sun glasses are essential for all people involved in a ski trip. Lenses must be impact resistant and offer 100% UV protection
• a whistle for each skier should be considered for cross country activities
• a small day pack for food, drinks, and sunscreen, is recommended. These items are essential for cross country skiing.

● It is advisable to wear wristguards when snowboarding.

● Bindings on skis and snowboards must be properly adjusted (preferably by a qualified technician). Snowboards are to have brakes or retention straps.

● It is desirable for students participating in alpine skiing and snowboarding to wear helmets. Australian Standards approved cycle helmets may be used.

● A well-equipped medical kit must be readily available.

● For cross country skiing, the leader should ensure the party has:

  • an appropriately equipped first aid kit
  • sufficient provisions including food and water
  • spare bindings, screws, pliers, screwdriver, wire etc.

**VERSES**

● All staff must be familiar with the manner in which emergency services operate at the proposed venue and know how to contact them if necessary.

**ALPINE SKIING**

● The areas selected for alpine skiing must be serviced by a ski patrol and students confined to a designated area, i.e. marked and defined ski slopes. Ski-village areas must be used.

Ski-village areas are defined as those areas having accommodation, ski tows, a search and rescue facility, a ski patrol service, medical service, groomed ski trails and professional ski instruction schools. The villages in New South Wales are Thredbo, Perisher/Blue Cow/Smiggin Holes, Charlottes Pass and Mt Selwyn.
- Selection of venues and slopes must take into account the age, ability, fitness and medical condition of students.

- CROSS COUNTRY SKIING

Resort areas often specify cross country ski areas or trails. Alternatively, sheltered areas with good natural boundaries are ideal for instruction. The group must be supervised with extra care.

Routes must be carefully planned, considering the age, experience, ability and fitness levels of the group. Escape routes are to be planned should weather conditions change. Short circuit routes enable staff to supervise and observe the students at all times.

For day ski tours, the program established by the supervising teacher must include details of proposed routes, escape routes, campsites (if applicable), maps used, distances to be travelled daily and the program lodged with both the school and local authorities eg. police and local ski patrol authorities.

The group must be able to complete the route in the scheduled time. It is incumbent on the teacher to check the weather forecast to determine that conditions are acceptable for the activity. Judgements regarding the conduct of the trip should be made accordingly.

- The NSW Ski Association (02 9552 2701 or fax 02 9552 2756) can be contacted for a snow conditions service prior to the group departing for the snow. Resorts also have 0055 services.

S A F E T Y

- At least one accompanying teacher must have recognised current training in emergency care, such as the St John Ambulance Emergency Care Module or the Senior First Aid Course. For groups involved in overnight stays, at least one accompanying teacher must also possess recognised current training in cardio-pulmonary resuscitation.

For cross country activities where medical aid may take several hours or longer to reach a casualty, it is highly desirable that a member of the supervising staff has a Remote Area First Aid qualification (or similar).

- Emergency procedures

  - Trips need to be well planned. Students must be briefed in regard to safety issues. The group leaders must carry a card detailing procedures to follow in emergencies and contact numbers. All party members must know how to put these procedures into practice.
• All staff must be familiar with the emergency services operating at the proposed venue, and know how to contact a service if necessary. Mobile phone(s) are desirable (with spare batteries) on all snow activities but leaders should allow for the fact they may not operate in all locales.

• Many emergency situations can be prevented if students are briefed on appropriate behaviour, the limits of their skiing areas and their responsibility and commitment to the group with whom they are skiing.

• Teachers in charge need to have planned for a range of emergencies, for example, a lost member of a group, a lost group, medical emergencies including hypothermia, equipment failure, rain storms and white-out conditions.

• Minor, or seemingly minor, problems and difficulties such as illness, partial loss of food, slow progress and wet clothing can become serious emergencies in certain circumstances. Attention to detail in planning is essential so that if they do occur, they can be dealt with promptly and effectively.

• Arrangements must be sufficiently flexible to provide for emergencies that occur when students are dispersed or where a teacher is injured. All participants must therefore be familiar with procedures for alerting the ski patrol and the locations at which they are to assemble without having to rely on instructions from teachers, who may be assisting with the incident or injured themselves.

- **Use of tows**

  • Students must learn and appreciate that using ski tows is a serious responsibility.

  • **Instruction in the use of ski tows must be given to students before they ride them.** Simulated exercises can lessen students’ fear of tows and lifts. The group should observe the preparation of others at the take-off point and their technique while riding up the slope.

    If the exit cannot be observed, the procedures for disengaging from the tow should be explained. It is advisable that novices, where possible, travel with a competent skier on T-bars and chairlifts.

  • A teacher should be the first person up the tow or chairlift to assist inexperienced students at the exit point and supervise while the group assembles. A second teacher should follow the final member of the group in order to be able to assist any student in difficulty.

  • Prior to a snow-boarding excursion, the resort tow and chairlift rules, with regard to boards, must be obtained and clearly understood. Boards should be carried (resort rules allowing) until the student is confident and competent enough to access and exit the lift.
SPECIAL FEATURES

- Teachers planning skiing activities need to be familiar with the procedures detailed in the memorandum *Excursions and Other Visits* (97/137).

For extended trips involving ski touring, the teacher-in-charge must produce a documented risk assessment of the activity prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will indicate any actions that are being taken to minimise or reduce risks and hazards. Information concerning risk management can be found on page 71 of this manual.

**Snow walking excursions**

- Snow walking is a particularly strenuous activity.

  All members of the party must be extremely fit and experienced in walking and pack carrying. Clothing and equipment must be of an exceptionally high standard. It is highly recommended that snow shoes be used and training in their use occur prior to any excursion.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
SNORKELLING

INTRODUCTION

- Snorkelling is described as the activity in which a person swims on the surface of the water or dives below the surface using a mask, snorkel and swimming aids such as fins.

- Snorkelling includes both snorkel swimming and snorkel diving. In snorkel swimming, the swimmer stays on the surface of the water. In snorkel diving, the diver is neutrally buoyant and able to execute breath-hold diving and swimming below the surface.

- Parents or caregivers must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc.). Preparation of the alert list and distribution of student medication is the responsibility of the teacher. The alert list must be collated from information on medical consent forms prior to departure.

- If a student suffers from a medical condition which puts that student at risk in the water, that student is not to participate. If there is any doubt, the parents will need to provide a clear and prescriptive medical report.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- For all snorkelling activities there must always be a minimum of two adults to provide supervision and instruction. A teacher must be present and have overall responsibility for the activity. The teacher must have recognised current training in cardio-pulmonary resuscitation and emergency care.

- A teacher or instructor must have current appropriate accreditation with a nationally recognised snorkelling or SCUBA diving organisation. As a minimum, this would be a National Coaching Accreditation Scheme (NCAS) Level 1 or Assistant Instructor. Should a paid non-teacher instruct, that person must have appropriate public liability insurance.

- NCAS Level 1 or 2 SCUBA accreditation is also recognised.

- The instructor must have recent first hand experience and knowledge of the dive site.
SUPervision

- For snorkel swimming and diving instruction in a pool, a minimum of one qualified instructor to twelve students (1:12) is required.
- For snorkel swimming in open, chest deep water in optimal weather and water conditions and where students can enter and leave the water easily, a minimum of one qualified instructor to ten students (1:10) is required.
- For snorkel diving in open shallow or deep water, the instructor to student ratio must not exceed 1:8. At times, supervision may need to be increased. Principals and organising teachers should take into account such factors as age, experience and maturity of the students and prevailing weather and water conditions.
- Where students have completed a recognised Ocean Snorkel Diver Course the instructor:student ratio is 1:8.
- All students not directly involved in snorkelling activities must be supervised in an appropriate land-based program planned in advance with a minimum teacher to student ratio of 1:20.

EQUIPMENT

- Exposure suits should be worn, unless in a heated pool. Wetsuits should be worn when it is appropriate. The suit acts as a buoyancy aid, reduces heat loss and helps protect the diver from scratches and cuts.
- The mask must be a good fit made of soft rubber, silicon or silitex so that no water leaks into the air spaces and must have nose pockets. The plate should be made of tempered safety glass. The faceplate should fit snuggly (the more snug the fit the easier to use and clear if it should accidentally fill with water).
- The length of the snorkel should not exceed 30 cm, longer snorkels are a distinct hazard. The snorkel should have a 2cm bore, be smooth on the inside and have a comfortable mouthpiece with a keeper.
- Fins, appropriate for the size of the student, should fit comfortably and move easily. Weight belts, used for snorkel diving, must have a quick release buckle. Weight belts are not to be worn without a wetsuit. Snorkel swimmers must not wear a weight belt.
- A dive flag is mandatory for open water venues and must be displayed at the site at all times.
- For snorkel diving, a safety float should be towed by a staff member if more than 50 metres from the shore, boat or platform.
Under no circumstances are spear guns, hand spears or slings to be used. Students must not carry knives.

Students with asthma must have any medication with them in the water. Pressurised nebulisers can be tucked up a wet suit sleeve. In case the nebuliser is lost in the water, it is essential that a spare is immediately available.

A well-equipped diver's medical kit must be readily available.

VENUES

Snorkelling should be confined to swimming pools and sheltered swimming areas and recognised safe snorkelling venues. Until participants have completed an Ocean Snorkel Diving Course, the depth of the water should not exceed five (5) metres.

The snorkel diving point in open water should be within 200 metres of the shore or within 100 metres of the boat.

The teacher-in-charge or the instructor must have current knowledge of the area to be used and be certain of its suitability for the program and the group.

Open water diving must not be undertaken:

- in conditions where visibility is less than three (3) metres
- where the current is greater than 0.5 knots
- where unbroken waves are greater than 0.5 metre in height.

An open water site must be marked with a diver’s flag displayed in a recognised fashion, which is the international letter ‘A’.

Such sites should also have:

- safe entry and exit points with minimal water movement
- no obvious dangers, such as boat traffic or people fishing
- stable weather conditions with no obvious threat of a sudden change in the weather that could affect the safety of the activity.

STUDENT PREPARATION

For snorkel swimming in chest deep water in optimal weather and water conditions and where students can enter and leave the water easily, students must be able to demonstrate basic water competence and confidence.
For snorkel swimming and snorkel diving in open water, students must be able to:

- swim continuously for 200 metres, any stroke, then
- perform survival sculling, floating and treading water for ten minutes without the use of fins.

Students taking part in snorkel diving must be at least 12 years of age.

**Snorkel diving knowledge and skills**

Snorkel diving students must demonstrate competency in snorkel swimming and have preparation in the following:

- an understanding of buoyancy concepts
- knowledge of the dangers of separation from the group, hyperventilation, hypothermia, pressure/depth relationship of ears, sinuses, mask and lungs, and how to equalise pressure in ears and mask air space
- practice ditching and replacing a weight belt (if worn) in the water
- clearing a flooded snorkel and mask
- surface diving techniques, including equalising ears when descending
- entry and exit methods
- rescue techniques
- correct finning technique
- hand signals (OK and not OK)
- appropriate safety practices such as the buddy system where one partner dives and one partner remains on the surface.

For all snorkelling activities pre and post-dive briefings must occur.

Pre-snorkelling briefings should include:

- potential hazards of the venue, including water and weather conditions
- boundaries of the area (snorkel divers must remain within a 50 metre radius of the diving flag)
- proximity to staff and a reminder of the importance of staying with the group
- time limits applying to the dive activity
- checking essential equipment and ensuring it is in working condition and fits correctly
- reviewing essential techniques (clearing mask, equalising, finning, surface diving)
- review of emergency procedures and what to do if in trouble in the water
- safety practices to be used such as the buddy system, hand signals etc.
- reminders re hyperventilation, hypothermia symptoms and how to avoid/relieve a cramp
- safety reminders regarding marine animals, people fishing and boat hazards
- a check that students with asthma and potentially needing medication have it with them.
Post dive briefings should include checks for:

- ear discomfort
- signs of hypothermia
- difficulty with breathing
- headaches

An action plan should be developed should the briefing disclose any health or safety concerns.

**SAFETY**

- Snorkelling activities need to be well planned. Students must be briefed in regard to safety issues. The teacher-in-charge should carry a card detailing procedures to follow in emergencies and contact numbers. All party members should know how to put these procedures into practice.

- It is incumbent on the teacher-in-charge to check the weather forecast to determine that conditions are acceptable for the duration of the activity. The teacher must be prepared to cancel the activity if the conditions are not suitable.

- A roll check is to be made every time students enter and leave the water.

- Students should be instructed to leave the venue following the final roll check.

- Prior to any course, participants must be provided with an approved Statement of Medical Fitness form which is to be completed and signed by a parent or caregiver. Illnesses such as colds and influenza will affect the ability to equalise body air space in snorkel diving.

If in any doubt about a student's fitness for a specific dive, a certificate for diving fitness from a medical practitioner experienced in diving medicine should be obtained.

- Some medical conditions would usually preclude a student from snorkel diving activities. However, as such conditions vary in severity and recency, it is possible that a student with one of these conditions may wish to participate in a snorkelling activity, and may do so with a medical certificate. These conditions may include:

  - chronic ear infection
  - perforated ear drum
  - epilepsy, seizures or blackouts
  - chronic bronchitis
  - severe asthma
  - heart or lung conditions.
SPECIAL FEATURES

- Teachers planning snorkelling activities need to be familiar with the procedures detailed in the memoranda *Excursions and Other Visits* (97/137) and *Cruelty to Animals* (96/169).

- Students without previous snorkelling experience must participate in a basic snorkelling course. The AUF’s *Introduction to Ocean/Pool Snorkelling* would be appropriate. This course is designed specifically to meet the needs of school and youth groups as an extension to swimming classes. This course is an introduction only and graduates are not considered competent to snorkel dive without the guidance of a competent adult.

- Students must be briefed beforehand on nature conservation issues. Divers are not to collect any natural objects or relics while on their dive unless a licence is obtained for marine study. If rocks are turned over, they must be replaced in their original position. Marine life must not be disturbed.

- A mobile phone or a marine radio to be used in emergency situations, is necessary on all dives. Allowance should be made for the fact that mobile phones may not operate in all locales. In case selected communication devices are not operable, the teacher-in-charge must know the location of the nearest telephone.

INFECTIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
SOCCER

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

- A teacher must be present who has recognised current emergency care training.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- It is recommended that qualified officials be used for inter-school competitions.

EQUIPMENT

- Students must wear shin pads when boots are worn.

- Students are to wear appropriate footwear such as soccer boots or sports shoes. If football boots are to be worn, no student should be permitted to play in any other type of footwear. Boots must be inspected prior to the commencement of each game to ensure that studs do not have sharp edges or are excessively worn. Boots must conform to the rules of the game.

- Goal posts and cross bars must be checked for stability prior to each game. Portable goal posts must be effectively anchored. Where possible, nets should be used.

- Corner flags and other markers must be made of non-injurious material.

- A well-equipped medical kit must be readily available.
VENUES

- The ground surface must be free of obstructions and loose objects. Hydrated lime should not be used to mark fields.

SAFETY

- Students must remove jewellery and other ornaments likely to cause injury.
- Spectators and non-participating players must be positioned at an appropriate distance from the field of play during the game.
- Each school should have a coaching program based on conditioning and progressive skill training methods.
- Warm-up and cool-down are vital elements in preventing injury and should be included before and after all training and competition sessions. Stretching activities performed in the warm-up should move the muscles through the full range of movement to be performed during the session.

The warm-up should be continuous and lead into the training session.

- Where injury occurs during the game, the student must be excluded wherever there is any doubt as to the extent of injury or fitness to continue. Teacher and coaches must exclude students from returning to playing after injury until it is clear that the student is fit to resume. If there is any doubt, the student is not to play until medically cleared.
- Students must be made aware of the rules regarding dangerous play eg. tackling from behind, tripping and playing of the player, not the ball.
- Where possible, ice should be available for the treatment of injuries.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
SOFTBALL
(incorporating T-ball)

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of softball.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- It is recommended that qualified officials be used for inter-school competitions.

EQUIPMENT

- All equipment must be inspected before play commences, and if defective must not be used. The bat grip must not have plastic or smooth tape on the grip.

- Equipment must be suited to size, strength and ability of the students.

- All fielders must wear a glove. As shin guards are recommended for close in-field players, an appropriate number must be available in the kit for use. Males in this position should wear a genital protector.

- Students are to wear appropriate footwear such as softball cleats or wear sports shoes.

- Softball cleats must be inspected prior to the commencement of each game to ensure that the cleats do not have sharp edges and conform to the rules of the game.
The designated catcher must wear a face mask, throat protector, chest plate, helmet, leg protectors and a genital protector (if applicable).

* As the game of T-ball requires the ball to be hit from a 'tee', a designated catcher is not required.

Batters and baserunners must wear two eared helmets. It is recommended that a chin strap be attached to the helmet. A Standards Australia approved bicycle helmet is an acceptable alternative to a batting helmet in T-ball.

The batting Tee must:

- not have any sharp edges
- be light enough to be moved quickly and easily
- be adjustable to suit the batter
- be placed with stem over the centre of the front edge of the home plate
- be removed by the plate umpire whenever necessary after the batter hits a fair ball.

A well-equipped medical kit must be readily available.

VENUES

- The ground surface must be free of obstructions and loose objects.
- Hydrated lime must not be used in marking out the diamond.
- Where possible, back netting should be provided.
- Where more than one game is played at a venue, there must be sufficient space between the games to avoid overlapping of outfielders.

SAFETY

- Teachers must insist on all safety equipment being used.
- Any player catching to a pitcher (in practice as well as the game) must wear full catching attire which includes mask, helmet, throat protector, breastplate and leg protector and where appropriate, a genital protector.
- Spectators must be at least ten (10) metres away from the first and third base lines. This will ensure that spectators are well clear of the dead ball lines. The area immediately behind the pass ball line must not be used by spectators unless it is appropriately screened.
The batting team must be at least ten (10) metres away from base lines and pass ball lines and well clear of the catching area.

All players should be coached in the correct “sliding into base” technique which is the figure 4 or bent leg slide.

If bases are to be pegged, they must be of the type with strapping which is pegged from beneath the base. Pegs are not to be used through the top of the base.

A safety (or double) base is recommended for both softball and T-ball.

Players who coach in the first and third base coach boxes must wear a helmet.

Ensure the umpire standing behind the catcher wears protective equipment as prescribed for the catcher. If not, the umpire must stand behind the pitcher. In T-ball, the umpire should stand directly opposite the batter.

Stretching, warm-up and cool-down are vital elements in preventing injury and should be included in any softball program.

Where possible, ice should be available for the treatment of injuries.

INFECTIONOUS DISEASES (“BLOOD RULE" PROCEDURE)

All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

A player who is bleeding must be removed immediately from the activity and not permitted to return until:

- the source of the bleeding has been controlled, the wound dressed and securely covered
- any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
SPORTS AEROBICS

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of sports aerobics.
- There must be a teacher present who has recognised current emergency care training.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

- Shorts, sports briefs, casual shirts or leotard should be worn.
- Students should wear sports shoes. Bare feet must not be permitted.
- If mats are used they must be checked to ensure that they are in good condition. Mats with holes and tears must not be used. Mats must not overlap, but joined using velcro edging.
- Staging is recommended for competition programs. A sprung floor, 9m x 9m with 7m x 7m markings is preferred.
- A well-equipped medical kit must be readily available.

VENUES

- An indoor location with wooden floors is preferred with sufficient space for the number of students participating.
- The use of concrete or asphalt surfaces should be avoided.
SAFETY

- Students must remove jewellery and other ornaments likely to cause injury. Long hair should be tied back and finger nails should be kept short.

- Each school should have a coaching program based on conditioning and progressive skill training methods. Students are to be instructed in safety procedures. Concentration, body awareness and control provide the basis for safety in aerobics.

- Stretching and warming up are vital elements in preventing injury. The following principles should be incorporated in the program:
  
  - warm-up prior to stretching
  - stretch prior to and after work-outs
  - stretch alternate muscle groups
  - stretch gently and slowly
  - never bounce or stretch rapidly
  - stretch to the point of tension or discomfort but never pain
  - do not hold the breath when stretching, breathe slowly and easily while stretching

- Consider the number of students in the space available, ensuring that students do not contact others in group practices.

- Where possible, ice should be available for the treatment of injuries.

- For inter-school competition, rules and regulations should be those endorsed by the Australian Gymnastics Federation.

INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
SQUASH

INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- Students must be supervised from the gallery during games and match play competitions.

EQUIPMENT

- Protective eyewear which complies with the Australian Standard 4066:1992 must be worn by players during all social, competition and practice games. Players who normally wear prescription lenses should also obtain appropriate protective eyewear. Prescription lenses provide little or no protection.

The school should either consider providing sufficient protective eye wear for the activity or ensure that the squash facility has a supply for hire. Students should not play with damaged or broken eye protectors.

- Students should be instructed to maintain their rackets in good condition. Grips should be changed regularly.

- Students are to wear sports shoes which are appropriate for the demands of squash.

- Students should use a squash ball suitable to their level of skill.

- If players take belongings to the court, they should store them in the front corners of the court.
A well-equipped medical kit must be readily available.

VENUES

The court surface must be non-slip and free of obstacles.

SAFETY

- Stretching, warm-up and cool-down are vital elements in preventing injury and should be included in any squash program.
- Students should be familiar with the rules pertaining to lets, penalties, strokes, crowding an opponent and turning to a rebound from the back wall. These rules should be strictly enforced.
- Students are to be instructed not to enter any court where play is in progress. Players must keep the door of the court firmly closed and handles flush with the walls whilst play is in progress.
- Students are to be instructed that no more than two players are to be on a court at any one time. This may only be varied with the consent of the teacher-in-charge or the activity instructor.
- Players should ensure that they have an adequate level of hydration before, during and after a match.
- Where possible, ice should be available for the treatment of injuries.

SPECIAL FEATURE

- Programs for skill development should be promoted as performance enhancing in order to increase the appeal of these programs to players.
- When learning to play squash, players are advised to begin with a slower game eg. many players would benefit from participation in racquetball before progressing to full squash.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.

I N T R O D U C T I O N

● Parents or caregivers must be informed of full details of the location, supervision to be provided, activities to be undertaken, cost, pre-requisite qualifications and transport arrangements including intended departure and return times before their written permission is obtained.

The activity permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking.

● Each participating student must possess a Surf Life Saving Association (SLSA) Surf Survival Certificate or other equivalent or higher award and be a competent swimmer.

● Students are to be instructed to use appropriate and adequate protection in summer or winter conditions:
  
  • In summer, an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat and shirt when appropriate. At least a rash vest as a top in summer or warmer weather. Rash vests provide good sun protection.
  • A wetsuit in winter or cold weather is advised.

● Teachers planning surfing activities need to be familiar with the procedures detailed in the memorandum Excursions and Other Visits (97/137).


● Either the teacher or the instructor must possess a SLSA Surf Rescue Certificate or other equivalent or higher award and be a competent board or ski rider. It is recommended that the teacher or the instructor possess a Level 1 Surf Coach qualification or higher Surf Coach award.

● In addition, the teacher or the instructor of surfboard riding activities conducted at an unpatrolled beach, must possess a current Surf Bronze Medallion, Advanced Resuscitation Certificate and a current recognised first aid certificate.

● In any circumstance, a teacher must be present to take overall responsibility for the activity.

The teacher must have recognised current training in cardio-pulmonary resuscitation and emergency care.
SUPERVISION

- The teacher to student ratio must not exceed 1:20, with no more than ten (10) students being in the water at any one time. Principals and organising teachers should take into account such factors as age, experience and maturity of the students, experience and qualifications of the adult supervisors and venue characteristics when arranging supervision.

- Where a beach patrol is operating, schools must still meet the supervision ratio, stipulated qualifications and maintain supervisory responsibility.

- Half the number of students are to form a shore patrol and monitor a designated “buddy” in the water. At least one (1) teacher must be in charge of the shore patrol.

- The teacher-in-charge is responsible for maintaining a time record (or log) of each session. The record must include a description of the surfing conditions.

EQUIPMENT

- All equipment must be checked to ensure that it is in working order. Damaged surf boards which have sharp exposed edges are not to be used.

- Leg or wrist ropes must be worn for board riding. A quality wave ski rope must be attached to paddles. For bodyboarding, the use of flippers is an essential element.

- The surfing activity is not to take place unless the shore patrol has on the beach the following standard safety equipment:
  - approved surf life saving rescue tube or rescue board
  - first aid kit (OH&S category B kit) containing a resuscitation pocket mask with one way valve and an emergency space blanket
  - effective flag and whistle shore-to-surf signalling devices and flags to mark surfing locations
  - emergency phone or radio communication. Activity leaders should allow for the fact that mobile phones may not operate in all locales.

- The wearing of surf helmets for surfboard and wave ski activities is to be encouraged.

VENUES

- **Surfboard riding:** If possible, a surfing location adjacent to a patrolled area should be selected. Selected beaches must have emergency vehicle access.

- **Wave ski and bodyboard activities:** must only be conducted at patrolled beaches. Wave ski areas should be determined in consultation with beach controlling authorities.
The location for any of the activities must be selected with consideration of the following:

- the teacher-in-charge or the instructor must have first hand knowledge of the area to be used and be certain of its suitability for the program and the student group

- prevailing water and surf conditions in the selected area must be appraised for activity suitability prior to students entering the water. The teacher-in-charge should consult the lifeguard on duty. If the beach has been closed or if conditions are deemed to be unsuitable by beach lifeguards, the activity must be cancelled

- the surfing activity area must be defined to students and enforced.

Bombora surfing and reef wave skiing are not permitted.

SAFETY

The following safety strategies must be employed:

- an emergency action plan has been prepared for the surfing activity site
- ensure students are aware of the defined surfing area before they enter the water
- at a patrolled beach, notify the lifeguard or mobile patrol on arrival
- ensure that rescue and signalling equipment is functional and accessible
- make regular checks on surf conditions to ensure suitability for the entire group
- a roll check is to be made every time students enter or leave the water
- ensure one adult supervisor is always observing the activity from the beach.

The teacher-in-charge must ensure that the respective program includes:

- a pre-program SLSA Surf Survival Course for beginners
- instruction in the use of flag and whistle signals
- instruction in evacuation procedures and techniques for assisting fellow surfers in difficulty
- nature conservation issues and the need to protect marine environments.

Bodyboard participants must be instructed to avoid surfing in vigorous shorebreaks.

INFECTIONIOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly. Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
SWIMMING AND WATER SAFETY

INTRODUCTION

- Many schools as part of sport, physical education or special focus programs engage in aquatic activities and conduct programs which may be categorised as:
  - weekly training and instruction sessions which provide for water safety, life saving and advanced swimming programs
  - intensive learn to swim and water safety programs
  - recreational swimming incorporated in sport programs, school excursions and camp situations
  - Surf education initiatives conducted by Surf Life Saving NSW and seaside councils and designed for students training to gain surf qualifications or developed as surf awareness programs.

- For all aquatic programs and activities parents must be informed of full details of the location, supervision to be provided and planned activities to be undertaken when seeking their written permission. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc). If a student suffers from a medical condition which might put that swimmer at risk in the water, a medical certificate must be obtained for the student to participate in the swimming program.

- Parents of students participating in excursions which incorporate aquatic activities must be asked to indicate the swimming ability of their children when giving consent. If parents indicate students are poor or non swimmers, principals will need to assess whether such students should participate in the swimming or water activities. This assessment will need to take into account whether flotation devices can be used to aid the student. This assessment must take place irrespective of parental permission for the students to participate in the swimming or water activities.

- For students with disabilities, supervision requirements will vary and need to be assessed accordingly. Particular attention may need to be given to:
  - the possible need for integration aides and trained volunteers with specialist expertise and qualifications who might advise on adaptations and improvisation before and during the activities
  - consideration of fitness levels of participants
  - the need for additional support or safety equipment, such as buoyancy vests
  - suitability of facilities and access for students in wheelchairs or who have restricted mobility
  - specific medical needs of students
  - water temperature and weather conditions.
When epileptic students participate in swimming activities, there must be one supervisor, not necessarily a teacher, for each student in the water. A teacher must always be responsible for the overall supervision of the group.

Students are to be instructed to use adequate sun protection, eg. as a minimum a SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat when not in the water. For outdoor venues, parents and students should be advised to provide a shirt for additional protection in the water. A rash vest is ideal for this purpose.

Teachers planning swimming and water safety activities, either as a special focus program or part of an excursion, need to be familiar with the procedures described in the memorandum *Excursions and Other Visits* (97/137).

Where adults other than teachers, are engaged to assist school staff in the supervision or instruction of swimming groups, principals should refer to the Memorandum to Principals *Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School* (97/138) in order to assess their bona fides.

Sports activities and excursions involving water activities are to be accompanied by a staff member with current training in cardio-pulmonary resuscitation (CPR) and emergency care (Memorandum 93/3142). Re-accreditation for CPR is required annually and every three (3) years for the emergency care qualification.

**STUDENT PREPARATION**

Students need to be progressively introduced to and taught the skills needed for safe participation. To ensure that students have a safe and enjoyable experience, it is important that their skill levels and abilities are appropriate for the activity and the venue.

The preparation of students to be safe recreational swimmers will vary according to the student's age, ability and experience, the venue and the nature of the proposed swimming activity. Such preparation might include the following types of information and procedures:

- the potential risks of swimming at the selected venue
- the essential safe practices for swimming at the venue
- the boundaries of the swimming and out-of-water waiting, rest or playing area
- how to use swimming aids and other equipment safely
- who to notify if leaving or returning to the water
- designation of recreation and rest areas when out of the water
- what to do and or say if approached by an unwelcome member of the public
- any limitations to activities or play in the water
- the sun protection measures that are appropriate
- the response to any accident or other emergency that might occur
WEEKLY TRAINING AND INSTRUCTION, SCHOOL INITIATED INTENSIVE LEARN TO SWIM PROGRAMS AND RECREATIONAL SWIMMING AT MUNICIPAL, COMMERCIAL AND SCHOOL SWIMMING POOLS

SUPERVISION

- A minimum of two adult supervisors, one of whom must be a teacher, with appropriate expertise and qualifications must be present at all times.

  Lifeguards at pools can only be used for supervision and counted in supervision ratios if they do not have general lifeguard duties at the venue at that time and their sole responsibility at the time is to the students in the program.

- Principals and organising teachers should take into account such factors as age, ability, experience and maturity of the students and experience of the adult supervisors when arranging supervision. A Supervision Guide appears on page 235.

A major factor when determining ‘adequate supervision’ that teachers must afford their students in aquatic activities is the swimming ability of the students in the class. Therefore, a reasonable assessment of student swimming ability should be made as close to the commencement of the activity as possible.

- The activity supervision plan should include provision for students when they are not swimming. This would indicate where these students should be, what they can do and how they are supervised.

- Provision needs to be made for the safe participation of weak or non swimmers. This may involve additional close supervision, restricting participants to shallow water or lanes alongside the pool edge, implementing a "buddy" system or using lane ropes as a safety device. Where other groups receive instruction in water safety, life saving, and advanced swimming, numbers should be limited to ensure that instruction can be carried out effectively and with safety.

- Schools should take into account the dangers associated with any congestion at the venue and the associated difficulties involved in providing organised programs of instruction when determining the total number of students attending the activities.

- Principals must arrange swimming classes only for the number of students for which suitably qualified staff members are available. When a suitably qualified member of staff is not available (eg. through sickness), the swimming classes must be reduced by the proportionate number of students unless another suitably qualified teacher is available. Under no circumstances is a group to be left unsupervised.
• Appropriately qualified and/or experienced adults may be included in the supervision plan, provided that the principal is satisfied with their ability and qualifications and that there are sufficient teachers to maintain control of the activity and be responsible for supervision.

• All teachers must be ready to render assistance in case of an emergency. All supervising teachers should be in swimming attire.

• The teacher-in-charge of the program must arrange for all areas of the swimming venue or facility to be supervised, including the changing facilities. Provision should be made for a male and female teacher (or parent if only one teacher) to supervise the respective male and female dressing places. Teachers-in-charge are advised to check with the facility management concerning their particular requirements in this area.

• Underwater swimming should be restricted to that required in structured programs and closely supervised.

• Teachers-in-charge of student groups must observe the following procedures:
  
  • the roll is to be called immediately prior to the swimming party leaving the school and confirmed on arrival at the swimming facility

  • students are to be counted and paired at the facility before entering the water

  • each student is to be instructed to advise the teacher if his or her partner is in difficulties or cannot be located

  • all students in the water must be continuously supervised

  • students are to be counted immediately the lesson or activity concludes as they leave the water. Teachers must make a thorough check of the water to ascertain that all students have left the pool.

  • teachers are to mark rolls after students have dressed and have congregated near the facility exit. Students are to be marked off the roll as they are dismissed and exit the pool premises. One teacher is to remain inside the venue until all students are marked off the roll and have exited the premises.

  • if a student is missing, teachers must check the pool, the pool surrounds and change rooms; inform the pool attendant and the student’s parents or caregiver

  • no misbehaviour or unsupervised diving is allowed. Account should be taken of any language difficulty in instructions and directions

  • under no circumstances is a student to be dismissed or marked off the roll within the facility.
## Supervision Guide

<table>
<thead>
<tr>
<th>Programs/Activity Focus</th>
<th>Supervision</th>
<th>Teacher/Instructor Qualifications &amp; Experience</th>
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<tr>
<td>School initiated intensive learn-to-swim programs in confined shallow water.</td>
<td>Beginners - little or no experience 1:10. Intermediate - able to achieve basic survival skills 1:12. In addition to providing staff to fulfill instructional requirements, schools should ensure that arrangements have been made for supervision of the pool deck and for students who leave their instructional group for any reason.</td>
<td>Teachers or community instructors engaged to instruct in learn-to-swim classes must possess the AUSTSWIM Teacher of Swimming and Water Safety qualification. At least one of the supervising teachers must possess recognised current training in CPR.</td>
</tr>
<tr>
<td>Recreational swimming which may be incorporated in weekly swimming programs, school excursions or activity days.</td>
<td>Schools must arrange for sufficient staff to control the activity. There should be a minimum of two adult supervisors present at all times. All supervisors must have the expertise to implement safety procedures. The number of supervising teachers will depend on student numbers and the type of activity and the conditions at the venue. However, the supervision ratio must not exceed 1:20.</td>
<td>At least one of the supervising teachers must possess recognised current training in CPR. At least one supervisor must hold current qualifications in one of the following: AUSTSWIM Teacher of Swimming and Water Safety Certificate, RLSSA Bronze Medallion, Swimming Teacher Rescue Award, SLSA Patrol Bronze Medallion or SLSA Surf Rescue Certificate.</td>
</tr>
<tr>
<td>Weekly/intensive training and instruction providing for the teaching of life saving and advanced swimming.</td>
<td>Group size will depend on a number of factors. As a guide, a 1:15 ratio for life saving classes is recommended for swimmers able to swim 25 metres or more confidently using a recognised swimming stroke.</td>
<td>The teacher/instructor must have appropriate expertise and/or training in the teaching/instruction/coaching of swimming. At least one of the supervising teachers must possess recognised current training in CPR.</td>
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### Equipment

- The teacher-in-charge must ensure that appropriate rescue equipment, such as buoyancy and reaching aids, are readily available at the venue. Hoists for access to the pool may be required for some students with disabilities.

- Regular inspections must be made to ensure that all teaching aids and safety equipment are in good condition. Teaching aids must be stored separately from chemical stores and plant rooms.

- A well-equipped medical kit including resuscitation mask with a one way valve must be readily available.
VENUES

- School, commercial or municipal swimming pools should only be used where facilities are assessed as suitable for the purpose of the activity. For example, sufficient shallow water for the conduct of learn-to-swim programs. Schools, in organising the aquatic activity, are advised to check with the pool management regarding allocation of pool space.

- Where school and private pools are used:
  - fencing around pool must conform to Local Council and any other statutory requirements that apply
  - signage must conform to relevant Australian Standards and meet all statutory requirements that apply
  - water quality is monitored regularly to meet Department of Health standards
  - pool, pool deck, fittings and fixtures must conform to any industry or statutory requirements that apply.

- The principal and the teacher-in-charge must ensure that where a municipal or commercial pool is not available, the alternative venue has been selected with consideration of the following:
  - it is recognised as a safe swimming facility
  - the boundaries of the safe swimming area are defined eg. a rope or floats or anchored buoys linked with ropes should be used
  - that where instruction of non swimmers is to take place, suitable shallow water is provided
  - conditions may dictate additional safety requirements and increased supervision to be provided
  - that a supervisor with qualifications in rescue, resuscitation and first aid is present
  - appropriate rescue equipment is readily available
  - be free of current, wind and large tidal influences
  - be free of any hazards both physical and biological.

SAFETY

- The teacher-in-charge must ensure that all staff and students are adequately briefed in water safety and swimming techniques applicable to the lesson or activity, buddy safety system, appropriate communication signals, the cooperative nature of the activity and safe working practice.

- The supervising teacher must be aware of the location of all participants in their charge. Procedures for regular, on-going accounting for the number of students in a group should be established. No student is to enter the water without appropriate supervision.

- A resuscitation chart(s) and a set(s) of pool rules must be posted in a conspicuous location(s).
● A plan detailing emergency response procedures needs to be available for each swimming venue. Where such a plan has been developed by the owners or managers of the venue, staff must be familiar with the plan and be satisfied that it is appropriate for a school group. Where there is no pre-existing plan, the school needs to ensure that a plan is developed and that all instructors, supervisors and students are familiar with it. Plans detailing emergency response procedures should be available at the venue and should include the location and telephone numbers of the nearest emergency services (police, ambulance, hospital).

● Emergency assistance equipment must be readily available at the facility.

● Schools must take into account the dangers associated with any congestion that may be encountered at the pool and the associated difficulties involved in providing organised programs of instruction when determining the total number of students attending swimming classes. Schools should check with the respective pool management regarding anticipated numbers and other booking requirements (eg. lane hire) prior to the scheduled classes.

● Rules established by the facility controlling authorities regarding behaviour and hygiene must be adhered to and enforced.

● Prevention of dehydration is essential during training and competition. Students should be encouraged to consume fluids prior to, during, and on completion of the activity.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

● All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

● Participants who are bleeding must have the wound dressed and securely covered.

● Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.

**SPECIAL FEATURE**

● The Royal Life Saving Society - Australia and Surf Life Saving Australia offer to teachers and students a comprehensive range of courses and programs for water safety, swimming, survival, lifeguarding and resuscitation. Of particular interest to all schools will be the very successful *Swim and Survive* and *Surf Survival* programs.

High Schools may also wish to take their students through the Bronze Award Scheme. Each program enables students to gain awards for performing simulated rescues and demonstrating various survival, swimming and rescue techniques.
SWIMMING AT BEACH LOCATIONS & INLAND WATERWAYS

SUPERVISION

- Principals and organising teachers should take into account such factors as nature of the activity, age, experience and maturity of the students, water conditions at the venue and experience and qualifications of the adult supervisors when arranging appropriate supervision.

- The activity supervision plan should include provision for students when they are not swimming. This would indicate where these students should be, what they can do and how they are to be supervised. For students with disabilities, supervision requirements will vary and need to be assessed accordingly. In any case, the minimum supervision ratio for students who are not swimming should be no more than one staff member to twenty students (1:20).

- A major factor when determining 'adequate supervision' that teachers must afford their students in aquatic activities in these locations is the swimming ability of the students in the class. Therefore, a reasonable assessment of student swimming ability should be made as close to the commencement of the activity as possible. Provision then needs to be made for the safe participation of weak or poor swimmers. This will involve additional, close supervision, restricting them to shallow water, and implementing a ‘buddy’ system.

- A minimum of two adult supervisors with appropriate expertise and/or training in the teaching or instruction of swimming must be present at all times. They must also have the ability to competently initiate an emergency rescue. The adult supervisor to student ratio in any swimming activity is not to exceed 1:15. Refer to page 239 for a supervision guide.

At beach locations, at least one supervisor must possess a current SLSA Bronze Medallion or SLSA Surf Rescue Certificate.

At inland waterways, at least one supervisor must possess a current RLSSA Bronze Medallion or a SLSA Bronze Medallion or SLSA Surf Rescue Certificate.

All other supervisors actively supervising or instructing in the water must hold a current qualification in one of the following: RLSSA Bronze Medallion, SLSA Patrol Bronze Medallion or SLSA Surf Rescue Certificate, APOLA Ocean Safety Surf Coach Award, Surfing Australia Level One Coaching Certificate or AUSTSWIM Teacher of Swimming and Water Safety Certificate.

- Lifeguards may only be included in the staff to student ratio if they do not have general lifeguard duties at the venue at the time, and their sole responsibility is to the students in the program.

- Where a surf patrol or lifeguard is on duty and students are within the designated patrol area, staff members must still meet the qualifications requirements and maintain supervisory responsibilities.
The teacher-in-charge of the activity must arrange for all swimming areas to be supervised, including the change rooms and amenities. **In addition, there must be at least one supervisor patrolling the venue to exercise overall supervision.** All teachers must be ready to render assistance in case of emergency. It is desirable that all supervising teachers are in swimming attire.

- Appropriately qualified and/or experienced adults may be included in the supervision plan, provided that the principal is satisfied with their ability and qualifications and that there are sufficient teachers to maintain control of the activity and assume overall responsibility.

- Appropriate roll marking procedures must be established. As a guide, teachers-in-charge should refer to the procedures on page 234.

### A supervision guide

<table>
<thead>
<tr>
<th>Venue Type</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confined shallow water at natural venues.</td>
<td>Students with little or no experience - the adult supervisor:student should not exceed 1:10. A 1:15 ratio may apply to students who are able to competently swim 100m.</td>
</tr>
<tr>
<td>Deep open water including deep and/or flowing water at non-surf beaches, lakes and rivers.</td>
<td>Students taking part in deep water activities should be able to competently swim, using recognised strokes, 200m. Students should be proficient in survival sculling and treading water. A supervisor:student ratio of 1:10 is recommended in these circumstances.</td>
</tr>
</tbody>
</table>
| Patrolled surf beaches (Non-patrolled beaches are not to be used for swimming activities). | As a guide, a supervisor:student ratio of 1:10 applies. However, supervision may need to be increased taking into account:
  - type of activity/program eg. recreational swimming, structured surf awareness program, surf life saving
  - student ages and experiences eg. no familiarity with surf at all
  - student swimming ability
  - use of supplementary support eg. instructors provided by SLS NSW or lifeguard services
  - experience and qualification of teachers and adult supervisors |

**Note:**
- A minimum of two qualified adult supervisors must be present at all times.
- A teacher must be present who has current training in CPR and emergency care.
- Group size should not exceed fifty students.
- The younger the student and the deeper the water, the greater will be the supervision required.
EQUIPMENT

- Adequate and appropriate rescue equipment must be available and placed ready for use by suitably qualified teachers and/or instructors. Rescue tube or rescue board and fins are essential.
- A megaphone, air horn, or whistle should be available to allow the leader and observers to communicate with those in the water.
- An appropriate communication system must be readily available in the case of an emergency. Where mobile phones are to be used, teachers should be aware that they may not operate in all locales.
- A well-equipped OH&S Category B first aid kit containing a resuscitation mask with one way valve must be readily available.

VENUES

- When assessing the suitability of a swimming venue prior to conducting the activity, considerations should be given to the following:
  - the ages and abilities of the students
  - the qualifications and experience of supervising staff
  - the capacity to clearly define the swimming area
  - analysis of risks and hazards to determine if a satisfactory plan can be developed to ensure the safety of students
  - the depth and condition of the water in relation to the skills of the students
  - available shelter from sun, wind and rain given likely weather conditions
  - the suitability of facilities including the need for changing clothes and security of clothing
  - emergency communication
  - intrusion into the school group by uninvited members of the public
  - first aid and rescue equipment
  - venue access for emergency purposes.

- The prevailing water or surf conditions must be assessed thoroughly by the teacher-in-charge/leader on arrival. If the conditions are unsuitable at any time, the swimming component of the activity must be cancelled. Teachers should ensure that students comply with signage and instructions from the beach patrol or facility authorities.

Beach Locations

- Recreational swimming and body surfing is only to be conducted at a location recognised as a safe surfing location, where a surf patrol or council beach inspector lifeguard is operating and where rescue equipment is readily available.
A safe surfing area must be defined by the teacher-in-charge in consultation with the beach authorities and will always be indicated by flags. Students are to be instructed to remain within this area. Supervising staff should ensure that students remain in the designated activity area.

- Schools are strongly encouraged to contact the respective seaside council lifeguard service, Surf Life Saving NSW or regional offices of the Department of Sport and Recreation in the planning of the activity.

These organisations are able to provide information and further advice concerning the conduct of the activity. Seaside councils or the local branch of Surf Life Saving NSW are often able to provide instruction in various surfing activities. Schools are advised to give advance notice to secure times and venues for their proposed activity.

**Inland Waterways**

- Recreational swimming at an Inland water location is only to be conducted at an area recognised as a safe swimming location. Councils will be able to recommend suitable areas and advise on available water safety services.

- The teacher-in-charge should produce a documented risk assessment of the activity prior to the activity being approved by the principal. This assessment will identify major risks and hazards and make judgements as to the likely occurrence of difficulties, their severity and consequences. It will indicate any actions that are being taken to minimise or reduce risks and hazards. Refer to page 71 for a risk management procedure.

- The boundaries of the safe swimming area should be defined eg. floats or anchored buoys linked with ropes.

- A supervisor or lifeguard with current qualifications in rescue, resuscitation and first aid must be present.

**Safety**

- The teacher-in-charge must ensure that all staff and students are adequately briefed in water safety and swimming techniques applicable to the venue and the lesson, "buddy" safety system, appropriate communication signals, cooperative nature of the activity and safe working practice.

- Signs, rules and conditions established by local controlling authorities must be observed.

- Because of the risks inherent in aquatic activities, the teacher-in-charge of the group must ensure that a plan detailing suitable emergency procedures is in place and that it will ensure access to emergency support without compromising the duty of care to the group or a casualty. All staff must be familiar with the plan.
The supervising teacher must be aware of the location of all participants in their charge. Procedures for regular, on-going accounting for the number of students in a group should be established. A "buddy" system should be established for all water activities.

**No student is to enter the water without appropriate supervision.**

- If the swimming venue does not have sufficient shade and shelter facilities, temporary shelter or shorter swimming sessions should be considered. Supervisors should be aware of conditions contributing to, and symptoms of, over exposure to heat (hyperthermia) and over exposure to cold (hypothermia).

- Many natural venues do not have drinking water readily available. The provision of water and ensuring that the students drink it, particularly on hot days, should be included in the planning.

- Students are not, under any circumstances, to dig tunnels or large holes in sandy locations because of the unstable nature of the material. Students must be advised of this instruction.

**Infectious Diseases (Blood Procedure)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.

**Special Feature**

- Surf Life Saving NSW and seaside council lifeguard services provide a range of in-school and beach location courses for students and teachers. SLSA and Junior Lifeguard awards may be gained through these courses. APOLA, SLS NSW, RLSS NSW and Surfing NSW can provide information about a range of courses and activities.

- Courses are also available which provide teachers with the knowledge and skills to safely conduct surfing activities.

- Schools, in preparing for activities in these locations, should inform students on relevant nature conservation issues and the need to protect marine environments.
SURF LIFE SAVING

INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students being instructed must be 15 years of age or over for the SLSA Surf Bronze Medallion and 13 years of age or over for the SLSA Surf Rescue Certificate and Surf Survival Certificate.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly, a shirt and hat where appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- For Surf Bronze Medallion or Surf Rescue Certificate training, the teacher or the instructor must be a qualified Training Officer accredited by the Surf Life Saving Association.

- For SLSA Surf Survival Certificate training, either the teacher or the instructor must have as a minimum, a current Surf Rescue Certificate.

- A teacher must be present who has recognised current training in cardio-pulmonary resuscitation and emergency care.

SUPERVISION

- The teacher to student ratio must not exceed 1:16, with no more than eight (8) students being in the water at any one time. Teachers-in-charge should take into account such factors as age, experience and maturity of the students, environmental concerns and experience of the adult supervisors when arranging supervision. Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

- Any surf life saving equipment used must comply to SLSA specifications and be in good order. All equipment to be used must be checked prior to the activity by the teacher or the instructor.

- Surf life saving is not to take place unless standard safety equipment is on the beach (or readily available in the case of an Airbag Resuscitator). Equipment would include approved rescue boards, first aid kit, rescue tubes, inflatable rescue boat (IRB), signal flags, whistle shore-to-surf signalling devices and flags to mark surfing locations.

- Wetsuits are recommended in cold weather.
VENUES

- Surf training must be held in a recognised surfing area and a surf patrol or council approved professional lifeguard must be immediately available to provide assistance, should any student experience difficulties in the water.

- Schools are advised to notify the respective council to secure a booking. They should report to the duty beach authorities prior to commencing surf life saving training activities.

SAFETY

- Students must be instructed in all relevant safety issues. A "buddy" system must be established for practical sessions.

- Under no circumstances must free surfing, board riding or surfboard training be permitted. Except in the case of water-drill, the teacher or instructor will not permit any student to enter the surf during, or at the conclusion of the sport session. Any student found disobeying this restriction should be excluded from further participation in the activity.

- Training in the water will only take place with specific instruction of the qualified instructor. He or she must be satisfied that water conditions are safe for the planned activities. The teacher or instructor is to ensure that an effective lookout is maintained while water training is in progress. Swimming is to be restricted to within the broken surf unless an inflatable rescue boat or rescue equipped personal water craft (with an available qualified driver) is present.

- All students preparing for the Bronze Medallion and the Surf Life Saving Certificate must have passed a still-water swimming test requiring the swimming of 400 metres in nine (9) minutes or less. For the Surf Rescue Certificate, students must be able to swim 200m in five (5) minutes.

- A roll check is to be made every time students enter and leave the water.

INFECTIONOUS DISEASES (BLOOD PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- Participants who are bleeding must have the wound dressed and securely covered.

- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
T E N N I S

I N T R O D U C T I O N

● Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

● Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.


● The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

● A teacher must be present who has recognised current training in emergency care.

S U P E R V I S I O N

● Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

E Q U I P M E N T

● Nets and supports must be in good condition.

● Students are to be instructed to keep tennis racquets in good condition.

● Students are to be instructed to wear footwear which is appropriate for the playing surface.

● A well-equipped medical kit must be readily available.

V E N U E S

● The court surface must be in good condition and free of obstructions and loose objects.

● Any equipment inside the fence that poses a danger to students must be removed.

● Gates must be closed at all times during play or practical activities.
SAFETY

- Spectators and non-participating players are to be instructed to remain outside the court area during play.

- Students are to be instructed not to enter other courts occupied by players to retrieve tennis balls (or for any other reason) whilst play is in progress.

- Play must not be allowed on slippery wet surfaces. Some surfaces such as 'plexipave' become slippery with very small amounts of moisture.

- Warm-up and cool-down are vital elements in preventing injury and should be included before and after all training and competition sessions. Stretching activities performed in the warm-up should move the muscles through the full range of movement to be performed during the session and be interspersed throughout the warm-up.

The warm-up should be continuous and lead into the training session. It should be fun and include games/activities relevant to the session to be performed.

- In warm weather, dehydration can be a major problem. Students should be encouraged to consume fluids prior to, during and on completion of events.

- Where possible, ice should be available for the treatment of injuries.

INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

- Non-injurious markers must be used to define the field of play. Half sphere markers are recommended and should be placed one (1) metre outside the field of play.

- Students are to be instructed to wear appropriate footwear. If studded or cleated footwear is worn, the studs or cleats should be moulded rubber.

- A well-equipped medical kit must be readily available.

VENUES

- The playing area must be level and grassed and must be free of obstructions and loose objects.

- Hydrated lime must not be used to mark fields.
SAFETY

- Students must remove jewellery and other ornaments likely to cause injury.
- Students must be encouraged to keep fingernails short. Long fingernails should be taped.
- Spectators and non-participating players must be positioned no less than five (5) metres from the field of play.
- Each school should have a coaching program based on progressive skill training methods.
- Warm-up and cool-down are vital elements in preventing injury and should be included before and after all training and competition sessions. Stretching activities performed in the warm-up should move the muscles through the full range of movement to be performed during the session and be interspersed throughout the warm-up.

The warm-up should be continuous and lead into the training session. It should be fun and include games/activities relevant to the session to be performed.

- Where injury occurs during the game, the student should be excluded wherever there is any doubt as to the extent of injury or fitness to continue. Coaches should exclude students from returning to playing after injury until it is clear that the student is fit to resume. If there is any doubt the student is not to play until medically cleared.

- Students must be made aware of the rules regarding dangerous play, eg. tripping. They should also be made aware of the dangers involved in these activities. Tackling is prohibited.

- Where possible, ice should be available for the treatment of injuries.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
TRAMPOLINING

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Shorts or sports briefs and T-shirt or leotards should be worn.

- Students must remove jewellery and other ornaments and secure long hair.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of trampolining.

- A teacher must be present who has recognised current training in emergency care.

SUPERVISION

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

- There is to be only one student per trampoline at any one time.

- The teacher in charge or the instructor must supervise the setting up and folding of the trampoline. Ends will fold in quickly if not carefully handled. Ensure sufficient people are available to secure roller wheels or trolleys onto the trampoline frame.

- Trampolines must not be left erected in unsecured areas. Unsupervised use is not permitted under any circumstances.

EQUIPMENT

- Prior to use, a safety inspection must be carried out in order to detect potential hazards, such as:
  - punctures or holes worn in the bed
  - deterioration in the stitching of the bed
  - broken springs and welds, springs with hooks facing upwards
  - frame pads which are not secured
  - sharp protusions on the frame or suspension system.
If detected hazards are not corrected immediately, the trampoline must not be used.

Frames must be correctly fitted with high density frame pads which incorporate spring covers.

A well-equipped medical kit must be readily available.

**VENUES**

- Trampolines must be erected on a level surface.
- Standard trampolines must have a minimum clear space of two (2) to three (3) metres on both the ends and sides. Trampolines with end decks attached must have a similar clearance on each side.
- The space under the trampoline must be completely clear, and there should be a clearance of at least five (5) metres overhead.

**SAFETY**

- The area surrounding and beneath the trampoline must be clear of obstacles and other equipment.
- Students must be instructed in correct mounting and dismounting procedures.
- The program should include progressive and sequential activities and skill development.
- Spotters instructed in correct technique for spotting must be evenly spaced on the ends and sides of the standard trampoline and on the sides of trampolines with end decks attached. Walls must not be used as a substitute for spotters.

**INFECTIOUS DISEASES (BLOOD PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- Participants who are bleeding must have the wound dressed and securely covered.
- Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
INTRODUCTION

- Organisation requirements for a triathlon are clearly set out in *Standards for the Conduct of Triathlons* by the Multiple Endurance Events Committee and may be obtained from the NSW Department of Sport and Recreation.

- Multi-discipline sports are increasing in popularity and offer a variety of training and cross-training opportunities which are ideal for secondary students, provided that sensible guidelines and principles are followed.

- Parents or caregivers must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained.

- The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc).

- Parents or caregivers must indicate on the permission note that the student is capable of swimming, cycling and running the required distances.

- Depending on the event, students are to enter as either individuals competing in each of the three legs of the course, OR as a member of a team competing in one or more legs of the course.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat where appropriate.

SUPERVISION

- The teacher-in-charge or the organiser must be experienced in the conduct and organisation of triathlons.

- A teacher must be present who has recognised current training in cardio-pulmonary resuscitation and emergency care.

- The number of students competing and the available support must be considered when setting out the course and ensuring that there are sufficient teachers and marshals to monitor each leg of the event. A staff:student ratio of 1:12 should be used as a guide.
EQUIPMENT

- Dress should be appropriate for each leg of the triathlon, eg. costume for swim, comfortable clothes for run and cycle legs.
  - A wetsuit is recommended for the swim section in cold water.
  - A bright coloured swim cap must be worn by each swimming competitor.
  - Closed footwear must be worn for both the run and cycle sections.

- Swim
  - There must be rescue or safety craft on the swim course while swimmers are in the water. A lead board/boat should ensure that swimmers follow the correct course. Additional boards/craft should be provided to ensure the safety of competitors for the entire swim course. This will ensure that the slower competitors are monitored and accounted for out of the water. In protected water swims, a rescue board to swimmer will have a ratio of 1:12.
  - Different brightly coloured marker buoys should be used at appropriate intervals along the course, at turns and to indicate hazards.
  - Sufficient water borne rescue or safety craft are required to adequately monitor competitors.

- Cycle
  - A hard shell helmet of Standards Australia approved design must be worn by all cyclists. Helmets should be securely fastened before unracking cycles and must remain fastened until competitors have racked their cycles at the completion of the cycle leg.
  - Cycles are to have a high standard of maintenance, especially gears, brakes and tyres.
  - Road markers and witches hats will be required along the course, as well as direction markers.
  - Warning signs “CYCLE RACE IN PROGRESS” must be displayed at strategic points.
  - Appropriate footwear must be worn.

- Run
  - Road markers and witches hats will be required along the course, as well as direction markers.

VENUES

- Where necessary, approval for the venue and course must be gained from the various local authorities, eg. police, local council, Waterways Authority.

- Swim
  - The course should be designed to cater for the age and development of the students involved.
  - The swim course should be held in enclosed protected waters, with minimum currents, subject to slow tidal flow, and if possible protected from the wind.
• The entry and departure points for the swim should be sufficiently wide to avoid congestion and clearly marked. The swim start shall be in at least waist deep water and shall not involve a running start. Swim entry and exit points must be inspected for depth, cleanliness and debris where protected water swims are used.
• The course must be designed so that emergency procedures can be carried out from all sides of the course.
• A triangular course is desirable - ‘out and back’ courses must be avoided.
• The course must be defined by brightly coloured buoys.
• Any hazards must be removed where possible or clearly identified.

**Cycle**

• The transition area must be selected with consideration of the following:
  
  - crossings at the entry and exit points and in the bike compound must be avoided
  - bike compound should be:
    - located immediately adjacent to a hard surface roadway
    - large enough to provide three to five metres between bike racks (if used) to permit multiple side by side bicycle mounting and dismounting
  - where bike racks are provided, a range of race numbers should be assigned to each rack with specific spaces for each student.

  • The transition areas must be large enough to take cycles, competitors and handlers (if used) and have clearly defined entrances and exits.

  • The cycle course must be selected with consideration of the following:

    - course must be a wide, hard surfaced roadway with exclusive use if possible. Every effort should be made to conduct the cycle course on a “car free” road. The police and local council may assist in this regard.
    - head to head confrontations and the number of laps must be minimised
    - normal vehicular traffic patterns must be followed so as to allow cyclists to ride with traffic.

  • The road chosen should allow for ease of passing competitors by other competitors and other road users.

    - Railroad tracks, bridges with grates and drawbridges must be avoided.
    - Sharp turns and right hand turns across traffic must be minimised.
    - Quick succession of turns in opposing directions must be minimised.
    - Stop signs and traffic lights must be avoided.
    - Marshals must be positioned at intersections.
Run

- The run course must be selected with consideration of the following:
  - grass or dirt running surfaces are preferred
  - courses are reasonably flat, have a smooth surface which provides firm footing
  - the crossing or overlapping of a bike leg must be avoided.

Safety

- Triathlons need to be well planned. Students must be briefed in regard to safety issues. The group leaders should carry a card detailing procedures to follow in emergencies and contact numbers. All party members should know how to put these procedures into effect.

- The NSW Triathlon Association recommends that the maximum distance for each leg of the course should not exceed:

  Under 20 years of age  - Swim 750m, Cycle 20km, Run 5km
  Under 16 years of age  - Swim 600m, Cycle 16km, Run 4km
  Under 14 years of age  - Swim 450m, Cycle 12km, Run 3km

Children under 13 years of age are not encouraged to be seriously involved in the multi-discipline event of triathlon. Suitable lead up activities of splash and dash type fun activities can still be attractive for young athletes.

Teams Events: as per age distances.

The time for completion of events should not exceed 1.5 hours.

- A medical director (qualified doctor) should be appointed to coordinate all aspects of medical treatment.

- There must be sufficient personnel qualified in first aid stationed along the course as well as monitors who can recognise hypothermia in swimmers, distress, hyperthermia and dehydration in runners and cyclists. It is recommended that three officials qualified in first aid be appointed for every 100 competitors.

- Competitors are to be fully briefed on the rules, safety regulations and the course. If possible, the students should be shown over the course prior to the event.

- All competitors must be tested (at a time prior to the event) to ensure they can swim the required distance.
The rescue or safety craft used in the swimming leg must be operated by, or carry, personnel qualified in life-saving procedures.

Cyclists and runners must be instructed to strictly obey traffic regulations.

A medical vehicle should be available and have access to both the run and cycle course at all times.

There should be lead and trail vehicles provided for both the cycle and run.

There should be two-way communication provided for the race director/marshals/medical control, medical vehicles and lead and trail vehicles. A mobile phone to be used in emergency situations is desirable but organisers of the event should allow for the fact that they may not operate in all locales.

There should be drink and aid stations provided along both the cycle and run course. The maximum distance between drink and aid stations should not exceed 2km on the run course and 5km on the cycle course. Students should be encouraged to consume fluids prior to, during and on completion of the event.

**SPECIAL FEATURE**

Teachers must abide by the guidelines for cycling-on-road and swimming which are detailed in this manual.

Teachers planning triathlon events need to be familiar with the procedures detailed in the memorandum *Excursions and Other Visits* (97/137).

**INFECTIONOUS DISEASES (BLOOD PROCEDURE)**

All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

Participants who are bleeding must have the wound dressed and securely covered.

Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The appropriate level of expertise and/or training required to conduct an activity will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

- A teacher must be present who has recognised current training in emergency care.

EQUIPMENT

- All equipment must be in good condition. If defective, it must be removed from use.

- Students are to be instructed to wear appropriate footwear. Rubber soled cricket boots or sports shoes are recommended for hard wickets.

- Bats must have a grip which is in good condition.

- Leg guards and gloves must be provided for the wicketkeeper. Leg pads are not generally used in vigoro as it very much a tip and run game. However, shin pads are recommended, providing a light weight alternative and do not restrict the speed of the batter. Sufficient shin pads must be provided for use by players.

- Boundary markers must be made of non-injurious materials.

- A well-equipped medical kit must be readily available.

VENUES

- The ground surface must be free of obstructions and loose objects.

- If mats are used on concrete wickets, they must be in good condition.
SAFETY

- Students should remove jewellery and other ornaments likely to cause injury.
- As it is compulsory in Vigoro for batters to run if the ball is hit in front of the batting crease, the mid-on, mid-off and other close-in fielders tend to encroach close to the pitch and the batter. It is essential that:
  - close-in fielders wear mouthguards
  - fielding restrictions are implemented for school sport. That is, fielders must remain outside a three (3) metre circle which is clearly marked until the batter strikes the ball.
- Spectators and the batting team must be positioned outside the field boundary markers.
- Practice nets must be in good condition. Where there is no centre dividing net extending to the stumps at the bowlers end, then extra care must be taken. Safe procedures must be established when using nets:
  - a designated area for new batters to pad up
  - picking up, fielding balls in nets, watching the ball etc.
  - wicketkeepers are not to be used whilst batting is taking place
  - the nets are to be clear of everyone except the batter before the next ball is bowled.
- The number of balls a fast bowler will bowl at practice and during matches must be limited to suit the bowler’s age and development.
- Where possible, ice should be available for the treatment of injuries.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
VOLLEYBALL

INTRODUCTION

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission.

- Where outdoor courts are used, students are to be instructed to use adequate sun protection, e.g. an SPF15+, broad spectrum, a water resistant sunscreen reapplied regularly.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- An appropriate level of expertise and/or training in the teaching/coaching of volleyball will be dependent on whether the teacher's/instructor's role is one of supervision, instruction or coaching. Other factors to be considered are the nature of the activity, the age, ability and experience of the students involved.

- A teacher must be present who has recognised current training in emergency care.

EQUIPMENT

- Where the nets are held up by freestanding poles, there must be a weighting system to prevent the poles from falling over. No part of the pole or base is to protrude onto the court.

- Winch handles on posts should be removable. Any winding equipment on posts must be padded.

- Guy wires to support posts should be avoided if possible. Where schools elect to use these, they must be clearly visible to players and covered with protective pads.

- Referee stands and chairs for linespeople must be positioned with regard to player safety.

- A well-equipped medical kit must be readily available.

VENUES

- The court surface must be free of obstructions and loose objects. Courts must be positioned well clear of walls and roof support structures.

- Where beach volleyball is conducted, the court area must be carefully inspected for solid or sharp objects prior to the activity commencing. The recommended minimum depth of sand is 50cm.
The immediate surrounds of the court perimeter must have a space clear of any objects or obstacles, eg. equipment.

Lights at indoor facilities must be covered with metal guards or similar.

**SAFETY**

- Students should tape or cut long fingernails.
- Students must remove jewellery and other ornaments likely to cause injury.
- Students must wear footwear which is appropriate for the playing surface.
- Spectators, non-participants, players and belongings must be positioned well clear of the court boundary to avoid interfering with the safe movements of the players.
- Play must not be allowed on wet or slippery surfaces.
- Warm-up and cool-down are vital elements in preventing injury and should be included before and after all training and competition sessions. Stretching activities performed in the warm-up should move the muscles through the full range of movement to be performed during the session and be interspersed throughout the warm-up.

The warm-up should be continuous and lead into the training session. It should be fun and include games/activities relevant to the session to be performed.

- Where possible, ice should be available for the treatment of injuries.

**INFECTIONOUS DISEASES ("BLOOD RULE" PROCEDURE)**

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
INTRODUCTION

- Parents or caregivers must be informed of full details of the location, supervision to be provided and activities to be undertaken when seeking their written permission. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher.

The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc).

If a student suffers from a medical condition which might put that swimmer at risk in the water, a medical certificate must be obtained for the student to participate in the water polo program.

- Students are to be instructed to use adequate sun protection, eg. an SPF15+, broad spectrum, water resistant sunscreen reapplied regularly and a hat and shirt where appropriate.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of water polo.

- A teacher who has recognised current training in cardio-pulmonary resuscitation and emergency care must be present.

- It is recommended that qualified officials be used for inter-school competition.

SUPERVISION

- Principals and organising teachers should take into account such factors as age, experience, and maturity of students and experience of adult supervisors when arranging supervision.

- Where an adult other than a teacher provides instruction, a teacher must be present to take overall responsibility for students. The teacher must have recognised current training in emergency care.

- Ensure that at least one adult is ready to enter the water at all times to assist a student.
EQUIPMENT

- The state and national controlling bodies of this sport strongly recommend the wearing of a correctly fitted mouthguard during both training and competition.

Accordingly, students and parents should be advised of this recommendation and encouraged to comply. Information for students and parents concerning the selection of an appropriate mouthguard is found on page 281 of this manual.

- String-tied water polo caps fitted with protective ear guards must be worn.

- Water polo goals must be in good repair.

- Water polo balls must be of a size and weight appropriate to the ages of participants and the level at which the game is played.

- A well-equipped medical kit must be readily available.

SAFETY

- Students must remove jewellery and other ornaments likely to cause injury before entering the water.

- Standard procedures involving pool supervision must be followed.

INFECTIOUS DISEASES ("BLOOD RULE" PROCEDURE)

- All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

- A player who is bleeding must be removed immediately from the activity and not permitted to return until:
  - the source of the bleeding has been controlled, the wound dressed and securely covered
  - any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
WEIGHTLIFTING AND WEIGHT TRAINING

INTRODUCTION

- **Weightlifting** involves the lifting of maximal weights through various set ranges of movement. There are two types of weight lifting: Olympic Weightlifting and Powerlifting.
  - Olympic lifts include the snatch and the clean and jerk
  - Power lifts include the squat, the bench press and the dead lift.

Weightlifting emphasises strength (power) and body building. As such, it is a form of resistance training which is generally used to complement other aspects of sports training.

The skill of using weights must be learned carefully as poor technique, reckless advancement and irresponsible behaviour can cause injury or accidents. Safety requirements will vary for weight training.

- **Weight training** involves using free weights and mechanical systems (hydraulics and pulleys) for the purpose of increasing muscle strength, power and endurance. As such, it is a form of resistance training which is generally used to complement other aspects of sports training.

The main objective of weight training is to improve muscle strength. However, it should be noted that there is no evidence to suggest it is necessary for children to undertake weight training to reach their full sporting potential at a later age. In fact, most leading coaches would support the development of skills and enjoyment of the sports as the first priority for pre-adolescent children.

- Where considered appropriate, for example inclusion in a school sport program, parents or caregivers must be informed of full details of the venue, supervision to be provided and activities to be undertaken when seeking their written permission.

TEACHER/INSTRUCTOR QUALIFICATIONS AND EXPERIENCE

**Weightlifting**

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching of weightlifting. A suitable qualification would be a Level 1 weightlifting coaching accreditation.

**Weight training**

- The teacher/instructor must have appropriate expertise and/or training in the teaching/coaching strength and conditioning training.

- A teacher must be present who has recognised current training in emergency care.
SUPERVISION

- The teacher/instructor to student ratio must not exceed 1:20. Principals and organising teachers must also take into account such factors as age, lifting and training experience, maturity of the students and nature and type of activity when arranging student numbers and supervision.

- Where an adult other than a teacher is engaged to provide instruction, a teacher must be present to take overall responsibility.

EQUIPMENT

- Equipment must be checked prior to use and at regular intervals throughout the training sessions to ensure collars are tight, bars are evenly located between stands, benches are properly positioned and training machines are weighted appropriately.

- Weightlifting must be performed on a barbell with disc weights ranging between 1 kg and 25 kg. Collars must be used and firmly fitted to the bar before lifting takes place.

- The barbell must be able to revolve within its own sleeves for easier lifting. This action also reduces the risk of injury.

- Equipment and weight training machines must be checked regularly and, if defective, removed from use.

- Power racks or squat stands are essential.

- For weightlifting, students must have footwear with a hard sole (eg. weightlifting boots, sports shoes) to ensure a solid footing.

- A well-equipped medical kit must be readily available.

VENUES

- A facility or venue which has a level, firm non-slip surface is suitable (eg. concrete or wood, not grass). Ideally, for weightlifting, the venue would have a timber platform on a concrete floor.

- Layout for different exercises must be carefully planned to avoid congestion where one activity could interfere with another.

- If the floor is not concrete, then mats or a suitable alternative are to be used under the weights (not the feet of the student) to avoid damage to flooring.
SAFETY

The following safety strategies must be employed:

- ensure students check all equipment prior to use
- instruct students on safety procedures before the commencement of any activity
- ensure beginners are provided with individual assistance and that they use only token resistance
- ensure students do not train alone
- use assistants when complex technical skills or heavier weights are being used
- students must be instructed to clear the floor of training equipment which is not in use
- students are to be instructed to always maintain good lifting position, back management technique and correct breathing technique while lifting weights
- ensure two spotters are present, one at each end of bar when lifting free weights above the head. No student is to stand in front of or behind the lifter
- cease activity at any sign of tiredness or fatigue.

Where weight training machines are to be used in gymnasiums, a developmental training program must be constructed in consultation with the facility's qualified instructors.

Programs should include:

- appropriate warm-up and warm-down activities
- individual training schedules based on progressive and sequential development
- instruction in correct spotting techniques and safety precautions.

In addition, for weight training, different types of weight training equipment should be used so that the students receive training in all major muscle groups.

Students should ensure feet are on a non-slip flat surface (not gym mats) while lifting.

Students should be instructed to carry a towel with them during activity to wipe equipment following its use.

INFECTIONOUS DISEASES (BLOOD PROCEDURE)

All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.

Participants who are bleeding must have the wound dressed and securely covered.

Any blood covered body area (and surface area where appropriate), must be cleaned thoroughly and any blood covered clothing and equipment cleaned or removed prior to the participant recommencing the activity.
NSW SPORTING INJURIES
INSURANCE SCHEME
NSW SPORTING INJURIES INSURANCE SCHEME

The *Sporting Injuries Insurance Scheme* was created to provide some compensation to people of member organisations who are seriously injured while participating in a sporting activity.

The potential for athletes to qualify as workers and, therefore, be eligible for Workers Compensation, plus a sharp increase in serious neck and spinal injuries in rugby league and rugby union during the mid 1970’s provided the catalyst for the Scheme.

The Sporting Injuries Insurance Act 1978 was passed by Parliament in December 1978 and at the same time the Sporting Injuries Committee was formed to administer the scheme on behalf of the membership.

The Scheme provides personal accident and injury cover for members of sporting organisations that have elected to join the Scheme. The Scheme is non-profit and derives its funding from premiums paid by the member organisations.

SUPPLEMENTARY SPORTING INJURIES SCHEME

The Supplementary Scheme was created by amending the Sporting Injuries Insurance Act 1978 and applied from October, 1984.

The Scheme is a non-contributory, Government financed benefits system. It provides benefits for:

- those who are seriously injured while **PARTICIPATING IN ORGANISED SCHOOL SPORT**
- persons likewise injured while participating in certain programs of activity conducted or sanctioned by the NSW Department of Sport and Recreation.

These may be registered players, competitors or contestants or other participants such as umpires, referees, coaches, managers, judges and marshals.

The injury and benefits provisions of the Supplementary Scheme are almost identical to the corresponding provisions of the Insurance Scheme.

SOME OF THE SCHEMES FEATURES

- benefit for death and permanent disablement arising from sporting injuries
- security of establishment under legislation and backing by the NSW Government
- cover for all sporting events, trials, exhibition matches and authorised practice and training
- available for amateur and professional sportspersons
- lump sum payments
- low premiums
- no brokerage or agents’ fees
- non-profit
WHO RUNS THE SCHEME?

The Scheme is administered by the Sporting Injuries Committee under the Sporting Insurance Act 1978. The Committee comprises seven members most of whom are involved in sport in some way. The permanent chairperson is the General Manager of the Work Cover Authority and the remaining members are appointed by the Governor on the nomination of three Ministers.

WHAT INJURIES ARE COVERED AND WHAT ARE THE BENEFITS?

Any injury resulting in the permanent loss of a prescribed faculty or the use of some prescribed part of the body is covered by the Scheme and the disabilities covered can be found in the following tables. Partial as well as total incapacities are covered. For Table A injuries, permanent loss of use or function of at least 50% must be established unless the injury relates to the greater part of an arm or leg in which case the threshold is 33%.

There is no such threshold for Table B injuries and the only requirement is to establish that a loss has occurred.

The amounts of the benefits payable vary according to the type and degree of disability sustained and the amounts specified in the tables are the maximum amounts payable.

For example, a fractured thumb that failed to heal properly and resulted in a permanent 50% loss of usage would generate a benefit of $8,038 half the (maximum) amount payable for a total loss.

The amount of a payment for an incapacity specified in Table A would depend very largely on medical assessment. Table B benefits are required to be determined at the discretion of the Sporting Injuries Committee and based on specialist medical evidence.

The benefit payable in a case of multiple injuries, such as in a case of quadriplegia or paraplegia, is calculated by totalling the relevant amounts, but $171,000 is the maximum benefit payable under the Act.

For death, $70,680 is payable in respect of an adult, or a person under 18 years of age survived by dependants, and an additional $2,850 for each dependent child.

HOW HAS THE SCHEME PERFORMED TO DATE?

Over $9 million has been paid from the Sporting Injuries Fund to applicants from a range of sports including rugby league, rugby union, cricket, touch football, soccer, springboard diving, pony clubs, cycling and fishing.

Over 230 sporting organisations have been admitted to the Scheme. More than 60 different sports are represented by these organisations.
IN THE EVENT OF AN INJURY . . .

What must a participant do?

- Report the injury.
- Complete a Benefit Application Form.
- Make sure that the school supports the information contained in the forms.
- Forward the Benefit Application Form to the Sporting Injuries Committee with statements from witnesses, medical reports, hospital discharge documentation etc.

NB: It should be remembered that the Benefit Application Form must be lodged with the Committee within one year of the date of injury.

What must the school do?

- Record complete details of the injury and how it occurred.
- Contact the Claims Officer, Sporting Injuries Committee and provide a statement detailing the circumstances surrounding the injury and verifying that the applicant was participating in an authorised activity at the time of the injury.

What documents are needed?

To enable the Committee to consider a claim, an applicant should provide the following documents:

- Completed Benefit Application Form.
- Statement from the school detailing the circumstances surrounding the injury and confirming from their records that the applicant was participating in an authorised activity.
- Statement from the applicant detailing the circumstances surrounding the injury.
- Statement from at least one witness to the injury describing the circumstances surrounding the injury.
- A report from a qualified medical practitioner detailing the history of the injury. The report should specify the nature and extent (in percentage terms) of the disability suffered and verify that the disability is permanent and not likely to improve.

The necessary documents and further advice may be obtained from the:

SPORTING INJURIES COMMITTEE
Level 5, 447 Kent Street
SYDNEY NSW 2000
Tel: (02) 9370 5925
RESEARCH AND INJURY PREVENTION (RIP) SCHEME

The Committee is empowered to use Scheme funds for projects and programs designed to either inform the sporting community of NSW of the risks of injury or specifically reduce those risks. In each of the financial years since 1991, the Committee has set aside $100,000 for RIP grants. In order to be eligible for funding, projects must meet the following criteria:

Purpose

The primary purpose of the project is to contribute to a reduction in the incidence or severity of serious sporting injuries.

Methodology

The project must achieve its purpose through either:

- applied research to identify and implement safer sporting practices
- educational and promotional strategies to increase awareness and change behaviour.

Scope

The project must address problems which:

- have significance for the NSW sporting community in general
- have significance for a major sporting activity
- have significance for a high risk or high cost sporting activity.

Project Proposal

The application must be supported by a detailed, quantified project proposal which:

- states the objectives and intended outcomes of the project
- states the methods to be used to monitor and evaluate the project
- identifies persons and organisations responsible for administering the project
- identifies all sources of financial and other support for the project
- includes a project budget, project plan and a literary review for the project.

Relationship to the Sporting Injuries Insurance Scheme

The Project:

- must address an issue of immediate or potential financial significance for the Scheme
- will result in information of use for the management of the Scheme.

Application forms are available from the Sporting Injuries Committee office on (02) 9370 5925.
SPORTING INJURIES INSURANCE ACT 1978
BENEFIT TABLES (as at January, 1999)

TABLE A

PART 1 - INJURIES RELATED TO ARMS
Permanent loss of not less than the percentage, prescribed by the regulations, of the use of:

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) either arm or the greater part thereof</td>
<td>$43,265</td>
</tr>
<tr>
<td>b) lower part of either arm, either hand or 4 fingers and thumb of either hand</td>
<td>$37,050</td>
</tr>
<tr>
<td>c) thumb</td>
<td>$16,075</td>
</tr>
<tr>
<td>d) index finger</td>
<td>$10,715</td>
</tr>
<tr>
<td>e) middle, ring or little finger</td>
<td>$5,645</td>
</tr>
</tbody>
</table>

PART 2 - INJURIES RELATED TO LEGS
Permanent loss of not less than the percentage, prescribed by the regulations, of the use of:

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) either leg or the greater part thereof</td>
<td>$39,500</td>
</tr>
<tr>
<td>b) lower part of either leg</td>
<td>$33,970</td>
</tr>
<tr>
<td>c) foot</td>
<td>$32,943</td>
</tr>
<tr>
<td>d) great toe</td>
<td>$10,715</td>
</tr>
</tbody>
</table>

PART 3 - INJURIES RELATED TO SIGHT
Permanent loss of not less than the percentage, prescribed by the regulations, of the use of:

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) one eye, if it was the only sighted eye</td>
<td>$39,500</td>
</tr>
<tr>
<td>b) one eye, if it was not the only sighted eye</td>
<td>$23,030</td>
</tr>
</tbody>
</table>

PART 4 - MISCELLANEOUS INJURIES
Permanent loss of not less than the percentage prescribed by the regulations of:

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) hearing of both ears</td>
<td>$33,970</td>
</tr>
<tr>
<td>b) power of speech</td>
<td>$33,970</td>
</tr>
</tbody>
</table>

Permanent loss of sighted eye

<table>
<thead>
<tr>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,310</td>
</tr>
</tbody>
</table>

Permanent loss of the use of:

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) both kidneys (or of one kidney, if it was the only functioning kidney)</td>
<td>$58,710</td>
</tr>
<tr>
<td>b) one kidney, if it was not the only functioning kidney</td>
<td>$7,070</td>
</tr>
<tr>
<td>c) spleen</td>
<td>$7,070</td>
</tr>
</tbody>
</table>

TABLE B

PART 1 - INJURIES RELATED TO COGNITION
Permanent loss of:

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) mental capacity</td>
<td>$171,000</td>
</tr>
<tr>
<td>b) sense of smell</td>
<td>$9,290</td>
</tr>
<tr>
<td>c) sense of taste</td>
<td>$9,290</td>
</tr>
</tbody>
</table>

PART 2 - PHYSICAL INJURIES
Permanent loss of:

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>Permanent Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) all sexual organs or part thereof</td>
<td>$27,530</td>
</tr>
<tr>
<td>b) sightless eye</td>
<td>$12,310</td>
</tr>
</tbody>
</table>

Note: Above Schedule of Benefits apply to cover periods that commenced on or after 1 October, 1991.
APPENDICES
APPENDIX A

Parent/Caregiver Information and Consent Forms

Parents should be informed about the following before permission is obtained for their child to participate in a sport program or specific sport fixture:

- location
- costs, eg. facility entry, travel, equipment hire
- mode of travel-bus, walking, private vehicle, train (students are not permitted to change the specified mode of transport without written permission from the parents/caregivers)
- nature of the activity and the supervision/instruction provided
- period or 'season' over which the program will be conducted and the activities to be undertaken
- dismissal times
- Special requirements, eg. provision of sun protection items, personal water supply, mandatory or recommended use of personal protective equipment, any special clothing to be worn, swimming qualifications required of participants (eg. for sailing).

This procedure should apply whether the activity is undertaken as part of the intra and inter-school sport program, school carnivals, outdoor recreation activities, PSSA and CHSSA knockout fixtures or zone, area and state trials or fixtures. Commonly, where students are involved regularly in one sport in the weekly sport program, permission is sought for one school term or a ‘block’ of sport.

For excursions involving swimming or water activities, parents must indicate the swimming ability of their child. The following is an extract from the Memorandum to Principals Excursions and Other Visits 97/137:

Where any excursion involves swimming or water activities, principals may encourage but not insist that parents provide any floatation devices considered necessary for students. Parents must be asked to indicate the swimming ability of their children when giving consent for students to participate in excursions. If parents indicate students are poor or non swimmers and no floatation devices are available for use by students, principals will need to assess whether such students should participate in the swimming or water activities of the excursion. This assessment must take place irrespective of parental permission for the students to participate in the swimming or water activities.

The memorandum also includes a Parent or Caregiver Information and Consent Form which incorporates a specific permission section where an excursion will involve swimming.

Information concerning the wearing of personal protective equipment, whether recommended (eg. genital protectors for baseball) or mandatory (eg. eyewear for squash) should be conveyed to students and parents/caregivers either in the consent form or attached as additional information. Alternatively, teachers who are in charge of each activity could disseminate the information directly to parents via team members.

NOTE

The following Parent/Caregiver Consent and Information Forms are provided for the use of schools. In noting the nature and variety of sport and physical activities, the forms should be amended as required.
Attachment 1:  Examples of Information Incorporated in Permission Forms

Dear Parent/Caregiver

Your son/daughter __________ of Roll Class __________ has gained selection in the Wallaby Primary School athletics team. He/she has deserved this school representation with excellent performances at the recent school carnival. Details of the Zone carnival are:

Dates: Wednesday 28 June, 1999, 12:15pm to 2:40pm
        Thursday 29 June, 1999, 8:30am to 2:30pm
Venue: Sydney Athletic Centre, Homebush
Supervision: Ms Smith, Mr James. Two parents, Mr and Mrs Green will also accompany the team
Transport: Wednesday, 28 June - Buses from school at 11:30am, returning to school at 3:00pm
          Thursday, 29 June - Buses from school at 8:00am, returning to school 3:00pm
Cost: $5.00 (Bus and Entry)
Other: Students will be instructed to use adequate sun protection eg. 15+ broad spectrum sunscreen and a hat.
      Drinks in glass containers are not permitted.

      will be competing in the following events and indicated with a cross:

<p>| | | | | | | | | | |</p>
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<thead>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RES</td>
<td></td>
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<td></td>
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</tbody>
</table>

If your child cannot compete through illness or another reason, it would be appreciated if the team manager could be informed immediately.

Dear Parent/Caregiver

The school’s cross country carnival is scheduled for Wednesday April 20, 1999 at Wallaby Oval. The events will be conducted over the following distances and at the times indicated:

Senior boys: 3000m at 1:30pm
            Junior boys: 2000m at 2:00pm
Senior girls: 2000m at 1:40pm
            Junior girls: 1500m at 2:00pm

This carnival has been planned as a culminating event where students have had prior planned opportunities to prepare physically for the event. Students will be instructed to proceed at their own pace to avoid over exertion and physical stress.

Students will walk from the school to the oval at 12.30pm accompanied by class teachers. All competitors will walk the course at 12.45pm. Students will return to school in time for normal dismissal.

Participation details:
•      sports shoes are to be worn in the event. Spikes are not permitted
•      parents are advised to provide adequate sun protection for their child eg. 15+ broad spectrum, water resistant sunscreen and a hat. Lightweight clothing is recommended
•      the course will not involve running on public roads
•      in warm weather, dehydration can be a problem. Drink stations will be set up at appropriate points. Students will be encouraged to drink prior to, during and at the conclusion of the event
•      asthma medication should be carried by competitors as required
•      if prevailing conditions on the day are considered a risk to students, the event will be postponed, however students are advised to be prepared for any type of weather.

If your child has a medical condition that will preclude or limit involvement, please indicate this in the following section which is to be returned to school.
Attachment 2: Sports Activity - Parent/Caregiver Information and Consent Form

Your son/daughter __________________________________________ has been selected to represent
__________________________________________ in ______________ (school, PSSA sport, zone) (Sport)
at __________________________ on _______ to _______ (Venue) (Date) (Date)
Travel will be by ___________________________. The total cost of the activity is $ ____________
The students will depart from ____________________________ at ________________ (Place) (Time)
and return to ____________________________ at ________________ (Place) (Time)
Accommodation (if overnight): __________________________________________
The group will be supervised by: __________________________________________
Additional information/special requirements for participation:
_____________________________________________________________________
_____________________________________________________________________
Principal ___________________________ Teacher in charge of the activity _________________

PLEASE COMPLETE THE SECTION BELOW AND RETURN BY: ___________________ (Date)
_____________________________________________________________________
I hereby give my consent to my son/daughter __________________________________________ (Full Name)
to represent __________________________________________ in ______________ (School, PSSA sport, zone) (Sport)
at __________________________ on _______ to _______ (Venue) (Date) (Date)
Special needs of my child which you should be aware (eg. allergies, medication, etc) __________________________________________
_____________________________________________________________________
To the best of my knowledge, he/she has no medical condition, disability or injury which puts him/her at risk in participating
in the sport activity.
In the event of illness or injury, I authorise the seeking of such medical assistance on my behalf that my child may require. Medicare No. ____________________________ (for use at medical centres, surgeries).
Contact Number: Work: __________________________ Home: __________________________ Other: __________________________

Signature of Parent/Caregiver: ___________________________ Date __________________________
Attachment 3:  A Message to Parents/Caregivers

SPECIAL SWIMMING SCHEME

Arrangements have been made to include swimming instruction in the curriculum for boys and girls in our school.

The Department of Education and Training Special Swimming Scheme is an intensive learn to swim program which develops water confidence and provides students with basic skills in water safety and survival.

Students who have not reached a satisfactory standard of water safety and survival skills, and are unable to swim 25m confidently unaided in deep water, are eligible to participate in the Special Swimming Scheme. The Scheme focuses on non swimmers in Year 2 and 3 but provides for non swimmers in Years 4 to 6 as well as students with special needs such as new arrivals in Australia and students with disabilities.

Instruction will take place at _______________ pool under the instruction of qualified teachers. The Scheme will continue **daily for two weeks** from _______________ to _______________. There will be no charge for instruction, however transport will involve a sum of $_____________ per day and $_____________ per day for entry into the pool. The total cost for the 10 day Scheme is $_____________.

Each child should bring a swimming costume, a towel, a blouse or shirt and hat and warm clothing on a cool day. Where instruction takes place in an outdoor pool, it is recommended that students use adequate sun protection, eg. an SPF15+ broad spectrum, water resistant sun screen reapplied regularly. A T-shirt or rash shirt is also recommended (pool facility permitting).

If your child is eligible for the Scheme, I invite you to complete and sign the form below and return it to your child's class teacher.

Principal ___________________________  Date ___________________________

---------------------------------------------------------------

**RETURN THIS SECTION TO THE SCHOOL** BY (Day) __________________ Date __________________

**CONSENT FORM**

I hereby consent to the attendance of my son/daughter ___________________________ at the Special Swimming Scheme classes to be held at _______________ pool from __________ to __________.

Travel will be by ___________________ (bus, walking). **Total cost for 10 day program is $ __________**.

In the event of injury or illness, I also authorise the seeking of such medical assistance on my behalf that my child may require.

Special needs of my child of which you should be aware (eg. allergies, sensory impairment, etc):

_________________________________________

Signed ___________________________  Date ___________________________

Parent/Caregiver

*Guidelines for the Safe Conduct of Sport and Physical Activity in Schools*
<table>
<thead>
<tr>
<th>GRADE SPORT</th>
<th>VENUE/TIMES</th>
<th>SPECIAL CONDITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B&amp;G Basketball - Open/Jnr</td>
<td>Draw to parents via players</td>
<td>Mouthguards are recommended</td>
</tr>
<tr>
<td>Hockey - Open / Jnr</td>
<td>Home games: 12:45pm - 2:45pm</td>
<td>Mouthguards recommended/shin pads compulsory</td>
</tr>
<tr>
<td>Soccer - Open / Jnr</td>
<td>Away games: 12:15pm - 2:45pm</td>
<td>Shin guards are compulsory</td>
</tr>
<tr>
<td>G/Soccer - Open / Jnr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GilHockey - Open / Jnr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bl/Rugby - Open / Jnr</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NON-GRADE SPORT**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Venue</th>
<th>Activities to be undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight Training $3.00 per week</td>
<td>RSL</td>
<td>For students in Year 9 and above</td>
</tr>
<tr>
<td>Inline Skating</td>
<td>School</td>
<td>Wrist and knee guards are compulsory</td>
</tr>
<tr>
<td>Orienteering $3.00 per week</td>
<td>School</td>
<td>Students with undertake introductory activities in school grounds or open areas before participating in bush settings. Activities will be matched to the age, fitness level and orienteering experience of the student. The teacher has a national level 1 accreditation.</td>
</tr>
<tr>
<td>Squash</td>
<td>Town Courts</td>
<td>Safety glasses are compulsory. They may be hired. Non-marking shoes are required. A coaching/instruction program for first 4 weeks leading to competition games.</td>
</tr>
<tr>
<td>Lifesaving $.80c per week</td>
<td>Town Indoor Pool</td>
<td>Students must be able to swim 25m unaided in deep water. Students will undertake awards in the RLSS Swim and Survive Program. Senior students will take the Bronze Medallion award.</td>
</tr>
<tr>
<td>BMX $2.00 per week</td>
<td>Town Complex</td>
<td>Helmet, knee, elbow pads must be worn. Students must ride a recognised brand of BMX bike. Instruction/competition activities graded to level of experience. Jumps, tricks will be introduced/practiced according to ability level of the student.</td>
</tr>
<tr>
<td>Surf Board Riding</td>
<td>Town Beach</td>
<td>Surf Survival Certificate is a prerequisite. Undertaken at a patrolled beach. Beginners will undertake the Surf Survival course.</td>
</tr>
</tbody>
</table>

Things you need to know:

1. A standard bus fare of $2.00 applies for the term.
2. All grade teams are coached by members of staff who possess appropriate training/expertise and experience in their respective sports.
3. A member of staff will supervise on each bus.
4. Information concerning the wearing of mouthguards (and other personal protective measures not listed above) will be forwarded to you by the team coach via your son or daughter.
5. Senior students travelling by car will need to complete the attached forms.
6. Considering the nature and level of participation by your son/daughter in their selected sport, you may consider arranging injury/accident insurance cover above that provided by Medicare or your private health cover.
APPENDIX B

The Use of Mouthguards - Information for the School Community

Because mouthguards play an important role in providing protection against oro-facial sporting injuries they contribute significantly to safety in sports.

The following information is provided for the consideration of parents and caregivers when choosing a guard for their children.

A mouthguard is a shock absorber for the teeth and jaw. When properly fitted, a mouthguard will protect teeth, stop them biting into the lips and can act as a shock absorbing layer between teeth to reduce concussion and jaw fracture.

There already exists a culture of mouthguard-wearing by young people in contact and non-contact sports in both club and school settings. The NSW Youth Sports Injury Report 1997, published by the Northern Sydney Area Health Service, indicates the following percentage of participants wearing mouthguards: Rugby Union - 82%, Hockey - 64%, Rugby League - 58% and Australian Football - 56%.

With the increased popularity of contact sports and encouragement to participate at an early age, the role of mouthguards in relation to prevention of sporting injuries to dental and other oral tissues has become more important.

Dental injuries are the most common type of facial injury sustained during participation in contact sports. The majority are preventable if a properly fitted mouthguard is worn (Sport Medicine Australia).

Dental injuries often cause significant pain and/or distress at the time of injury. Further, the injury sustained or the traumatic episode itself, may have an adverse psychological effect on a young person's attitude to further sporting participation, social interaction or scholastic achievement. In addition, dental traumatic injuries can be costly to treat initially and there are often restoration costs and longevity considerations over a patient's lifetime.

A mouthguard should be comfortable to wear, have good retention and fit, and cause minimal interference of speech and breathing. These features are more likely in a custom fitted mouthguard.

The capacity of a mouthguard to lessen impact injury (both direct and indirect) depends on the dynamic interaction of the guard's material(s) properties and its design features. In general, mouthguards serve to both 'absorb' impact energy and spread it over a larger surface area.
The protective functions of a properly made and fitted mouthguard are:

- prevention of the tongue, lips and cheeks from being lacerated against the sharp edges of the teeth
- significant lessening of the risk of injury to the anterior teeth following a blow from the front
- lessening of the risk of injury to the posterior teeth of either jaw following a blow from the front
- lessening of the risk of concussion resulting from a heavy blow to the lower jaw.

To date, there are no national or international standards for mouthguard construction or performance, so unfortunately there are some products currently available that do not provide the protection that they are intended for.

There are currently three types of mouthguard which are commercially available. The relative merits of each type is outlined in order for parents and caregivers to choose the correct type of guard.

**TYPE I.** These are available from pharmacies and sports stores. They are a bulky gutter of rigid plastic and are only available in small, medium or large sizes. They are held in the mouth by a constant biting pressure. They may interfere with speech and breathing and are a potential airway hazard.

**TYPE II.** These so called “boil and bite” types are readily available at sports stores and pharmacies. They are made of thermo plastic material, which is heated in hot water and then placed in the athlete’s mouth and moulded. Due to their low temperature of formation they may continue to deform. Hence, the thickness between the teeth also continues to decrease lowering the shock-absorbing qualities and increasing risk of concussion.

**TYPE III.** These are custom made on a plaster mould of the athlete’s teeth. They are a thermoplastic mouthguard being vacuum adapted over the plaster mould. This type offers the greatest form of protection. They provide exact fit, are more tear resistant, provide superior shock absorption and protection of the gums, stay in place comfortably and allow normal breathing and speech.

*Mouthguards are used in both contact and non-contact sports ranging from football and basketball to water polo and hockey.*

National and state sporting organisations strongly recommend the wearing of properly fitted mouthguards. The NSW Department of Health, Sports Medicine Australia, Australian Dental Association (NSW Branch) and Dental Health Foundation Australia recommend the wearing of custom-made mouthguards for participants involved in training and competition games.
APPENDIX C

Risk Management Planning Form

To be completed by the teacher-in-charge of an outdoor recreation activity prior to the commencement of the activity. The principal will consider the information in this assessment when determining approval for the walk.

Type of activity: ____________________________________________________________

Location: _________________________________________________________________ (details of route and map attached)

Commencement date and time of activity: _______________________________________

Date and approximate time due out: ____________________________________________

Teachers/parents/instructors: ________________________________________________

Total number of people on activity: _______________ (list of participants attached)

Aims of the activity: _________________________________________________________

________________________________________________________________________

Necessary skills of accompanying adults: _______________________________________

________________________________________________________________________

Experience of participants: _________________________________________________

________________________________________________________________________

Medical conditions of participants: ___________________________________________

________________________________________________________________________

Medications: ______________________________________________________________

________________________________________________________________________

Method of communication between the activity group and outside contact:

________________________________________________________________________

**Risks** (List the undesired events when an accident, injury or loss could occur).

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

4. ______________________________________________________________________

Having identified potential risks/dangers associated with this extended activity (an example is provided on the following page), complete the form page 285 to indicate the factors that might lead to problems and the precautions that will be taken to minimise the likelihood of accidents and misadventure (an example is provided page 286).
Risk Management Planning Sample Form

To be completed by the teacher-in-charge of an extended walk prior to the commencement of the activity. The principal will consider the information in this assessment when determining approval for the walk.

Type of activity: Extended bushwalk

Location: Waterfall to Heathcote (details of route and map attached)

Commencement date and time of activity: 25/9/97 9:00am

Date and approximate time due out: 26/9/97 2:00pm

Teachers/Parents/Instructors: B. Smith (T); T. Green (T); Mrs S. Jones (P)

Total number of people on activity: 16 (list of participants attached)

Aims of the activity: To provide initial experience in lightweight camping and carrying a laden pack in a training exercise.

Necessary skills of accompanying adults: St John Senior First Aid Course (Smith); cardio-pulmonary resuscitation (Smith and Green).

Experience of participants: 11 students have been on overnight hikes with scouts or guides; all have been on one day bushwalk with teachers last term.

Medical conditions of participants: Rachel Brownlee is an asthmatic. Not on regular medication. Carries a spray in case of an attack.

Medications: Ventolin inhaler

Method of communication between walking party and outside contact: Teacher-in-charge will phone twice a day at 8am and 6pm.

Risks (List the undesired events where an accident, injury or loss could occur)

1. Participants suffer exhaustion.
2. Walker falls and is injured.
3. Tree branch hits walker in the eye.
4. Walker separated from group and cannot be located.
5. Participant suffers asthma attack.
6. Participant’s belongings become wet.

The above six undesired events are all generic type examples. Where teachers know the proposed route well the examples might be more specific. (eg. at grid reference 134600 the fork in the track is overgrown. Take care to note landmark; at grid reference 214255 proceed no further along the path by creek if heavy rain occurs).

Having identified potential risks/dangers associated with this extended bushwalk, complete the form overleaf to indicate the factors that might lead to problems and the precautions that will be taken to minimise the likelihood of accidents and misadventure.

Note: This sample form has been completed as a guide to the type of detail that is helpful and appropriate.
Risk Management Planning Form (Blank) Continued

<table>
<thead>
<tr>
<th>Dangers</th>
<th>Risk Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each inherent risk (identified above) list the factors which could lead to the risk eventuating.</td>
<td>Indicate actions and precautions that will be taken to reduce risks.</td>
</tr>
</tbody>
</table>

**People**
Attributes people bring to an activity: skills, attitudes, physical fitness, health, age, fears, numbers, etc.

**Equipment**
Resources that impact on the activity: clothing, tents, lights, vehicles, etc.

**Environment**
Factors that impact on the activity: weather, terrain, water, snow/ice, etc.
## Risk Management Planning Form Continued

<table>
<thead>
<tr>
<th>Dangers</th>
<th>Risk Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each inherent risk (identified above) list the factors which could lead to the risk eventuating.</td>
<td>Indicate actions and precautions that will be taken to reduce risks.</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>1. Good program organisation to ensure walkers not stressed. Close supervision of participants at all times.</td>
</tr>
<tr>
<td>Attributes people bring to an activity: skills, attitudes, physical fitness, health, age, fears, numbers, etc.</td>
<td>2. Clear and concise instructions to participants. Ensure instructions are followed.</td>
</tr>
<tr>
<td>1. Poor organisation of program.</td>
<td>3. Advise participants to allow personal space. Close supervision of activity, briefing of participants, awareness of others.</td>
</tr>
<tr>
<td>2. Poor group control.</td>
<td>4. Good group control and supervision. Each adult responsible for small group of students.</td>
</tr>
<tr>
<td>3. Walkers following too closely person ahead. Poor supervision.</td>
<td>5. Recognition of triggers, signs and symptoms, close supervision.</td>
</tr>
<tr>
<td>4. Poor supervision and group control.</td>
<td>6. Check all participants’ belongings prior to walk including waterproof lining of pack and spare clothes.</td>
</tr>
<tr>
<td>5. Poor supervision.</td>
<td></td>
</tr>
<tr>
<td>6. Lack of or cursory pre-walk check of equipment.</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>1. Clothing lists to participants prior to walk (including hat, sunscreen, water). Teachers to check pack doesn’t exceed 1/4 of body weight.</td>
</tr>
<tr>
<td>Resources that impact on the activity: clothing, tents, lights, vehicles, etc.</td>
<td>2. In pre-walk talks advise of necessity for suitable footwear. Equipment check (including shoes) prior to departure.</td>
</tr>
<tr>
<td>1. Inappropriate clothing. Participant is carrying too great a load.</td>
<td>5. Check medication is being carried prior to departure.</td>
</tr>
<tr>
<td>2. Inappropriate/worn shoes.</td>
<td>6. Check clothing/plastic bag liner prior to departure.</td>
</tr>
<tr>
<td>5. No medication.</td>
<td></td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
</tr>
<tr>
<td>Factors that impact on the activity: weather, terrain, water, snow/ice, etc.</td>
<td>1. Check weather forecast. Choose sheltered site to rest. Be prepared to change program.</td>
</tr>
<tr>
<td>1. Hot / icy conditions. Exposed location.</td>
<td>2. Find alternate way around difficult section of track. Assist participants as required.</td>
</tr>
<tr>
<td>3. Low branches across track.</td>
<td>4. Check numbers regularly.</td>
</tr>
<tr>
<td>4. Poor visibility.</td>
<td>7. Have all participants keep spare clothing in plastic bag inside rucksack.</td>
</tr>
<tr>
<td>7. Rain / check crossing.</td>
<td></td>
</tr>
</tbody>
</table>
Walking Party Intentions Form

This form provides information about a walking party from ___________________________ School.

Copies of this form are being provided to: __________________________________________

Leader’s name: ________________________________________________________________

Phone number(s): ______________________________________________________________

Other adults on the trip and phone numbers:

____________________________________________________________________________

Planned trip route:

Day 1: ______________________________________________________________________

Day 2: ______________________________________________________________________

Day 3: ______________________________________________________________________

Starting day, date and time: ______________________________________________________

Expected finishing day, date and time: ____________________________________________

Possible changes to route plans (for bad weather, etc):

____________________________________________________________________________

Location at which vehicles have been left: __________________________________________

Vehicle registration numbers: __________________________________________________

The group carries:

Waterproof jackets (colours)
Spare dry clothes
Food for ______ days
Whistles
Mirror / Cyalume light sticks/strobe/flares/other* _______________________
Tents or emergency shelter (colours)
Sleeping bags
First aid kit
Matches
Map and compass
* Cross out anything not applicable

The contact person for the group is __________________. He/she can be contacted at phone number __________________.

If the walking party has not returned by _______________(day, date, time) and we have not communicated with
the Contact Person, he/she will report our situation to the police at ____________________________.

Note: Attached to this form is a list of all the students participating in this walk. Details include their names, 
sex, age and class. Also attached is a map showing the route of the walk.
Sample Information

Name of School ____________________________________________

Date _____________________________________________________

Dear Parent/Caregiver,

This note is to inform you of important details relating to a forthcoming bushwalk and to seek your permission for your child to attend.

Details of locations to be visited: ____________________________________________

_________________________________________________________________________

Purpose of the trip: _______________________________________________________

_________________________________________________________________________

Activities that are part of the program:

_________________________________________________________________________

_________________________________________________________________________

Supervision will be provided by: _____________________________________________

_________________________________________________________________________

Degree of difficulty: [Indication to be given of minimum level of fitness recommended and major challenges of the walk, such as distance to be covered, terrain description, height to ascend or descend].

_________________________________________________________________________

Contact System: [Inform parents of arrangements the school has made for the walking group to make contact with the school and for the school/parents to make contact with the group in case of emergency].

_________________________________________________________________________

Cost: _________________________________________________________________

Departure: ____________________________ [time and place] ____________________________

Return: ____________________________ [time and place] ____________________________

Please complete and return the information below to ____________________________ by __________ (date required).
Permission Note

I hereby consent to my child ____________________________ participating in the ______________________ expedition to ____________________________ (indicate general location) on ____________________________ (dates).

If required, I consent to the supervising teacher seeking any medical aid that he/she feels is necessary.

Signature of Parent/Caregiver: ____________________________ Date: ____________________________

Parent/Caregiver’s contact phone nos:

__________________________ (day) ____________________________ (night) ____________________________ (mobile)

Note: Health details and signed parental permission notes should be taken on extended walks and carried by the teacher-in-charge in a waterproof packet.

HEALTH DETAILS

Does your child suffer from any medical condition? (asthma, diabetes, epilepsy, etc.) Please note any details of the medical management program that the leader may need to be aware.

__________________________________________________________________________________________

__________________________________________________________________________________________

Give details of any medication your child is currently taking together with the dispensing routine:

__________________________________________________________________________________________

Give details of any allergy your child has to common foods, plants, insect bites, medications (eg. penicillin), etc:

__________________________________________________________________________________________

In what year was your child last immunised against tetanus? ______________________________________________________________________________________

How far can your child swim? (circle) less than 25m 25-50m 50-100m more than 100m

(* include only if swimming is part of activities)

Is there any other information we may need to be aware of, that may impact on any of the activities undertaken during the activity?

__________________________________________________________________________________________

__________________________________________________________________________________________

Medicare Number: ____________________________
APPENDIX D

RUGBY LEAGUE/UNION
Details of Coaches

<table>
<thead>
<tr>
<th>NAME OF COACH</th>
<th>QUALIFICATIONS AND EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal's signature: __________________________ Date: __________________________

PERMISSION TO PLAY RUGBY LEAGUE/RUGBY UNION

The Principal
.......................................................................................................................... School.

I give permission for my child or ward __________________________ (full name)

to play rugby league/rugby union as part of the intra and inter-school sport program of the school. If my child is selected to play in trials and representative games at the zone and area level, I understand that I will be notified and my permission sought.

While I appreciate the efforts made by the school to minimise the possibility of injury, I understand that there will remain some degree of risk inherent in participation in what is essentially a body contact sport. I understand that the wearing of a correctly fitted mouthguard is encouraged in all games and training sessions.

Under no circumstances should my child/ward be allowed to play/trial in the following positions:
..........................................................................................................................

Parent or caregiver's name: ________________________________________________ (Please Print)

Signature: __________________________ Date: __________________________
**CHECKLIST** for school purposes only and confirmed by appointed coaching staff. Documents of this nature should be kept within the school.

1. Coaching staff are adequately experienced or qualified to supervise rugby league or rugby union programs. Principals should record details of coaches on the form provided in appendix D.

2. Written parental or caregiver permission has been received for all students participating. A proforma for this purpose is provided in appendix D.

3. Inspection of players' boots and apparel will be undertaken prior to each match.

4. Players will be allowed to resume play after injury only when it is clear the injury has healed.

5. Matches will be conducted only on grounds that are appropriately marked, avoiding the use of hydrated lime.

6. Padding will be affixed to goalposts.

7. As a matter of policy, spectators will be kept well back from the sideline.

8. Representative teams to all levels will train regularly and follow a structured coaching program.

9. The selection procedure involves consideration of the specific strength and physical requirements of particular positions, particularly front and second row.

10. A well-equipped medical kit will be available at each venue.

11. Where possible, a person with current first-aid qualification will be present at football matches.

12. In all intra and inter-school teams, only players who have had sufficient specific training and experience will be selected in the front row and second row.
APPENDIX E

Bicycle Report

For students to fill in:
Name of owner
Type of bicycle - BMX/10 speed/family/terrain/mountain/other
Colour
Frame or identification number
Engraved/Stamped on (bottom bracket/rear fork/seat)
Bicycle helmet (suitably fitted)
Bicycle lock

Circle faulty parts

Repair or Adjust  Pass  Comment  Repair made

1. Frame fit
2. Seat
3. Handlebars
4. Headset
5. Front brake
6. Back brake
7. Wheels
8. Pedals
9. Chain

10. Suitable for cycling at night

Yes/No

Signature of person making report
Date of Report
Date of Recheck

Repairs completed / not completed

Signed

Repairs and adjustments identified on this report are the responsibility of the parent/caregiver.

APPENDIX F

Acknowledgement of Billeting Conditions by Billeting Families

Dear Parent/Caregiver

The school has received an indication that you may be willing to provide accommodation for a student who is participating in the ________________________________ (event). This activity will involve the provision of accommodation for visiting competitors from _______________________ to ______________________ (time & date) to _______________________ (time & date).

This school is very grateful for your offer to billet visiting students. You would be aware that the Department of Education and Training has recently introduced new policies, procedures and curriculum relating to child protection. The Department, as an agency responsible for the care and welfare of students in schools, has a charter to protect the young people in its care from all forms of abuse.

In order to formalise the billet, please sign and return the undertaking below. All adults residing in your home need to be aware of this undertaking.

We hope you will enjoy having the billeted student in your home and anticipate that the student will benefit from the experience of staying with you. Please retain this section for future reference. Return the completed slip below to ______________________ (name).

Yours sincerely

_____________________________  _______________________
Principal                                            Date

__________________________________________________________
UNDEARTAKING TO PROVIDE BILLET

In light of the commitment of the Department of Education and Training to providing a safe environment for students, I ______________________ agree to provide appropriate accommodation for ______________________ (number) student(s) during the __________________ (activity) being held from __________________ to __________________ (dates).

I advise that I am not aware of anything in my history, or the history of people within this household that would preclude our hosting the student(s) during this visit.

I undertake to provide a safe and secure home environment for the student(s) and to do my utmost to ensure that the student(s) is/are not exposed to harm.

All adult members of this household have read and are aware of this undertaking.

_____________________________  _______________________
Signature                                            Date