Physical Education and Sport Policy and Implementation Guidelines

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1 POLICY STATEMENT

1.1 Schools must develop physical education and sport programs which are in line with the ACT curriculum framework (P-10) or an accredited ACT Board of Senior Secondary Studies (years 11 and 12) course.

1.2 Principals must appoint an appropriate staff member to coordinate the school’s involvement in physical education and sport.

1.3 For each student from kindergarten to year 10 there are mandatory times to be devoted within curriculum time to the area of physical education and sport. Allocation of time for physical education and sport for students in preschool programs or colleges must be appropriate to meet the developmental needs of students and/or assessment requirements.

1.3.1 Each year, from kindergarten to year 6, schools must provide students with a minimum of 25 – 30 minutes per day of moderate to vigorous physical activity as part of planned physical education and sport programs.

1.3.2 Each year, from year 7 to year 10, schools must provide students with a minimum of 150 minutes per week of moderate to vigorous physical activity as part of planned physical education and sport programs.

1.3.3 Where a school’s timetable for year 6 is aligned with year 7 to year 10 timetable structures, application of the mandatory times for year 7 to year 10 students is allowed.

2 RATIONALE

2.1 The policy explains the responsibilities of school principals and boards for the provision of safe and effective physical education and sport programs.

3 DEFINITIONS

3.1 Physical activity is a broad term which describes all movements in everyday life which accelerates the heart rate, predominantly through games, sport, dance and recreation.
3.2 **Physical education** is the process of gaining knowledge, skills and attitudes, mainly through physical activity.

3.3 **Sport** is the collective term for all physical activity formalised by a set of rules, usually competition based. In a school environment, sport can occur within the physical education curriculum and as an extra curricular activity.

3.4 **Suitably qualified teacher** or **sports leader** is formally qualified in a particular sport or has demonstrated experience in a particular sport to the satisfaction of the principal. Where an adult other than a teacher is invited by the school to conduct sports clinics for students, it is strongly recommended that the person possess at least a Level 1 (accredited by the National Coach Accreditation Scheme (NCAS)) coaching qualification in the sport to be presented.

### 4 PROCEDURES

4.1 The principal must approve all activities and personnel.

4.2 A teacher must supervise all physical education and sporting activities.

4.3 When developing physical education and sport programs, teachers must refer to the *Physical Education and Sport: Implementation Guidelines (2009)* and implement all requirements for the relevant sport(s).

4.4 Where guidelines are not published for a sport, teachers considering its inclusion in their physical education and sport program should consult the Department’s Physical Education and Sport Unit. Such sports/activities may also be located in the *Outdoor Adventure Activities Policy and Mandatory Procedures (2009)*.

4.5 Each school should develop a comprehensive statement and policy on its conduct of extra curricular sport.

**Role and responsibilities of principals**

4.6 Principals will:
- oversee the provision of planned, sequential programs designed to develop students’ knowledge, skills and attitudes required for physical education which is considered essential as described in the ACT curriculum framework
- ensure curriculum time requirements for physical education and sport programs are met as specified in 1.3.1 and/or 1.3.2
- support teachers in implementing the appropriate codes of behaviour as outlined in the *Physical Education and Sport: Implementation Guidelines (2009)*
- ensure that all teachers delivering physical education classes are aware of their responsibilities for programs as outlined in 4.8.

**Role and responsibilities of physical education and sports coordinators**

4.7 Physical education and sport coordinators will:
- develop appropriate administrative structures which ensure viable physical education programs.
### Role and responsibilities of teachers

4.8 Teachers delivering physical education classes will:

- be familiar with the *Physical Education and Sport: Implementation Guidelines (2009)* and implement all requirements for individual sports, particularly the requirement relating to jewellery
- comply with the responsibilities of employees as listed in the *Injury Prevention and Management (2005)* policy statement
- implement broad and balanced programs designed to develop students’ knowledge, skills and attitudes in relation to physical activity through essential and worthwhile content as described in the ACT curriculum framework
- be responsible for monitoring, assessing and reporting on students in their class
- ensure that physical activities are conducted in a safe learning environment in accordance with the *Physical Education and Sport: Implementation Guidelines (2009)* and other related documents referred to in this policy
- be responsible for the supervision of other personnel providing physical education programs for their students
- ensure all students have access and opportunity to participate in physical education programs
- be responsible for maintaining and updating qualifications and specific requirements related to specialised activities.

4.9 Teachers planning and conducting extracurricular sporting activities must ensure that, where relevant:

- the Department’s *Excursions (2006)* policy is followed
- students are aware of the rules for the activity and the appropriate codes of conduct
- all reasonable care is taken to protect students from risks of injury that the teacher should reasonably foresee, including actions of other students and injury from inanimate objects
- appropriate staff/student ratios are observed
- adequate supervision is provided for both players and student spectators
- a portable first aid kit and access to medical facilities, appropriate to the sport or level of competition, are readily available (refer to the *First Aid (2003)* policy, including blood spills and sharps disposals procedures)
- students are instructed to leave the field, where possible, if injured and appropriate first aid sought
- play stops until medical assistance arrives where a student is unable to leave the field and does not resume until the student has left the field.

### Facilities and equipment

4.10 Measures must be adopted to reduce the risk of facility or equipment-related injury during physical education and sports activities. Those involved in the conduct of physical education and sport must:

- maintain facilities and equipment in a safe condition
- properly supervise all participants during sessions
- where relevant, ensure that adequate protective equipment is available and used for training and competition (refer to *Physical Education and Sport: Implementation Guidelines (2009)*)
- ensure that protective equipment is correctly fitted (mouthguards and male protectors are the responsibility of individual participants)
• modify equipment, rules and field/pitch/court dimensions (as appropriate)
• cancel matches or training where inspection of playing surfaces and equipment shows they are unsuitable or unsafe for play.

Guidelines

4.11 Separate guidelines supporting the implementation and management of activities in accordance with the policy are attached. These include issues relating to insurance, safety, physiological conditions, medical considerations, facilities and equipment, codes of behaviour and sports-specific conditions.

4.12 The guidelines are available at:

Policy Owner: Director, Curriculum Support and Professional Learning

Related Documents:
Responding to Student Accidents/Incidents (2014)
Alcohol – Possession and Consumption in Schools and at School Related Activities (1998)
Excursions (2006)
First Aid (2003)
Get a move on – The importance of school-based initiatives to increase children’s physical activity (2007)
Outdoor Adventure Activities Policy and Mandatory Procedures (2009)
School Canteens (2007)
Sun Protection (2006)
Working with Children and Young People - Volunteers and Visitors (Interim) (2013)
Implementation Guidelines
IMPLEMENTATION GUIDELINES

1. GENERAL

1.1 The Physical Education and Sport Implementation Guidelines (2008) support the Physical Education and Sport (2008) policy. These guidelines should be read in conjunction with the policy.

1.2 These guidelines apply for sporting activities conducted in physical education lessons and school sport. It does not distinguish between sport within the curriculum (physical education) and extra curricular (competition).

1.3 Within the curriculum, sport provides the opportunity to apply and develop the knowledge, skills and attitudes acquired in physical education. When applying the implementation guidelines for individual sports within the curriculum, the skills and/or rules should be modified, whilst maintaining safety, to further the learning experience of students.

1.4 Extra curricular sport includes:

- Intraschool sport – sport conducted within individual schools and may be a development or extension of the physical education program. In some schools, intraschool sport may take the form of an inter-house competition.
- Interschool sport – sport in which students represent their school in district or zone championships, system round robin or knockout competitions or friendly sports exchanges.
- Representative school sport – sport in which students compete for their school as part of a district or zone at an ACT championships or as part of an ACT team at a School Sport Australia Exchange or Championship.

1.5 For outdoor adventure activities conducted in physical education lessons, refer to the Outdoor Adventure Activities Policy and Mandatory Procedures (2009).

1.6 The Principal must approve all activities and personnel.

1.7 A teacher must supervise all physical education and sporting activities.

1.8 When delivering physical education classes, teachers will:

- implement all requirements for individual sports in these guidelines, particularly the requirement relating to jewellery
- comply with the responsibilities of employees as listed in the Injury Prevention and Management (2005) policy statement
- implement broad and balanced programs designed to develop students’ knowledge, skills and attitudes in relation to physical activity through essential and worthwhile content as described in the ACT curriculum framework
- be responsible for monitoring, assessing and reporting on students in their class
- ensure that physical activities are conducted in a safe learning environment in accordance with these implementation guidelines
- be responsible for the supervision of other personnel providing physical activity programs for their students
• ensure all students have access and opportunity to participate in programs
• be responsible for maintaining and updating their personal skill techniques and teaching strategies.

1.9 When planning and conducting sporting activities, teachers must ensure that, where relevant:

• the Department’s *Excursions (2006)* policy is followed
• students are aware of the rules for the activity and the appropriate codes of conduct
• all reasonable care is taken to protect students from risks of injury that the teacher should reasonably foresee, including actions of other students and injury from inanimate objects
• appropriate staff/student ratios are observed
• adequate supervision is provided for both players and student spectators
• a portable first aid kit and access to medical facilities, appropriate to the sport or level of competition, are readily available (refer to the *First Aid (2003)* policy, including blood spills and sharps disposals procedures)
• students are instructed to leave the field, where possible, if injured and appropriate first aid sought
• play stops until medical assistance arrives where a student is unable to leave the field and does not resume until the student has left the field.

1.10 Where appropriate, teachers must follow the procedures set down in the related documents listed in the Physical Education and Sport (2009) policy.

2. INSURANCE

2.1 Public transport/hire cars or buses: the Department does not provide additional third party or public liability insurance cover for staff members and students using public transport or private operations. If participants are not satisfied with the cover provided by transport companies they should consider additional personal cover.

2.2 Private vehicles: compulsory Third Party insurance remains valid where a private vehicle is used in the course of duty, as does comprehensive insurance with major companies such as a member company of the Council of Fire and Accident Underwriters of Australia. Where doubt exists as to the validity of comprehensive insurance the insurer should be consulted by the vehicle’s owner.

2.3 Workers’ Compensation: staff members are covered by Workers’ 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.

2.4 Students: parents should be aware that there is no automatic insurance cover provided by the ACT Government in respect of injuries to students should an accident occur on any excursion or sporting activity. School Sport ACT makes insurance available for students who are representing the ACT. Details of that insurance cover are available from School Sport ACT. Parents should be advised to consider whether they need to take out personal insurance cover for students, especially where they are engaged in school sport.
3. **SAFETY GUIDELINES FOR SPORT** *(based on the Australian Sports Commission Junior Sport Framework (2005))*

### 3.1 GENERAL

An important objective of these procedures is the provision of safe environments for physical education and sport. Those involved in the conduct of sport need to:

- take into account the ways in which the physical and emotional maturity of a child/youth differs from that of an adult
- take into account any long term or short term medical conditions of participants
- ensure facilities and equipment are appropriate and safe
- ensure participants wear protective equipment (where appropriate)
- ensure participants are properly prepared for their involvement, especially through quality teaching and coaching
- ensure teachers/coaches have adequate first aid knowledge
- ensure warm-up and cool down exercises accompany all physical education and sporting activities
- ensure repetitive training techniques are avoided, and endurance activities (e.g. long distance running) restricted so that developing bones, joints and muscles are not injured
- ensure young people play in a variety of positions and not overtrain in particular skills
- ensure that for particular sports and/or particular positions, body shape and size are considered when matching/positioning players.

### 3.2 ENVIRONMENTAL CONDITIONS

(a) **Weather Conditions**

Sometimes extreme weather conditions (e.g. heat, cold, rain or wind) may make it necessary to suspend or postpone training and/or competition.

(b) **Sun Exposure (refer to Sun Protection policy)**

Organisers of sporting competitions and events have a responsibility to protect physical education and sport participants, to the greatest extent practicable, from the dangers of exposure to the sun.

Participants should wear sensible protective clothing, including approved hats, and apply a SPF 30+ sunscreen on exposed skin at regular intervals.

Physical education teachers and sports organisers should also attempt to maximise the provision of shaded areas in classes and at events.

(c) **Hydration/fluid balance**

Compared with adults, children have a larger skin surface area to body mass ratio, and their sweat glands are immature, making them more susceptible to heat loss or heat gain. Fluid balance is important at any time but needs more attention in some weather conditions. Young people do not instinctively drink enough to replace fluid lost during activity.
Young people must be reminded to drink before, during and after training and competition. In adverse weather conditions follow specific fluid practices according to Sports Medicine Australia’s most current guidelines.

Care must also be taken when children are competing in swimming events in cold water.

3.3 MEDICAL CONSIDERATIONS

(a) General

Some children have medical conditions that may affect their participation in physical activity. Particular care should be taken in the case of long-term conditions (e.g. asthma, diabetes, epilepsy, and heart or lung disease). Teachers/coaches should be aware of each child’s specific needs and know how to deal with any emergency.

(b) Blood Spills

In the case of a blood spill which arises from a sporting injury, teachers must ensure that:

- a student who is bleeding leaves the activity area until the bleeding has stopped and all body parts contaminated by blood are cleaned
- the wound has been securely covered with waterproof bandages or dressings
- any blood-contaminated clothing has been changed
- disposable surgical gloves are worn by all those assisting with the blood spill
- where appropriate, bystanders in the immediate vicinity are removed from the area until the area is cleaned
- all contaminated equipment is replaced and contaminated surfaces cleaned, prior to the game or activity recommencing
- contaminated clothes are handled with surgical gloves and stored in leak proof plastic bags until they can be washed
- a Student Injury Form is completed.

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

It is advised that older students involved in contact/collision sport and playing under adult rules be vaccinated against Hepatitis B.

(c) Stress

Whether children find sport stressful depends on the attitudes of parents, coaches and officials. Adults should not set unrealistic goals. Instead, they should offer support and encouragement.

Over-training and over-competing can result in serious outcomes such as injury, illness, negative psychological effects and burnout.
Causes of high stress in young people include:

- high physical workloads with insufficient recovery
- rapid increases in training frequency
- intensity and duration
- inconsistent training loads
- competing too frequently
- too much repetitive practice
- emotional abuse/bullying
- no breaks between seasons.

3.4 FACILITIES AND EQUIPMENT

Facilities, sporting equipment and protective equipment should meet the standard requirements for safety for the particular sport. Measures should be adopted to reduce the risk of facility or equipment-related injury during physical education or sports activities. Those involved in the conduct of physical education and sport need to:

- have risk management procedures in place to identify and control any risk of injury or illness related to facilities and equipment
- maintain facilities and equipment in a safe condition, and replace when inadequate for doing the job, or is faulty
- use equipment in accordance with the manufacturer’s instructions
- properly supervise all participants during sessions
- where relevant, ensure that adequate protective equipment is available and used for training and competition (see individual sports for further advice)
- ensure that protective equipment is correctly fitted (mouthguards are the responsibility of individual participants)
- modify equipment, rules and field/pitch/court dimensions (as appropriate) so that participants experience fun and success and are less likely to be injured
- cancel matches or training where inspection of playing surfaces and equipment shows they are unsuitable or unsafe for play
- enlist the support of role models in wearing safety equipment so young people follow by example.

4. IMPLEMENTATION - GENERAL

4.1 Teachers should be aware of the specific physical demands of the activity and the individual needs of their students. All students should be encouraged to participate to the best of their ability.

4.2 Parents and community personnel may be encouraged to coach a school sporting team provided they have formal qualifications and/or demonstrated expertise and provided a teacher is responsible at all times for the supervision and welfare of the students.

4.3 Teachers are encouraged to undertake, through professional learning, courses in coaching for specific sports.

4.4 Each school should develop a comprehensive statement and policy on its conduct of school sport.
4.5 The activity, rules, equipment and size of field may need to be modified to suit the age, fitness, skill level, special needs and maturity level of the students.

4.6 The following list of sports has been approved for teaching and/or competition in ACT public schools.

Not all sports listed for competition are suitable for teaching in physical education classes. Modifications to certain listed sports are necessary to make them safer for all students to participate. Full body contact sports must not be played in physical education lessons.

The ACTPSSA and ACTSSSA make decisions each year about the sports to be contested for the following year. The non-listing of a sport does not mean ACT public school students are automatically precluded from participation. However, **shooting and firearm sports are banned activities in ACT public schools.**

Guidelines for sports not listed are usually available from state and/or national sporting organisations. Where guidelines are not published for a sport, teachers considering its inclusion in their programs should consult the Department’s Physical Education and Sport Unit. Such sports/activities may also be located in **Outdoor Adventure Activities Policy and Mandatory Procedures (2009)**. Modified procedures have been developed for some sports (shown in brackets in the following table). When appropriate, schools should follow the modified procedures which have been accepted by the relevant national sporting organisation.

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4.7 The promotion, organisation and coordination of representative school sporting competition for students in the ACT is the responsibility of School Sport ACT and its primary and secondary management committees known as the:
• ACT Primary Schools Sports Association (ACTPSSA)
• ACT Secondary Schools Sports Association (ACTSSSA)

4.8 School Sport ACT is responsible for coordinating the activities of the ACTPSSA and the ACTSSSA and for offering appropriate advice in the area of school sport. The ACTPSSA and the ACTSSSA are responsible for promoting and organising school sport for primary and secondary school students respectively.

4.9 The activities of each of these bodies are governed by a constitution or set school sports competitions, organised under the auspices of these bodies. Sporting activities are generally conducted at the following levels:

• INTERSCHOOL: competitions for individuals and school teams within the ACT and surrounding regions, usually at a District or Zone level as determined by the ACTPSSA or ACTSSSA
• REPRESENTATIVE: competitions between teams representing zones (secondary) or districts (primary).

5. CODES OF BEHAVIOUR

5.1 The following Codes of Behaviour (with minor modifications) have been accepted by the Australian Sports Commission, School Sport Australia, Australian Council for Health, Physical Education and Recreation, National Coaches Accreditation Scheme, and National Sports Associations. The codes are in line with the Junior Sport Framework.

These “Fair Play” Codes are for teachers, coaches, managers, players and spectators. They provide a practical guide to reinforce the positive elements of students’ participation in sport. They expound a philosophy of fair play - with an emphasis on fun, friendly competition and individual fulfilment. They are designed to foster programs in which students can participate with their peers, confident in their abilities and potential, as well as being mindful of the lifelong benefits of sports activity and physical fitness.

5.2 TEACHERS’ CODE

• Staff have a general duty of care to take all reasonable steps to minimise the risk of injury/prevent harm to students.
• Encourage children to develop basic skills in a variety of sports, and avoid over specialisation in one sport or in one playing position.
• Teach good sporting behaviour as well as basic skills.
• Ensure that efforts for both skill improvement and good sporting behaviour are acknowledged.
• Provide equal encouragement to girls and boys to participate, acquire skills and develop confidence.
• Recognise and cater for groups with special needs.
• Ensure that skill learning and free play activities have priority over highly structured competitions for very young children (below year 3/4).
• Prepare children for intraschool and representative sport by first providing instruction in fundamental motor skills and basic sports skills.
• Help children understand the fundamental differences between the games they play and professional sport.
• Ensure the consequences of inappropriate behaviour are clearly understood.
• Make children aware of the physical fitness values of physical education and sport and their lifelong recreational value.
• Ensure that playing conditions, equipment and facilities are safe and appropriate to the age and ability of the players (see Safety Guidelines).
• Cater for varying levels of ability so that all participants have a ‘fair go’ in both practice and competition.
• Ensure that sport is appropriate for the age and the skill developmental level of the students involved.

5.3 COACHES’ CODE (for teachers, administrative staff, parents and other adults)
• Be reasonable in demands on young players’ time, energy and enthusiasm.
• Teach players that rules of the game are mutual agreements which no one should evade or break.
• Cater for varying levels of ability so that all players have equal time in both practice and competition to develop their full sporting potential; avoid over playing the talented players.
• Remember that students play for fun and enjoyment and that winning is only part of it; never ridicule or yell at students for making mistakes or losing a competition.
• Ensure that playing conditions, equipment and facilities are safe and appropriate to the age and ability of the players (see Safety Guidelines).
• The scheduling and length of practice times and competitions should take into consideration the maturity levels of students.
• Develop team respect for the ability of opponents as well as for the judgement of officials and opposing coaches.
• Follow the advice of a physician when determining when an injured player is ready to play again.
• Remember that students need a coach they can respect; be generous with praise when it is deserved and set an example of good sporting behaviour.
• Prepare and conduct sessions based on sound coaching principles.
• Provide equal encouragement to girls and boys to participate, acquire skills and develop confidence.
• Ensure that the consequences of inappropriate behaviour are clearly understood.

5.4 MANAGERS’ CODE (where appointed to interschool or interstate teams)
• Involve students in the planning, leadership and evaluation of the activity where possible.
• Provide clear communication and opportunities for response for participants, parents and others involved in the activity.
• Ensure that equipment and facilities meet safety standards and are appropriate to the maturity level of the students.
• Ensure that rules and length of schedules take into consideration the age and maturity level of the students.
• Distribute codes of behaviour to teachers, coaches, players, parents, spectators and officials to ensure that all involved understand their authority and responsibility for fair play.
• Ensure that proper supervision is provided at all times.
PLAYERS’ CODE

- Be a good sport.
- Play for enjoyment.
- Work hard for the team as well as yourself.
- Treat all team mates and opponents as you would like to be treated.
- Play by the rules.
- Control your behaviour on and off the field.
- Learn to value honest effort, skilled performance and improvement.
- Cooperate with the coach, officials, team mates and opponents.
- Respect and abide by officials’ decisions.

5.5 SPECTATORS’ CODE (for students and adults)

- Remember that students play sport for fun; they are not there to entertain spectators and they are not miniature professionals.
- Demonstrate appropriate social behaviour by avoiding foul language, harassing players, coaches or officials.
- Applaud good performance and efforts from each team; congratulate all participants upon their performance regardless of the game’s outcome.
- Never ridicule a player for making a mistake; positive comments are motivational.
- Condemn the use of violence.
- Show respect for your team’s opponents.
- Respect the officials’ decisions.
- Encourage players to play according to the rules and the officials’ decisions.
Implementation Guidelines Supporting Individual Sports
ARCHERY

Introduction

All activities and personnel must be approved by the Principal.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Students, teachers and other participants must:

- be aware of the hazards involved and be responsible enough to follow the recognised safety procedures
- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration for the following:

- first aid equipment must be readily available
- the area must be free from obstruction such as trees, wires or shrubs
- advantage should be taken of natural terrain so that the archers shoot towards a hill or embankment
- a clear area of at least 50 metres must be established behind the targets and at least 20 metres beside the targets
- caution signs indicating archer in progress and/or barriers such as red warning flags and witches hats must be placed around the range to limit access by non-participants
- defined parallel flight paths must be established for each target
- the site must be free from traffic flow and pedestrians.

Safety

The following safety strategies must be employed:

- assign students to one specific target with a maximum of four archers per target
- ensure all arrow lengths are the same for one shooter and are matched to the shooter's draw length
• set up a single shooting line long enough to accommodate participants comfortably so that all archers shoot from this line
• ensure bows are positioned vertically with the tip resting on front foot between shots
• supply students with individual quivers where possible
• establish a system of commands, preferably with a whistle, to signal students when to:
  (i) commence shooting
  (ii) cease shooting
  (iii) retrieve arrows
• instruct students to place bows in racks or on the ground next to the shooting line when finished shooting and then step back 2 metres; when the shooting line is clear the signal can be given to retrieve arrows
• ensure all arrows are retrieved at the same time
• nominate a single person (e.g. target captain) to withdraw arrows from each target, while other archers stand back at a safe distance and to one side of the target to prevent eye injury on withdrawal of arrows
• position all shooters astride the line before giving a starting signal
• instruct students not to take an arrow from the quiver until after a signal is given
• instruct students to point nocked arrows in the direction of the target
• instruct students not to draw a bow, with or without an arrow in it, except when standing facing the target and intending to shoot
• instruct students to leave arrows which fall from the shooter's bow in front of the shooting line, until a 'cease shooting' signal is given
• establish a signalling system so that students facing the target on the shooting line can attract the attention of the leader (e.g. by holding the bow in a vertical position above head)
• when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

• introductory warm-up activities
• progressive and sequential skill development
• instruction in the correct method of withdrawing arrows from target
• grouping of students according to ability level.

If different distances are to be shot, the targets must be staggered.

Equipment

Equipment and maintenance must include the following:

• students must wear a finger tab or shooting glove and arm guards that cover above the elbow
• bows with cracks and stress marks must be withdrawn from use
• strings showing signs of abrasion and wear (e.g. frayed strings or serving, particularly under nocking point, must be replaced
• arrows which have faulty flights or nocks must be withdrawn from use
• all bows must be strung to their recommended string lengths.
ATHLETICS

Introduction

All activities and personnel must be approved by the Principal.

THROWING EVENTS

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- be free of any physical injury which may affect their capacity to throw or which may be aggravated as a result of throwing
- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- wear appropriate footwear with non-slip soles
- secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- 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 the number of throwers must be restricted on each occasion so that:
  (i) all throwing takes place in one direction
  (ii) the safety of individuals in adjoining areas is shown due regard
- the throwing area must be of adequate length to contain the implements thrown, giving consideration to the ability level of the group
- the throwing sector area and approach/launch areas must be marked with highly visible markers to prevent access by non-participants
- the approach/launch area must be dry and free of any loose materials.
Safety

Each of the throwing implements has the potential to cause serious injury.

The following safety strategies must be employed:

- brief students on the safety rules to be employed in the session prior to the issuing of equipment
- ensure the approach and launch area and throwing sector are supervised at all times
- instruct students to check that there is no-one in the throwing sector before they commence preparation for the throw
- establish a system of commands to signal when students are to retrieve implements.
- dry implements before each throw if conditions cause dampness
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- progressive and sequential skill development
- activities that match the skill and fitness levels of the students
- appropriate strength and flexibility improvement exercises in each session
- instruction in prerequisite skills and techniques prior to participating in competitive events.

Activities must be designed to facilitate learning of sound throwing techniques.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment must be appropriately sized or modified to match the ability and strength levels of the students; the recommendations for age based size of implements should be followed
- throwing implements must be well maintained to avoid the risk of injury to the student
- equipment not in use must be properly stored to prevent unauthorised use.

Shot Put

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

- transport shots in sturdy container and give due consideration to limiting the total mass
- ensure students are in line, at least 2 metres apart, and all putting occurs in the one direction when instructing groups in the standing throw and liner glide techniques
for group instruction in the rotational throwing technique:
(i) ensure the turn is practiced with modified equipment or without a shot
(ii) where shot is to be put using the turn, ensure only one individual throws at a time
(iii) ensure other students behind protective cage/barrier keep well clear
(iv) where no protective cage/barrier is available, ensure other students are at least 10 metres behind and to the non-putting side
• avoid putting shots into area where indentations may cause ankle or other injuries.

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

Discus

For discus activities the following safety strategies must be employed:

• check discuses and withdraw from use those with cracked or worn rims or loose centre screws
• ensure discuses being returned to the throwing area are carried
• for group instruction in the standing throw:
  (i) throwers are at least 5 metres apart
  (ii) left-handed throwers are placed on the left hand side of the group (when looking from behind the line of throwers)
• for instruction in the turning throw:
  (i) ensure the turn is practised with modified equipment or without discus
  (ii) where discus is to be thrown using the turn, ensure only one individual throws at a time
  (iii) where throwing takes place, ensure other students behind protective cages/barriers keep well clear
  (iv) where no protective cage/barrier is available, ensure other students are at least 10 metres behind the throwing zone.

Protective cages or improvised barriers are recommended when using the turn (e.g. fence or 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 tail up, except when the thrower has entered the specified 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 tail end of a javelin
• instruct students to place one hand over the tail end of the javelin before attempting to pull 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 must 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 in the correct manner (i.e. upright, with point down)
for group instruction:
(i) ensure all throwing is done from one line within clearly marked side boundaries
(ii) place students 5 metres apart
• assemble other students at least 10 metres behind the marked approach and delivery area.

Improvised equipment should be used for warm-up and skill drills exercise and for group instruction.

**Hammer**

Hammer throwing is unsuitable for class groups. Students who express interest in this event should be directed to the ACT Athletics Association for advice.

**JUMPING EVENTS**

**Leader Qualification/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, Teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants must:

• be free of any physical injury which may affect their capacity to jump or which may be aggravated as a result of jumping
• wear appropriate non-slip footwear when jumping from wooden take-off boards or hard surfaces
• be advised to secure long hair if it is likely to impair vision or impede performance
• remove jewellery and other ornaments where it is deemed to represent a threat to safety.

**Location**

The teacher must ensure that the location has been selected with consideration of the following:
• first aid equipment must be readily available
• approach and take-off areas must be level and have an even surface
• the landing area must be of impact-absorbing material and large enough to ensure that students remain within the confines until the jump is completed.

Safety

The following safety strategies must be employed:

• ensure the leader is in a position to supervise the approach, take-off and landing areas
• ensure the landing area is clear before students commence their approach
• when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

• appropriate warm-up and warm-down activities
• progressive and sequential skill development
• instruction in prerequisite skills and techniques prior to participation in competitive events
• selected jumping events and techniques that match the physical growth and development and skill level of the student.

Equipment

Equipment and maintenance of equipment must include the following:

• landing and take-off areas must be maintained to avoid risk of injury to students
• equipment not in use must be properly stored to prevent unauthorised use.

High Jump

For high jump activities the following safety strategies must be employed:

• ensure that where the landing area consist of several mats, these are held firmly together
• ensure mats are carried by hand at the side and not carried aloft on backs, shoulders or heads
• ensure run-up and take-off areas are dry and free from any slippery material
• ensure the bars for introductory jumping are collapsible/elastic
• triangular bars must not be used under any circumstances
• circular fibreglass bars are recommended for competition.

The landing area must extend at least 2 metres behind the bar, 1 metre past the stands at either end and be at least 25cm deep. **If athletes are doing the Fosbury Flop, then at least 40cm of foam is required for the landing area.**

Gymnastics mats are unsuitable to be used as a direct landing surface but may be used, at a depth of 15 cm, around the end/back periphery of suitable high jump crash pads.
Approach markers should be used to avoid landing off the mats when teaching novice jumpers.

**Fosbury Flop High Jump Technique**

Only students aged 10 years and over can be engaged in Fosbury Flop high jump, and then only in small groups conducted by teachers/coaches with **expertise** in the technique.

All students engaged in Fosbury Flop high jump technique must be given adequate lead-up activities before advancing to the actual technique.

**Long/Triple Jump**

For long/triple jump activities the following safety strategies must be employed:

- dig and rake landing pits before any jumping takes place; any hard or sharp objects must be removed
- rake pit after each jump to ensure a level landing surface
- ensure take-off board is clearly visible, flat and level with ground surface; the rigid board may be replaced with a rubber mat or similar material
- ensure markers are not left in or adjacent to the pit
- ensure approach area is clearly defined and kept free from any obstructions
- ensure jumping takes place from one direction only
- ensure rakes, forks and shovels are not left unattended in or beside the jumping area.

**Pole Vault**

Pole vault is unsuitable for class groups. Students who express interest in this event should be directed to the ACT Athletics Association for advice.

**RUNNING EVENTS**

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, Teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants should be free of any injury, illness or disorder which may affect their capacity to run or hurdle, or which may be aggravated as a result of the activity.
Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the area is level and free from obstacles and loose objects
- the track must allow sufficient space beyond the finish line for deceleration
- running lanes must be wide enough to avoid contact between runners.

Safety

The following safety strategies must be employed:

- ensure non-participants are kept clear of the running area
- ensure students are aware of potential dangers regarding the use of spikes
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- progressive and sequential skill development
- instruction in fitness training and skill development
- distance for events and heights for hurdles that match skill, fitness and development levels of the students.

Equipment

Equipment and maintenance of equipment must include the following:

- all equipment must be well maintained
- equipment not in use must be properly stored to prevent unauthorised use
- starting blocks, pegs and hammers must be removed from the track and placed in a safe place when not in use
- where starting blocks are used in circular events, any sets which may present a hazard to runners at the finish of the event must be removed immediately after the start.

Safety with Line Marking Chemicals

It is now generally recognised that the use of hydrated lime for line marking purposes is not appropriate. It has the potential to inflict damage to the user and those in the immediate vicinity of its use. Where lime is still used in schools, it should be stored and used in such a manner that it does not present a risk to students or staff. Under no circumstances should students be permitted to use hydrated lime.

Safer alternatives are available from sporting retailers.
Starting Pistols and Caps

Starting pistols and caps represent a significant danger and must be used only by teachers or other adults at the venue. If no “starters” are available, ACT Athletics may be able to supply a person for school, zone/district or ACT athletics carnivals. Starters must at all times use industrial type hearing protection designed for medium to high level noise (above 30 decibels). These may be either ear plugs or ear muffs. Other persons, whether students or adults, must not stand in the immediate vicinity of the starter during operation of the starting pistol.

The following safety procedures must be followed with starting caps:
- always carry caps in a rigid container, never loose in pocket or hand.
- avoid friction; do not rub together
- use or carriage by persons under 18 is prohibited.

Sprints

For sprint activities the following safety strategies must be employed:
- finishing tapes must not be used in sprint activities
- students must run in designated lanes.

Relays

For relay activities the following safety strategies must be employed:
- instruct students to stay in their lanes during baton changes until cleared to leave
- ensure relay change over areas are supervised at all times during competition
- ensure all batons are made of lightweight material such as aluminium or plastic and are regulation size
- **spikes must not be worn by students when learning baton changing.**

Hurdles

For hurdles activities the following safety strategies must be employed:
- ensure hurdle weights, where used, are placed at the appropriate distance from the base of the upright for the height of the hurdle in preparation for competition, to provide pull-over resistance of no more than 4 kilograms.
- instruct students that hurdling must take place only in the direction for which the hurdles are designed
- ensure hurdles used for training beginners and primary school students are of lightweight construction
- ensure hurdle heights and spacing are set to facilitate learning of the correct technique.

Middle Distance

For middle distance activities the following safety strategies must be employed:
- ensure students are spread sufficiently at the start of the middle distance events to avoid collision or spike injuries

PE and Sport Implementation Guidelines
It is the responsibility of the user to verify that this is the current and complete document, located at http://www.det.act.gov.au
ensure students have undertaken sufficient training before competing in distance events.

Cross Country

For Cross Country activities the following safety strategies must be employed:

- check cross country courses prior to the events to ensure the course is safe and well defined
- when selecting the course consider:
  (i) the age of the student group
  (ii) the physical capabilities of the students
  (iii) the environmental conditions prevailing at the time of the race, especially if the air temperature has risen above a comfortable level, and advise athletes to drink cold water up to 15 minutes prior to the event start time
  (iv) the number of students taking part in the race
  (v) the type of surface over which the race will take place
  (vi) the steepness of inclines and declines
  (vii) the potential dangers of obstacles on the course
  (viii) the supervision being provided at appropriately spaced stations on the course and provision of procedures to account for all competitors
  (ix) the availability of first aid facilities
- avoid water crossings at all costs
- ensure appropriate footwear is worn
- ensure there is a vehicle available and designated for emergency transport of athletes injured on the course
- some form of mobile communication is recommended for key checkpoints.

Parents must be informed of full details of the location, supervision to be provided and activities to be undertaken before written permission is obtained. The *Excursions (2006)* policy outlines the appropriate procedure to be followed.
AUSTRALIAN RULES FOOTBALL

Introduction

All activities and personnel must be approved by the principal.

Safety rules and procedures are important because of the degree of body contact. The rules should be modified to match the age of the students (e.g. Aussie Rules/Auskick).

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Where appropriate, students should progress through the skills and knowledge areas associated with Auskick and Aussie Footy prior to participation at a level governed by the full laws of the game.

Students, teachers and other participants must:

- wear appropriate apparel
- be free of any physical injury which may affect their capacity to participate or which may be aggravated as a result of participating
- be selected for positions appropriate to their physical build and stature
- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- the playing area must be level, grassed and free from obstacles and loose objects
- a recommended minimum space of 5 metres should surround each field.
Safety

The following safety strategies must be employed:

- students must be encouraged to wear correctly fitted mouthguards for match play and match practice
- students who may be suffering an injury should not be permitted to take the field
- students who are injured or suffer any type of bleeding in the course of play, must leave the field.
- formal competition games should be controlled by qualified officials
- select students on the basis of ability and suitability for the position/s they are to play
- football boots shall be fitted with studs that conform to the following standards:
  (i) be securely fastened to the sole of the boot
  (ii) be no longer than 18mm, measured from the sole
  (iii) have a base diameter of no less than 13mm
  (iv) have a tip diameter of no less than 10mm
  (v) where secured by an integral washer, such washer to have a diameter of not less than 20mm
  (vi) must not be worn as a single stud at the toe of the boot
- goal post must be suitably padded for all games
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- structured training and coaching programs and selection criteria for teams (where appropriate); training should be specific to player position and physique
- modified games that match the skill and fitness levels of students (e.g. Aussie Footy)
- grouping of students according to ability level, strength and body size.

Equipment

Equipment and maintenance must include the following:

- player equipment including footwear and other protective items must comply with age/standard levels appropriate of the games
- if football boots are to be worn they must be inspected prior to each match
- all goal posts must be padded with the recommended covers for competition games.
**BADMINTON**

**Introduction**

All activities and personnel must be approved by the Principal.

Safety rules procedures are important because of the type of equipment used.

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, Teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear appropriate footwear for the court surface.

**Location**

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the court surface must appropriate for the activity to be undertaken and should consist of a non-slip surface
- a recommended minimum space of 2 metres should surround each court
- for off-court badminton drills:
  (i) activities must be away from buildings, pedestrians and traffic
  (ii) activities must avoid the possibility of any equipment entering another playing area
  (iii) playing area must be level and free from obstacles and loose objects.
**Safety**

The following safety strategies must be employed:

- consider the number of students in the available space and their positions in relation to each other with their racquets. Any left handed students should be positioned on the left of the group for skills practice
- ensure students do not enter other courts to retrieve a shuttle while play is in progress
- ensure that students leave the court if injured.

**Program**

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- grouping of students according to ability level.

**Equipment**

Equipment and maintenance of equipment must include the following:

- equipment used must be checked for damage before play commences and removed from use where necessary
- any equipment in the surrounding area that poses a danger to students must be removed.
- racquets used must be appropriate to the skill level of the students
- students must be advised to keep the racquet grip dry
- net stands must be checked for dangerous/sharp edges and removed from use where necessary
- stands must be securely fixed in position.
**BASEBALL**

**Introduction**

All activities and personnel must be approved by the Principal.

Lead-up games such as tee-ball develop the basic skills for baseball. Safety rules and procedures are important because of the type of equipment used.

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, Teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

**Location**

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- activities must be sufficiently spaced so as to avoid any equipment entering another playing area
- playing area must be level and free from obstacles and loose objects
- a minimum clear space of 10 metres must be allowed outside the foul lines where games are to be played.

**Safety**

The following safety strategies must be employed where appropriate:

- ensure leaders know the rules relating to diamond dimensions and pitching/rest limits for the various age groups
- position the batting team at least 10 metres back from either the first or third base lines and well clear of the catching area
• ensure the umpire standing behind the catcher wears protective equipment as prescribed for the catcher; if not, the umpire must stand behind the pitcher
• instruct batters to drop, not throw, the bat before running; remove dropped bat as soon as possible
• instruct fielders to maintain eye contact with the ball in play at all times
• ensure the warm-up batter practises in the designated area preferably 10 metres from the catcher
• allow sliding only when students have been taught the skill
• ensure students do not slide into first base (the base must be overrun on a single hit)
• adequate sun protection for all participants; include shade for the batting team where possible and remind all players to reapply SPF 30+ sun screen at regular intervals.

Program

The teacher must ensure that the program includes:

• appropriate warm-up and warm-down activities
• instruction in rules, safety procedures and prerequisite skills prior to playing the game
• progressive and sequential development of skill and fitness levels of students
• grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

• equipment must be checked for damage before play commences and removed from use where necessary
• equipment must match the size, strength and ability of the students
• rubber balls are suitable for practice and game play for all age groups; leather baseballs may be used in games for secondary age groups
• batters and base runners must wear a helmet
• recommend male batters purchase and wear a protector, especially for competitions
• catchers must wear helmet, face mask, throat and chest protectors and leg guards; male catchers must also wear a protector.
**BASKETBALL**

**Introduction**

All activities and personnel must be approved by the Principal.

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety.

**Location**

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the surface must be hard and flat, non-slip and free of obstructions and loose objects
- a recommended minimum space of 2 metres should surround each court
- indoor facilities should have lighting and ventilation; lights must be protected.

**Safety**

Students must:

- be encouraged to wear correctly fitted mouthguards for match play and match practice
- wear footwear appropriate to the playing surface.
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.
Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games and equipment that match the skill and fitness levels of students
- grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment, including goal post and boards, must be checked for damage before play and removed from use where necessary
- backboard supports must be padded for safety.
CRICKET

Introduction

All activities and personnel must be approved by the Principal.

Lead up games such as Kanga Cricket develop the basic skills for cricket.

Safety rules and procedures are important because of the type of equipment used and the duration of play.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- activities must be sited away from buildings, pedestrians and traffic
- activities must be sufficiently spaced so as to avoid any equipment entering another playing area
- the playing area must be level and free from obstacles and loose objects
- the wicket surface and the outfield area must be safe and suitable for the ability level of the students.

Safety

The following safety strategies must be employed:

- ensure adequate water is consumed prior to and during the session to prevent dehydration
ensure that no student fields closer than 10 metres in front of the striking batter on either side of the wicket
instruct students to maintain eye contact with the ball in play at all times, including net practice
where students are practising in nets, position only the batter inside the net unless appropriate wicket keeping practice to slow bowling is required
apply appropriate precautions when practice is conducted in adjacent nets
avoid situations during catching practice where the catcher's vision is impaired by the sun
students must be encouraged to wear a helmet when batting to bowling of cricket balls
when appropriate students should wear suitable hats and SPF 30+ sunscreen at both practice sessions and matches.

Program

Where appropriate, the teacher must ensure the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- specific exercises and lead-up activities for fast bowlers
- modified games to match the skill and fitness levels of students
- grouping of students according to ability level.

The number of balls a fast bowler can bowl at practice and during matches must be limited to suit the bowler's age and development.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment must be checked for damage before play commences and removed from use where necessary
- equipment must be appropriate to the size of the students
- well fitted pads, protectors and gloves must be worn by batters and wicket keepers
- helmet and face guard should be provided for batters facing a fast bowler (batters should be encouraged to wear these); all helmets must meet the requirements of Standards Australia
- recommend male batters purchase and wear a protector, especially for competitions
- protective netting, pitches and approaches in practice nets must be kept in good repair
- students must not collect balls from inside the nets while bowling is in progress
- plastic or metal stump sets should be considered for use at practice and in modified games
- boundary markers must be made of non-injurious materials.
Introduction

All activities and personnel must be approved by the Principal.

Indoor cricket is played in an enclosed area.

Safety rules and procedures are important because of the type of equipment used.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- secure long hair if it is likely to impair vision or impede performance
- wear appropriate footwear.

Location

The teacher must ensure that the location has been selected with consideration to the following:

- first aid equipment must be readily available
- the condition of the playing area must be of an acceptable standard.

Safety

The following safety strategies must be employed:

- ensure that no student fields closer than three (3) metres in front of the striking batter on either side of the wicket
- instruct students to maintain eye contact with the ball in play at all times
- bats must be manufactured from wood
- balls must be specifically designed for Indoor cricket
- stumps must be ‘collapsible’.

CRICKET – INDOOR

PE and Sport Implementation Guidelines
It is the responsibility of the user to verify that this is the current and complete document, located at http://www.det.act.gov.au
Program

Where appropriate, the teacher must ensure the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development (a tennis ball should be used for beginners)
- specific exercises and lead-up activities for fast bowlers
- modified games to match the skill and fitness levels of students
- grouping of students according to ability level.

The number of balls a fast bowler can bowl at practice and during matches must be limited to suit the bowler's age and development.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment must be checked for damage before play commences, and removed if necessary
- equipment must be appropriate to the size of the students
- wicket keepers must wear correctly fitted wicket-keeping gloves
- recommend male players purchase and wear a protector, especially for competitions.
CYCLING (non competitive, path or school based)

Introduction

All activities and personnel must be approved by the Principal.

These procedures cover cycling as a class activity, based within school grounds or on cycle paths as part of a recreation, outdoor education, or bike education activity.

Leader Qualifications/Experience

A minimum of two adults is required for this activity in primary schools.

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

The leader must have experience on the route to be ridden and be aware of the potential danger areas to students, such as road crossings, obstructions, etc.

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

One adult present must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

The teacher or leader must check the medical history of students and take appropriate action where required.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- secure long hair
- have reached the level of cycling competency appropriate to the demands of the activity at the selected location.

Location

The leader must ensure that the location has been selected with consideration of the following:

- the route to be taken must be within the capability of the weakest rider(s)
- access to telephones along the route must be known, or a mobile phone must accompany the ride
• road crossings should be minimised (especially for primary aged children) and
  where they are necessary, pedestrian crossings should be utilised wherever
  possible; by law, bicycles must be wheeled across any marked crossings
• rest stops should be built in when planning the route (consider shade, extra
  water).

Safety

The following safety strategies must be employed:

• students must wear appropriate protective equipment, including helmets, SPF 30+
  sunscreen, conspicuous vests or bright clothing, long sleeves and trousers and
  closed-toe shoes
• before lessons, ensure surface is clear of obstacles which may present a danger
• ensure students enter any designated riding area by wheeling their bicycles and
  by yielding right of way to the riders already in the riding area
• ensure students ride in the same direction as the flow of the traffic
• prohibit behaviour or games which could interfere with other riders or cause other
  riders to fall
• permit fast riding and/or advanced cycling activities only at specified times for
  students with the appropriate skill level.

Program

The teacher must ensure that the program includes:

• appropriate warm up/warm down activities
• progressive and sequential skill development
• modified activities that suit skill and fitness levels of students
• instruction in basic bicycle maintenance
• instruction in defensive riding, road rules, cycle path etiquette, consideration of
  other path users, maintenance of fluid intake.

Equipment

Equipment and maintenance must include the following:

• all cyclists must wear a Standards Australia approved cycle helmet
• solid footwear must be worn by all riders; open toed shoes or sandals must not be
  worn
• bikes should be checked for roadworthiness before any trips are taken on
  pathways
• bikes must be suitable for the type of ride to be undertaken
• bicycle repair kits and pumps should be carried
• all cyclists should carry water on extended rides
• any loads must be secured on panniers or carried on cyclists’ backs; large loads
  on backs must be avoided due to the potential instability caused
• all bicycles need to be equipped with a warning device such as a bell.
Divining

Before commencing aquatic based activities for diving, schools are advised to follow the first four steps of the framework outlined in Swimming and Aquatic Activities.

Introduction

All activities and personnel must be approved by the Principal.

These guidelines refer to platform and springboard diving.

Safety considerations lie mainly on the demands on coordination and muscular control.

Leader Qualifications/Experience

A minimum of two adults is required for this activity in primary schools.

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

An adult present (including the pool supervisory staff) must have the ability to:

- effect a recovery of a student from the water at the venue
- perform first aid (hold a current senior first aid certificate)
- perform cardio pulmonary resuscitation (hold a current CPR award).

A suitable first aid kit must be available at the venue.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

The teacher or leader must check the medical history of students and take appropriate action where required.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- secure long hair
- have reached the level of swimming competency appropriate to the demands of the activity at the selected location.
Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- diving activities must be conducted at a swimming complex with diving facilities (incorporated or a separate diving pool); the water must have a minimum depth as specified by the International Amateur Swimming Federation (FINA)
- The pool must be safe and free from potential physical and health hazards.

Safety

The following safety strategies must be employed:

- stay at the poolside in a position to maintain view of entire class at all times
- ensure students are familiar with signals
- forbid 'cross swimming' under the diving board
- ensure no-one moves across the diver's line of vision during 'back take-off dives'
- ensure only one person is on the board at any one time
- prevent any distraction of the diver when dives are being attempted.
- when appropriate, students should wear SPF 30+ sunscreen

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- appropriate land drills for dives
- progressive and sequential skill development.

Trampolining and tumbling activities aid in the development of coordination and muscular control.

Equipment

Equipment and maintenance of equipment must include the following:

- boards must not be slippery and fulcrums correctly adjusted before use; teachers must ascertain that the boards are maintained in a satisfactory working order.
EUROPEAN HANDBALL

Introduction

All activities and personnel must be approved by the Principal.

This sport at Olympic level is correctly named Handball. However by calling it team handball the game is distinguished from the British game which is similar to squash, and the game which is played at school with a tennis ball by many students.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

If an adult other than a registered teachers is engaged for instruction, a teacher should be present to take overall responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the playing surface.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- surface must be even and free from obstacles
- activities must be sufficiently spaced so as to avoid any equipment entering another playing area; a recommended minimum space of 2 metres should surround the playing area.
Safety

The following safety strategies must be employed:

- ensure goalkeepers defend their goal against only one ball at a time during skills practice
- students must be encouraged to wear appropriately fitted mouthguards for competition
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games that match skill and fitness level of students
- grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment (including goal and nets) must be checked for damage before play commences and removed from use where necessary
- recommend male goalkeepers purchase and wear a protector, especially for competitions
- goals must be stable and firmly fixed
- boundary markers must be made from non-injurious material.
FITNESS ACTIVITIES

Introduction

All activities and personnel must be approved by the Principal.

These guidelines refer specifically to aerobic classes and weight training.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. Outside personnel must be registered as an Aerobics Instructor or Fitness Instructor with Fitness ACT.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the activity and the surface used.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the surface must be even, firm and non-slip
- in addition for weight training:
  (i) different exercises must be sufficiently spaced to avoid congestion where one activity could interfere with another
  (ii) protective matting (e.g. rubber, foam) must be used for the floor area.
Safety

The following safety strategies must be employed:

- ensure all students are aware of safety procedures before the commencement of the activity
- in addition, for weight training:
  - (i) ensure students check all equipment before they use it
  - (ii) ensure beginners are provided with individual assistance and that they use only token resistance
  - (iii) ensure students do not train alone
  - (iv) use assistants when complex technical skills or when heavier weights are being introduced
  - (v) ensure two spotters are present, one at each end of the bar when lifting free weights above head
  - (vi) ensure correct breathing techniques are used for all lifts
  - (vii) cease activity at any sign of excessive tiredness or fatigue.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- progressive and sequential development (programs should be tailored to individual needs
- instruction in safety procedures
- safe exercises which include all major muscle groups of the body
- in addition, for weight training:
  - (i) every student must be provided with an individual program (where appropriate)
  - (ii) students must be instructed in the correct lifting techniques and associated breathing control
  - (iii) students must be instructed in correct spotting techniques.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment must be checked prior to use and at regular intervals throughout the sessions
- free weights must have collars, bars must be evenly located between stands and benches must be properly positioned.
- different types of weight training equipment should be used so that the students receive training in all major muscle groups.
FOOTBALL (SOCCER)

Introduction

All activities and personnel must be approved by the Principal.

Safety and procedures are important because of the risk of body contact. Modified rules appropriate to the various age groups should be used.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

If an adult other than a registered teacher is engaged to instruct, a teacher should be present to take overall responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

If the activity is to take place at an outside venue, the appropriate Excursions (2006) policy guidelines must be followed.

Students, teachers and other participants must:

- be free of any physical injury which may affect their capacity to participate or which may be aggravated as a result of participating
- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Where appropriate, students should progress through the skills and knowledge areas associated with Roo Ball prior to participation at a level governed by the full laws of the game.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- the playing area must be level, grassed and free from obstacles and loose objects
- recommend minimum space of 5 metres should surround each field.
Safety

The following safety strategies must be employed:

- students must be encouraged to wear correctly fitted mouthguards for playing and practising
- identify students who may be suffering an injury; if there is reason to believe that a student is injured, they should be removed from the field of play
- instruct students to leave the field if injured
- ensure competition games are controlled by qualified officials
- select students for competition games on the basis of ability and suitability for the position/s they are to play
- ensure goal-keepers defend their goal against only one ball at a time during skills training
- when appropriate, students should wear SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- structured training and coaching programs and selection criteria for teams where appropriate
- modified games that match the skill and fitness levels of students (e.g. roo ball)
- grouping of students according to ability level, strength and body size.

Equipment

Equipment and maintenance must include the following:

- player equipment including footwear and other protective items must comply with age/standard levels appropriate of the games
- if football boots are to be worn they must be inspected prior to each match
- corner flags and other markers must be made of non-injurious material
- students should be encourage to wear correctly sized and fastened shin pads when boots are worn for competition games
- goal posts and cross bars must be secure
FUTSAL (INDOOR SOCCER)

Introduction

All activities and personnel must be approved by the Principal.

Safety and procedures are important because of the risk of body contact. Modified rules appropriate to the various age groups should be used.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

If an adult other than a registered teacher is engaged to instruct, a teacher should be present to take overall responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

If the activity is to take place at an outside venue, the appropriate Excursions (2006) policy guidelines must be followed.

Students, teachers and other participants must:

- be free of any physical injury which may affect their capacity to participate or which may be aggravated as a result of participating
- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the playing surface must be smooth, level and free from obstacles and loose objects; the use of a wooden surface is recommended; concrete or bitumen must be avoided
- recommend minimum space of 1 metre should surround each court.
Safety

The following safety strategies must be employed:

- students must be encouraged to wear correctly fitted mouthguards for playing and practising
- identify students who may be suffering an injury; if there is reason to believe that a student is injured, they should be removed from the field of play
- instruct students to leave the field if injured
- ensure competition games are controlled by qualified officials
- select students for competition games on the basis of ability and suitability for the position/s they are to play
- ensure goal-keepers defend their goal against only one ball at a time during skills training
- when appropriate, students should wear SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- structured training and coaching programs and selection criteria for teams where appropriate
- modified games that match the skill and fitness levels of students
- grouping of students according to ability level, strength and body size.

Equipment

Equipment and maintenance must include the following:

- player equipment including footwear and other protective items must comply with age/standard levels appropriate of the games
- students should be encourage to wear correctly sized and fastened shin pads for competition games
- goal posts and cross bars must be secure
- goal posts may be padded with approved covers.
**GOLF**

**Introduction**

All activities and personnel must be approved by the Principal.

Golf involves potential danger with regard to club swing and ball flight.

It is recommended that Go Go Golf be introduced for younger age beginner groups.

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, Teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Where a golf course is used for lessons/competition, students must wear clothing which meets with the requirements of the golf club at which the activity takes place.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear appropriate footwear.

**Location**

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the hitting range must be located away from other activities for practice sessions
- a recognised course is required for games.
Safety

The following strategies must be employed for practice sessions:

- ensure that group size is determined by age and ability level of students
- position students to allow a minimum of 3 metres between each student striking the ball
- position left-handed golfers on the right side of the group (when the instructor is facing the group)
- keep students strictly in line for driving practice
- establish verbal and/or whistle commands to signal students to commence hitting, cease hitting, and to retrieve golf balls
- give students a target area at which to drive
- appropriate sun protection measures (hats and SPF 30+ sunscreen) should be taken at all times.

For games, appropriate safety procedures must be implemented to suit the course.

Program

Where appropriate, the teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- instruction in safety precautions
- warm-up activities and 'half shots' before proceeding to full swing
- teaching of correct alignment and techniques early in the program.

Equipment

Equipment and maintenance must include the following:

- clubs must be checked frequently for smooth grips, loose heads and shaft irregularities; repair or replace before further use
- all golf balls must be retrieved at the same time
- clubs must remain in hitting area while balls are being retrieved.
GYMNASTICS

Introduction

All activities and personnel must be approved by the Principal.

The activities in this section apply to those forms of gymnastics referred to as educational gymnastics, artistic gymnastics, rhythmic gymnastics and acrobatics.

Potential danger in gymnastics increases when any of the following occur:

- safety principles are not followed
- activities are not consistent with the level of readiness of the student
- instruction is provided by someone who is not competent, up to date and/or appropriately accredited
- supervision is not adequate to ensure a safe environment.

Leader Qualifications /Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- secure long hair
- secure spectacles during activity
- be free of any physical injury which may affect their capacity to participate or which may be aggravated as a result of participating.
Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- an activity hall should be used if available; alternatively, a flat area free from stones or objects may be used.

The total area must be located away from other activity which may impact on safety of participants

Safety

The following safety strategies must be employed:

- instruct students in safety procedures prior to the commencement of each activity
- ensure the leader is in a position to maintain a view of the entire class
- maintain orderly behaviour
- ensure provision is made for spotting when considered necessary by the leader
- if working outdoors, appropriate sun protection measures should be taken.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities for each form of gymnastics
- instruction in prerequisite skills prior to each activity
- activities that match each student’s level of readiness, including physical and mental preparation (e.g. students’ strength and flexibility)
- activities which are safe for the students’ level of readiness and appropriate for the skill (safe exercises)
- progressive and sequential skill development
- activities which challenge the student to progress beyond past performances, master new skills, and achieve the fulfilment and personal development necessarily entailed in the process.

Equipment

Equipment and maintenance of equipment must include the following:

- heights, distance and apparatus arrangements must be considered
- apparatus must be appropriately arranged to allow for safe landings (spaced to allow for falls)
- apparatus must be arranged so as to avoid students crossing the path of other participants
- apparatus must be correctly assembled
- when using several mats to provide a large surface, they should be secured together so as not to come apart during the activity
- the dimensions, thickness and density of mats must be appropriate to the particular age group and activity being performed
- matting should be sufficient for the activities to be performed (sufficient mats must be in position to minimise risk of injury)
- mats/apparatus must be repositioned immediately after they have been disturbed
- all metal equipment must be checked regularly for loose connections, rusty parts, faulty joints and condition of supports and springs
- all wooden equipment must be checked for loose screws and bolts, warping, splitting, splintering, rough edges, faulty joints and instability
- mats must be checked regularly for torn materials, frayed edges, loss of resilience, uneven surfaces
- all ropes and ladders must be checked regularly for fraying and rotting

Faulty equipment should be noted and action taken to repair it. Until it is repaired, faulty equipment must only be used for activities for which it is still safe. If there are no activities for which the equipment can safely be used, it must be removed from use. Any faulty equipment must be removed from use.
HOCKEY

Introduction

All activities and personnel must be approved by the Principal.

Lead-up games such as Minkey develop the basic skills for hockey. Safety rules and procedures are important because of the type of equipment used.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- cut or tape long finger nails
- wear footwear appropriate to the playing surface.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- the playing area must be level and free from obstacles and loose objects
- recommended minimum space of 2 metres should surround each field.
Safety

The following safety strategies must be employed:

- ensure goalkeepers defend their goal against only one ball at a time during skills practice
- safety equipment must be worn in all games and match practice sessions
- all balls must be retrieved simultaneously when using several balls for teaching and practice sessions
- students must be advised to wear shin guards for games and match practice
- students must be encouraged to wear correctly fitted mouthguards for games and match practice
- goalkeepers must wear protective equipment as described in the rule book: leg pads, foot pads, chest protector, protector (male), face mask, gloves
- appropriate sun protection measures (hats and SPF 30+ sunscreen) should be taken at all times.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games and equipment that match skill and fitness level of students
- grouping of students according to ability.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment, including goal nets, must be checked for damage before play and removed from use where necessary; each stick must be checked for rough edges and splintering
- boundary markers must be made of non-injurious material
- goals must be stable and firmly fixed.
ICE SKATING

Introduction

All activities and personnel must be approved by the Principal.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009) policy* for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006) policy* must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- ice skating activities must be conducted at an ice skating rink
- the skating rink must be in a safe condition at all times.

Safety

The following safety strategies must be employed:

- define an area for beginner skaters
- ensure students entering the skating surface yield right of way to the skaters already on the rink
- 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 ice there is a risk of injury from other skaters
• permit fast skating only at specified times for students with the appropriate skill level
• helmets and appropriate safety padding should be considered for use during this activity.

Program

Where appropriate, the teacher must ensure that the program includes:

• introductory warm-up activities
• progressive and sequential skill development
• modified activities that match the skill and fitness levels of students
• grouping of skaters according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

• students must lace the boots firmly across the instep
• boots should fit snugly around the ankle
• the students should be advised to have warm clothes on hand
• skates must be in good repair.
**LAWN BOWLS**

**Introduction**

All activities and personnel must be approved by the Principal.

**Leader/Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, Teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Where a bowling club/green is used for lessons/competition, students must wear clothing which meets the requirements of the club concerned.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the playing surface and club rules.

**Location**

The teacher must ensure that the location has been selected with consideration of the following:

- only students engaged in play are on the green.

**Safety**

The following safety strategies must be employed:

- appropriate warm-up and warm-down activities are important for all lessons
- when appropriate students should wear suitable hats and SPF 30+ sunscreen at both practice sessions and matches
- instruct students to watch the bowl while it is in motion, particularly during a ‘drive'
• instruct students to move forward after completing a bowl (one of the few situations with potential for injury is when player steps backward onto bowls behind the mat)
• ensure students do not stop or roll bowls with feet
• ensure students avoid stepping in the sand-filled ditch when entering or leaving the green

Program

The teacher must ensure that the program includes:

• prerequisite skills and etiquette lessons prior to playing the game.

Equipment

Equipment and maintenance of equipment must include the following:

• the bowls used should be of the size and weight best suited to the students’ hand size and strength
• instruction in rules, safety procedures and prerequisite skills prior to playing the game
• progressive and sequential skill development
• grouping of students according to ability level.
MARTIAL ARTS

Introduction

All activities and personnel must be approved by the Principal.

The potential dangers of the martial arts lie in the predominant combat focus.

Teachers and instructors should reinforce that martial arts is not a game for outside school hours.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants 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
- remove jewellery, spectacles and other ornaments
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from walls, seats, beams or other potentially dangerous objects
- the surface must be smooth and even as most skills are practised in bare feet.
Safety

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
- 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 so as not to come apart during activity
- ensure forearm, foot and shin protectors are worn when practising striking and blocking in which limb contact may occur
- continuously reinforce notions of self-control and responsibility.

Program

Participation in martial arts activities should emphasise a 'defensive only' philosophy.

The teacher must ensure that the program includes:

- appropriate warm-up and stretching activities
- progressive and sequential skill development
- initial instruction in dangers of prohibited moves and non-supervised practice
- emphasise on good posture in performance of all techniques
- grouping or pairing of students according to ability (single gender groups are strongly recommended).

Prolonged, intense sessions must be avoided. Students
should not hold posture for excessive periods. Free
sparring must not be permitted.

Students should not be encouraged to strike hard objects as a part of training in school programs.

Equipment

Equipment and maintenance of equipment must include the following:

- provide an appropriate surface which has suitable lighting
- when using several mats, use those which can be secured together
- keep mats clean by sweeping them before each session.
MINOR GAMES

Introduction

All activities and personnel must be approved by the Principal.

Minor games are frequently used to reinforce basic skills and lead-up games to major sports. Care is needed in the conduct of such games and teachers should be familiar with the safety requirements of the major game for which the lead-up game is designed.

Where a minor game is used as a lead up to or replacement for the full game, teachers must follow safety guidelines which remain applicable to the game in its modified form.

Leader Qualifications/Experience

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from pedestrians and traffic
- location must be free from obstacles and provide sufficient space for students to move around safely.

Safety

The following safety strategies must be employed:

- modified equipment should be used, where available
- apply the safety procedure outlined for the major game from which the minor game is modified, such as body protectors, helmets and face masks, unless modified equipment is used
• instruct players to be alert and watch the game at all times
• the type of ball used in the activity must not represent a danger to the participants (i.e. baseballs, cricket balls and other hard balls may be unsuitable)
• when appropriate, students should wear a suitable hat and 30+ sunscreen.

Program

The teacher must ensure that the program includes:

• appropriate warm-up and warm-down activities
• instruction in rules, safety procedures and prerequisite skills prior to playing the game
• progressive and sequential skill development
• modified games that match the skill and fitness levels of students
• grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

• equipment must be checked for damage before play and removed from use where necessary
• equipment used must be appropriate for the age and ability level of students
• bats must incorporate non-slip grips and/or safety knobs on handles.
**NETBALL**

**Introduction**

All activities and personnel must be approved by the Principal.

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, Teachers and other participants**

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the playing surface.

**Location**

The teacher must ensure that the location has been selected with consideration of the following

- first aid equipment must be readily available
- activities must be sited way from buildings, pedestrians and traffic
- the playing area must be level and free from obstacles
- the court surface must be non-slip
- a recommended minimum space of 2 metres should surround each court.

**Safety**

The following safety strategies must be employed:

- ensure students are aware of the rules and safety aspects before play begins.
- adopt procedures to minimise loose balls from other courts or drills entering the playing area
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.
Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- lead-up games that match the skill and fitness levels of students
- grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

- goal posts must be round and well maintained
- portable goal posts must be stable or fitted securely into sleeves
- the ACT Netball Association recommends that:

  “Ideally, goal posts should be padded for the playing of games. Where this is not possible, games may still proceed, although players should be cautioned about the hazards involved.”
ORIENTEERING

Introduction

All activities and personnel must be approved by the Principal.

Orienteering is finding your way around a predetermined course using a map and/or a compass. The aim is to find a series of control markers at features located on the map. Students can treat it as a race to test their navigational skill or simply as a recreational activity.

Leader Qualifications/Experience

A minimum of two adults is required for this activity when conducted in an isolated area.

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy and/or Outdoor Adventure Activities Policy and Mandatory Procedures (2009) for must be followed.

Students, teachers and other participants must:

- wear covered footwear and clothing appropriate to the conditions
- be suitably protected against the sun.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the leader must be familiar with any potential danger areas
- areas with steep cliffs, old quarries, deep streams, old mine shafts and other hazardous areas must be avoided (it may be necessary to provide ‘streamer rails’ as a guide through difficult areas where no ‘handrails’ exist)
- the leader must reconnoitre the area to update the map where necessary
- there should be well defined boundaries to the area being used.
Safety

The following safety strategies must be employed:

- ensure that beginners work in pairs
- ensure students are aware of safety procedures
- explain the use of the emergency whistle to students
- set a finishing time and instruct all students to return at that time, whether or not they have completed the activity
- ensure students assist others who are 'lost' or injured even if this means abandoning a competition plan
- ensure students are aware of the boundaries of the map
- where appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- activities that match the age, fitness level and orienteering experience of the student
- initial instruction in parkland, school grounds or open areas
- instruction of students to follow the predetermined safety bearing and proceed to a major feature if lost.

Equipment

Equipment and maintenance of equipment must include the following:

- each student must carry a map, an orienteering compass and an emergency whistle, where appropriate
- drinking water must be available.
Introduction

All activities and personnel must be approved by the Principal.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the playing surface.

Location

The teacher must ensure that the location has been selected with consideration to the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- the playing area must be level, grassed and free from obstacles; a recommended minimum space of 5 metres should surround each field.

Safety

The following safety strategies must be employed where applicable:

- the playing surface must be checked before use for any obstacles which may pose a threat to players
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.
Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games that match skill and fitness levels of students
- grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

- markers must be made of non-injurious material
- clothing fitted with attachment points for tags is preferred; belts that can be applied over clothing to accommodate tags is also acceptable.
Introduction

All activities and personnel must be approved by the Principal.

The AUSSIE SPORT program for roller skating is strongly recommended.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- wear clothing that protects the arms and legs.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the venue surface must be appropriate for students’ ability levels and in all cases, smooth and solid.

Safety

The following safety strategies must be employed:

- define an area for beginner skaters where appropriate
- students must wear appropriate protective equipment, including helmets, wrist, knee and elbow pads
- before lessons, ensure surface is clear of obstacles which may present a danger
- ensure students enter any designated 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
- prohibit behaviour or games which could interference with 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 specified times for students with the appropriate skill level
• when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

• appropriate warm up/warm down activities
• progressive and sequential skill development
• modified activities that suit skill and fitness levels of students.

Equipment

Equipment and maintenance must include the following:

• boots must fit snugly around the ankle and have toe stops
• students must lace the boots very firmly across the instep; do not allow laces to hang below ankle
• ensure skates are in good repair
• students must wear appropriate helmets (bicycle helmets are deemed suitable for use with in-line skates).
RUGBY LEAGUE

Introduction

All activities and personnel must be approved by the Principal.

Safety rules and procedures are important because of the high degree of body contact. The nature of the activity makes it unsuitable for very young students. Rules for the games of mini and mod league should be used for specified age groups.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

ACT Rugby League recommends that for full games, as in organised school sport, an adult at the venue should possess at least a Sports First Aid qualification, as awarded by Sports Medicine Australia.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- be free of any physical injury which may affect their capacity to participate or which may be aggravated as a result of participating
- be selected for positions appropriate to their physical build and stature (e.g. students with long thin necks should not play in the front or second rows of the scrum)
- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Students should have progressed through the skills and knowledge areas associated with mini and mod league (with inherent age considerations) prior to participation at a level governed by the full laws of the game.
Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- the playing area must be level, grassed and free from obstacles; a recommend minimum space of 5 metres should surround the field.

Safety

The following safety strategies must be employed:

- students must be encouraged to wear correctly fitted mouthguards for match play and match practice
- identify students who may be suffering an injury; if there is reason to believe that a student is injured, the student should be removed from the field of play
- instruct students to leave the field if injured
- ensure competition games are controlled by qualified officials
- select students for competition games on the basis of ability and suitability for the position/s they are to play
- football boots shall be fitted with studs that conform to the following standards:
  (i) be securely fastened to the sole of the boot.
  (ii) be no longer than 18mm, measured from the sole
  (iii) have a base diameter of no less than 13mm
  (iv) have a tip diameter of no less than 10mm
  (v) where secured by an integral washer, such washer to have a diameter of not less than 20mm
  (vi) must not be worn as a single stud at the toe of the boot
- the rules relating to ‘safe play’ as formulated by the act & districts minor rugby league, should be adhered to at all times
- when appropriate, students should wear SPF 30+ sunscreen.

Program

The teacher must ensure that where appropriate, the program includes:

- appropriate warm-up and warm-down activities
- instruction in the rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- a structured training and coaching program and selection criteria for teams (training should be specific to player position and physique)
- modified games that match the skill and fitness levels of students (e.g. rugby league eights)
- grouping of students according to ability level, strength and body size.
Equipment

Equipment and maintenance of equipment must include the following:

- player equipment including footwear and other protective items must comply with age/standard levels appropriate of the games
- if football boots are to be worn they must be inspected prior to each match
- all goal posts must be padded with the recommended covers for playing competition matches
- corner flags and other markers must be made of non-injurious material.
Introduction

All activities and personnel must be approved by the Principal.

Safety rules and procedures are important because of the degree of body contact. The nature of the activities make it unsuitable for very young students. Rules for the game of Walla rugby and other approved modified forms of the game should be used for specific age groups as identified by the Australian Rugby Union Pathways document.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- be free of any physical injury which may affect their capacity to participate or which may be aggravated as a result of participating
- be selected for positions appropriate to their physical build and stature (e.g. students with long thin necks should not play in the front or second rows of the scrum)
- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Students should have progressed through the skills and knowledge areas associated with Walla and mini rugby (with inherent age considerations) prior to participation at a level governed by the full laws of the game.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
• the playing area must be level, grassed and free from obstacles and loose objects
• a recommended minimum space of 5 metres should surround each field.

Safety

The following safety strategies must be employed:

• students must be encouraged to wear correctly fitted mouthguards for match play and match practice
• identify students who may be suffering an injury; if there is reason to believe that a student is injured, the student should be removed from the field of play
• instruct students to leave the field if injured
• ensure competition games are controlled by qualified officials
• select students on the basis of ability and suitability for the position/s they are to play
• football boots shall be fitted with studs that conform to the following standards:
  (i) be securely fastened to the sole of the boot.
  (ii) be no longer than 18mm, measured from the sole
  (iii) have a base diameter of no less than 13mm
  (iv) have a tip diameter of no less than 10mm
  (v) where secured by an integral washer, such washer to have a diameter of not less than 20mm
  (vi) must not be worn as a single stud at the toe of the boot
• when appropriate, students should wear SPF 30+ sunscreen.

Program

The teacher must ensure that where appropriate, the program includes:

• appropriate warm-up and warm-down activities
• instruction in rules, safety procedures and prerequisite skills prior to playing the game
• progressive and sequential skill development
• a structured training and coaching program and selection criteria for teams (training should be specific to player position and physique)
• modified games that match the skill and fitness levels of students (e.g. Walla rugby)
• grouping of students according to ability level, strength and body size.

Equipment

Equipment and maintenance of equipment must include the following:

• player equipment, including footwear and other protective items must comply with age/standard levels appropriate to the games
• if football boots are to be worn they must be inspected prior to each match
• all goal posts must be padded with the recommended covers for match play
• corner flags and other markers must be made of non-injurious material.
SKATEBOARDING

Introduction

All activities and personnel must be approved by the Principal.

Skateboarding as a school activity must be conducted strictly in accordance with the guidelines.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- wear clothing that protects the arms and legs.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- First aid equipment must be readily available
- Skateboarding can be conducted where there is a large smooth surface
- Activities must be sited away from obstacles, other activities and traffic; where necessary a barrier should be erected to restrain 'runaway' boards.

Safety

The following safety strategies must be employed:

- define an area for beginner skaters where appropriate
- students must wear appropriate protective equipment, including helmets, wrist, knee and elbow pad
- before lessons, ensure surface is clear of obstacles which may present a danger
- ensure students enter any designated 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
• prohibit behaviour or games which could interfere with 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 specified times for students with the appropriate skill level
• when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure the program includes:

• appropriate warm up and warm down activities
• progressive and sequential skill development
• modified activities that match the skill development and fitness levels of students as well as the surface being used.

Equipment

Equipment and maintenance of equipment must include the following:

• the teacher should encourage students to keep their boards in good repair.
SOFCROSSE

Introduction

All programs and personnel must be approved by the Principal.

Sofcrosse is a modified version of lacrosse. The modifications have focused on maintaining a safe environment for the game which may be played indoors or outdoors. Safety rules and procedures are important because of the type of equipment used.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it may cause injury to themselves or others
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the playing surface.

Location

The teacher must ensure the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sufficiently spaced so as to avoid any equipment entering another playing area
- the playing area must be level and free from obstacles
- the court/field surface must not be slippery
- a recommend minimum space of 2 metres should surround each field.
Safety

The following safety strategies must be employed:

- the teacher must ensure the rules regarding body contact and stick contact are enforced to ensure the safety of the students
- when appropriate, students should wear a suitable hat and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games that match skill and fitness levels of students
- grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

- all equipment, including goal posts, must be checked before play and removed from use where necessary; all cradles must be firmly attached to sticks
- boundary markers and improvised goals must be made of non-injurious material
- where lacrosse, soccer or hockey goals are used, they must be firmly fixed.
SOFTBALL

Introduction

All activities and personnel must be approved by the Principal.

Lead-up games such as tee ball develop the basic skills for softball. Safety rules and procedures are important because of the type of equipment used.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- activities must be sufficiently spaced so as to avoid any equipment entering another playing area
- the playing area must be level and free from obstacles; a minimum clear space of 10 metres should be allowed outside the foul lines.
Safety

The following safety strategies must be employed:

- when appropriate, students should wear a suitable hat and SPF 30+ sunscreen
- ensure leaders know the rules relating to diamond dimensions and pitching/rest limits for the various age groups
- ensure the rules regarding physical contact are enforced to prevent rough play
- ensure the umpire standing behind the catcher wears protective equipment as prescribed for the catcher; if not, the umpire must stand behind the pitcher
- position batting team at least 10 metres back from either the first or third base lines and well clear of the catching area
- warm-up batter practises in the designated area preferably 10 metres from the catcher
- instruct batters to drop, not throw the bat, before running; remove dropped bat as soon as possible
- instruct fielder to maintain eye contact with the ball at all times
- a safety base should be used on first base
- ensure students do not slide into first base but overrun the base on a single hit
- avoid situations during practice where the catcher's vision is impaired by the sun

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games that match the skill and fitness levels of students
- grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment must be checked for damage before play commences, and removed from use where necessary
- regulation bats must be used; bats without safety grips or which have been altered in any way must not be used
- equipment must match the size, strength and ability of the student
- if available, a netting backstop should be placed at a safe distance from the catcher
- gloves must be maintained and stored carefully to keep their shape
- catchers must wear helmets, face masks, throat and chest protectors and shin guards
- recommend male batters and catchers purchase and wear a protector, especially for competitions
- batters and base runners must wear helmets.
**SQUASH**

**Introduction**

All activities and personnel must be approved by the Principal.

Squash is played in a confined space. Safety rules and procedures are important because of the type of equipment used.

Mini Squash should be used when introducing the game to younger players.

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

**Students, teachers and other participants**

Students, teachers and other participants should:

- wear lightly coloured clothing to aid ball visibility
- not wear spectacles
- be encouraged to wear the protective eye wear available for squash (Squash ACT policy requires the use of protective eye wear).

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance.

**Location**

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the court surface must be non-slip and free of obstacles
- lighting and ventilation must be adequate for the demands of the proposed activity.
Safety

The following safety strategies must be employed:

- consider the number of students in the available space and their position in relation to each other with their racquets; any left-handed students should be positioned on the left of the group for skills practice
- close the squash court door at all times while activities are being conducted
- instruct students not to enter courts while play is in progress
- ensure students are controlled and supervised by the leader/teacher from the gallery during games/match play
- strictly enforce the rules pertaining to lets, penalty strokes, crowding an opponent and turning, to ensure the safety of the students.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games that match the students’ skills and fitness levels (e.g. swot)
- grouping of students according to ability level.

Inexperienced players should be permitted to play doubles only when such a match is supervised by an experienced adult.

Equipment

Equipment and maintenance of equipment must include the following:

- non-marking soled shoes are the only acceptable footwear for squash
- racquet weight and grip size must be appropriate to the student
- a safety wrist loop should be attached to racquets
- students must be advised to keep the racquet grip dry
- eye protection equipment should be worn.
Due to the environment in which swimming and aquatic activities are undertaken, it is recommended schools implement the following framework to ensure a safe environment for all participants.

The following steps have been recommended by Royal Life Saving Society ACT. Steps 1 – 4 should be implemented for all swimming and aquatic activities. Steps 5 – 7 should be implemented by schools wishing to participate in unstructured aquatic activities.

1. Select a venue

Schools should select a venue that meets the identified need of the school. Prior to booking a venue, staff should liaise with pool operators to ensure that the venue can manage the school visit. Issues that should be discussed with pool operators include:

- provision of an adequate number of suitable qualified lifeguards
- clearly identified area for non-proficient and non-swimmers
- clear marking of areas that are out of bounds to students.

Schools participating in learn to swim programs must ensure that the selected venue provide suitably qualified instructors (i.e. AUSTSWIM or equivalent).

Royal Life Saving Society ACT provides Aquatic Facility Safety Assessments which audit aquatic facilities on an annual basis to ensure they are providing the minimum industry safety standards. A list of approved venues that are compliant with these industry standards is available from Royal Life Saving Society ACT on (02) 6260 5800 or at www.act.royallifesaving.com.au.

2. Obtain parent/carer permission

Parents/carers of students participating in excursions which incorporate aquatic activities must be asked to indicate the swimming ability of their child when giving consent.

The following MUST be included on all permission notes where swimming and aquatic activities are conducted:

Permission for swimming and aquatic activities

NOTE: The information that you provide will assist to provide a safe environment for your child’s participation in swimming/aquatic activities.

Please describe in detail your child’s swimming ability, e.g. water confidence, swimming strength, distance (swimming continuously) and ability to tread water.

(continued on next page)
Please list any special requirements necessary for your child to participate in swimming/aquatic activities.

I agree to my child taking part in swimming/aquatic activities associated with this program/excursion.

Parent/guardian signature: ______________________ Date: __________

In addition to parental assessment of a student’s swimming ability, teacher judgement of an individual’s swimming performance forms the basis of assessment of student swimming ability. A reliance on parental information alone to determine a student’s swimming ability is not sufficient. Teachers will be required to assess students’ swimming ability prior to any aquatic activity.

3. Staff compliance

Schools should arrange for sufficient staff to control the activity. The number of supervising teachers will depend on student numbers, the type of activity and the conditions at the venue. Leader qualifications/experience and supervision requirements are outlined later in this section of the Implementation Guidelines.

4. Staff induction

It is recommended that the principal or the school appointed aquatic coordinator provide an induction to staff prior to the implementation of an aquatics program. The induction should address:

- venue layout, rules and regulations, emergency procedures, roles and responsibilities of venue staff, including lifeguards
- roles and responsibilities of school staff
- program, including appropriate activities planned for non-proficient or non-swimmers.

For more information about the above framework and further details of each step, contact the Curriculum Support P-12 section on (02) 6205 9350.

Unstructured Aquatic Activities

This includes free time during swimming carnivals, use of specific aquatic equipment such as waterslides, diving boards and aquaruns, and end-of-year aquatic activities. It is important that staff actively supervise student during all unstructured aquatic activities.

5. Student induction

Student induction should mirror the concepts of the staff induction. Its purpose is to make students aware of staff roles and responsibilities, emergency procedures and facility rules.
Induction should include any procedures specific to the unstructured activity or the proficiency tested in Step 6: Survival Challenge. The outcome of the Survival Challenge will determine whether a student can participate in the unstructured aquatic activity or program.

6. Survival Challenge – testing proficiency

The Survival Challenge is intended to facilitate the ease of proficiency testing conducted prior to unstructured aquatic activities. It is based on key foundation skills deemed critical to aquatic participation. The foundation skills are:

- water confidence
- survival skills
- safe water entry and exit
- elementary swimming skills.

The Survival Challenge is not a learn-to-swim program.

For details of the elements in the Survival Challenge, contact Royal Life Saving Society ACT on (02) 6260 5800.

7. Classifying students

After completing the Survival Challenge, all students must be categorised as proficient/not proficient and this information recorded. It is recommended that schools implement a system for easy identification of classified students. For example, proficient students wear a blue wristband and not proficient students wear a yellow wristband. Wristbands should be single use so that if it is removed it cannot be worn again.

Only students classified as proficient are allowed to participate in the unstructured aquatic activity. Appropriate activities should be organised for those students deemed not proficient in a suitable location.

For more information about the above framework and further details of each step, contact the Curriculum Support P-12 section on (02) 6205 9350.

EDUCATIONAL AND RECREATIONAL SWIMMING

Introduction

All activities and personnel must be approved by the Principal.

The Principal must ensure that all personnel and school staff involved in the swimming activities have clear understanding of these procedures.

These procedures apply to programs conducted by schools at swimming pools provided for public use. For guidance in the supervision of programs outside of these venues, see Outdoor Adventure Activities Policy and Mandatory Procedures (2009).

The procedures also apply to pool programs developed by teams as part of education services provided to children with special needs and to individual hydrotherapy programs for specific students.

Leader Qualifications/Experience

PE and Sport Implementation Guidelines

It is the responsibility of the user to verify that this is the current and complete document, located at https://index.det.act.gov.au/information/procedures.html
Leader Qualifications/Experience

A minimum of two adults per class is required for this activity in primary schools. For secondary classes, the teacher assigned to the class may supervise provided the pool’s supervisory staff is on duty poolside.

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One of the adults present (including pool supervisory staff) must have the ability to:

- effect a recovery of a student from the water at the venue
- perform first aid (hold a current senior first aid certificate)
- perform cardio pulmonary resuscitation (hold a current CPR award).

A suitable first aid kit must be available at the venue.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed. Careful attention should be paid to students’ medical needs.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- secure long hair to avoid interference with sight or breathing
- have reached the level of swimming competency appropriate to the demands of the activity.

Location

The teacher must ensure that the location has been selected with consideration of the following:

For learn to swim activities:

- the location must allow sufficient space where learners can stand in water no more than arm-pit depth
- the bottom of the swimming area must allow a student to stand comfortably; the depth of the water must not increase rapidly and there must be easy access into and out of the water
- when learners progress to water beyond standing depth, first attempts must be made one at a time with an adult ready to assist.
Safety

The following safety strategies must be employed:

- at least one adult must be ready at all times to enter the water to assist a student
- safety checks should be built into lesson procedures (e.g. a buddy system or roll checks)
- when using outdoor pools, suitable sun protection measures should be applied.

Program

The teacher must ensure that the program includes:

- modified activities that match the skill and fitness levels of students (age and ability levels of the students and the degree of difficulty of the activities must be considered)
- suitable warm up and stretching activities at the commencement of lessons
- progressive and sequential skill development.

Supervision

Adequate supervision must be provided as follows:

- all students at the venue must be under supervision at all times
- there should be one adult per group where grouping is used to provide for a wide range of abilities
- the teacher must be accompanied by at least one other adult for supervision of preschool to year 6 for a regular sized class
- the teacher must be accompanied by at least one other adult for supervision of years 7 to 12 where a regular sized class contains non swimmers
- In programs for years 7 to 12 where competent swimmers are engaged in training for water sports or lifesaving at a pool where lifeguards are on duty, one suitably qualified teacher may be sufficient to fulfil both recovery and supervision roles, providing that students have been trained to respond correctly in an emergency (including clearing the airway).

Equipment

Equipment and maintenance of equipment must include the following:

- life saving aids must be readily available within the venue and teachers must know their whereabouts and be confident with their use
- a first aid kit must be available at all times.

POOL PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

Where appropriate, these guidelines are to be read in conjunction with the general guidelines for swimming as listed above.
Leader Qualifications/Experience

The leader must have teacher and/or therapy qualifications with experience in conducting hydrotherapy programs for students with special needs.

A qualified teacher must be in charge of any students in all hydro-therapy situations.

The teacher/therapist who conducts the pool program is responsible for supervision of the sessions.

Students

An individual hydrotherapy program must be developed for each participating student based on individual needs and abilities. These programs are to be developed by the teacher/therapists in charge of the program.

Location

The teacher/therapist must ensure that the location has been selected with consideration of the following:

- safe and easy access to the pool (e.g. ramp, hoist)
- water temperature must be between 32 degrees and 36 degrees
- the pool must have non-slip surroundings

Safety

The following safety strategies must be employed:

- there must be a staff member in the pool at all times
- it is recommended that there is at least one staff member on the side of the pool at all times in addition to the staff member in the pool
- for group activities, the recommended ratio is a maximum of one therapist/teacher to five students; this ratio is dependent upon the needs/abilities of students, especially in relation to seizures, behavioural problems and severity of physical disability
- for individual pool programs with totally dependent children, there must be a ratio of one adult per child
- there should be intercom/phone access to the main office in case of emergency.

Equipment

Equipment and maintenance of equipment must include the following:

- flotation aids and reaching aids must be readily available at several locations within the venue (reaching aids could include lightweight poles or ropes with a float attached)
- school pool gates/doors must be kept locked at all times when the pool is not in use.
SCHOOL SWIMMING CARNIVALS

Introduction

School swimming carnivals have the potential to be a positive aspect of schools’ yearly calendars. Their safe and effective conduct relies on good planning and effective liaison with parents, students, staff and pool management.

The risks associated with swimming carnivals are associated with the water environment and with potentially large numbers of students in the pool during free swimming time.

Leader Qualifications/Experience

In most schools a group of teachers will take responsibility for the conduct of a swimming carnival. Student safety is the paramount consideration in any planning process. The supervising teacher for the carnival should have experience at other such events, not necessarily as the carnival manager, before attempting this position.

At least two of the adults present (including pool supervisory staff where on pool deck) must have the ability to:

- effect a recovery of a student from the water at the venue
- perform first aid (hold a current senior first aid certificate)
- perform cardio pulmonary resuscitation (hold a current CPR award).

A suitable first aid kit must be available at the venue.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed. Careful attention should be paid to students’ medical needs where they will be involved in water activities.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- secure long hair to avoid interference with sight or breathing
- have reached the level of swimming competency appropriate to the demands of the activity
- be advised, where appropriate of procedures for protection from ultra violet radiation.; such advice may need to be repeated throughout the day and should be included in any advice to parents about the carnival.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- provision of shade for participants and spectators
- availability of safety equipment
- provision for supervision of students at the venue.
Safety

The following safety strategies must be employed:

- at least one adult must be ready at all times to enter the water to assist a student (over and above any supervision provided by pool staff)
- safety checks should be built into procedures (e.g. a buddy system, roll checks)
- where free swimming is to be allowed, pool supervisory staff must be alerted and extra teachers positioned around the pool to observe students
- teachers unable to enter the water to assist students should be briefed on an appropriate communication should they observe a student in need of assistance (whistles may be utilised for this purpose)
- a rescue person should be assigned to each side of the pool for all races; where available, pool supervisory staff may be utilised for this purpose
- suitable sun protection measures should be applied for all students at all times.

Starting Pistols and Caps

Starting pistols and caps represent a significant danger and must be used only by teachers or other adults at the venue. If no “starters” are available, ACT Swimming may be able to supply a person for school, zone/district or ACT Swimming carnivals. Starters must at all times use industrial type hearing protection designed for medium to high level noise (above 30 decibels). These may be either ear plugs or ear muffs. Other persons, whether students or adults, must not stand in the immediate vicinity of the starter during operation of the starting pistol.

The following safety procedures must be followed with starting caps:

- always carry caps in a rigid container, never loose in pocket or hand
- avoid friction; do not rub together
- use or carriage by persons under 18 is prohibited.

Program

Where applicable, the planners of the carnival should develop a program which includes:

- scope for modified activities that match the skill and fitness levels of students (age and ability levels of the students and the degree of difficulty of the activities must be considered)

Supervision

Adequate supervision must be provided as follows:

- all students at the venue must be under supervision at all times
- all teachers at the carnival must be aware of their individual and collective responsibilities in relation to the successful conclusion of the carnival as planned
- where free swimming is to be allowed, supervision must be adequate for a clear overview of the pool to be maintained; clearly, the number of teachers directly supervising free swimming will be dependent on a number of factors including:
  (i) pool size and depth
  (ii) nature of activities in free swim time
  (iii) number of students in the water at one time
(iv) age and maturity of students
(v) availability of pool supervisory staff
(vi) ease of movement around pool deck.

Equipment

Equipment and maintenance of equipment must include the following:

- life saving aids must be readily available within the venue and teachers supervising swimming activities must know their whereabouts and be confident with their use
- a first aid kit must be available at all venues
- adherence to safe procedures with the storage and use of starting pistols and caps, as outlined above
- a public address system should be available for use during the carnival; where pools do not have a pa installed, organisers should consider borrowing one from School Sport ACT or hiring one, both for the assistance to the smooth running of the carnival and for student safety
- where necessary, schools should consider providing SPF 30+ sunscreen for use by students at the venue.
TABLE TENNIS

Introduction

All activities and personnel must be approved by the Principal.

Safety consideration in table tennis relate mainly to equipment and positioning of tables.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

If an adult other than a registered teacher is engaged to instruct, a teacher should be present to take overall responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- be advised to secure long hair if it is likely to impair vision or impede performance.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be available at the venue
- tables must be positioned so that students have adequate space, free from obstacles and other students.

Safety

The following safety strategies must be employed:

- the teacher must ensure the number of tables is appropriate to the available space.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
• instruction in rules, safety procedures and prerequisite skills prior to playing the game
• modified games that match the skill level of students.

**Equipment**

Equipment and maintenance of equipment must include the following:

• equipment used must be checked for damage before play commences and removed from use where necessary
• tables and net brackets must be checked for sharp edges and stability
• tables must be assembled correctly
TENNIS

Introduction

All activities and personnel must be approved by Principal.

Safety rules and procedures are important because of the type of equipment used.

Leader Qualification/Experience

The leader must be suitably qualified (see section 3.4 of the \textit{PE and Sport (2009)} policy for definition).

If an adult other than a registered teacher is engaged to instruct, a teacher should be present to take overall responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the \textit{Excursions (2006)} policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the playing surface and within the guidelines set by the tennis club where appropriate.

Location

The teacher must ensure that the location has been selected with consideration of the following where applicable:

- first aid equipment must be readily available
- court surface must be even and free of obstacles; for modified tennis, such as Ace Tennis, a reasonably flat, even surface is required
- for off-court tennis drills:
  (i) activities must be sited away from buildings, pedestrians and traffic
  (ii) activities must be sufficiently spaced so as to avoid any equipment entering another playing area.
Safety

The following safety strategies must be employed where applicable:

- consider the number of students in the available space and their positions in relation to each other with their racquets; any left-handed students should be positioned on the left of the group for forehand skills practice and on the right of the group for backhand skills practice (positions when viewed from behind the group)
- ensure any tennis balls not in play are removed from the court
- instruct students not to enter other courts to retrieve a ball while play is in progress
- ensure students change ends by walking around the net post, not by going over or under the net
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- progressive and sequential skill development
- instruction in rules, safety procedures and prerequisite skills prior to playing the game.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment used must be checked for damage before play commences and removed from use where necessary
- racquet weight and grip size should be appropriate to student size where possible
- any equipment inside the fence that poses a danger to students must be removed
- the umpire's stand must be placed well clear of the net winder, preferably at the opposite post
- tennis court gates must be closed at all times while activities are being conducted.
Introduction

All activities and personnel must be approved by the Principal.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear footwear appropriate to the playing surface.

Location

The teacher must ensure that the location has been selected with consideration to the following:

- first aid equipment must be readily available
- activities must be sited away from buildings, pedestrians and traffic
- the playing area must be level, grassed and free from obstacles; a recommended minimum space of 5 metres should surround each field.

Safety

The following safety strategies must be employed where applicable:

- the playing surface must be checked before use for any obstacles which may pose a threat to players
- when appropriate, students should wear suitable hats and SPF 30+ sunscreen.
Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- rules, safety procedures and prerequisite skills prior to playing the game
- progressive and sequential skill development
- modified games that match skill and fitness levels of students
- grouping of students according to ability level.

Equipment

Equipment and maintenance of equipment must include the following:

- markers must be made of non-injurious material.
TRAMPOLINING

Introduction

All activities and personnel must be approved by the Principal.

The potential dangers in trampolining lie in the aerial movements which require a high degree of control. Teachers who are contemplating teaching trampolining are advised to contact the local branch of either the trampolining or gymnastic associations for advice on current safety guidelines.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

If an adult other than a registered teacher is engaged to instruct, a teacher should be present to take overall responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the *Excursions (2006)* policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- secure long hair
- wear socks while performing
- secure spectacles, where applicable.

Location

- first aid equipment must be readily available
- trampolines must be erected on a level surface with clear space on all four sides
- the space under the trampoline must be completely clear and there must be a minimum clearance of 5 metres overhead
- trampolines should not be left erected for unsupervised use.
Safety

The following safety strategies must be employed:

• check prior to any lesson or practice session that all obstacles are removed from under or near the trampoline
• the teacher must actively supervise the setting up and packing away of the trampoline; ends will fold quickly if not carefully handled
• ensure sufficient people are available and properly instructed to secure roller wheels or trolleys onto the trampoline frame
• ensure all students are aware of safety precautions before commencing activity
• ensure equipment is mounted and dismounted correctly
• ensure only one student per trampoline at any time
• ensure students are instructed to bounce in the centre of the bed as marked
• ensure students are instructed in correct spotting techniques and spotters are standing on all four sides; teachers should be vigilant to ensure that spotters are focused on the performer on the trampoline and that they are in a position to assist the performer should it be required.

Program

The teacher must ensure that the program includes:

• appropriate warm-up and warm-down activities
• instruction in correct mounting and dismounting procedures
• progressive and sequential activities and skill development.

Equipment

Equipment and maintenance of equipment must include the following:

• frame pads must be correctly fitted
• the centre of the bed must be clearly marked
• the trampoline should be no smaller than 3.66 metres by 1.83 metres
• equipment must be checked regularly for signs of wear and remove from use where necessary.
Before commencing aquatic based activities for triathlon, schools are advised to follow the first four steps of the framework outlined in Swimming and Aquatic Activities.

**Introduction**

All activities and personnel must be approved by the Principal.

As a school activity, triathlon is recommended *only for secondary school* programs.

Due to the nature of triathlon events, it is important for supervising teachers to ensure that the procedures for each of the relevant activities is followed.

Refer to the following for further safety guidelines when coaching the disciplines:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimming leg in a lake</td>
<td><em>Outdoor Adventure Activities Policy and Mandatory Procedures (2009)</em></td>
</tr>
<tr>
<td>swimming leg in a public pool</td>
<td>Swimming section within these procedures</td>
</tr>
<tr>
<td>cycling</td>
<td><em>Outdoor Adventure Activities Policy and Mandatory Procedures (2009)</em></td>
</tr>
<tr>
<td>running</td>
<td>Athletics - Running Events section within these procedures</td>
</tr>
</tbody>
</table>

**Leader Qualifications/Experience**

The leader must be suitably qualified (see section 3.4 of the *PE and Sport (2009)* policy for definition).

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

First aid is an important issue to be addressed in the management of a triathlon event. The coordinator must ensure that adequate first aid and drink stations are located along the course. The ACT Triathlon association recommends at least one drink station for run legs of 2 to 4 km in length.

The event coordinator must be either:

- a registered teacher with expertise in coordinating triathlon events
- an adult who has expertise in coordinating triathlon events where no teacher is available with these qualifications.

Due to the logistics involved, the running of triathlon events in conjunction with the relevant triathlon association is strongly recommended.

If an adult other than a registered teacher is engaged for coordination, a teacher should be present to take overall responsibility.
Officials at the swim leg must have an ability to:

- effect a recovery of a student from the water at the venue
- perform first aid (hold a current senior first aid certificate)
- perform cardio pulmonary resuscitation (hold a current CPR award).

Safety officers around the course must have easy access to appropriately stocked first aid kits.

**Students, Teachers and other participants**

If the activity is to take place at an outside venue the appropriate sections of the *Excursions (2006)* policy must be followed.

Depending on whether they are competing in an individual or teams event, students must be capable swimmers, cyclists and/or runners.

**Location**

The teacher must ensure that the location and course have been selected with consideration for the following:

- first aid equipment must be readily available at appropriate sites throughout the course
- the course must be selected in consultation with police and local authorities
- police must be involved according to the level they dictate
- the race configuration must be designed to ensure the health, safety and welfare of all students and officials
- all course legs should:
  1. be around a circuit, round robin or loop
  2. be point to point
  3. avoid crossing themselves or another leg
  4. be designed to minimise laps
  5. avoid head to head confrontations (out and back)
  6. be designed to emphasise safety
- as much of the race course as is feasible should be closed to other traffic (bike and run)
- where applicable, written permission must be obtained from public and/or private entities to use the course.

The teacher must ensure that the swim course is selected with consideration of the following:

- the course must be reasonably protected from potentially adverse weather conditions
- 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
- start and finish areas must be firm, clean and clearly marked and free from potential hazards.
The teacher must ensure that the cycle course is selected with consideration of the following:

- course must be a wide, hard surface roadway with exclusive use if possible
- 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
- railroad tracks, bridges with gates and drawbridges must be avoided
- sharp turns and/or right hand turns across traffic must be minimised
- quick succession of turns in opposing directions must be minimised
- stop signs and traffic lights should be avoided.

The teacher must ensure that the run course is selected with consideration of the following:

- overlap with crossing of bike leg must be avoided
- **avoid roads wherever possible**; where roads are used, runners should run facing traffic
- course should provide reasonably flat and firm footing without hazards.

The teacher must ensure that the transition area is selected with consideration of the following:

- crossing at the entry/exit points and in the bike corral must be avoided
- bike coral should be:
  i) located immediately adjacent to hard surface roadway
  ii) large enough to provide 3-5 metres between bike racks (if used)
  iii) wide enough between the rows of bikes to permit multiple side to side bicycle mounting and dismounting
- when bike racks are provided, race numbers should be assigned to each rack with specific spaces for each student
- transition distance between course legs should be avoided.

**Safety**

Sun protection is recommended and students should be briefed about appropriate methods of guarding against exposure to UV radiation.

The following safety strategies must be employed regarding medical security:

- arrange a medical treatment and evacuation plan to include:
  (i) configuration and operation of the medical headquarters station
  (ii) operational procedures for the ambulance/s
  (iii) location and operation of all aid stations
  (iv) communications support to medical operations
  (v) location of all convenient medical facilities adjacent to the course
  (vi) listing of expected medical staff
- provide aid stations:
  (i) at the transition area (major) from time of check in until at least one hour after the close of the race
  (ii) before and after swim
  (iii) as often as possible in the run
• ensure adequate water is on hand at all aid stations
• provide food after the race
• ensure medical officers remove incapacitated students from the course
• ensure medical officers complete medical reports on all students who receive treatment during or after the race.

The following safety strategies must be employed regarding the swim leg:

• develop a water plan to include:
  (i) position of lifesavers, observers, monitors, stations, rescue craft
  (ii) instructions for covering all triathletes and identifying swimmers having difficulty
  (iii) operational procedures for making a rescue
• ensure swim course is manned with skilled aquatic personnel; TRIFED Safety Standards are:
  (i) one swim course marshal per 50 students
  (ii) one rescue craft per 20 students
• establish swim cut off times (the Triathlon Federation suggests 35 minutes per kilometre or pro rata equivalent)
• encourage the event coordinator to use a wave group start of not more than 100 swimmers whenever a triathlon starts with the swim leg (the times interval between waves should be flexible to minimise problems during swim and the formation of packs on the bike leg)
• implement a procedure to account for all swimmers at the start, during the race and at the finish; swim leg dropouts must be accounted for
• it is recommended that all students wear brightly coloured swim caps (this is a crucial area of monitoring and the wearing of brightly coloured swim caps will assist course officials and improve safety for participants).

The following safety strategies must be employed regarding the cycle leg:

• seek maximum police assistance in conducting the course
• monitor and mark all turns, turn around, traffic hazards and high risk intersections with a sign at least 50 metres prior to the hazard; in addition, marshalls should be placed at all intersections
• use 'race in progress' signs (these should be bold coloured and include the word “caution”); if possible arrangements should be made with the police to reduce traffic speed on the course
• sweep sand and gravel from all cycle turns
• ensure 'sag wagon' patrols the cycle course at the end of each leg
• establish cycle cut off times (the Triathlon Federation suggests 30m minutes per 10 kilometres or pro rata equivalent)
• ensure traffic regulations are obeyed at all times during the cycle leg
• ensure any controlled intersections (i.e. traffic lights) and major cycle uncontrolled intersections are manned by police and/or race marshals.

The following safety strategies must be employed regarding transition:

• provide change areas
• establish a medical headquarters station in the transition area
• provide radio communications near the medical headquarters station
• remove debris from the running surface
• keep spectators and vehicles clear of the area.
The following safety strategies must be employed regarding pre-race check-in:

- inform students of:
  (i) the physical layout of the course by map and description, including unusual course hazards, medical and aid station locations, competition rules and local course rules
  (ii) race day check procedures
- inspect all cycles and helmets prior to event; unsound equipment must not be used.

The following safety strategies must be employed regarding pre-race briefing:

- Inform students of:
  (i) current water and air temperatures
  (ii) starting procedure and start signal
  (iii) procedure for summoning aid during the swim
  (iv) finish procedures and cut off times for each leg and the finish
  (v) any alterations to the course or procedures
  (vi) their obligation to notify race officials of withdrawal or drop out
- minimise length of pre-race briefing so students do not get cold.

Each race must be finished before the next group begins.

Program

Time of the day/year must be considered when planning an event to minimise heat stress and dehydration or hypothermia from cold water/conditions.

Maximum distances for age groups are as follows:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Swim (m)</th>
<th>Ride (km)</th>
<th>Run (km)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14 years</td>
<td>200</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>15-16 years</td>
<td>300</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>17-18 years</td>
<td>400</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Equipment

Equipment and maintenance of equipment must include the following:

- bicycles must be inspected by an appropriate person assigned to that task
- helmets must be worn on the cycle leg
- all support vehicles must be registered
- all support water craft must conform to act regulations
- privately owned water craft must have adequate comprehensive and third party insurance.
VOLLEYBALL

Introduction

All activities and personnel must be approved by the Principal.

Mini Ball should be encouraged among younger students.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

If an adult other than a registered teacher is engaged, a teacher should be present to take overall responsibility.

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

Students, teachers and other participants must:

- remove jewellery and other ornaments where it is deemed to represent a threat to safety
- ensure long fingernails are cut or taped where they are deemed to represent a threat to safety
- be advised to secure long hair if it is likely to impair vision or impede performance
- wear protective clothing as stated in the rules of the game.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- the playing area must be level and free from obstacles
- indoor facilities must have adequate lighting and ventilation; the lights must be protected
- court surface must be non-slip
- recommended minimum space of 2 metres should surround each court.
Safety

The following safety strategies must be employed:

- adopt procedures to minimise loose balls entering the playing area
- ensure close supervision of net play/practice at all times
- where appropriate, wear suitable hats and SPF 30+ sunscreen.

Program

The teacher must ensure that the program includes:

- appropriate warm-up and warm-down activities
- progressive and sequential skill development
- instruction in rules, safety procedures and prerequisite skills prior to playing the game
- modified games and equipment that match the skill and fitness levels of students
- grouping of students according to ability level.

Equipment

- equipment (including net post) must be checked for damage before play commences and removed from use where necessary
- net post should be 50-80 centimetres from the sidelines
- nets must be supported by flexible cable
- guy wires to support posts should not be used; where schools elect to use these, they should be clearly visible to players and covered with protective pads
- winch handles on post should be removable; any winding equipment on post should be padded
- outdoor court lines must not be made of wood, metal or other solid material
- referee stands and chairs for lines people must be positioned with regard to player safety.
WATER POLO

Before commencing aquatic based activities for water polo, schools are advised to follow the first four steps of the framework outlined in Swimming and Aquatic Activities.

Introduction

All activities and personnel must be approved by the principal.

Organisation of this activity must be undertaken with reference to the mandatory procedures for swimming within this document.

Flippa Ball is recommended for beginner players.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

An adult present (including the pool supervisory staff) must have the ability to:

- effect a recovery of a student from the water at the venue
- perform first aid (hold a current senior first aid certificate)
- perform cardio pulmonary resuscitation (hold a current CPR award).

A suitable first aid kit must be available at the venue.

Students, Teachers and other participants

Where this activity takes place at a venue other than the school or its immediate environs, the appropriate procedures as outlined in the Excursions (2006) policy must be followed.

The teacher or leader must check the medical history of participants and take appropriate action where required.

Students, teachers and other participants must:

- remove jewellery and other ornaments before entering the water
- have been assessed to be competent swimmers in deep water before involvement in the activity.

Location

The teacher must ensure that the location has been selected with consideration of the following:

- first aid equipment must be readily available
- pool must be safe and free from potential physical and health hazards.
Safety

The following safety strategies must be employed:

- orderly behaviour around the pool environment is essential
- enforce rules which restrict physical contact and rough play
- ensure that at least one adult is ready to enter the water at all times to assist a student if necessary
- when appropriate, students should take suitable sun protection measures.

Program

The teacher must ensure that the program includes:

- suitable warm-up and warm-down activities
- progressive and sequential skill development
- modified games that match the age, fitness and skill levels of the students.

Equipment

Equipment and maintenance of equipment must include the following:

- an appropriate communication system must be installed at the venue so that an ambulance can be summoned without delay in an emergency
- goals must be constructed of safe materials which meet the standards specified in the official rule book.
WEIGHT LIFTING AND WEIGHT TRAINING

Introduction

All activities and personnel must be approved by the Principal.

Weight lifting emphasises strength and body building. Weight training has a valuable place in many school programs and may involve the use of free weights or machines. The skill of using weights must be learned carefully as poor technique, reckless advancement and irresponsible behaviour can cause injury or accidents.

Before adolescence, weight training does little to increase muscle size or strength, time and effort are better spent on skill development. At any level, weight training should only be conducted under the supervision of a qualified instructor.

Leader Qualifications/Experience

The leader must be suitably qualified (see section 3.4 of the PE and Sport (2009) policy for definition).

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

One adult present at the venue must have a current senior first aid certificate. Where the activity takes place within a school, the nominated first aid officer may satisfy this requirement. A first aid kit must be available.

Students, Teachers and other participants

If the activity is to take place at an outside venue, the appropriate Excursions (2006) policy guidelines must be followed.

The medical history and physical condition of students must be checked by the teacher or leader and appropriate action be taken where required.

Students, teachers and other participants must:

- be advised to secure long hair if it is likely to impair vision or impede performance
- remove jewellery and other ornaments where it is deemed to represent a threat to safety.

Location

The teacher must ensure that the location has been selected with consideration for the following:

- first aid equipment must be readily available
- activities must take place indoors where the floor is even, firm and non-slip
- layout for different exercises must be carefully planned to avoid congestion where one activity could interfere with another
- a suitable form of protection must be used for the floor area where weights are likely to be dropped.
Safety

The following safety strategies must be employed:

- include warm-up activities before proceeding to weights
- 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 for complex technical skills or when heavier weights are being used
- ensure students check all equipment before they use it
- cease activity if tiredness or fatigue compromise safety
- ensure two spotters are present, one at each end of bar when lifting free weights above head
- ensure correct breathing techniques are used on all lifts.

Program

The teacher must ensure that the program includes;

- appropriate warm up and warm down activities
- an individual schedule, in writing, for every student where the program lasts for more than one session
- progressive and sequential development, tailored to the needs of the individual
- instruction in correct spotting techniques and safety precautions
- development of preliminary techniques and employment of strict exercise principles at all times.

Equipment

Equipment and maintenance of equipment must include the following:

- equipment must be checked prior to use and at regular intervals throughout the sessions to ensure collars are tight, bars evenly located between stands, and benches properly positioned
- competitive weight lifting must be performed on a barbell with disc weights ranging between 1kg and 25kg
- the barbell for competition must be able to revolve within its own sleeves for easier lifting
- equipment and weight training machines must be checked regularly and removed from use where necessary.