

Bowls -Lawn

Notes:

- Where a [CARA guideline](#) exists and the activity requirements of the guideline cannot be met, this generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety.
- Where a **CARA activity guideline does not exist**, use this generic template in conjunction with the [CARA planner](#) to identify risks relevant to the activity.
- **Any activity conducted off site** requires parent/carer consent, irrespective of risk level. Refer to the [School excursions and international school study tours](#) procedure and the *Excursion Planner* in OneSchool.

Activity scope

Describe the details of the activity to which this risk assessment applies.

Inherent ¹ risk level			Action required
<input type="checkbox"/>	Low	Little chance of incident or injury	<ul style="list-style-type: none"> – Document the activity within the three levels of planning.
<input checked="" type="checkbox"/> <input type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid	<ul style="list-style-type: none"> – Document the activity within the three levels of planning. – A OneSchool CARA record may also be required in accordance with school-based decisions.
<input type="checkbox"/>	High	Likely chance of a significant incident and injury requiring medical treatment	<ul style="list-style-type: none"> – Document the activity within the three levels of planning. – Complete a CARA record in OneSchool. – Obtain approval from the principal or school leader (i.e. DP, HOD, HOSES, HOC) prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. – Obtain and document parent consent (highly recommended).
<input type="checkbox"/>	Extreme	High chance of a serious incident resulting in highly debilitating injury	<ul style="list-style-type: none"> – An alternative activity must be considered. If the activity is essential for delivery of the curriculum, control measures must be implemented to reduce the risks to achieve comparable learning outcomes. – Document the activity within the three levels of planning. – Complete a CARA record in OneSchool. – Obtain approval from principal prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. – Obtain and document parent consent (mandatory).

¹ The inherent risk level is determined before any control measures are put in place. Refer to the [CARA planner](#).

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Planning considerations

Incorporate the following factors when planning risk management strategies for this activity.

Which students will be involved?

- The number of participants, size of student groups and students' capabilities are considered e.g. age, experience, competence, fitness, maturity.
- Any individual participant needs e.g. personalised learning, support provisions are considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

Where will the students be?

- The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
- The number of participants is appropriate for the available space.
- If outdoors, sun safe strategies are implemented, weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides), and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire) and necessary controls implemented.
- The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

What will the students be doing?

- The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, EpiPen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place that include, but not limited to, communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, are not shared between participants.

What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- [CARA guidelines](#) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

Who will be leading the activity?

- A registered teacher will have overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
- There are sufficient supervisors present (or within ready access) who possess current First Aid qualifications, CPR training and anaphylaxis training (if needed).
- A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
- Supervisors are active in their supervision, visible and are readily identifiable to participants.
- Blue Card requirements are adhered to for all supervising leaders/volunteers.

Activity requirements

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical hazards in the curriculum template](#) and attach it to this risk assessment. Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

Provide pertinent information about supervisor qualifications, supervision ratios², parent/carer consent, industry regulations or guidelines, facility/equipment specifications, travel requirements, safety induction procedures.

4 Teachers – 5 Bowls Volunteers – 3 Qualified Bowls Australia Coaches – 2 bowls volunteers – 4 teachers

Hazards and control measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and risks](#).

Add rows to the table as necessary.

Hazards	Planned control measures
<i>e.g. Dehydration</i>	<i>Drink breaks will occur every 30 minutes and drinks will be available for individuals between drink breaks.</i>
tripping over the bowls	strict explanation of this danger
tripping in the ditch	strict explanation of this danger

Note: **Attach** any additional, pertinent risk assessment information (e.g. supplied by activity providers) to this document.

Monitoring and Review <i>(to be completed during and/or after the activity.)</i>	Yes	No
Have additional hazards been identified?	<input type="checkbox"/>	<input type="checkbox"/>
Were the control measures effective?	<input type="checkbox"/>	<input type="checkbox"/>
Are further or different actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

Karen McCord Principal – Bundaberg State High School



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² The department does not provide supervision ratios. The supervision will ultimately depend on the students participating in the activity, the foreseeable risks and the conditions required to manage the activity safely. Industry guidelines must be consulted (if available) to support principals in making final decisions about supervision ratios.