

Curriculum activity risk assessment

Archery

clever • skilled • creative

Activity scope

This document relates to student participation in Target archery, Clout archery, and Field archery, with a bow and arrow, as a curriculum activity.

Clout is a form of archery in which archers shoot arrows at a flag (known as 'the clout') instead of a target, from a relatively long distance.

Field archery involves shooting at targets of varying (and sometimes unmarked) distances, often in rough terrain.

The [Weapons Act 1990](#) classifies archery equipment as a firearm if used as a weapon. For target shooting in schools, however, archery equipment is not a weapon under the meaning of the Act, but strict adherence to recognised safety procedures is essential.

The use of crossbows in Queensland state schools is not permitted.



Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?

Inherent risk level		Action required / approval
High	Target and clout archery	A <i>Curriculum Activity Risk Assessment</i> must be completed. Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. Obtaining parental permission is recommended. Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>

Teachers/leaders:

Activity description:

Start date:

Finish date:

No of students (approx.):

Class groups:

Supervision ratio (approx.):

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity.

If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. [Blue Card](#) requirements **must** be adhered to.

Registered teacher with minimum qualifications as outlined below

OR

An adult with minimum qualifications as outlined below, in the presence of a registered teacher

Further information:

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel

[Blue Card](#) requirements met

High — Target and clout archery

For a registered teacher with qualifications in Physical Education (PE):

Competence (demonstrated ability / experience to undertake the activity) in the teaching of Archery.

A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment through their:

knowledge of the activity and the associated hazards and risks

experience (i.e. previous involvement) in undertaking the activity

demonstrated ability and/or expertise to undertake the activity

possession of qualifications related to the activity.

Further information:

Hazards and suggested control measures

All persons engaging in this activity should:

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

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

Hazards/risks	Control measures	Mandatory	Yes	No	Implementation plan / Additional controls
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Continually assess weather conditions. Cease activity if lightning is present. • As much as possible, program events to avoid periods of extreme heat. Refer to Education Queensland Sun Safety Guidelines for further information. • Note that the strength and direction of the wind must be considered 				
Pedestrian Traffic	<ul style="list-style-type: none"> • Ensure there is an area clear from obstructions (trees, wires, shrubberies) of at least 20 metres beside targets, with a backstop such as a mound or fence behind the target to stop arrows that may miss. • Ensure that there is a safety zone with an 'overshoot zone funnel' as prescribed in Archery Australia Safety Guidelines, p9 – 12. • Ensure there are barriers and/or signs, such as red warning flags and witches' hats, to limit access by non-participants and others. 				
Physical exertion <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue 	<ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Follow progressive and sequential skills development. • Continually monitor students for fatigue or exhaustion. 				

Hazards/risks	Control measures	Mandatory	Yes	No	Implementation plan / Additional controls
<p>Sharp implements or objects</p> <ul style="list-style-type: none"> • Arrows • Bows 	<ul style="list-style-type: none"> • Use a system of commands, preferably with a whistle, to signal students when to start shooting, cease shooting and retrieve arrows. • Instruct students regarding safety rules and procedures, including the following: <ul style="list-style-type: none"> ○ Do not to take an arrow from buddy until after the start shooting signal is given. ○ Do not draw a bow, with an arrow in it, unless standing facing the target and intending to shoot. ○ Never draw a bow without an arrow in it. ○ Leave arrows which fall from the shooter's bow in front of the shooting line, until a 'cease shooting' signal is given. ○ Position bows vertically with the tip resting on the front foot between shots. ○ When shooting is finished, place bows on racks, ground quivers or on the ground next to the shooting line and pointing towards the target, and then step back two metres. ○ All arrows should be retrieved at the same time. • Assign students to one specific target with a maximum of three archers per target. • Ensure that arrow lengths are consistent for each shooter and are matched to the shooter's draw length or longer. • Note that targets must be easily visible, and for clout archery should be clearly marked. 				

Hazards/risks	Control measures	Mandatory	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> • Note that definite parallel flight paths must be established for each target. • Set up a single shooting line, long enough to accommodate all archers comfortably so that all participants shoot from the same line. If different distances are to be shot, the targets (for both field and clout), not the archers, should be staggered. Be aware of positioning of left and right-handed archers. • Supply students with individual quivers. • Note that all shooters must be positioned astride the shooting line before being given a starting signal. Archers should not approach the shooting line UNTIL the starting signal is given. Then, and only then, should they straddle the line and pick up their bow. • Note that students should wear a finger tab or shooting glove and an arm guard. It is recommended that the arm guard extend above the elbow. • Note that teachers must take into consideration the types of bows used and relevant equipment to be used with these bows. • Note that bows with cracks and stress marks must be withdrawn from use. • Note that strings showing signs of abrasion and wear, e.g. fraying or severing (particularly under the nocking point), must be replaced. • Note that arrows which have faulty flights or nocks must be withdrawn from use. • Ensure all bows are strung to their recommended string lengths. 				

Hazards/risks	Control measures	Mandatory	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> •Nominate a single person (e.g. target captain) to withdraw arrows from each target, while other archers stand back at least two meters. •Note that a person withdrawing the arrows must stand to one side of the target to prevent eye injury on withdrawal of arrows. Take care when retrieving arrows, so that arrows are not stepped on or shins spiked. 				<p>Student Safety brief concerning removal of arrows from targets and ground Look behind - no peers Hand placed on target next to the arrow Turn & pull arrow Pull straight in the opposite direction of the original arrow flight</p>
Students/other people <ul style="list-style-type: none"> • Student numbers • Special needs • High risk behaviours • Medical conditions • Pedestrian traffic 	<ul style="list-style-type: none"> • Obtain parental permission, including relevant medical information. • When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc.) • Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • Ensure there is adequate adult supervision. 				

Additional control measures	
<i>These would relate to the specific student needs, location and conditions in which you are conducting your activity.</i>	
Hazards/risks	Control measures

Submitted by:	Date:
List the names of those who were involved in the preparation of this risk assessment.	

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

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

Important links

- SCM-PR-002: School Excursions

Uncontrolled copy. Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/epr/health/hlspr012/> for master.

<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- Infection Control Guideline:
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety Incident Recording and Notification
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- Get Active Queensland Accreditation Program
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx>

Reset

Print

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/epr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.

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