

Sporting and adventure activities standard

This is a mandated standard under the operational policy framework. Any edits to this page must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

Overview

The Sporting and adventure activities standard aims to ensure that all activities provided by and on behalf of public education and care sites are conducted with the highest regard for the safety of all participants. This standard outlines clear instruction and expectations relating to the conduct and management of sporting and adventure activities by, for, or in consultation with Department for Education (the department) public education and care sites conducted on or off departmental premises and during site sporting competitions. This standard is to ensure that all workers are aware of and comply with their legislative and operational obligations.

Scope

This standard applies to any departmental worker (including sporting/activity qualified instructors) who undertakes the conduct and/or management of a sporting and/or adventure activity by, for, or in consultation with public education and care sites conducted on or off departmental premises and during site sporting competitions.

This standard must be read along with the [camps and excursions procedure \(PDF 447KB\)](#) where the activity is to be conducted as part of a camp or excursion.

This standard applies to sporting and/or adventure activities conducted in, but not limited to, the following circumstances:

- physical education classes
- camps or excursions
- school sport competitions
- out of school hours sporting events that sites may access
- endorsed specialised sports programs.

The requirements of this standard including the individual sporting and adventure activity instruction sheets also apply where departmental workers wish to undertake, or participate in, such activities as sole participants or in groups during or after hours on school premises irrespective of whether activities are undertaken for work or personal purposes. The safety requirements for a specific activity as outlined in the instruction sheets must not be varied and form the minimum standards required for participation.

This standard does not apply to family day care, Guardianship Family Day Care services or the Respite Care Program operated by the department.



Where governing councils are required under Education and Care Services National Regulation 168 (2) (g) to have an excursion policy and procedure they may use this standard as a resource.

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Detail

General provisions

Principles

This standard aims to ensure that all activities involving any child or young person from public education and care sites are conducted with the highest regard for the safety of all participants.

Departmental staff/workers owe a duty to take reasonable care to protect those children and young people in their care and control from a reasonably foreseeable risk of harm. The minimum standard of care required in relation to the conduct of sporting or adventure activities is established by this standard and supporting instruction sheets.

The safety requirements for a specific activity, as outlined in the instruction sheets, must not be varied and form the minimum standards required for student participation. However, relevant sporting associations may add to these requirements based on expert advice and training. Appropriate records of expert instruction and of the relevant standard must be kept by the site in the relevant site file.

In determining whether to conduct a particular activity the site leader and/or teacher-in-charge must ensure that the activity:

- is of educational value
- is supervised and instructed by a competent person who is appropriately experienced and/or qualified persons
- has appropriate insurance cover (when offered by an external provider)
- complies with the requirements of the [non-education service providers in preschools, schools and educational programs procedure \(PDF 183KB\)](#).

When implementing the following departmental staff/workers must ensure that this standard, and instruction sheet (where available), is applied as it forms the foundation for the safe conduct of any activity involving children and young people:

- band and content descriptions of the health and physical education learning area of the Australian Curriculum
- stage 1 and 2 of the relevant subject outline of SACE and/or VET.

The Australian Curriculum Health and Physical Education learning area builds from the skills and dispositions described in the [Early Years Learning Framework and National Quality Standard, 2.2.2](#) (staff login required).

Site leaders should ensure that workers, parents and volunteers taking school sport teams are appropriately inducted (see [volunteer policy and procedure](#) (staff login required)) and deemed competent to undertake carriage of the particular activity. Through induction, site leaders may offer to facilitate participation in an appropriate coaching course to meet this obligation.

Risk management

This standard aims to minimise risks by promoting safe procedures in the management of children and young people taking part in sporting and/or adventure activities.

Adventure activities potentially place children and young people at a higher level of risk than in a usual classroom and playground setting. The higher level of risk is due to the nature of the activity (for example, rock climbing, canoeing, skiing) or the circumstances in which the activity takes place (for example, a remote setting, a river or mountain environment, or likelihood of inclement weather).

Prior to the conduct of any activity the teacher-in-charge must refer to and implement the minimum requirements outlined in the relevant individual sporting and adventure activity instruction sheet (see below) and for those category 1 activities where additional risks need to be considered and category 2 activities fill out and submit for approval to the site leader (or delegate) a completed risk management form (see the [camps and excursions procedure \(PDF 447KB\)](#)) (attaching the relevant instruction sheet) and provide a copy to the relevant instructor/coach (if they are not the teacher-in-charge) and all persons supervising the activity.

The risk management form, in addition with the other relevant sporting and/or adventure activity management records, must be retained at the site.

Unsuitable activities

The high risk activities outlined within exclusions of the [camps and excursions procedure \(PDF 447KB\)](#) are not suitable for children and young people because of the inherent high risk nature of the activities.

Informed consent

Workers must comply with transport and consent of the camps and excursions policy and procedure (respectively) and obtain the informed written or digital consent of all parents before a child or young person's participation in any offsite sport or adventure activity. The [consent form for camp, excursion, sporting or adventure activity ED170 \(DOC 104KB\)](#) (staff login required) must be used for these purposes.

Where any of the following activities are undertaken on a school or preschool site parental informed written or digital consent must be sought for children or young people participation:

- archery
- athletics (when use of projectiles are involved, that is javelins, shot-put, discus, hammer throw)
- gymnastics (when use of apparatuses are involved)
- horse riding
- martial arts
- platform and springboard diving
- rock climbing and abseiling
- trampoline

- weight training or lifting.

Workers must seek informed parental written or digital consent for each new out-of-school trip involving school sport and physical activities. Consent may be sought for one standalone activity or group of activities, or for activities that recur over a specified period of time (that is weeks, months, etc). Further consent of the parent must be sought if the activities, their location or transport arrangements change from that specified in the original consent documentation.

Parents must be advised (within the consent form) about the dates, location, cost, mode of travel, supervision arrangements, activities to be undertaken, dismissal times and any other matters outlined in the consent form.

Supervision requirements

The site leader must approve all activities and personnel. A teacher must provide overall supervision of all activities.

Individual activity instruction sheets outline necessary **minimum** supervision requirements for high risk activities (see the [individual sporting and adventure activities](#) section below for more information). However, at the discretion of the site leader and the teacher-in-charge/activity leader, the number of adults will at times be higher than in the stated ratio because of:

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

If the group undertaking the activity is split into smaller, independent subgroups then each subgroup must conform to the criteria set out in this section as well as those in the individual activity instruction sheets.

When considering any sporting or adventure activity to be undertaken with students the teacher-in-charge must ensure adequate supervision is provided for the particular sporting or adventure activity (excluding high risk adventure activities see [informed consent](#) above where those requirements are prescribed).

Where a sport or adventure activity forms part of the school's or preschool's physical education curriculum and teaching program conducted on site the prescribed adult to student ratios should be used as a guide as to best practice and include the teacher-in-charge (except where an expert external instructor or service provider is engaged to undertake the activity). This does not apply to high risk adventure activities where those requirements are prescribed (see the [informed consent](#) section above).

The teacher-in-charge must provide appropriate supervision of children and young people using change rooms while implementing the following:

- give explicit instructions and guidelines for behaviour in change rooms to students and workers, noting workers obligations to comply with the department's [protective practices guidelines \(PDF 3.2MB\)](#)

- scan the environment before children enter and use the change rooms to ensure they are safe and fit for purpose
- set a routine for monitoring behaviour in change rooms
- monitor children egress, ingress and behaviour from the entrance
- where possible announce to children and young people when a nominated worker is entering the change room and allow enough time for the students to ensure they are appropriately dressed
- do not remain in change rooms as children and young people have a right to privacy
- ensure that children and young people know that if there is an emergency a nominated worker will enter the change room.

Equipment precautions

Mouthguards

In addition to where expressly required, as provided for in the relevant instruction sheet, the wearing of mouthguards is strongly encouraged particularly when competing in contact sports such as, but not limited to, Australian rules football, soccer, basketball, hockey, martial arts and lacrosse.

Starting devices

There are a number of starting devices suitable for use, including:

- air-driven horns (including rechargeable with a pump) requires class 3 hearing
- protection starting clap board
- whistle
- electronic starting pistol or electronic beeper with flash requires class 3 hearing
- protection portable PA with beeper.

Where class 3 hearing protection is required bystanders (not competitors) must be kept at least 5 metres away from the starter if not wearing hearing protection.

Non-electronic starting pistols or caps must not be used or stored.

Environmental conditions

Extreme weather conditions may make it necessary to suspend, postpone or modify training and/or competition.

Workers must ensure that children and young people have adequate clothing and sun protection for thermal comfort and UV protection including sunscreen where required.

Workers must consider inclement weather conditions when planning to conduct any outdoor activity, camp or excursion. Refer to [inclement weather and sun protection](#) (staff login required) for more information.

Depending on the type of inclement weather, workers may decide to:

- limit outdoor activities and stay indoors
- identify alternate activities more appropriate to the weather
- conditions cancel the event in case of extreme weather
- provide shelter and ways of maintaining hydration.

Workers should monitor and consider current weather advice from the [Bureau of Meteorology \(BOM\)](#) that provides the most reliable information, when planning and regularly before any outdoor activity, camp or excursion. The BOM website has current and forecast weather, as well as warnings for any extreme weather conditions. Cancer Council SA also offers a SunSmart app that displays a snapshot of the days expected UV levels and provides advice on when to [be SunSmart](#). The [South Australia Country Fire Service](#) provides information regarding fire danger ratings.

Game constraints and rule modifications

Modified sport programs contribute to the reduction of injuries. Successful modifications to sports include changes to:

- size, weight or style of
- equipment playing area and goals
- length of games and/or season
- team sizes and interchanges (rotation)
- policy relaxation of technical or complicated rules.

Sport Australia offers a number of [Playing for Life activity cards](#) that adopt a game sense approach to teaching about games and sports. This is an approach to modified sport that, amongst other things, encourage simple modifications (easier or harder) to accommodate varying ability levels to maximise inclusion and challenge.

The two strategies that teachers and coaches can use when planning and conducting activities to be more inclusive of students with a range of abilities are [the Tree model](#) and the [Change It approach](#).

Coaching tips

Coaches must understand what motivates children to participate and to want to continue to participate and improve; including that positive reinforcement and support is the most productive part of coaching.

Challenging children in ways they can have a go and achieve is equally important.

Similarly put downs and negatives are more than likely to lead to children not wanting to participate, not wanting to take a risk and not improving to the detriment of the child and the sport in the longer term.

The following coaching session tips will assist deliverers of sport to provide appropriate, quality sporting experiences for the children and young people in their care:

- allow children to progress at their own rate
- provide a balance between effort and rest

- provide a variety of activities
- cater for children with different cultural, socio-economic backgrounds and physical abilities
- focus on individual needs
- encourage all children to participate to the best of their ability
- develop basic skills
- include a variety of gender and ability groupings
- include students with disabilities
- provide opportunities for each child to experience success in some form.

Code of behaviour

All workers, coaches, players, parents, spectators and officials must be made aware of and be provided with a copy of the [code of behaviour \(appendix 1\)](#).

The aim of the code is to clearly articulate to all persons participating in an activity what the department reasonably expects of them in relation to their roles and responsibility in the conduct of the activity.

Local knowledge

For activities requiring knowledge of the local area, the teacher-in-charge must source information from two or more of the following:

- a reconnaissance trip to the venue
- reputable publications and websites
- recreational practitioners
- landowners
- stakeholders (including the traditional owners)
- service providers
- clubs
- National Parks office.

Activity leads

Conducted by a departmental employee

A range of sporting or adventure activities can be conducted by teachers on or off site where they have the skills and experience to conduct them safely. This includes specialist physical education teachers, teachers with a physical education component of their teaching course or other evidence as deemed appropriate by the site leader.

Conducted by a specialised instructor

A specialised instructor can be engaged on or off site where the nature of the sport or adventure activity requires expertise that is not available through the site's teaching personnel or requires a higher level of expertise. Specialised instructors must have appropriate qualifications that enable them to provide the instruction and meet the safety standards for that activity and the requirements of the site.

For further information see the sporting activity fact sheet for specific activities to determine appropriate qualifications and the [managing external contractors procedure](#) (staff login required) and [non-education service providers in preschools, schools and educational programs procedure \(PDF 183KB\)](#) for the appropriate management of non-departmental staff.

Conducted by volunteers

Sites engage volunteers to assist with the conduct of various sporting or adventure activities. The department's [volunteer policy and procedures](#) (staff login required) provide information related to selection, induction and other processes related to the use of volunteers including their supervision, screening and suitability.

Competitions

Competition principles

The department undertakes a number of sport programs for primary and secondary students under the School Sport SA banner. The department is affiliated with School Sport Australia, the national body responsible for interstate championships. The programs provided are designed to meet the needs of students and schools across a range of different sports and within the policies and guidelines of the department.

Sites can and do participate in a range of local programs and competitions organised and conducted by local clubs and associations and state sporting organisations. The appropriateness of participation must be determined by the site leader prior to commencing the program taking into consideration minimum information about the organisation and the rules or conditions of participation.

Competition is seen as an inherent part of sport development but this is secondary to skill development. In any event the type of competition will vary over the course of a child's development. Modifications to the adult competition model are vital and these modifications will change as children grow and develop and adapt to the demands and challenges of competing with others and being able to successfully manage the highs and lows that competition can bring.

Where competition is an element of the sporting program, organisers should aim to keep competition as closely contested as possible throughout the course of the season. Winning too easily or losing too often by big margins does not help development and can lead to players losing interest in playing.

It is possible to redraw competition programs on the basis of the first round of results or having the more successful teams playing each other more often during the season.

Children and young people need to learn how to win and lose graciously so every effort must be made to

ensure success is judged by more than just winning. Therefore, focus should be made on what players do better as individuals and as a team rather than simply winning or losing and success should be measured in terms of mastering a skill or doing something better than they have done before.

School teams

Site leaders are required to undertake random spot checks of activities conducted on or off site outside of school hours at least 2 times per year to ensure that the requirements of this standard are being met, that is supervision, volunteer management, codes of behaviour. For example if a site has one school team then 2 random spots checks or if a site has multiple teams then a single spot check on 2 separate teams once a year.

Supervision of children and young people participating in school teams may be shared between members of education staff from different sites (including staff from CESA or AISSA) so long as minimum staff to student ratios for the particular activity are met and that there is a designated teacher-in-charge identified in advance, with all relevant schools notified, have given their approval and parental consent is sought and provided for students participation.

Primary schools may access School Sport SA (secondary and primary) programs targeted for students in year 6-7 for team sports and years 5-7 for individual events by paying the prescribed annual fees.

Secondary schools may access School Sport SA programs by paying the prescribed annual fees.

District and state teams

School sport activities include inter-school competitions, state-wide championships, carnivals (primary schools only) and state teams that participate in national exchanges/championships.

Primary school sport (city and country) are subdivided into sporting districts, each with their own convenor and substructure to provide access to a range of sporting programs coordinated and conducted by the department's School Sport Team or within each district to meet localised needs.

Secondary school sport (city and country) is subdivided into zones, each with its own convenor and substructure to provide access to, or facilitate, a range of sporting programs coordinated and conducted by the department's School Sport Team or within each zone to meet localised needs.

Administrators/convenors of inter-school competitions are encouraged to use accredited umpires and referees and trainee umpires and referees where appropriate to the age and competition level of the program. These persons must ensure that there are 2 team officials when conducting the competition.

Out of school hours sporting events

School organised sporting events

For all school organised sporting events site leaders must comply with the requirements outlined within this standard and the [camps and excursions policy and procedure](#) (staff login required).

For school organised sporting events undertaken as part of the School Sport Australia international tours site leaders and the teacher-in-charge must, in addition to this standard and the [camps and excursions](#) policy and

procedure, also comply with the [overseas travel policy \(PDF 191KB\)](#) and the [overseas travel – student excursions procedure \(PDF 160KB\)](#).

Use of school facilities as sporting grounds

Departmental premises may be opened for community use by community organisations, including sport and recreational groups. Formal agreements must be in place for the use of site facilities.

Workers must comply with the [community use of school facilities instructions and templates \(PDF 1.9MB\)](#) (staff login required).

Student-only outdoor adventure activities

The requirements of workers outlined within these standards apply to student-only adventure activities such as Duke of Edinburgh Awards. The provisions regarding supervision may need some modifications to provide for remote supervision where this may be an essential requirement.

Endorsed specialised sports programs

This standard sets the minimum acceptable standard for endorsed specialised sports programs. Workers must liaise with the relevant sporting authority to ensure that programs meet these standard requirements (or exceed such) prior to implementation.

Where a school wants to introduce or increase their current special interest programs, or wishes to request additional funding or resourcing for the program, the principal should prior to implementation seek advice and assistance from the Learning Improvement division by email at education.SpecialistPrograms@sa.gov.au.

For further information regarding specialised schools, programs and alternative curriculum streams refer to Part E of the department's [placement procedure \(PDF 322KB\)](#) (staff login required).

Children and young people with disabilities or medical conditions

All workers must comply with the inclusivity requirements outlined in the [camps and excursions policy \(PDF 247KB\)](#).

The Australian Sports Commission has published information on [inclusive sport](#) (creating positive, inclusive experiences for participants) that workers may find useful. Further information on [inclusive practices](#) may be found on the Sports Australia website.

Workers must comply with the department's health support planning requirements and should be aware of the requirements of an individual participant's health support plan and any specific health provider instructions before the child or young person's participation in any sport or adventure activity. Refer to [managing student medical conditions](#) (staff login required) for more information.

First aid, infection control and emergency management

First aid

All first aid requirements including first aid staff to student ratios and equipment requirements that must be complied with are outlined in the [first aid and infection control standard \(PDF 239KB\)](#).

General use medications including analgesics such as aspirin, paracetamol or ibuprofen, must never be available as a standard first aid response as they can mask signs and symptoms or serious illness or injury as outlined in the department's [medication management procedure \(PDF 933KB\)](#).

Unless specified otherwise in this standard or the instruction sheets the minimum staff to participant ratio for first aid relating to sporting or adventure activities (excluding high risk adventure activities) is 1:50 with a minimum qualification requirement of HLTAID004 – Provide an emergency first aid response in an education and care setting.

For higher risk adventure activities the ratio of staff to participant would be reduced to a minimum of 1:25 with qualification requirement of HLTAID004; and some activities may require workers facilitating the activity to be qualified in HLTAID005 – Provide first aid in remote situations. See the [first aid and infection control standard \(PDF 239KB\)](#) for further information.

Infection control

A number of blood-borne infectious diseases can be transmitted during body contact. If an injury involving blood occurs, workers must take standard precautions when handling blood or bodily fluids in line with the department's [first aid and infection control standard \(PDF 239KB\)](#).

Emergency management

All workers involved with the administration or arrangement of any activity for public education and care site children and young people must ensure that they are familiar with the particular site's emergency management plan. Refer to emergency management for schools, preschools, education offices and corporate offices for more information.

In addition to the above all persons who form part of the leadership team on a camp or excursion must also be familiar with the particular camp or excursions emergency action plan as outlined in the [application to conduct an excursion form \(ED169\) \(DOC 158KB\)](#) and [risk assessment form \(DOCX 2.1MB\)](#).

This risk management form will detail the necessary communication strategy appropriate for the safe conduct of the relevant activity. For activities in remote locations, the site must consider monitoring the location of the travelling party to inform emergency services of approximate location in the event of an emergency.

or further information regarding emergency management please contact the Security and Emergency Management team on 1800 000 279 or by email at education.SecurityAndEmergency@sa.gov.au.

Volunteer management

All volunteers engaged to provide and/or participate in department run activities must be managed in accordance with the [volunteer policy and procedure](#) (staff login required). See monitoring suitability and supervision of the procedure for specific instruction on the requirements for supervising volunteers at after-hours school sport events.

For further advice regarding volunteer management contact the Senior Policy and Project Officer – volunteers on 8226 3795 or by email at education.volunteers@sa.gov.au.

Child protection

All workers must comply with the requirements of child protection of the [camps and excursions procedure \(PDF 447KB\)](#) and the [screening and suitability – child safety policy \(PDF 217KB\)](#) and [screening and suitability – child safety procedure \(PDF 669KB\)](#).

In addition to the above requirements workers should only use physical contact if the aim is to develop sport skills or techniques, treat or prevent an injury, or to meet the requirements of the sport. Workers must comply with the requirements outlined within the [protective practices guidelines \(PDF 3.2MB\)](#).

Visitors on site

All visitors on departmental premises must comply with the [code of behaviour \(appendix 1\)](#).

Site leaders and staff have an obligation to respond to any person or visitor misbehaving on school premises. Misbehaving can include behaving in an offensive, disorderly, intimidating or violent manner. Persons include parents or caregivers with students enrolled at the school, visitors, community members, or students enrolled and attending other schools (see [managing protections for teachers, staff and students procedure \(PDF 262KB\)](#) (staff login required)).

Complaint resolution

All workers, parents and officials must comply with the department's complaint management policies and procedures. Find out more about [complaints from the public](#) (staff login required).

All departmental staff must comply with the department's [complaint management policy \(PDF 263KB\)](#) and [complaint management procedure \(PDF 199KB\)](#) for employees for complaints or disputes between those staff.

Social media

All workers must comply with the department's:

- [social media for schools and preschools policy](#) (staff login required)
- [social media guideline](#) (staff login required)
- [consent to publish images and creative work of students and the community](#) (staff login required).

This is to ensure the effective management of social media in public education and care sites. For further advice and assistance please contact Digital Communications by telephone on 8207 2313 or by email at education.SocialMedia@sa.gov.au.

Transport

All workers must comply with the requirements of transport of the [camps and excursions procedure \(PDF 447KB\)](#) when undertaking an activity off departmental premises.

Accidents, incidents, insurance and claims

All workers must comply with the requirements of accidents, incidents, insurance and claims of the [camps and excursions procedure \(PDF 447KB\)](#) when undertaking an activity.

If a participant is injured then, where possible, they should be instructed to leave the field, pitch etc and appropriate first aid sought. If the participant is unable to leave the field then play stops until medical assistance arrives and does not resume until the participant has left the field.

The department does not provide accidental injury insurance for children, students or visitors to departmental sites or participating in departmental activities, with the exception of insurance provisions for bona fide volunteers and for students on approved work experience placements off site. The department will meet the cost of ambulance attendance for students participating in a school event where the family does not hold private ambulance cover. Parents should be encouraged to insure their children against accidental injury. For further information refer to the [insurance and claims management procedure \(PDF 168KB\)](#) (staff login required).

Refer to [reporting critical incidents and injuries procedure \(PDF 234KB\)](#) and [incidents, illness and complaints in early childhood services](#) (staff login required) for reporting requirements and further information.

Records management

All staff must comply with the requirements outlined within the [information and records management policy \(PDF 139KB\)](#). All official records created in relation to the planning and conduct of any sporting or adventure activity must be stored within an official school file for the minimum retention period outlined in the appropriate disposal schedule.

No official record can be disposed of without authorisation from the Records Management Unit. Destruction queries can be submitted at education.disposal@sa.gov.au.

Individual sporting and adventure activities

Individual sporting and adventure activity instruction sheets outline necessary **minimum** requirements and obligations for the conduct of the specific sporting or adventure activity that may be found on the department's intranet.

These instruction sheets have been developed in consultation with the relevant state sporting association.

These minimum obligations are required to be implemented prior to the conduct of any sporting or

adventure activity involving a child or young person enrolled in a public education and care site. The instruction sheets include instructions on the following:

- staff and instructor qualifications
- participant safety requirements (including minimum risk control strategies)
- facility and equipment safety requirements
- supervision requirements
- minimum worker (staff) and participant ratios emergency contact and management protocol
- contact link to the relevant sporting association.

Site leaders and/or a teacher-in-charge may consider a sporting or adventure activity for which specific instruction is not provided, however, before undertaking such, they must satisfy themselves that appropriate instruction and guidance on the activity requirements are sought from:

- peak bodies
- professional associations
- colleagues with experience instructing the activity with children and young people.

Further information and advice

For operational advice and the application of the requirements outlined within this standard please contact the Conditions for Learning Directorate on 8226 5055.

For general advice relating to sporting and adventure activities please contact the Manager, Sport and Water Safety on 8416 5920.

For general advice relating to risk management and/or work, health and safety requirements please contact the Work Health and Safety Unit on 8226 1440.

For further information and assistance with individual school sporting activities please contact the relevant sporting association office(r) in the instruction sheet or posted on the Australian Sports Commission [sporting schools website](#).

For legal advice in relation to duty of care, insurance and claims relating to visitors, children and young people please contact the Legal Services Directorate at education.LegalRequests@sa.gov.au or education.LegalClaims@sa.gov.au (respectively).

Roles and responsibilities

Site leader

Ensure that children and young people undertake sporting and adventure activities safely by:

- ensuring all workers comply with the requirements of this standard

- ensuring any injury or incident is reported to the department and site leader in accordance with the [reporting critical incidents and injuries procedure \(PDF 234KB\)](#)
- referring to relevant standards and sporting associations to ensure correct safety precautions are followed
- ensuring that workers implement risk controls and safety measures to minimise any potential risks to children and young people and themselves
- ensuring all items of equipment are safe, regularly inspected, repaired and maintained keeping records of inspections, maintenance and repairs of equipment at the site
- ensuring that workers have the recommended qualifications and experience for the relevant sporting or adventure activity to be undertaken
- ensuring that hazards and risks are identified and controlled following risk assessment processes in line with the [safety management procedure](#) (staff login required)
- ensuring that workers have the necessary first aid training to perform their roles and responsibilities (refer to the [first aid and infection control standard \(PDF 239KB\)](#))
- reviewing and approving any sport or adventure activity that is not specifically covered in this standard or the instruction sheets.

Workers (including specialised sporting instructors)

Comply with and implement the requirements of this standard, instruction sheets, seeking advice and assistance when required.

Actively participate in the reduction of risk of facility or equipment related injury during sports and adventure activities by:

- maintaining facilities and equipment in a safe condition
- properly supervising all participants during sessions
- where relevant, ensuring that adequate protective equipment is available and used for training and competition
- ensuring that protective equipment is correctly fitted (mouth guards and male protectors are the responsibility of individual participants)
- modifying equipment, rules and field, pitch, court dimensions (as appropriate)
- cancelling matches or training where inspection of playing surfaces and equipment shows they are unsuitable or unsafe for play
- ensuring participants are properly prepared for their involvement, especially through quality teaching and coaching
- ensuring warm-up and cool down exercises accompany all sport or adventure activities
- ensuring repetitive training techniques are avoided, and endurance activities (for example long distance running) restricted so that developing bones, joints and muscles are not injured

- reporting any injuries to line manager as soon as is reasonably possible.

Parents

Take all reasonable steps to reduce the risk of injury to their child when they are participating in a sport or adventure activity by:

- ensuring that protective equipment such as mouth guards and male protective equipment is correctly fitted
- complying with the code of behaviour.

Participants

Take all reasonable steps to reduce the risk of self-injury during a sport or adventure activity by:

- complying with reasonable instruction from workers
- using equipment in accordance with the manufacturer's instructions
- ensuring that protective equipment such as mouth guards and male protective equipment is correctly fitted
- complying with the code of behaviour.

Principal policy adviser

Provide operational advice on the application of the contents of this standard.

Manager, Policy and Strategy

Provide operational advice on the application of the contents of this standard.

Review these standards in consultation with Sport, and Water Safety and Health and Safety Services.

Monitor, evaluate and review this standard and the associated instruction sheets.

Manager, Work Health and Safety

Provide risk management and assessment advice to those persons implementing the requirements of this standard.

Manager, Sport and Water Safety

Provide specific sport and adventure activity advice to those persons implementing the requirements of this standard.

Director, Legal Services

Provide legal advice to those persons implementing the requirements of this standard.

Assistant Director, Conditions for Learning

Provide instruction and assistance to the Manager, Policy and Strategy in the review of this standard.

Director, Conditions for Learning

Provide instruction and assistance to the Manager, Policy and Strategy in the review of this standard.

Definitions

activity leader

The person with the relevant qualifications and/or experience to lead the activity. The leader may not necessarily be a teacher.

adventure activity

An activity that involves greater than normal risk which may include travel or activity in a relatively undeveloped area of the country, confrontation with natural environmental challenges, exposure to the natural elements with less than normal physical protection provided in day-to-day life and activities listed in this standard and instruction sheets.

These activities may be conducted on or off departmental premises and involve the participation of children or young people in public education and care while under the care and control of departmental workers.

guardian

A person who has legal guardianship or custody of a child.

informed consent

Means that a parent understands the nature of the proposed activity and rationally reaches a decision to allow their child or young person to participate in the activity, based upon adequate information they received including any associated risks and costs.

in loco parentis

A person acting in a parental style relationship with a child, where the person has intended to place themselves in the position of a parent toward a child and has assumed the same duty and authority as a

parent with respect to the nurturing, control and protection of a child. A person in loco parentis may include a person:

- in a de facto relationship with a child's biological parent where they have assumed responsibility for the child
- who has taken over care of a child after the death of both biological parents, or where there has been a family breakdown and the child is estranged from both biological parents
- in an informal fostering arrangement.

This person does not have to assume any or all financial responsibility for a child to satisfy this definition.

parent

For the purposes of this standard, the term parent refers to all persons responsible for the child. A person responsible for the child means a person who is the child's:

- biological parent, adoptive parent or other person recognised as a parent if the child was conceived following a fertilisation procedure or under a surrogacy arrangement
- guardian
- person standing in loco parentis.

This does not include a person who has had their legal custody, guardianship or responsibility for the child removed by a Court, Act or Law. As an example, a biological parent who has had their custody, guardianship or parental responsibility for the child removed by a parenting order made under *Family Law Act 1975* is not a person responsible for the child.

Includes independent students (see clause 1.2.1 of the [admission procedure \(PDF 302KB\)](#) (staff login required) for definition)

Includes a caregiver (of a child in care) pursuant to the [Children and Young People \(Safety\) Act 2017 \(SA\)](#).

Includes, for standalone preschools, an 'authorised person' pursuant to section 102(4) of the [Education and Care Services National Regulations](#).

participant

Children and young people.

public education and care site

Includes:

- government schools (primary and secondary)
- preschools and kindergarten
- childcare.

teacher-in-charge

The teacher designated by the principal to organise the sporting and/or adventure activity and to have ultimate responsibility, supervision and authority while the activity is in progress.

the department

Department for Education.

worker, staff

A person is a worker if the person carries out work in any capacity for a person conducting a business or undertaking work as:

- an employee
- a contractor or subcontractor
- an employee of a contractor or subcontractor
- an employee of a labour hire company who has been assigned to work in the person's business or undertaking
- an outworker
- an apprentice or trainee
- a student gaining work
- experience a volunteer
- a person of a prescribed class.

Supporting information

Related legislation

[Children and Young People \(Safety\) Act 2017 \(SA\)](#)

[Disability Standards for Education 2005 \(Cth\)](#)

[Education and Care Services National Regulations 2011](#)

[Education and Children's Services Act 2019 \(SA\)](#)

[Education and Early Childhood Services \(Registration and Standards\) Act 2011 \(SA\)](#)

[Education and Early Childhood Services \(Registration and Standards\) Regulations 2011 \(SA\)](#)

[Work Health and Safety Act 2012 \(SA\)](#)

[Work Health and Safety Regulations 2012 \(SA\)](#)

Related policies

[Camps and excursions policy \(PDF 247KB\)](#)

[Camps and excursions procedure \(PDF 447KB\)](#)

[Children and students with disability policy \(PDF 195KB\)](#)

[Duty of care policy \(PDF 182KB\)](#) (staff login required)

[First aid and infection control standard \(PDF 239KB\)](#)

[Information and records management policy \(PDF 139KB\)](#)

[Insurance and claims management procedure \(PDF 168KB\)](#) (staff login required)

[Protective practices for staff in their interactions with children and young people guidelines \(PDF 3.2MB\)](#)

[School transport policy \(PDF 383KB\)](#)

[Medication management procedure \(PDF 933KB\)](#)

[Non-education service providers in preschools, schools and educational programs procedure \(PDF 183KB\)](#)

[Overseas travel policy \(PDF 191KB\)](#) (staff login required)

[Overseas travel – student excursions procedure \(PDF 160KB\)](#) (staff login required)

[Personal protective equipment claims and reimbursements procedure \(PDF 150KB\)](#)

[Reporting critical incidents and injuries procedure \(PDF 234KB\)](#)

[Safety management procedure](#) (staff login required)

[Screening and suitability – child safety policy \(PDF 217KB\)](#)

[Screening and suitability – child safety procedure \(PDF 669KB\)](#)

[Volunteer policy \(PDF 204KB\)](#)

[Volunteer procedure \(PDF 290KB\)](#)

Record history

Published date: July 2021

Approvals

OP number: 248

File number: 18/27104

Status: approved

Version: 1.4

Policy Officer: Manager, Policy and Strategy

Policy sponsor: Director, Conditions for Learning

Responsible Executive Director: Executive Director, Partnerships Schools and Preschools

Approved by: Director, Conditions for Learning

Approved date: 1 July 2021

Next review date: 1 July 2024

Revision record

Version: 1.4

Approved date: 1 July 2021

Review Date: 1 July 2024

Amendment(s): Incorporation of digital consent.

Version: 1.3

Approved date: 17 March 2021

Review Date: 17 March 2024

Amendment(s): Incorporation of Education and Children's Services (Miscellaneous) Amendment Bill 2021 provision.

Version: 1.2

Approved date: 20 July 2020

Amendment(s): Clarification of the role and definition of the teacher-in-charge.

Version: 1.1

Approved date: 1 July 2020

Amendment(s): New branding applied to document, published as HTML document on EDi, edited for plain English in consultation with Communications Directorate.

Version: 1.0

Approved date: 18 December 2019

Amendment(s): Final policy approved by Chief Operating Officer

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Appendix 1 – Code of behaviour

This information details the code of behaviour for players, teachers, coaches, instructors, leaders, parents, spectators and for everyone else involved in sporting and adventure activities.

For players

- play for enjoyment
- be a good sport, deliberate violence or bad language should never be used towards opponents or coaches, umpires or referees
- work hard for your team mates as well as yourself
- treat all team mates and opponents with respect
- play by the rules
- cooperate with team mates, opponents and game officials
- control your behaviour on and off the field
- learn to value honest effort, skilled performance and improvement
- behave in a manner that respects the rights of others regardless of mediums of communication used for example digital mediums such as twitter, Facebook, email and texts
- respect and abide by officials' decisions.

For teachers, coaches, instructors, leaders

- encourage children to develop basic skills in a variety of sports, and avoid over specialisation in one sport or in one playing position
- 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
- set a good example for your players
- all coaches should ensure that they are fully aware of the expectations and practices of the site in which they are coaching
- encourage and create opportunities to develop individual skills
- teach a wide range of team skills and sound sportsmanship based on sound coaching principles
- make clear the site's expectations regarding courtesies, punctuality, behaviour and dress
- ensure that the sport, playing conditions, equipment and facilities are safe and appropriate to the age group and the skill development level of the players involved

- encourage the team captain to build their leadership skills and to model responsible behaviour
- teach your players to be friendly and respectful towards officials and opponents
- give all interested students a chance to participate in training and games
- remove from the field of play any player whose behaviour is not acceptable
- keep your own knowledge of coaching and the developments of the game up to date
- avoid any hint of criticism against the umpire or referee of a match
- ensure the consequences of inappropriate behaviour are clearly understood
- distribute a copy of this code 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.

For parents

- encourage participation by your child(ren)
- provide a model of good sporting spirit for your child to copy
- be courteous and respectful in your communication with players, team officials, game officials and sport administrators
- encourage honest effort, skilled performance and team loyalty
- make any new parents feel welcome on all occasions
- do not interfere with the conduct of any events
- make your presence and support as positive as possible
- when visiting another school, respect the host school's premises and rules.

For spectators

- demonstrate appropriate social behaviour by avoiding offensive language, aggressive behaviour, harassing players, teachers, coaches or officials
- remember children play for fun and enjoyment. Don't let your behaviour detract from their enjoyment and never ridicule or yell at them for making mistakes or losing a competition
- let game officials conduct events without interference
- support skilled performances and team play with generous applause and congratulate all participants upon their performance regardless of the game's outcome
- demonstrate respect for opposing players and their supporters
- never ridicule a player for making a mistake
- respect the officials' decisions

- encourage players to play in accordance with the rules and the officials' decisions.

For all

No person shall act towards or speak to any other person in a manner, or engage in any other conduct which threatens, disparages, vilifies or insults another person (the person vilified) on any basis, including but not limited to a person's race, religion, colour, descent or national or ethnic origin, special ability/disability or sexual orientation, preference or identity.