

Golf

Guideline review date: 28 October 2021

This guideline is provided to support schools in implementing the [managing risks in school curriculum activities procedure External link](#).

The [CARA planner External link](#) must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.

For activities beyond the scope of this guideline, complete a CARA record using the [CARA generic template External link](#).

Activity scope

This guideline relates to participation in golf as an activity to support curriculum delivery.

For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.

For activities conducted off-site, schools must comply with the [school excursions procedure External link](#).

For activities conducted as part of representative school sport programs, schools should consult with [Queensland School Sport External link](#).

Medium risk

Golf activities involving regulation equipment

Activity requirements

If any requirement cannot be met, the activity must not occur.

If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the [hierarchy of controls](#) to implement alternative control measures to meet or exceed the minimum safety standard.

Competition rules and procedures with additional or more stringent safety requirements must take precedence.

[Collapse all](#)[Expand all](#)

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities.

Adjustments are required for [students with disability](#) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the [managing students' health support needs at school procedure External link](#). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation procedure, provision of [first aid](#)).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication

- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.

Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment).

Access is required to [first aid equipment \(DOCX, 479KB\)](#) and consumables suitable for foreseeable incidents.

An adult with current emergency qualifications is required to be quickly accessible to the activity area.

Emergency qualifications include:

- [HLTAID009—provide cardiopulmonary resuscitation \(CPR\) External link](#) or equivalent
- [HLTAID011—provide first aid External link](#) or [SISSS00118—sports trainer level 1 External link](#) or equivalent.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures, safety procedures and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students and adult supervisors on correct techniques (e.g. where to stand when waiting, avoiding wayward shots).

Consent

[Parent consent \(DOCX, 306KB\) External link](#) is required for all activities conducted off-site.

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.

The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.

Before the activity, all adult supervisors must be familiar with the contents of the CARA record.

During the activity, all adult supervisors:

- must be readily identifiable
- must closely monitor students with health support needs
- must comply with control measures from the CARA record and adapt as hazards arise
- must suspend the activity if the conditions become unfavourable (e.g. extreme temperatures).

Supervisor qualifications

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

All adult supervisors must comply with the [working with children authority—Blue Cards procedure External link](#) and be able to identify, and respond to, risks or hazards that may emerge during the activity.

A registered teacher **must** be appointed to maintain overall responsibility for the activity.

For **medium risk** activities:

- At least one adult supervisor is required to be a registered teacher with competence (knowledge and skills) in teaching golf or
- An adult supervisor, working under the direct supervision of a registered teacher, with accreditation as a [Community Instructor External link](#) with Golf Australia or
- An adult supervisor, working under the direct supervision of a registered teacher, with professional golf status or in the third year of a professional golf traineeship.

Facilities and equipment

Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed.

For matches and match practice, a recognised golfing course or driving range with defined safety procedures and protocols to suit the course

For hitting range skill development, this would be a clearly defined activity area that:

- is approximately 120m wide and 250m long
- is clear from buildings, pedestrians and other activities
- allows for 4m of clear space between hitters.

Equipment must be fit-for purpose, sized to match the ability and strength for students and used in accordance with the manufacturer's instructions.

Participants must wear [Personal protective equipment \(PDF, 163KB\)](#) appropriate to the activity.

Common hazards and controls

Further to those listed, include any additional hazards and control measures considering the local context of the activity.

Environmental hazards	Control measures
Biological hazards Body fluids (e.g. blood, saliva, sweat)	Manage bodily substances (e.g. blood) and open wounds before, during and activity. Consult infection control guidelines (PDF, 630KB) and Queensland Health's exclusion periods for infectious conditions poster (PDF, 1.5MB) External link for hygienic practices and first aid. Follow appropriate cleaning and hygiene management practices when using equipment (departmental staff search 'practical subjects cleaning equipment OnePortal).
Environmental conditions Weather, Sun, Humidity	The school's sun safety strategy must be followed. Assess weather (Bureau of Meteorology External link) and environmental conditions prior to participating outside. Follow the managing excessive heat in schools guidelines when participating in or extreme heat conditions. Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.

	Dry equipment (including clubs and balls) before each hit if conditions cause dampness.
Facilities and equipment hazards	Control measures
Boundary clearance	Establish a safety zone around the hitting area. If this cannot be achieved, consider other ways of reducing risks (e.g. removing spectators).
Fast moving objects	Position left and right-handed participants to ensure maximum player visibility. Position left-handed participants on the left side of the practice line to avoid slice balls. Use rubber training balls on school-based courses.
Faculty or dangerous equipment	Check equipment for damage before and during the activity. Do not use clubs with smooth grips, loose heads or shaft irregularities
Playing surface	Conduct a field check to identify and manage surface hazards (e.g. divots).
Student considerations	Control measures
Physical exertion	Conduct warm-up/cool-down activities. Continually monitor participants for signs of fatigue and exhaustion.
Sharp objects	Remove accessories (e.g. jewellery, lanyards) before participating. Ensure fingernails and hair clothing (e.g. pockets) do not interfere with the activity.
Student Issues	Manage injuries according to established procedures. If in doubt, do not allow participants to return to play after injury until medically cleared. Implement safety protocols during play including: <ul style="list-style-type: none"> • safety signals (e.g. whistle commands to "start hitting", "cease hitting" and "retrieve") • safe hitting techniques (e.g. be aware of others on the course, hit toward a designated area) • safe ball retrieval (e.g. retrieve all balls at the same time, leave clubs in hitting area) • blind spots.

Additional links

- [Golf Australia External link](#)
- [Sports Medicine Australia Fact Sheets External link](#)

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