Gymnastics (In-Ground Trampoline)

Body Movement Patterns While Using Equipment. Where The Trampoline Is Level With The Floor.

ELEMENTARY - CURRICULAR 2026

- Consult **Disability-Centred Safety** if your groups of students include students with disabilities.
- Commercial Sites.
- There are two types of appropriate trampoline programs:
    - Fitness/Aerobics focus – skill instruction includes basic upright jumping skills and ‘stop bounce’
    - Trampoline Skill focus – skill instruction includes additional trampoline skills
- Other activities using the trampoline (for example, dodgeball and basketball) are not appropriate.
- Consult **Risk Management**.

Equipment

- Determine that all equipment is safe (for example, no sharp corners, cracks, or splinters) and all assistive devices (for example, a walker) are in good working condition and properly adjusted for the height and mobility needs of the student prior to participation.
- The trampoline must be properly installed by an accredited installer and inspected on a regular basis and repaired as necessary.
- The frame padding must be secured and cover the frame and springs/shock cords.

- General utility mats (5cm / 2”) are be used on the floor around the trampoline, and situated such that mats must not overlap or have open spaces.
- General utility mats (5cm/2”) must be composed of:
    - closed cell/cross-linked polyethylene foam 5cm (2")
    - open cell polyurethane foam (100 Indentation Force Deflection (I.F.D.) minimum) 5cm (2”)
    - dual density foam 5cm (2”)
    - mats of equivalent compaction rating as determined by manufacturer
- Determine that end deck mats are in proper place.
- A safety zone minimum of 30cm (1’) from sides and 60cm (2’) from ends must be marked on the trampoline bed.
- Where appropriate, keep the area under the trampoline clear of all the equipment.
- No equipment is allowed on the trampoline (for example, balls, beanbags).

*Refer to the **First Aid** section for first aid equipment requirements.*

Clothing/Footwear/Jewellery

- Appropriate clothing and footwear must be worn.
- Trampoline/gripping socks must be worn.
- No jewellery is permitted.
- Tie back long hair and remove hair clips.
- Secure or remove eyeglasses.

- Students must not participate when the length of fingernails poses a safety risk to themselves or others.

Facilities

- Determine that all facilities are safe and accessible for the students participating. Students must be encouraged to report facility problems to the teacher.
- Floor plan must provide a minimum space of 1m (3.3’) along sides of trampoline and 2m (6’6”) at ends of trampoline. All space between ends and sides of trampolines must be padded.
- Minimum ceiling height 7m (23’).
- Where a trampoline is within 1m of sidewall or structural support post and/or 2m (6’6”) from end wall, protective matting must be on wall/post to a minimum height of 5m (16.5’).
- Walls, stages, equipment, trees, and posts must not be used as turning points, finish lines, end zones, or boundaries. Establish a clearly delineated boundary line away from the hazards, using visual markers (for example, lines, pylons), to prevent contact/collision.
- Consult **General Safety Standards for Facilities** for the opening and closing of gymnasium divider doors/curtains.
- When walking, running, or wheeling takes place off school site for a warm-up, conditioning and/or is an integral part of the activity:
    - Teachers must do a safety check in order to identify potential problems prior to initial use of route or course.
    - Teachers must outline to the students the route or course (for example, notice of areas to approach with caution) before the start of the activity.
    - Teachers must determine that students are not crossing busy intersections unless directly supervised.

Special Rules/Instructions

Student Medical Information

- Teachers must be aware of students whose medical condition (for example, asthma, anaphylaxis, diabetes, epilepsy) may affect participation. Consult **Medical Conditions**.

- Teachers must be aware of students participating with orthopedic device(s) and/ or assistive devices and establish safety rules and procedures to ensure students can participate safely in activities.

- Teachers are required to inform all individuals who assist with the activity (for example, Qualified Instructors, Aquatic Instructor/Lifeguard, Volunteers, additional school staff) of students who have needs, orthopedic/assistive devices and/or medical conditions that may influence participation.

School Board Policies and Procedures

- Prior to engaging students in physical activities teachers must refer to and apply their school board policies and procedures on:

    - Codes of Conduct (as outlined in **PPM128 – The Provincial Code of Conduct and the School Boards Code of Conduct**) as it relates to school activities (for example, on-site, off-site, and while in transit) and the steps to address unacceptable behaviour. The Code of Conduct applies to students and all individuals who work with students in a physical activity setting (for example , School Staff, Volunteers, Qualified Instructors) and focuses on areas specific to safety (including areas of cyberbullying, sexual harassment, substance use) and respect, civility, and responsible citizenship (for example , treat each other with dignity and respect, respect the rights of others, refrain from using abusive language).

    - Concussion (as outlined in **PPM158 – School Board Policies on Concussion**) as it relates to concussion prevention, identification, initial response, and the **Return to School Plan** including the Return to Learn and Return to Physical Activity Stages for students with a diagnosed concussion.

    - Equity and Inclusion as it relates to student participation and appropriate accommodations/modifications to provide a safe learning environment.

    - Field Trip/Excursion and Transportation as it relates to the requirements that must be addressed for off-site trips (for example, the location of an off-site activity, description of the activity and physical environment, means of transportation, inherent risks of the activity, supervision).

Teacher Awareness and Preparation

- If an Outside Activity Provider is used:?
    - ?The safety standards for this activity?must?be presented to the?Outside?Activity?Provider prior to the activity taking place.
    - The Teacher and the Outside?Activity?Provider?must communicate and review?the relevant Ontario Physical Activity Safety Standards in Education (OPASSE) activity safety standards and the Outside Activity Provider?requirements. The Outside Activity?Provider?must?meet?the? minimum?requirements listed in the safety standards.
    - Where?the Outside Activity Provider has?additional?requirements, these?requirements must?be followed.? For more information on planning?activities?using an?Outside Activity Provider,? consult?**Outside Activity Providers**.
- A Teacher who is unfamiliar with the safety and skill components of the activity or not confident (for example, no recent experience) must refrain from teaching the activity until:
    - assistance is provided by School Staff/Qualified Instructor with knowledge or experience with the activity; or
    - training is received.
- Teachers and all individuals who assist the Teacher with the activity must be aware of the possibility of pressuring students. Students must be informed not to coerce a reluctant student into participating in any component of the activity with which they display or vocalize reluctance.
- When a student displays or vocalizes reluctance about participation, at any time, before or during any component of the activity, they must be provided with alternative ways to participate in the activity (for example, permit students to select a role within the activity, remain at or return to a different component of the activity, break down new experiences/components into smaller steps, be introduced to a new component with which they are comfortable).
- Activities must be modified according to the needs of the students (for example, age, ability, language, experience), number of participants, and the facility available.

- Previous training, fitness level, and the length of time and intensity of physical activity must be taken into consideration.
- Skills must be taught in proper progression.
- A proper warm-up and cool-down must be included.
- Adequate liquid replacement (for example, personal water bottles, water fountains) must be accessible for students before, during, and after physical activity to prevent dehydration.
- Teachers are required to inform students about concussions awareness and prevention strategies, and the importance of reporting incidents of head, neck, body impact as well as the signs and/or symptoms related to a suspected concussion. Consult **Sample Awareness, Education, and Prevention Strategies – Physical Education Teacher/Intramural Supervisors.**
- The use of equipment must be appropriately supervised (consult Supervision) by a Teacher/Coach or monitored by a Qualified Instructor or Volunteer.
- Use of the gymnasium/facility are prohibited without appropriate supervision (consult Supervision). In addition to verbal communication, the gymnasium/facility doors must be locked or signs must be posted indicating that students are not allowed to use the gymnasium/facility unless appropriately supervised.
- Access to the equipment room/storage area is prohibited without appropriate supervision (consult Supervision). In addition to verbal communication, the equipment room/storage area doors must be locked or signs must be posted indicating that students are not allowed to access the equipment rooms/storage area unless appropriately supervised.

Activity Specific

- Students must only attempt moves that are permitted by the Teacher/Qualified Instructor.
- Prior to participating in the activity, students must be instructed on safety related to the trampoline, including:
    - how to move on and move off the trampoline
    - the importance of bouncing in the middle
    - what to do if they bounce outside the centre (for example, stop bouncing and return to the centre)
    - only bouncing on two feet (not on one foot or knee drops)

- Inversions are not permitted (for example, hips must be below head level at all times).
- Observe that students demonstrate control of basic movement before moving to higher level skills (for example, straight jumps before tuck, pike, or straddle jumps and vertical turns).

Safety Rules and Emergency Procedures

- Establish and reinforce safety procedures for the activity, including:
    - Stress control before height.
    - Only one student on a trampoline at a time.
    - Students must master the “STOP BOUNCE” before participating in other trampoline activities.
- Students may only jump from one trampoline surface to another where the trampolines are side-to-side, and if there is no one on the adjacent trampoline surface. They must take care to land in the centre of the adjacent surface.

Supervision

- All activities must be supervised.
- The type of supervision must be commensurate with the inherent risk of the activity. The level of risk is related to the number of participants, the skill level of the participants, the type of equipment used, and environmental conditions.
- Direct Supervision is required during the safety and initial skill instruction.
- On-Site Supervision is required by the Teacher when a Qualified Instructor(s) is providing safety and initial skill instruction, and monitoring.
- Direct Supervision is required when students are doing straight jumping skills and ‘STOP BOUNCE’
- On-Site Supervision is required for the duration of all other components of the activity (e.g., equipment setup and take down, warm-ups/cool downs, application of the skills and games).
- A Volunteer, under the direction of a Teacher, can monitor students during physical education activities. Refer to your school board’s policy on Volunteers assisting with students’ physical activities.
- Responsibilities must be clearly outlined for additional Teachers and Volunteers who are monitoring the activity.
- Where a Qualified Instructor is used and the Teacher is not directly with the Qualified Instructor, the Qualified Instructor must provide safety and initial skill instruction, and monitoring for the safe application of skills and student behaviour for the duration of the activity.

- A Teacher who is providing instruction and is unfamiliar with the activity (for example, no recent experience) must refrain from teaching the activity until assistance is provided by an appropriately trained staff or training is received.

Supervision/Monitoring Ratios

- For the initial instruction (refers to a student's first attempt on the equipment): 1 Qualified Instructor to 1 student
- After the initial instruction (students on trampoline or in trampoline area):
    - Grades 1-3: 1 Qualified Instructor to 6 students
    - Grades 4-6: 1 Qualified Instructor to 12 students
    - Grades 7-8: 1 Qualified Instructor to 15 students

Qualifications

Fitness/Aerobic Focus

- Qualified Facility Instructors must be knowledgeable about trampoline fitness skills, skill progressions, and safety.

Trampoline Skill Focus

- NCCP Community Sport Coach – Gymnastics Foundations course.
- Accreditation as a NCCP Gymnastics Learning Facilitator.

First Aid

- A fully stocked first aid kit must be readily accessible. (Consult **Sample First Aid Kit**)
- A working communication device (for example, cell phone) must be accessible.
- Follow the school's first aid emergency response ((consult **First Aid Plan and First Aid Emergency Response**) and the school board’s concussion protocol (consult **Concussions**)).

- An emergency action plan and response to deal with evacuations and lockdowns, including specific direction for participants with accessibility needs, must be followed and communicated to all students. ?

Definitions

- **In-charge Person:**
    - Some activities refer to an “In-Charge” person. While the teacher is in-charge and responsible for the overall safety and well-being of students under their care, sometimes there are other personnel who must be identified as “In-Charge” related to specific situations (for example, a pool lifeguard). In activities where an “In-Charge” person is designated, that person, in consultation with the teacher, must make final decisions regarding safety of the students
- **Monitor:**
    - An individual who assists the Teacher with a group of students, (e.g., Volunteer, Qualified Instructor) and has a responsibility to monitor student behaviors for the duration of the activity.
- **Monitoring:**
    - The role of monitoring is to observe, identify, act, and report:
        - Observe: Observe with attention to detail the actions of the students.
        - Identify: Identify the student and the unsafe behaviour.
        - Act: Take appropriate actions to safeguard students and others (e.g., stop the activity).
        - Report: Provide the name of the student and the unsafe behaviour to the teacher for management and direction.
- **Outside Activity Provider**:
    - A commercial company, volunteer organization, or individual, not associated with the school board, who possess the required qualifications to provide safety and initial skill instruction, and monitoring for the duration of an activity.
- **Qualified Instructor:**
    - An individual who provides safety and skill instruction, and monitoring for an activity, and possesses the required qualifications (e.g., experience, certifications). This role could be fulfilled by a teacher, volunteer, or an employee of an outside provider. An instructor does not have the authority to supervise.

- **Supervision:**
    - The vigilant overseeing of an activity for management or direction. Activities, facilities, and equipment have inherent risks, but the more effectively they are supervised, the safer they become.
    - The Ontario Physical Activity Safety Standards in Education includes three Types of supervision, Direct Supervision, On-Site Supervision, and In-the-Area Supervision. These types of supervision take into consideration the level of risk, which is related to the number of participants, the skill level of the participants, the type of equipment used, the environmental conditions, the age, and developmental stage.
    - The three types of supervision described are not hierarchical but represent the type of supervision that activities require and the type of supervision that is inherently possible.
    - Some activities in OPASSE transition from one type of supervision to another type of supervision (e.g., Direct Supervision to On-Site Supervision OR On-Site Supervision to In-the-Area Supervision).
- **Teacher**:
    - A person with a current certification from the Ontario College of Teachers and under contract by the school/school board (i.e., teacher, vice-principal, principal). This person is legally responsible for the students and has the authority and responsibility to supervise.
- **Types of Supervision**:
    - **Direct Supervision**:
        - Direct Supervision requires that the Teacher is physically present at the activity, providing visual and verbal oversight for management and direction of both, the activity and student safety.
            - Provisos:
                - No other activity can occur when part of the activity or the entire activity is under Direct Supervision when there is only one Teacher supervising.
                - The Supervision section of the relevant activity safety standards page in the Ontario Physical Activity Safety Standards in Education describes when parts of an activity are under Direct Supervision.
                - Where a Qualified Instructor(s) is providing the safety and initial skill instruction and monitoring for one activity and requires the Teacher to be present at that activity for management and direction.

        - An activity may be under Direct Supervision:
            - During the entire duration of the activity;
            - During the set up and take down of equipment; .
            - During the safety and initial skill instruction;
            - During the performance/practice of the activity skill; and
            - When the activities transition from Direct Supervision to On-Site Supervision.

- **In-the-Area Supervision**:
    - The Teacher is located in proximity to a combination of locations where the student activities take place, is circulating, and is accessible for providing management and direction of the physical activity and student safety.
        - Provisos:
            - The Teacher is circulating between the activities occurring at separate locations, and is readily accessible, or the location of the Teacher is communicated to the student.
            - Where a Qualified Instructor(s) is providing the safety and skill and instruction and is monitoring at a combination of locations, the Teacher is located in proximity to where the student activities take place, is circulating between the activity locations, and is accessible for management and direction.
            - Students may be out of sight for periods of time.
        - An activity or a component of the activity is under In-the-Area Supervision:
            - Where the same activity is located in separate locations (e.g., Fitness activities);
            - Where two or more activities under In-the-Area Supervision occur in separate locations (e.g., Badminton, Table Tennis, Handball (Wall));
            - Where the skill application of the activity takes place at a separate location from the teacher (e.g., Cross Country Running, Skiing (Alpine), Cycling, hiking on trails);
            - When the activities occur in double or triple gymnasiums; and
            - Where more than one Qualified Instructor is providing activities at a combination of locations.

- **On-Site Supervision**:
    - The Teacher is present at one location where the student activity takes place (e.g., gymnasium, sports field, climbing wall at an Outside Activity Provider's facility, campsite) and is accessible for providing management and direction of the physical activity and student safety.
        - Provisos:
            - Where more than one activity occurs in one location, the Teacher is circulating between the activities and is accessible for management and direction.
            - Momentary presence in adjoining rooms (e.g., equipment room, outdoor storage shed, boathouse, staff tent) is considered to be On-Site Supervision.
            - Where a Qualified Instructor(s) is providing the safety and initial skill instruction and monitoring for an activity or a combination of activities at one location and the Teacher is present and is circulating and accessible for management and direction.
        - An activity may be under On-Site Supervision:
            - During the entire duration of the activity;
            - During the safety and initial skill instruction;
            - With activities using multiple stations while the Teacher is circulating;
            - When combining two or more activities at one location while the Teacher is circulating; and
            - When activities transition from On-Site Supervision to In-the-Area Supervision.

- **Volunteer**:
    - A responsible adult (e.g., Educational Assistants, Retired Teachers, Co-op Students, Parents/Guardians, Teacher Candidates) approved by the Principal/Designate who is under the direction of a Teacher and has been instructed on their monitoring responsibilities. Refer to your school board's policy on volunteers assisting with student's physical activities.

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