Tennis

SECONDARY - CURRICULAR 2026

- Consult **Disability-Centred Safety** if your groups of students include students with disabilities.
- 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.
- Racquets must be inspected regularly for damage, wear and to determine proper grip.
- Where ball machines are being used they must be inspected prior to use and be under the Direct Supervision of a Teacher.

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

Clothing/Footwear/Jewellery

- Appropriate clothing and footwear must be worn.
- No hanging jewelery permitted.
- When long hair poses a safety risk it must be secured. Devices (for example, hair pins, elastics and barrettes) used to tie back long hair must not present a safety concern.
- 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.
- Playing surface and surrounding area must be free of all obstacles and must provide safe footing and traction.
- A safety procedure must be established for side-by-side courts.
- Court boundary lines must be clearly defined.
- 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.

Environmental Considerations

- When environmental conditions may pose a risk to student safety (for example, thunderstorms [lightning] or student(s) with asthma, triggered by air quality), Teachers must take into consideration their school board/school's protocols and procedures related to:
    - environmental conditions (consult **Weather**); and
    - insects (for example, mosquitoes and ticks [consult the school/school board's protocols and/or regional Public Health Department's website]).
- Students must receive instruction on safety procedures related to environmental conditions and be made aware of ways to protect themselves (for example, sun burn, heat stroke, poisonous plants).

- At all times the school board's weather and insect procedures are the minimum standards.

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

- Safety rules associated with the activity must be clearly communicated to the students prior to participation and reviewed/enforced as necessary throughout the activity.
- Emphasize controlled movement when requiring students to move backwards.
- Communicate to students the importance of being aware of the location of other students around them in order to practice uninterrupted swings and avoid being hit during the practice of skills. During game play, (doubles) instruct students to be aware of the location of their partner and position themselves on

the court to avoid being hit by the racquet.

Safety Rules and Emergency Procedures

- Group sizes, (for example, limiting participation to only a few players to support safe and effective engagement when in smaller spaces), must be adjusted to ensure that all participants have sufficient space to move safely, maintain control of equipment, and avoid collisions.

Transporting Equipment

- Students must be instructed in the safe and correct way of moving and handling portable nets (for example, lifting, setting up/taking down/adjusting) under the appropriate supervision.

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.
- On-Site Supervision is required during the safety and initial skill instruction.
- Direct Supervision is required when trained students are using the cranks on poles (e.g., setting up, adjusting, taking down nets).
- On-Site Supervision is required when students are setting up/taking down equipment.
- On-Site Supervision is required for the duration of all other components of the activity (e.g., warm-ups/cool downs, application of the skills, games).?
- In-the-Area Supervision is required when the activities are situated at a combination of locations.
- 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.

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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