

The Piggott School

MOVING AND HANDLING POLICY

The Lifting and Moving of People



'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need.

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1. INTRODUCTION

The policy of the school as an employer is to work to a minimal lifting policy in all areas in order to ensure compliance with the Manual Handling Operations Regulations. These Regulations apply as much to the lifting and moving of people as they do to the lifting of inanimate objects. This policy document sets out arrangements of the management of the lifting and moving of children and young people within The Piggott School.

This document is written in the context of the school's overall policy on manual handling operations, as set in its safety management system.

This policy will be reviewed biennially.

The legal duties placed on employers are to:

- avoid hazardous manual handling operations so far as is reasonably practicable;
- assess any hazardous operations that cannot be avoided; and
- remove or reduce the risk of injury, using the assessment as a basis for action.

2. MANAGEMENT OF MANUAL HANDLING (Moving and Handling pupils)

2.1 General Policy Statement

The primary intention of this policy on Moving and Handling of pupils is to prevent employees and pupils getting injured. The aim is to achieve safe moving and handling practices.

The policy is in line with current legislation and all staff will receive appropriate training and support to develop good, safe moving and handling practice. Wherever reasonably practical, moving and handling tasks must be avoided. Where moving and handling tasks cannot be avoided the school must ensure that suitable and sufficient moving and handling risk assessments are completed in order that appropriate steps, including training, are undertaken to reduce the risk of injury to the lowest level practicable.

In relation to the moving and handling of pupils this policy is intended to promote a safer handling approach, which means no manual lifting of the whole or substantial part of the pupil's body weight.

Both at the LA and School Governing Body level there is a specific duty under the Special Needs and Disability Act to improve access for pupils with disabilities, and to agree plans to secure this.

2.2 Risk Assessment

Staff will need to be involved in the assessments since they are usually the people most familiar with the task being performed.

In complex situations we may need to enlist the help of others such as Physiotherapist advice, accredited trainers, or the Council's Health and Safety Advisor.

Like other risk assessments, the assessments should be regularly reviewed, in consultation with all involved, as the factors on which it is based will be subject to change. Generic risk assessments, where drawn up, will also need to be complimented by a care plan for each individual pupil to reflect their particular needs. In a school setting, consideration will also need to be given to any educational objectives, such as might relate to developing a pupil's independence of mobility, etc., which may influence the choice of control measures.

2.3 Control Measures

Specific control measures include:

- Improving layout, such as the space in toilets, position of toilet, grab rails, etc.,

- Providing suitable equipment such as hoists and lifts, arranging and recording staff training in its use (and layout reviewed, as above, to accommodate its use safely)
- Ensuring a programme of regular inspection and maintenance is in place for all equipment used (there are specific statutory checks required for lifting equipment such as hoists and other aids which provide mechanical lift – six monthly inspections)
- Ensuring staff are trained to the required standards and are competent to do the job
- Ensuring that staff are and remain capable to do the job required without putting themselves or the pupil being moved at risk
- Where repetitive moving is required, arranging for the workload to be spread through time and between people
- Maintain adequate staffing
- Ensuring good communication to and between staff in relation to any changing pupil needs
- Ensuring procedures and equipment sufficient for foreseeable emergencies are in place
- Control measures introduced must be communicated to relevant staff.

2.4 Training

Where specific training is required the school will buy in an accredited trainer. The staff accredited as trainers will also be able to advise on risk assessment, etc., which needs to be informed through the techniques covered by the training courses.

As is the case with professional development generally, but more particularly in relation to safety competence, records of training undertaken by both support staff and teaching staff, should be maintained.

2.5 Equipment and Aids

The school provides a range of equipment to assist with moving and handling throughout the school. Appropriate staff are trained to use the equipment and all staff are trained to be aware of what is in school.

It would be possible for the school to use the health service or the pupil's own equipment if this were available, but in these circumstances the school would need to confirm inspection/testing and maintenance arrangements, as the employer is responsible for equipment provided for staff to use.

Lifting or height-adjustable equipment is likely to fall within the scope of the LOLER safety regulations, which impose specific requirements for such equipment to be regularly inspected. This is over and above the more general

safety requirement for any work equipment to be appropriately maintained and inspected. The nature of lifting equipment is that serious accidents to operators or clients are not unknown due to mechanical or operational defects. In this respect the use of equipment and aids as control measures introduces new hazards. These risks are managed through appropriately recorded inspection, maintenance and training. Some equipment is also governed by PUWER.

New purchases of what might constitute 'lifting' equipment, must then be added to our inspection/testing records and inspection contract. All of our manual handling aids are inspected and maintained by Zurich or other specified contractors.

2.6 Summary

Where new pupils are admitted or new needs arise, the approach to manual handling should be based on this policy. Existing manual handling operations involving lifting and moving pupils should be examined in order of priority and changes introduced after full consultation with staff involved. Consultation with and involvement of staff and other professionals is essential in creating the culture necessary to maintain safe working practices.

3. GUIDANCE ON RISK ASSESSMENTS

Carrying out and recording of risk assessments is an essential requirement, under safety legislation. Headteachers and senior managers must ensure that this takes place. Training in the lifting and moving of pupils will include instruction in the conduct of manual handling risk assessments and ergonomic principles in addition to specific manual handling techniques. The key trainers providing this training will also be able to provide additional advice to staff in this area.

3.1 Generic and Individual Risk Assessments

Where a range of activities are performed with broadly similar characteristics, a generic risk assessment may be used. But details relating to the individual service user and their particular environment must also be recorded. This information should be retained on file to form part of the pupil's individual care plan. Like any risk assessment, this may need to be reviewed as the situation changes, such as changes to staff, equipment, room layout or changes to characteristics of the pupil themselves. Arrangements should be in place to ensure all staff are updated with any changes.

3.2 How to Organise Assessments

Identify who should carry out the risk assessments and ensure that they are competent

The Headteacher has overall responsibility for co-ordinating safety management and should ensure that someone is identified within the school staff to attend available training. The person most appropriate to take the lead in terms of risk assessment would have direct involvement in meeting the pupil's needs, or operational management responsibility for this. They will have competence through training and also through good knowledge of the local context and both pupil and staff needs.

3.3 The Assessment Process

- Identify and prioritise activities that need assessment
- Carry out assessments using forms provided
- Implement resulting action plan
- Communicate details to staff
- Review regularly

Risk assessment needs to consider all aspects of the job. It is also important when dealing with people to consider all tasks in relation to the needs and characteristics of the person being handled. This needs to be carried out in a sensible way that avoids duplication as much as possible and results in an individual manual handling plan for that person. Where a school has more than one pupil that needs lifting or moving, generic assessment can be used for common activities, such as –

- Transfers adjustments
- Personal care
- Use of hoists or changing trolleys/tables
- Boarding and alighting from vehicles
- Helping with dressing and undressing

Model generic assessments and guidance documents may be used to assist with these assessments. However these will need to reflect the local context – layout of rooms and facilities, types of equipment available.

Staff and professional supporting the pupil should be fully involved in the risk assessment process. This will help to ensure that all factors and activities are covered and that the control measures are practical. It will also help to ensure safety awareness is reinforced.

Where a generic assessment has been done, it is then necessary to consider each individual pupil to ensure the control measures are suitable to their particular needs and characteristics. The steps that should be followed are noted below:

- Completion of general risk assessments
- Completion of individual risk assessment

- Prepare action plan to introduce changes necessary to improve safety, based on priority
- Incorporate into pupil's individual Moving and Handling Plan

3.4 Factors to Consider During Risk Assessment

- The Task –
 - Does the task involve holding the pupil away from the trunk, twisting, stooping, reaching upwards.
 - Does the full weight of the pupil have to be supported or is excessive force required to move them, i.e. pushing or pulling of a chair.
 - Is the pupil being assisted likely to move suddenly or respond with a particular behaviour?
 - When moving the pupil, does it require frequent or prolonged physical effort, with possible insufficient for the member of staff who is assisting the pupil to move.
 - Does perhaps the equipment used to assist in moving the pupil require the user to work at a set pace which may be stressful.
- Who is to be moved?
 - Is their physical build or weight suited to the type of equipment available or the manual method being used to assist them?
 - Is the type of equipment otherwise suited to the pupil and their condition?
- The Environment
 - Limited space, uneven, slippery or unstable floors, variations in levels of floors, extremes of temperature, poor lightning, etc.
- The Employee
 - Does the job require unusual strength, height, etc, or create a risk to anyone who may be pregnant or have a health problem, require special information or training for its safe performance? If necessary seek Occupational Health or GP advice.
- Other Factors
- Clothing, feeding equipment, medical equipment

3.5 Prepare and Implement an Action Plan.

Once the risk assessment is complete a Moving and Handling Plan is completed to identify the action required and the person(s) responsible. This is likely to be the schools Manual Handling Advisor, school senior manager or teacher with management responsibility in consultation with relevant teaching and non-teaching staff who will be involved in putting the control measures into practice.

The control measures must be communicated to any staff involved and this should be recorded whether in the form of standard protocols, staff briefings, training and supervision.

3.6 Implement Changes and Ensure Review

Note that for some changes it may be appropriate to consult the pupil or their parents.

The changes agreed will also need to be recorded in the pupil's Manual Handling Plan or a new plan written. Manual handling elements of care plans need to communicate the specific information necessary to ensure that a person is moved safely. Clear indications of the equipment to be used, ability of the pupil to assist, area to be used for the activity and further factors must be included in the plan. The plan may also reflect developmental/educational objectives that are established for the pupil, such as supporting the development for independence and/or mobility where this has relevance to particular activities.

Steps should be taken to ensure that the control measures continue to be effective. Factors can change. For example changes in a pupil's ability to support themselves or assist or in their behaviour or reactions might affect way they are best supported and assisted by staff. Some changes, such as following medical treatment, may to some degree be able to be anticipated in advance.

Clear systems should be in place for staff to constantly review and evaluate the quality and effectiveness of the action, to ensure timely reassessment when a need for this is indicated. Staff must review and evaluate in discussion with the Manual Handling Advisor.

All Moving and Handling Plans must have a date recorded on the form when a review will automatically take place. Moving and Handling Plans will be reviewed at least annually or when circumstances or needs change. The date on the plan must be updated at each review.

Appendix 1 – Training

Training needs will be identified as part of the assessment process. Staff newly appointed are at high risk of injury so suitable training should be secured promptly. Training records should be maintained for non-teaching staff, particularly for safety-related training, just as the school records the professional development of teaching staff.

The school's accredited trainer is Tania Hemstock.

Training available

- New staff-generic hoist training and general Health and Safety information

Reviewed and approved by the Lead Governors for SEN & Equalities
Approved by the FGB: 10th February 2022

- New staff-Moving and Handling training-1/2 a day
- Specific staff-in depth training for individual students
- School staff training updates- included in regular training programme.

Appendix 2 – Mechanical aids and equipment

Equipment on The Piggott School school site includes:

- Mobile hoist with slings
To assist in lifting/moving activities at one or various locations within an establishment
- Overhead hoists with slings
To assist in a lifting/moving activity at a particular location (e.g. toilet transfer).
- Fold down change table:
Fold-down with adjustable height to assist in pupil transfer and to ensure correct working height for staff when supporting personal care
- Height adjustable sinks:
Height adjustable sinks to allow wheelchair users easy access
- Therapy plinth
Adjustable height to assist in pupil transfer and to ensure correct working height for staff when supporting with physio programmes
- Postural support chairs
To ensure that students are able to sit correctly and comfortably for their in classrooms throughout the school
- Adapted stools
Classrooms stools with adaptations (carried out by Remap) to allow students with postural support needs full access to higher level desks (Science, Art, DT)

Equipment may also be provided by other professional services for individual students.