



**CYPS**

**Health & safety - Standard Procedure**

**Moving and handling  
pupils in schools and other  
settings  
SP 056**

October 2014

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EIQA Assessed:	N/A

## Introduction

This procedure updates SP056 and any older versions should be discarded. This guidance has been further updated in the light of comments received from users and the Complex Needs and Dyslexia Service (CNDS).

Standard Procedure 056 covers the actions to be taken by schools and other settings to ensure the Health and Safety of staff employed by Newham Council involved in moving and handling vulnerable pupils attending those settings. It is recognised that there will always be an element of manual handling in physically assisting vulnerable pupils, even when using aids, and that this should be assessed and the identified risks minimised.

Pupils' ability and personal wishes on mobility assistance will be respected wherever possible. The views of parents/carers, health professionals and other relevant staff will be sought and taken into account.

## Who is governed by this standard procedure

All headteachers, teachers, teaching assistants, school support staff and appropriate staff from other settings.

## Summary of changes since the previous version of this policy

The Appendices provided in the document for safely moving and handling pupils in a school or other setting have been updated

**Establishment action**

These are the steps to follow once a pupil who may need assistance with moving and handling has been identified:

**School/setting action**

- 1. Read the policy on moving and handling pupils.
- 2. Ensure the relevant person (e.g. Head Teacher) completes the **Request form for pupil moving and handling assessment** and return to the appropriate person on the form. ([Appendix A](#))
- 3. Inform the parents/carer that a Moving and Handling Risk Assessment for their child responsible for is going to take place. ([Appendix B](#)) **Model notification letter to parent/carer**
- 4. Ensure the assessment, provided by the competent assessor, is available for all staff that carries out the moving and manual handling tasks
- 5. Ensure that when the moving and handling risk assessment for a pupil is received a risk assessment is completed concerning the activities which are going to take place in the school see ([Appendix C](#)) **Sample generic risk assessment for mobility assistance.**
- 6. Ensure all equipment is maintained serviced according to the SLA with the supplier. ([Appendix D](#)) **Pupil handling equipment inspection log**
- 7. Ensure that arrangements are in place to review the assessment annually or as part of the educational review.

**CNDS/External risk assessor action**

- 8. Ensure that only a competent assessor, who has been trained in risk assessment, carries out the Pupil Moving and Handling Risk Assessment ([Appendix E](#)) **Pupil moving and handling risk assessment form**
- 9. Ensure that the competent assessor completes the **Pupil moving and handling assessment summary** ([Appendix F](#)). In all cases the pupil’s physiotherapist must be consulted to ensure advice is consistent with the pupils’ physical management programme.

Date received .....

Planned action:

## Contacts

***For advice on complex needs, SEN risk assessment and training e.g for the use of hoists.***

### **CNDS**

Brampton Primary School

Brampton Rd, London E.16 3LB

Tel: 0208 475 2311 ext 291 e-mail: [cathy.youngs@newham.gov.uk](mailto:cathy.youngs@newham.gov.uk) or [raj.mistry@newham.gov.uk](mailto:raj.mistry@newham.gov.uk)

***For general advice on pupil health.***

### **Alan Merry**

Head of School Support

Newham Partnership Working (NPW)

Francis House

760 Barking Road

Plaistow

LONDON E13 9PJ

Tel: 0208 8249 6970

E-mail: [alan.merry@npw.so](mailto:alan.merry@npw.so)

***Contact the Corporate Health and Safety Team for all health and safety related advice and guidance on risk assessment for staff.***

E-mail via the CYPS H&S Mailbox : [CYPS-Schools.H&S@newham.gov.uk](mailto:CYPS-Schools.H&S@newham.gov.uk)

Corporate Health & Safety

3rd Floor East

Newham Dockside

1000 Dockside Road

London E16 2QU

Tel: 020 3373 6687

[www.newham.gov.uk](http://www.newham.gov.uk)

## Reference

- **SP 023** Risk Assessment
- **SP 137** Accident, Assault, and Incidents Recording and Reporting Arrangements
- **SP 007** Manual Handling

### **DCLG Guide – Means of Escape for Disabled People**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/14898/fsra-escape-disabled.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/14898/fsra-escape-disabled.pdf)

### **Further Information**

**EDIS 4** Health and safety matters for special educational needs: Moving and handling. HSE (2006)

**EDIS 3** Health and safety matters for special educational needs: Legal issues including risk assessment. HSE (2006)

**HSIS 3** Getting to grips with hoisting people HSE (2012)

All guidance downloadable on <http://www.hse.gov.uk/services/education/publications.htm>

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- [Appendix C](#) Generic risk assessment for mobility assistance (School to complete).
- [Appendix D](#) Equipment inspection log (school/setting to complete)
- [Appendix E](#) Moving and handling risk assessment (risk assessor to complete)
- [Appendix F](#) Pupil moving and handling risk assessment summary (risk assessor to complete)

## 1 Legislation

**1.1** These arrangements will be carried out in full compliance with all relevant health and safety at work legislation. The legislation applicable includes the following:

- **Health and Safety at Work etc Act 1974**
- **Manual Handling Operations Regulations 1992 (as amended) (MHOR)**
- **Lifting operations and Lifting Equipment Regulations 1998 (LOLER)**
- **Provision and Use of Work Equipment Regulations 1998 (PUWER)**
- **Equality Act 2010**

**1.2** The **Health and Safety at Work etc Act 1974** recommends that a moving and handling policy is developed to cover those who need help (e.g. children with special needs) and those who will be doing the moving and handling.

**1.3** The **Manual Handling Operations Regulations 1992 (MHOR)**(as amended) place a legal obligation on employers and employees to avoid lifting wherever possible, when moving and handling objects or people.

When a pupil requires moving and/or handling the school should carry out a risk assessment to identify the correct procedures in order to protect the staff carrying out the handling and to protect the child being assessed. The assessment should be reviewed annually to keep up with the pupil's changing physical ability and growth (*see 3 Moving and Handling Risk Assessment*).

**1.4** The **Lifting operations and Lifting Equipment Regulations 1998 (LOLER)** require that equipment is maintained and checked regularly and records kept (*see 4. Lifting Equipment*). **PUWER** also applies regarding inspection and maintenance.

## 2 Responsibilities

**2.1** The legislation states that the employer and the employee have a dual responsibility to uphold the requirements of the regulations. Within schools the key responsibilities are as follows:

**2.2 Headteacher** must ensure that:

- Manual handling operations which present a risk of injury are identified.
- Handling operations which present a risk of injury are avoided, so far as is reasonably practicable, by eliminating the need for the load to be moved or by the introduction of relevant equipment.
- Those operations which cannot be avoided are assessed using an ergonomic approach which considers the task, the load, the environment, and individual capability to determine the level of risk. The assessment should be recorded to show that it has taken place, can be communicated and reviewed.
- **Control measures** required to eliminate risk, or reduce it to the lowest level which is reasonably practicable, are identified from the information in the risk assessment and used to implement a safe system of work.
- For manual handling operations requiring **more than one person**, ensure adequate **staffing levels**.
- All **new work** which might involve manual handling operations is assessed and safe systems of work are implemented before the work commences.
- Regular **reviews** of assessments are made to ensure that they are still valid but reassessment is carried out immediately if any components of the job change.
- **Accidents and Incidents** which result in musculoskeletal injury to staff are recorded, investigated and systems and assessments reviewed in light of the incident. They should be reported according to **SP 137** using the form and returned to the Corporate Health and Safety Team.
- Suitable **training, supervision and information** are provided for all employees engaged in manual handling tasks. Training should be recorded, monitored and reviewed.

**2.3 Employees, agency workers and volunteers**

The co-operation of employees is essential in reducing and eliminating the risks from manual handling. Staff should therefore comply with the following:

- Safeguard their **own health and safety** whilst at work, and also that of any person who may be affected by their actions.
- Follow **safe systems of work** as determined the result of the risk assessments.
- Use **mechanical aids** which have been provided for their use and which they have been trained to use. Faults with any equipment should be reported to line management immediately.
- **Equipment** must be used as per manufacturer's instructions.
- Attend **training** sessions as required and apply the knowledge/skills to daily tasks.
- **Report** all **accidents and incidents** which have either caused or could have caused harm or injury.

- **Report** any difficulties, including ‘near misses’ they have experienced in order that the risk assessment can be reviewed to prevent injury occurring.
- **Inform** line management if they are unable to perform manual handling duties (temporary or permanent medical conditions including pregnancy).
- No-one should perform manual handling duties which they believe is beyond their physical capability.
- Comply with policy regarding **suitable clothing** (i.e. covered non-slip footwear and jewellery) which allows movement, adequate hand washing, so as not to injure pupils or themselves when undertaking a manual handling task.

#### 2.4 Complex Needs and Dyslexia Service (CNDS)

- Facilitate manual handling training sessions and/or supply details of suitable manual handling trainers. *(see 5 Training)*
- Facilitate the pupil risk assessment process and supply details of external advisors who can assist. *(see 5 Training)*
- Provide a pro-forma letter for schools to send to parents/carers to inform them of their right to attend the Risk Assessment *(Appendix B - Model notification letter to parent/carer)*.

### 3 Moving and handling risk assessment (MHOR)

- 3.1** The MHOR requires that there is a suitable and sufficient risk assessment in place. **CNDS** will provide advice and guidance to all schools on risk assessment for children with physical disabilities. This should also involve relevant health care professionals associated with the condition of each pupil.
- 3.2** Children with a neuromuscular condition will need to be moved and handled as they become unable to support some or all of their weight. They may need help with toileting or altering their position in a wheelchair, or require assistance transferring to therapeutic equipment i.e. a standing frame.
- 3.3** Employees may be at an increased risk of injury when handling pupils with special needs due to the additional issues of involuntary movements, varying levels of dependency and communication difficulties. The assessment must also take into account an individual’s pregnancy, recent childbirth or health problem. Care must be taken to assess if an individual’s state of health must significantly increase the risk of injury from manual handling operations. *(see Appendix C)*

When a pupil requires moving and/or handling the school should ensure that the appropriate person carries out a risk assessment to identify the correct procedures.

#### 3.4 Review

The risk assessment should be reviewed annually to keep up with the pupil’s changing physical ability, growth and environment. This review should be incorporated as part of the pupil’s review or annual review of their **Statement of Special Education Needs**. If the Pupil does not have one, then the school must identify an appropriate time for the Moving and Handling assessment review.

### 3.5 Manual handling risk assessment

The assessment of manual handling follows the formula i.e. fitting the task to the worker and not the worker to the task (see [Appendix E- Pupil moving and handling risk assessment form](#)):  
The procedure itself is described as a “LITE” assessment:

- L = Load**            The level of pupil handling required within the scope of the assessment
- I = Individual**      The capacity of the support to carry out the moving and handling taking into consideration their level of expertise and training (techniques and equipment)
- T = Task(s)**        All moving and handling tasks within the area of this assessment
- E = Environment**   Constraints due to the characteristics of the places where the task will take place.
- E = Equipment**    The type, suitability and quantity of the current moving and handling equipment (See [Appendix D Equipment inspection log](#)).

### 3.6 Emergencies

All other foreseeable events must have a robust control system, identified by risk assessments, to ensure the safety of all concerned.

Unforeseeable, emergency or life-threatening situations may occur at any time. Wherever possible, equipment should be used to minimise the risk of injury. However if there is not sufficient time to get the equipment, a manual manoeuvre may be necessary. If an emergency occurs in an area without suitable equipment or sufficient staff, a risk assessment must be completed after the event and suitable control measure established.

### 3.7 Temporary arrangements

In general, most arrangements for children with physical difficulties are pre-planned. However, a child may have an accident, undergo emergency surgery, or perhaps break a limb. Schools and other professionals must be advised before a child can return to school; otherwise the risk assessment required under MHOR cannot be completed in time.

School staff may require specialist training to meet any additional needs of the child. It may be necessary to appoint new/temporary staff. These arrangements can take time to plan and implement.

## 4 Lifting equipment

**4.1** Health professionals can recommend aids, and moving and handling equipment. It is the schools’ responsibility to ensure it is correctly maintained. An equipment audit should be conducted by each headteacher of all equipment used in moving and handling of pupils to check suitability, sufficiency, condition and service arrangements. Records should be kept.

### 4.2 Servicing and instructions for use

All equipment issued will have full instruction on its use; any mechanical equipment used to lift people should be serviced every 12 months and inspected every 6 months, under LOLER and have a label stating the last service date with a contact number to report defects. Each item of equipment must be identified by its serial number and a record kept of its service history and the service contract details. (see [Appendix D Equipment Inspection Log](#))

#### **4.3 User responsibilities:**

It will be the responsibility of all employees using the equipment to ensure it is in safe working order and report any defect to their line manager immediately. Equipment should not be used if there is any doubt as to its safety or suitability or, if a hoist, beyond the date of service due. If an employee is not familiar with the use of a piece of equipment it is their responsibility to seek instruction prior to using it.

#### **4.4 Labelling**

Where hoists and slings are used to move a service user, there must be clear labels on each stating manufacturer, load capacity date of next/last service (hoist), washing instructions (sling).

#### **4.5 Compatibility**

If a hoist and sling used together are made by different manufacturers, compatibility in terms of hook-up system and weight capacity is the responsibility of the person issuing them.

## **5 Training**

**5.1** Training should be provided for all staff involved in moving and handling pupils.

**5.2** CNDS will take a lead with training and should be contacted in the first instance. However, should schools wish to carry out their own pupil handling risk assessment the following people can assist with training and pupil handling risk assessments. Charges will vary and schools should check both these and the procedures for invoicing prior to any work being agreed.

#### **Pat Alexander**

Herts Handling and Back Care Advice,  
36 Barlings Road, Harpenden, AL5 2BJ  
Tel: 01582 769943

Website: <http://www.manual-handling-practitioner.com/index.html>

Email: [info@hertshandling.co.uk](mailto:info@hertshandling.co.uk)

Offers moving and handling and risk assessor courses for staff, individual consultations for specific pupils.

#### **Carole Johnson**

Moving and Handling Consultant,  
39 Courtyards, Little Shelford, Cambridge, CB2 5ER  
Tel: 01223 847232 - Email: [CaroleJohnson@bigfoot.com](mailto:CaroleJohnson@bigfoot.com)

#### **Hoist training and Hoist Trainer Training (HILL ROM equipment)**

Darren Blewitt  
Hill Rom Representative  
North East London & East England, Hill Rom Limited  
Clinton House, Ashby Park, Ashby de la Zouch  
Leicester LE 65 1JK  
Tel: 01530 411000

**Appendix A Request form for pupil moving and handling**

**To be completed, monitored and updated by the school (SENCO/Referrer)**

<b>Pupil name</b>	<b>Date of birth</b>
<b>Pupil weight</b>	<b>Pupil height</b>
<b>School</b>	<b>Date</b>
<b>Person requesting support</b>	<b>Status</b>

**Physical difficulties and medical condition**

*Provide underlying conditions (e.g. cerebral palsy, spina bifida, epilepsy etc.) based on professional reports from Child Development Centre, Great Ormond Street, and other specialists involved (Physiotherapist, Occupational Therapist, Speech Therapist).  
Attach all up to date physiotherapy programmes. Attach report identifying medical diagnosis.*

<b>Specific assessment</b>	<b>No</b>	<b>Yes</b>	<b>Yes, with assistance</b>
Can the pupil stand for him/herself?			
Can the pupil walk for him/herself?			
Can the pupil move in/out of chair by him/herself?			
Can the pupil get on/off the toilet by him/herself?			
Can the pupil roll over by him/herself?			

<b>Assistance needed with: (These transfers will inform the areas covered by the risk assessment)</b>		
<b>Transfers/task</b>		
	<b>No</b>	<b>Yes</b>
Chair to changing table or toilet		
Wheelchair/buggy to classroom chair		
Chair to wheelchair		
Wheelchair to standing frame		
Chair to/from floor		
Other: (please specify) e.g. swimming pool, ball pool, etc		
<b>Emergencies</b>		
Lifting pupil from floor in or after an emergency		
<b>Equipment Currently Used</b>		
Standing Frame		
Walker		
Specialist Seating		
Wheelchair		
Other:		

<b>Other professionals involved</b>	
<b>Job title</b>	<b>Name</b>
Physiotherapist	
Occupational therapist	
SEN Specialist teacher (generic)	
SEN Specialist teacher (Speech and Language Disorders)	
SEN Specialist teacher (of the Deaf/hard of hearing)	
SEN Specialist teacher (of the Blind/visually impaired)	
Community Nurse/Health Visitor	

<b>Signature and name of person completing this form</b>	
Name:	Date:
Signature:	
<p>Send completed form to:            CNDS            Brampton Primary School            Brampton Rd, London E.16 3LB            Tel: 0208 475 2311 ext 291 e-mail: <a href="mailto:pat.pringle@newham.gov.uk">pat.pringle@newham.gov.uk</a></p>	

Dear Parent/Carer,

Our Ref: SP56/APB

**Moving and handling assessment**

For the continuing safety of our pupils and staff the school are arranging for a moving and handling assessment of your child. We are required by law to look regularly at the procedures we use when we need to support or lift the weight of pupils.

The person undertaking the assessment will be either a Newham teacher or appropriate external advisor who has been trained to undertake this work and will liaise with your child's physiotherapist and/or occupational therapist as appropriate.

The assessor will be observing how we assist your son/daughter *[insert name of pupil]*

On *[insert date]*

At *[insert time]*

You are, of course, entitled and actively encouraged to be present if you wish.

Yours sincerely,

**Appendix C Moving and handling staff - Generic risk assessment**

**To be completed, monitored and updated by the school (SENCO/Referrer)**

**Generic risk assessment (sample using SP023 Risk assessment template)**

The school must ensure that when the moving and handling risk assessment for a pupil is received an overall risk assessment is completed concerning the activities which are going to take place in the school. It can be part of an overall risk assessment for school staff and volunteers, more specific under manual handling hazards.

Hazard and Description of Activity	Persons Affected	Resulting Harm (Risk)	Current Control Measures	Sev 1-5	Like 1-5	Risk Rating L M H
<p><b>Moving and handling pupils</b> Transferring pupil between equipment:</p> <ul style="list-style-type: none"> <li>- Chair to wheelchair</li> <li>- wheel chair to standing from</li> <li>- chair to changing table or toilet</li> </ul> <p>Lifting pupil from floor in or after an emergency.</p>	Pupil/ Assisting Staff	Physical injuries	<p>Use slide sheets, banana boards, hoists, turntables, chairs with removable side arms and/or toilet risers. <i>Always refer to individual care plan to ensure correct equipment and moves are used.</i></p> <p>Use inflatable cushion for bearing pupil to more suitable height of move. In a confined space, e.g. A toilet cubicle, consider use of slide sheet to move pupil to position where cushion can be used.</p>			
<p><b>Moving and handling objects</b> Moving equipment, furniture</p>	Assisting Staff		<p>Plan the move to ensure adequate space and consider lifting with 2 people. Use trolleys or other handling aids or hoists wherever possible to move items. Determine maximum loading. Have fixed routes of travel.</p>			
<p><b>Posture of employees</b> Leaning/stooping over desks/tables. Small equipment e.g. chairs. Holding pupil during treatment</p>	Assisting Staff/ Pupil	Musculo-skeletal Injuries, Back ache	<p>Use ergonomically assessed workstations. Sit wherever possible rather than stoop. Employees to use adult chairs wherever possible. Wherever possible adopts best, most comfortable posture before starting procedure, try to use equipment to support with if possible e.g. us standing frame while treatment administered (rather than the carer providing support).</p>			

Hazard and Description of Activity	Persons Affected	Resulting Harm (Risk)	Current Control Measures	Sev 1-5	Like 1-5	Risk Rating L M H
<b>Pushing and pulling</b> Pushing and pulling wheelchairs and other mobility aides	Assisting Staff	Musculo-skeletal Injuries, slips/trips falls	Ensure equipment is regularly maintained to ensure wheels run smoothly. Ensure floor surface kept in good order to allow smooth running of wheels. Good housekeeping to avoid obstacles and provide ramps where needed. Avoid steep slopes.			
<b>Potential for unpredictable behaviour</b> Moving and handling pupils who may move suddenly or struggle	Assisting Staff/ Pupil	Musculo-skeletal Injuries, Falls	Adopt a total communication approach; 'unpredictable behaviour is more likely when pupils do not understand what is happening to them. Plan the move in advance, refer to the individual care plan, anticipate movement where possible and make sure all equipment is available and ready to use.			
<b>Environmental issues, space constraints and floor surfaces</b>  All activities.	Assisting Staff/ Pupil  All other staff and pupils	slips/trips falls	Good housekeeping to ensure routes kept clear, free from obstruction and slip/trip hazards. Plan activities to ensure easy movement and sufficient space for handling tasks. Ensure refurbishment plans consider moving/handling needs.			



## Appendix E – Pupil moving and handling risk assessment

To be completed by risk assessor

Name:	Date of birth :
School:	Date of assessment:
Weight            kg	Height            m

### Risk Rating

<b>High</b>		
<b>Medium/further action required</b>		
<b>Low</b>		

### Physical difficulties

General comments:

### Specific assessment

	No	Yes	Yes, with assistance
Can the pupil stand for him/herself?			
Can the pupil walk by him/herself?			
Can the pupil move in and out of chair by him/herself?			
Can the pupil get on and off the toilet by him/herself?			
Can the pupil roll over by him/herself?			

If you answered NO or Yes, with assistance to any of these questions, please complete the Risk Assessment / Manual handling sheets below.

Name and signature of person completing this form
Date of Review

## Guidance on completion of the moving and handling risk assessment for pupils

### Before you start:

- Familiarise yourself with **SP056**.
- Ensure the **Advice form** has been filled in. Transfer all relevant information.
- Ensure a **Risk Assessment for Mobility Assistance** for the handling and assisting staff (*see sample*) is carried out

### Monitoring and reviewing of risk assessments

This must be done on a regular basis. As people are not consistent in their moods, capabilities and attitudes a quick assessment should be made at the time of handling to check that there have been no changes to the factors that affect the original Moving and Handling Risk Assessment. It should be accessible to all staff that is likely to have contact with the pupil and likely to undertake a moving and handling task.

### Notes on completion

#### Front page

#### **Weight/Height**

It is essential to know the pupil's weight and height because the Manual Handling Operations Regulations 1992 (MHOR) provide guideline figures for male and female, which translate as:

- No pupil over 22.32kg (3st 7) may be manually lifted (except in emergency or life-threatening situations)
- 1 female may lift up to a maximum of 16.6kg (2st 8) (for a male 25kg or 4st)
- 2 females may lift up to a maximum of 22.2kg.

These guidelines would only concern very small children. These weights **do not apply** if the pupil is **partially weight bearing** with their weight being distributed between themselves and a piece of equipment.

This is also useful in determining the **slings size** needed which will be indicated on the advice form.

#### **Remedial Action Plan**

After completing the assessment specific issues may have been identified which require further action. These should be summarised in priority order together with names of people responsible and time-scales involved.

### Using the risk matrix.

You must assess each risk against the likelihood (L) of an incident occurring and should it happen, the severity (S) of the consequences. The resulting product (L x S) give the risk rating which represents a **HIGH**, **MEDIUM** or **LOW** risk.

<b>Likelihood</b>	<b>5</b>	<b>M</b>	<b>M</b>	<b>H</b>	<b>H</b>	<b>H</b>
	<b>4</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>H</b>	<b>H</b>
	<b>3</b>	<b>L</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>H</b>
	<b>2</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>M</b>	<b>M</b>
	<b>1</b>	<b>L</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>M</b>
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Severity</b>						

**HIGH** = Do not handle manually. The pupil has a high level of disability, cannot weight bear, has poor comprehension. Equipment that has been assessed for the task must be used.

### **MEDIUM** = Caution.

Check Assessments. Check specific needs and equipment that is used to aid safe manual handling.

**LOW** = When applying good load management principles, the pupil can be handled without risk. For example: the pupil is not heavy, had good comprehension and low level handling constraints.

### Likelihood (L)

Level	Descriptor	Description
1	Improbable	There is little or no chance of any harm being realised.
2	Possible	There is a slight possibility, but it is unlikely that harm will occur.
3	Occasional	It is likely that harm may occur on occasion.
4	Frequent	There is a very likely chance that harm will occur.
5	Certain	Likely to occur on many occasions. Inevitable that harm will occur.

### Severity (S)

Level	Descriptor	Description
1	Negligible	No injury or adverse outcome
2	Minor injury	Short term Injury damage – Out patients Treatment. E.g. injury resolved within one month
3	Major injury	Major fractures, soft tissue damage, long term health effects
4	Single death	Fatal injury to single person
5	Multiple death	Fatal injuries to several persons.

## PUPIL MOVING AND HANDLING RISK ASSESSMENT

L: Load – Pupil

I: Individual – staff

T: Task – transfer

E: Environment & Equipment

### L: Load – Pupil

*To complete with the School (SENCO / Referrer)*

Is the pupil difficult to handle?	Yes Yes - Sometimes? No
If YES / Yes - Sometimes is this due to:	
• size	
• weight	
• shape	
• unpredictable physical movements	
• unpredictable behaviour?	
Is the pupil unable or unwilling to assist with the manoeuvre? If YES is this due to:	
• pain	
• skin condition	
• fatigue	
• weakness	
• lack of head or postural control	
• stiffness	
• anxiety	
• behaviour problems	
• lack of understanding	
What is the pupil's method of communication?	i.e. Objects of reference, touch cues, signs and physical prompts
Do all staff understand this?	
Is the pupil aware of procedures for moving and handling?	
<b>Additional notes</b>	
Indicate the level of risk relevant to the <b>pupil</b>	
Risk Rating (severity X likelihood) circle one category	<span style="color: red; font-weight: bold;">High</span> <span style="color: orange; font-weight: bold; margin-left: 20px;">Medium</span> <span style="color: green; font-weight: bold; margin-left: 20px;">Low</span>

**B - INDIVIDUAL CAPABILITY OF SUPPORT STAFF**

To complete with the School (SENCO / Referrer) following observed transfers

	Yes / No		
Does the task put at risk handlers who: <ul style="list-style-type: none"> <li>are pregnant?</li> </ul> If <b>YES</b> , has the pregnant worker been risk assessed?			
<ul style="list-style-type: none"> <li>Have existing medical conditions?</li> </ul> If <b>YES</b> , have they been risk assessed?			
Has the carer(s) had any training in manual handling techniques? If <b>YES</b> , give details including dates:			
Does handler(s)'s clothing impede the use of safe techniques?			
How many handlers does the task require?			
<b>Problems occurring from individual capability</b>			
Indicate the level of risk due to the current <b>task</b> factors			
Risk Rating (severity X likelihood) circle one category	<b>High</b>	<b>Medium</b>	<b>Low</b>

**T: Task - Transfer**

**Transfers identified by the school e.g.:**

1. Wheelchair to changing table
2. Wheelchair to classroom chair / orange chair
3. Chair to/from standing (e.g. at water tray)
4. Wheelchair to standing frame
5. Chair to/from floor (Sensory room / PE)
6. PEEP: Lifting pupil from floor in or after an emergency

*(Add further columns in correlation with TASKS / TRANSFERS as identified above)*

	1	2	3	4	5	6
	Yes / No					
Is it absolutely necessary to perform a manual handling manoeuvre?						
Does the task involve excessive						
• Lifting or lowering distances?						
• Transferring over distances?						
• Pushing or pulling of the pupil or in setting up and operating a hoist?						
• Twisting?						
• Stooping?						
• Reaching upwards and overhead?						
Are these postures sustained for lengthy periods?						
Is the pupil held away from the handler’s body, particularly on the floor? Or in sustained postures?						
Is there a risk that the pupil will move suddenly?						
Is there sufficient recovery time between carrying on the tasks/ manoeuvres?						
Does the task involve the use of mechanical handling equipment or any aids?						
Do tasks carried out in community locations cause particular difficulties? (e.g. swimming, educational visits)						
How many handlers does the task require?						
<b>Problems occurring from the task</b>						
Indicate the level of risk due to the current <b>task</b> factors						
Risk Rating (severity X likelihood) circle one category <b>High</b> <b>Medium</b> <b>Low</b>						

**E: Environment**

**Transfers identified by the school**  
**e.g.:**

1. Wheelchair to changing table
2. Wheelchair to classroom chair / orange chair
3. Chair to/from standing (e.g. at water tray)
4. Wheelchair to standing frame
5. Chair to/from floor (PE)
6. PEEP: Lifting pupil from floor in or after an emergency

*(Add further columns in correlation with TASKS / TRANSFERS as identified above)*

	1	2	3	4	5	6
<b>Give details of <u>location</u> (toilets, teaching area, community location, etc)</b>	<b>Hygiene Room</b>	<b>Classroom</b>	<b>Classroom / Playground</b>	<b>Classroom</b>	<b>Hall</b>	<b>Anywhere</b>
Does lack of space inhibit/prevent good working posture due to:	<b>Yes / No</b>	<b>Yes / No</b>	<b>Yes / No</b>	<b>Yes / No</b>	<b>Yes / No</b>	<b>Yes / No</b>
• size or height of desk/ furniture						
• work area						
• obstructive furniture						
• room size						
• other pupils?						
Are there irregular, slippery, sloping, stepped or uneven floors?						
Are there cluttered floors?						
Do poor lighting conditions affect safety?						
Is the environment adapted for self-management by the pupil (e.g. grab rails)?						
Are there hot/cold/humid conditions?						
Is handling equipment inaccessible?						
Indicate the level of risk due to the current <b>Environment</b> factors Risk Rating (severity X likelihood) <b>High</b> <b>Medium</b> <b>Low</b>						
<b>Problems occurring from the Environment?</b>						

Are there currently any plans for alteration of the school building to improve accessibility?	Yes - Under way Yes - Accessibility Plan No
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## E - EQUIPMENT

### Equipment currently used - Identified by the school-

e.g.

1. Standing frame
2. Walker
3. Specialist seating
4. Wheelchair
5. Changing bed
6. *Other*

*(Add further columns in correlation with EQUIPMENT as identified)*

Is the equipment fit for the task? Yes / No – if No give details						
	1	2	3	4	5	
	Yes / No					
Classroom						
Toilet/ Hygiene Room						
Transport						
Playground						
Dining Room						
Specialised area, e.g. gym						
Swimming						
Mini-bus/Transport						
Outings/Educational visits						
Other (please specify)						

## EQUIPMENT

Equipment	Give details of location (toilets, teaching area, community location, etc)		
Is the current equipment provision suitable and available in all areas (including community locations)?			
Is there sufficient handling equipment and mechanical lifting aids to meet pupil needs?			
Does all mechanical lifting equipment have six monthly servicing and maintenance?			
Is there a system in place to record faults in equipment and to maintain cleanliness of equipment and attachments (slings, etc.)?			
<b><i>Problems occurring from the Equipment</i></b>			
Indicate the level of risk due to the current <b>equipment</b> factors			
Risk Rating (severity X likelihood) circle one category	<b>High</b>	<b>Medium</b>	<b>Low</b>

**Remedial action plan**

**To be completed by risk assessor**

Name of Person Preparing the Plan					Date Plan Prepared			
					Review Date			
Issues identified	Short-term controls / Action Plan	Target date	Date completed	Long-term controls / Action Plan	Target date	Date Completed	Person responsible	Revised Risk Rating L M H

Signed off by (Risk assessor).....

Signed by (School) .....

Date:

Date:

**Appendix E Pupil Moving and Handling Assessment SUMMARY**

**Appendix E To be completed by risk assessor**

**TRANSFERS**

*(As identified by the School)*

e.g:

1. Wheelchair to changing table
2. Wheelchair to classroom chair / orange chair
3. Chair to/from standing
4. Wheelchair to standing frame
5. Chair to/from floor
6. PEEP: Lifting pupil from floor in or after an emergency

For each section below give detailed instructions about how the child achieves this particular transfer. This will include: any slings or aids, whether specific staff need to be involved, the precise fitting of slings/placing of hands to guide movement, how the child react to the transfer, who will operate the controls if hoisted, placement of furniture/staff, et. You may find photos or the sling record system (<http://www.clinicalskills.net/BUY-SLING-RECORD>) a useful addition.

**Regard physiotherapy advice – from .....in regard to physiotherapy programmes**

**THE STAFF ROLE IN THE TRANSFER IS TO AID BALANCE AND DIRECTION - NOT TO HOLD WEIGHT.**

Transfer No.	Transfer	No. of staff	Advice
1		Staff:	
2		Staff:	
3		Staff:	
4		Staff:	
5		Staff:	
6		Staff:	

**Report completed by:**

**Date:**



LONDON BOROUGH OF NEWHAM



Notes: