

Rodney House School



Moving and Handling Policy

Reviewed: 28/06/2018

Signed by Governor:

Rodney House recognises its responsibility both to provide curriculum access for children with disabilities and to ensure the health, safety and welfare of its employees as far as is reasonably practicable. This manual handling policy has been designed to comply with the requirements of The Manual Handling Operations Regulations, 1992 (revised 1998 edition), and The Health and Safety at Work Act, 1974. It takes full account of the Disability Discrimination Act, 1995, The SEN and Disability Act, 2001, The European Convention for the Protection of Human Rights and Fundamental Freedoms and the EU Charter of Fundamental Rights (Nice 2000).

We aim to:-

- Ensure full access to the curriculum and participation in the life of the school of children with disabilities.
- Ensure the dignity and right to privacy of such children.
- Avoid manual handling and lifting of hazardous loads as far as is reasonably practicable.
- Assess fully all potentially hazardous manual handling where it has been impossible to eliminate it.
- Reduce any risks that are identified to the lowest level.
- Review any handling plans and risk assessments annually or sooner if a significant change occurs.
- Provide such information, instruction, training and supervision as is necessary to ensure the health, safety and welfare at work of all employees.
- Protect the health and safety of visitors to the school whilst they are on the premises as far as is reasonably practicable
- Ensure that staff are aware of this policy and have read and understood relevant risk assessments.
- Ensure equipment ie hoist and slings provided are available for use, e.g. charged up, serviced, faults reported.
- Monitor all accidents and incidents and ensure they are entered in the accident log.
- Implement and maintain work systems (handling plans) that are safe and without health risk

School will:

- Ensure staff undergo Moving and Handling training by a recognised provider with regular refreshers
- Ensure a staff member is a trained assessor
- Work with physiotherapists to ensure the best provision for children with Handling Plans
- Work in a multi-agency way with parents/carers and other professionals to ensure best practice for each child

Children at our school will:

- have their entitlement to curriculum access and full participation in the life of the school acknowledged;
- receive appropriate assistance from staff employing safe systems of work (Handling Plans);
- have their dignity and privacy protected at all times;
- have their safety championed and the risk of injury will be minimised or eliminated;
- as far as they are able, be expected to move independently and take responsibility for their safety and that of others.

Staff employed by School will:

- Take reasonable care of the health and safety of themselves and others who may be affected by their acts or omissions including:
- reporting to the appropriate line manager any medical condition (temporary or permanent) that may develop (including pregnancy) which may affect their ability to carry out moving and handling tasks;
- reporting to the appropriate line manager any problems or unsafe practice that (within their level of competence) they consider to be a risk to health and safety including any equipment faults.
- wear appropriate clothing and shoes (please see School Code of Conduct for more detail)
- co-operate with the employer to allow the employer to comply with his/her health and safety duties;
- use equipment appropriately in accordance with training and instructions provided;
- follow the handling plans drawn up for each child;
- comply with the moving and handling policy;
- undertake any specified training to fulfil their duties;
- not carry out moving and handling procedures without appropriate advice/training;
- report any accident or incident to the appropriate line manager and complete an electronic copy of the accident form;
- report 'near-misses' to aid review and improve risk assessments
- assess an emergency situation first without rushing in to lift a child. (If the child has fallen, wherever possible the member of staff will reassure the child and get help if necessary. They will give him/her time to recover and then encourage the child to get up by him/herself, or with the minimum of assistance needed. If this is not possible, they will follow the emergency techniques described in the moving and handling training).

Parents and carers responsibilities:

- Children should be brought/sent to school in their prescribed wheelchair/buggy with the correct accessories.

- If a child requires a moving and handling sling for their transfers at home and a sling has been issued by social services this must be sent to school to allow safe transfers during the school day
- Parents should contact the provider of the sling if it becomes too small or is damaged
- If a child requires splints on their feet in order to perform a safe standing transfer then these should be worn each day or sent into school.

Health

- If it is the child's best interests to do a therapeutic activity during the school day, the therapist will complete an individual risk assessment for that therapeutic activity and liaise with school staff accordingly.
- It is the therapist's responsibility to ensure and record that school staff have been shown and observed how to perform the therapeutic activity safely, taking into consideration the needs of the child and the carer.

GUIDELINES FOR SAFE WORKING

Risk Assessment

The school will have a staff member trained in leading on the completion of risk assessments.

Physiotherapists will advise on specific support for individual children.

A reasonable and safe staffing ratio is required - it is the school's responsibility to decide what this is within the school context

- a handling/risk assessment should be undertaken when a child requires physical assistance with their movement;
- every assessment should take into consideration these four areas:
- task - the transfer or movement involved;
- load - the person to be handled;
- individual capability - of the member of staff;
- working environment - including space, lighting, distance from other people, floor surface.
- information from this assessment will inform the writing of the Handling Plan (see below);
- *The use of risk assessments and handling plans should minimise the chances of accidents or emergencies occurring. Real emergencies include situations where a person is in water and in imminent danger of drowning; in an area that is actually on fire or filling with smoke; in danger from bomb or bullet; in danger from a collapsing building or other structure. These events should be planned for as part of emergency evacuation procedures. Finding a child who has simply fallen on to the floor is not an emergency and should be planned for.*

Policy to be reviewed as part of the school's rolling programme.

Handling Plan

- the health, safety and dignity of the child and of all those concerned is paramount;
- ensuring access to the curriculum, therapies, and other school activities are of paramount concern;
- where a child's movement requires any form of physical assistance, a handling plan will be agreed and documented to identify the method of movement and the amount of support to be given;

- the responsibility to ensure a plan is in place lies with the Headteacher and Governing Body
- the advice and views of children (as far as is reasonably practicable), parents/carers and other relevant staff, e.g. Physiotherapist, Occupational Therapist, should be sought and taken into account;
- the Plan must be followed for the employee's own safety and that of others including the child;
- changes to the plan will be made during the Handling Review which should be held annually or when circumstances change. If the child has an Education Health and Care Plan (EHCP), this information should form part of the annual review meeting. Alternative methods, equipment and environment changes should be considered and used where appropriate to reduce the risk as far as is reasonably practicable;
- when a child (or parent/carer speaking for their child) refuses to be moved according to the Handling Plan, reasons should be explored as part of a discussion regarding the benefits of the Plan. A solution may be to use another method or piece of equipment. If the child/parent still refuses, a manager must consider the risk of injury to staff from manual handling balanced against the risk to the child if the procedure is not carried out. The result of this assessment would usually be to change an element of care. This should be agreed by all concerned, i.e. child, parent/carer, employee, therapist, and Head Teacher. Ultimately if the child/parent/carer insists on a practice which is unsafe, the school can refuse to carry out this procedure and legal advice should be sought.

Handling Plans and Risk Assessments must be kept for a minimum of six years commensurate with requirements relating to injury claims.

Equipment and Facilities

All equipment should be checked before each use for signs of wear and tear. Hoists and slings should be checked by an accredited contractor/competent person every 6 months. (Lifting Operations and Lifting Equipment Regulations 1998). If there is any cause for concern about a piece of equipment then this should be reported to managers and put out of use. A suitably qualified person must recommend hoists and other pieces of specialist equipment, generally an Occupational or a Physiotherapist. The maintenance of the equipment is usually the responsibility of the school. Hoists and changing beds should be checked regularly: good practice is 6 months for hoists and changing beds 12 months.

Principles of Safe Handling

- inform the child what you are going to do;
- keep your spine in line to reduce lumbar pressure;
- adopt a stable base and be aware of your centre of gravity to provide stability and balance;
- bend your knees not your back to use the strong leg muscles;
- raise your head on commencement of procedure as it keeps your spine in line;
- keep the load close to you as it reduces the pressure on the spine;
- get a good grip and brace muscles because this gives more control;
- don't twist because it exposes the spine to damage.

If in doubt - STOP AND SEEK ADVICE

Appendix A

This policy should be read in conjunction with linked policies:

Safeguarding/Child Protection

Walking Policy.

Health and Safety

Keeping Children Safe in Education, 2018

Education Moving and Handling Plan and Risk Assessment

Complete if child requires assistance in accessing the school environment,
curriculum and daily routines

Childs name:		Date of Birth:		
		Weight :		
Date of Assessment:		Class:		
Risk Assessor's Name:		Risk Assessor's Designation:		
Other people present at assessment:				
Provide information on movement ability and medical condition:				
Risk Factors		Yes	No	Comments
1	Is the child co-operative?			
2	Does the child have communication difficulties			
3	Are there any concerns regarding skin condition?			
4	Is the child in pain?			
5	Are there any attachments (e.g. gastrostomy)?			
6	Are there any visual / hearing difficulties?			
7	Any other issues?			
Does the student have moving and handling needs		YES	NO	May be due to physical or cognitive difficulties
If the answer to questions 8 – 12 are NO then complete the risk assessment overleaf				
8	Are they able to move into sitting from lying?			
9	Are they able to get from sitting to standing?			
10	Are they able to stand, step, walk?			
11	Are they able to roll on their own or with prompts?			
12	Are they able to get on and off the floor?			

Risk Matrix for page 2 TASK RISK LEVELS - Consider this risk matrix when assessing risk level

Likelihood of adverse event	Severity of Impact/consequences			
		Minor	Moderate	Major
	Highly likely	Medium	High	High
	Likely	Low	Medium	High
	Unlikely	Low	Low	Medium

Risk Assessment and Moving and Handling Plan

Childs name:

(Identify **all** activities requiring assistance)

Risk Assessors name:

		Assess Risk		Controls : How to reduce the risk of the activity and make it safer for education staff and the student			Risk Level after controls <i>Refer to Matrix</i>	Decision to continue Yes/No
Activity	Date	Risk Factor <i>Insert no. from above</i>	Task Risk Level <i>Refer to Matrix</i>	No. of staff	Moving & Handling Equipment (specify hoist, sling make, sling size, sling loops) Identify any generic risk assessments sited and any deviations from a generic risk assessment			
Example:								
<i>In and out of chair</i>								
<i>In and out of chair</i>								
<i>On and off the floor</i>								
<i>On and off toilet</i>								
<i>On and off</i>								

<i>toilet</i>							
<i>Rolling</i>							

All activities should present a low risk i.e. the risk to the handler and the supported person should be