

Wheatfield Primary School

'High Achievement through Growing and Learning Together'

Manual Handling Policy

(Non-Statutory)

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Wheatfield Primary School

Wheatfield Drive
Bradley Stoke
Bristol BS32 9DB

Tel: 01454 868610
Email: office@wheatfieldprimary.com
Website: www.wheatfieldprimary.com

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	September 2006	Original policy document.	Rebecca Lightfoot
2	November 2008	Document reviewed; no changes made.	John Morris
3	December 2015	Document rewritten to comply with new guidelines set by the Local Authority.	Denise Hickson
4	December 2017	Document reviewed and updated according to the latest guidelines set by the Local Authority.	Denise Hickson

SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed during the annual Health and Safety audit process and updated as and when changes occur within that process or as part of a legislative change to policy. This is to be reported in the annual H&S report to governors.

REFERENCE DOCUMENTS

[1] The Manual Handling Operations Regulations 1992.

MAIN DOCUMENT

1 THE MANUAL HANDLING OPERATIONS REGULATIONS 1992

These Regulations contain specific legal requirements on employers in respect of manual handling operations, in particular the need for employers to undertake risk assessment of manual handling operations. The definition of Manual Handling Operations being operations involving the transporting or supporting of a load and includes lifting, putting down, pushing, pulling, or carrying of same by hand or bodily force.

2 KEY REQUIREMENTS

Regulation 4(1)(a) requires that the employer shall, so far as is reasonably practicable, avoid the need for an employee to undertake any manual handling operation which involves a risk of their being injured.

Regulation 4(1) (b) requires the employer, when it is not reasonably practicable to avoid the need to undertake manual handling operations involving a risk of injury, to make an assessment of the operations and take appropriate steps to reduce the risk of injury. The assessment must be reviewed if it is suspected that it is no longer valid.

Regulation 5 requires the employee to make full and proper use of any system of work provided by his employer in compliance with these Regulations.

3 COMMENT

These Regulations are designed to ensure that employers review manual handling operations undertaken by their employees and require that, where it is not possible to eliminate the manual handling operation, the work is risk assessed to ensure that it is undertaken in a way that minimises the risk of injury to the persons carrying out the work.

There will be many operations undertaken in schools which fall under the definition of manual handling and taking it to the extreme even picking up a pen could be classed as a manual handling operation. H&S legislation however requires you to do what is reasonable and there are two factors indicated that will minimise the number of operations that require risk assessment. These are that:

- a. There has to be a risk of injury.
- b. If it takes longer to write the assessment than to carry it out, and it can easily be reproduced, then it will not need to be in writing. It is strongly advised however that if a task is being repeated frequently that a written risk assessment be produced.

This means that the vast majority of manual handling operations will not require a written assessment.

In practice Given the above, the areas which must be assessed in writing are jobs which are undertaken regularly, i.e. delivery of swimming chemicals, stationery, raw materials etc. or moving equipment such as the TV or Piano, infrequent operations involving large or multiple loads, i.e. moving furniture between rooms, setting out stage blocks etc., and any manual handling tasks involving pupils.

All staff must be made aware that any operation involving manual handling should be subject to a basic assessment. This normally involves the person who is to undertake the assessment asking themselves the question; can I lift the load and transport it where I need to safely? If the answer is no, then this would indicate assistance is required and at this stage consideration needs to be given to completing a written risk assessment. In the case of manual handling operations involving pupils more detail will be needed and Appendix B contains guidance on this.

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With regards to pupils actually helping to undertake manual handling operations please be reassured that this is not prohibited. Their help with certain manual handling tasks, i.e. setting out PE apparatus, is viewed as educational and helps in the teaching of correct lifting techniques. Any task pupils are to undertake must however be assessed to ensure they are capable of undertaking the task safely.

3.1 Action to be taken in School

- 3.1.1 The H&S Coordinator or the assessor undertaking risk assessment will must identify what manual handling operations are undertaken on site. The regular manual handling tasks include the movement of furniture, storage of materials/supplies, the setting out of apparatus and movement of pupils.
- 3.1.2 Having identified the operations the designated person must then decide whether they can be eliminated. The purchase of a second piano or TV may mean that the equipment does not have to be moved between classrooms or at least up and down steps. It is acknowledged however that the potential for eliminating manual handling operations is limited, but it does need to be considered.
- 3.1.3 Any manual handling operations left must then be risk assessed. It is suggested that for materials and equipment the basic assessment be made, but where it involves pupils more details would be required. These assessments will only need to be in writing where it would take longer to write the assessment than carry it out, i.e. if you move a chair in a classroom a written assessment is not required, but if you were setting out chairs in a hall it would be.
- 3.1.4 Once the assessment is complete then the designated person must ensure that the risk of injury is controlled and if not then the operation **must** be altered. This is usually quite straightforward and will involve altering the operation so that equipment is used, i.e. a trolley or sack truck, or that a second person assists with the task.
- 3.1.5 Once you have completed an assessment you will then need to review it on a regular basis and revise the assessment if there are any changes to it. This can occur if containers supplied are smaller, the route to be taken is altered (building work being undertaken) or the individual who undertakes the operation changes (we all have different capabilities and these must be taken into account).
- 3.1.6 Finally it is essential that all staff are advised that they ask themselves the question "can I lift the load and transport it where I need to safely?" before undertaking any manual handling task. Advise them that when the answer is no, or there is a doubt, they must get assistance.

4 MANUAL HANDLING TASKS FOR WHEATFIELD PRIMARY – LIST OF REGULAR OPERATIONS

The regular manual handling tasks undertaken, including movement of stationery, raw materials etc. have been listed to indicate what is involved and are included at the end of this document. The practice for setting out PE equipment is displayed near the PE equipment in the school hall. The tasks identified as requiring regular operations within our school are listed in Appendix A to Appendix E and risk assessed in Appendix F of this document.

Only designated staff who have received manual handling training or instruction are to participate in tasks involving the lifting of persons.

3.2 All pupils who may need to have manual handling support would be assessed using the manual handling assessment forms included in Appendix B of this document.

4.1 Basic Principles of Manual Handling

There are some basic principles that everyone should observe prior to carrying out a manual handling operation:

- Ensure that the object is light enough to lift, is stable and unlikely to shift or move

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- Heavy or awkward loads should be moved using a handling aid
- Make sure the route is clear of obstructions
- Make sure there is somewhere to put the load down wherever it is to be moved to
- Stand as close to the load as possible, and spread your feet to shoulder width
- Bend your knees and try and keep the back's natural, upright posture
- Grasp the load firmly as close to the body as you can
- Use the legs to lift the load in a smooth motion as this offers more leverage reducing the strain on your back
- Carry the load close to the body with the elbows tucked into the body
- Avoid twisting the body as much as possible by turning your feet to position yourself with the load.

4.2 Lifting and handling in teams

Team lifting needs to be co-ordinated properly. Try and make sure that those lifting are around the same height and build, make sure one person is responsible for giving instructions, etc. Make sure that everyone lifts, moves off, stops and places the load down at the same time.

Lifting in teams does not mean that the weight of the load can be doubled for each extra person in the team.

For example, for a lifting team of two people the load should only be increased by two thirds the sums of their individual capabilities.

This means that if the risk assessment decided that it was okay for one person to lift a load of 20kg, using two people would mean that the load should not exceed around 26.6kg - not that it's okay to lift a load of 40kg.

4.3 Handling aids

Mechanical handling aids can reduce the risk of injury when used correctly. Even simple aids such as trolleys, sack trucks and wheelbarrows can be used to move items and reduce the likelihood of injury.

It is better to push rather than pull, and to use body weight and leg muscles to do the work. Make sure the load is kept under control, particularly on slopes.

In some cases more sophisticated manual handling aids may be required.

Cranes, hoists, pallet trucks, conveyors and fork lift trucks are used extensively in many industries to eliminate manual handling.

It should be remembered that, although the handling aids will eliminate many of the manual handling risks, their use will introduce others and these risks must be assessed.

Another consideration is that regulations require that many of these items require a periodic statutory inspection on safety critical components.

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APPENDIX A MANUAL HANDLING OF LOADS - ASSESSMENT CHECKLIST

SUMMARY	
a) Operation(s) covered by the assessment:	
b) Location(s):	
c) Overall Priority for action (ring as appropriate):	
No Action / Low / Medium / High	
d) Action Required:	
e) Date by which action required:	
Assessors Name:	
Assessors Signature:	
Date:	

RISK ASSESSMENT		
Section A – preliminary:		
Q1	Do the operations involve a significant risk of injury? If 'Yes' go to Q2. If 'No' the assessment need go no further. If in doubt answer 'Yes'.	YES/NO*
Q2	Can the operations be avoided/mechanised/automated at reasonable cost? If 'No' go to Section B. If 'Yes' proceed and then check that the result is satisfactory.	YES/NO*
Section B – Overall assessment of risk:		
Q3	What is your overall assessment of the risk of injury? If not 'Insignificant' go to Section D. If 'Insignificant' the assessment need go no further.	Insignificant/Low/Med/High*

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Section C – Remedial action:					
Q4	What remedial steps should be taken, in order of priority?				
	i.				
	ii.				
	iii.				
	iv.				
	v.				
	Complete the SUMMARY above. Compare it with your other manual handling assessments. Decide your priorities for action. TAKE ACTION AND CHECK THAT IT HAS THE DESIRED EFFECT.				
Section D – More detailed assessment, where necessary:					
Questions to consider: (If the answer to a question is 'Yes' place a tick against it and then consider the level of risk)			Level of risk: Tick as appropriate		Possible remedial action: (Make rough notes in this column in preparation for completing Section C)
The tasks – do they involve:					
• Holding loads away from trunk?					
• Twisting?					
• Stooping?					
• Reaching upwards?					
• Large vertical movement?					
• Long carrying distances?					
• Strenuous pushing or pulling?					
• Unpredictable movement of loads?					
• Repetitive handling?					
• Insufficient rest or recovery?					
• A work rate imposed by a process?					

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Questions to consider: (If the answer to a question is 'Yes' place a tick against it and then consider the level of risk)	Level of risk: Tick as appropriate				Possible remedial action: (Make rough notes in this column in preparation for completing Section C)
	Yes	Low	Med	High	
The loads – are they:					
• Heavy?					
• Bulky/unwieldy?					
• Difficult to grasp?					
• Unstable/unpredictable?					
• Intrinsicly harmful (e.g. sharp/hot?)					
The working environment – are there:					
• Constraints on posture?					
• Poor floors?					
• Variation in level?					
• Hot/cold humid conditions?					
• Strong air movements?					
• Poor lighting conditions?					
Individual capability – does the job:					
• Require unusual capability?					
• Hazard those with a health problem?					
• Hazard those who are pregnant?					
• Call for special information/training?					
Other factors:					
Is movement or posture hindered by clothing or personal protective equipment?					
When you have completed Section D go back to Sections C and then A.					

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APPENDIX B GUIDANCE NOTE FOR SCHOOLS ON MANUAL HANDLING OPERATIONS INVOLVING PUPILS

This guidance note has been produced to assist schools where there is an indication a pupil may require assistance that involves manual handling. Manual handling assistance being defined as any situation where staff are required to physically lift or support pupils, but this does not include restraint.

B 1 Legislative Requirements

The Manual Handling Operations Regulations 1992 require that Employers, where it is not possible to eliminate the need to undertake a manual handling operation, undertake a risk assessment of the operation and take steps to reduce the risk of injury. This expands on the implicit requirement contained in the Health & Safety at Work 1974 that the employer ensures the health, safety and welfare both of employees and those affected by the undertaking.

B 2 Responsibilities

B 2.1 Local Education Authority (LEA)

The LEA is the employer in respect of staff in Community schools and is responsible for ensuring that risk assessments are undertaken. The LEA has delegated the day-to-day responsibility for completing risk assessments to the Headteacher.

B 2.2 Governing Body

For Aided Schools the Governing Body is the employer and as with the LEA has in most cases delegated the day-to-day responsibility for completing risk assessments to the Headteacher. The Governing Body, whether the employer or not, is required to ensure that risk assessments are undertaken.

B 2.3 Education H&S Officer

The Education H&S Officer can provide guidance on completing risk assessments and where schools identify concerns with manual handling operations they should ensure that the H&S Officer is kept informed. The H&S Officer is also responsible for reviewing this guidance.

B 2.4 Headteacher

The Headteacher is identified as responsible for ensuring that risk assessments are completed. Heads will though usually delegate the duties to a named individual and in cases where there are a number of pupils present who require manual handling assistance schools should appoint a Manual Handling Coordinator.

B 2.5 Manual Handling Coordinator

The Manual Handling Coordinator will be an employee of the school assessed as competent to complete the initial manual handling assessment/checklist in order to identify if a pupil will need assistance. The Manual Handling Coordinator will then liaise with other relevant staff and outside bodies as necessary, making use of the detailed assessment/checklist, to ensure that safe systems of work are identified and implemented.

B 2.6 Other Agencies/Sections

A variety of other agencies can have input with regards a pupils' needs and these will not only be from an education perspective.

B 2.6.1 Health Authority

Occupational Therapists and Physiotherapists will often already be working with a child prior to the child attending school and will be able to provide advice on what is done and why. They will continue to work with the child and can provide support and guidance to schools.

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B 2.6.2 Special Educational Needs/Inclusion Support

These sections can advise on the needs of the child and assist in identifying and providing equipment and support.

B 3 Risk Assessment

A risk assessment is a process that is followed in order to identify a safe system of work. The safe system of work required in this case being the practice or procedures to be followed to meet the needs of the pupil, having due attention to staff capabilities. This process is therefore best undertaken at school level whilst it is essential that the significant findings are recorded and brought to the attention of staff.

B 3.1 Step 1

For any pupil there is indicated to be a need for manual handling assistance the Initial Assessment/Checklist form attached as Appendix C is to be completed. This form will identify if the manual handling request is considered to be a low risk task, for which no further assessment is required, or if a more detailed assessment is necessary. It should be noted that the vast majority of situations would warrant a more detailed risk assessment.

If a more detailed assessment is required go to Step 2 if not required then proceed to Step 8.

B 3.2 Step 2

Complete the detailed assessment checklist attached as Appendix D. Part 1 of the checklist deals with the individual pupil characteristics. As much detail is required as possible about the pupil, his/her medical condition and what this means for the pupil. This will also identify if there are any behavioural characteristics that can impact on the manual handling operation. Part 2 of the checklist aims to identify in more detail what manual handling is involved. In particular what equipment the pupil needs to use, what this will involve and where it will take place.

Once the form is completed proceed to Step 3

B 3.3 Step 3

The manual handling coordinator will make a judgement as to whether what is being requested can be undertaken safely. If the judgement is that it can be, this will need to be built into a system of work.

If felt able to build into a safe system of work go to Step 5, if not go to Step 4

B 3.4 Step 4

Discuss whether there are alternative ways of meeting the pupils' needs. This will usually involve discussion with external bodies. Once additional detail has been obtained go to Step 3. If however having reviewed the situation no alternative ways have been identified contact the H&S officer.

B 3.5 Step 5

Detail the safe system of work identified. This must cover:

- a) What the pupils' condition is and how this manifests itself.
- b) What the operations are.
- c) How the operations will be carried out.

NB: See Appendix E for an example of a system of work

Once a system of work is drafted proceed to Step 6.

B 3.6 Step 6

Introduce the safe system of work. This will initially need to involve discussion with the staff who are expected to assist in the operation. This step should identify if any amendments are required and whether there is a need for staff training or instruction.

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If staff training or instruction is identified as necessary proceed to Step 7, if not proceed to Step 8

B 3.7 Step 7

Provide any Necessary Instruction or Training. Depending on what is identified there may simply be a need to instruct staff on specific items of equipment for the pupil or, if the school has no one with manual handling training, could involve staff needing to attend a manual handling training course.

B 3.8 Step 8

Review the system of work regularly or when changes occur. Such changes could involve the pupils' condition, where the operation is to take place or changes in staff capabilities. Regularly could be annually, termly or more frequently.

B 4 CONCLUSION

The checklists provided aim to assist in establishing information so that an informed decision on what can be accommodated is made. It is stressed that manual handling is expected to take place in schools but where the risk assessment process is either not followed or not followed effectively, injuries do occur. By using this process such occurrence should be minimised.

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APPENDIX C RISK ASSESSMENT FOR PUPILS INITIAL ASSESSMENT/CHECKLIST

Although in most cases a detailed manual handling risk assessment will be required, this checklist is used to confirm that this is necessary.

1 – PUPILS' WEIGHT

There have been a number of different indications about what an adult could reasonably be expected to lift. Where the lift is viewed as a close lift, one that is near to the body, the advice is that most adults are capable of lifting approximately 10kgs (circa 22lbs).

QUESTION 1 – Does the Pupil weigh 10 kgs (22lbs) or less?	Yes / No
--	-----------------

If you answer YES go to Question 2 If you answer NO a detailed assessment is required

2 - PHYSICAL CHARACTERISTICS

In this respect the aim is to identify where there are individual factors that will make any manual handling operation more difficult. The following are examples where this would be the case.

- Broken Limbs
- Pain
- Fragility
- History of Spasms

QUESTION 2 - Does the pupil have any physical characteristics that will make the manual handling operation potentially more difficult?	Yes / No
---	-----------------

If you answer NO go to Question 3. If you answer YES a detailed assessment is required?

3 – BEHAVIOUR

In this respect the aim is to identify whether the child exhibits behaviour that could make a manual handling operation more difficult. This will usually be where the pupil is uncooperative and struggles.

QUESTION 3 – Does the pupil understand what is required and is the pupil cooperative?	Yes / No
--	-----------------

If you answer YES go to Question 4. If you answer NO detailed assessment is required?

4 – ASSISTANCE REQUIRED

The more complicated the support the more likely a detailed risk assessment will be required. The following are common operations that schools undertake.

- Support with Toileting (This is assistance aimed at stabilising pupil.)
- Support in Standing (This is assistance aimed at stabilising pupil.)
- Lifting into/out of Wheelchair
- Lifting onto/off of Toilet

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QUESTION 4 – Does the manual handling only involve supporting the pupil?	Yes / No
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If you answer NO then a detailed assessment is required. If you answer YES then the checklist is complete and no risk of significant injury has been identified? You will though need to set a review date.

Signature: _____

Date: _____

Date for Review: _____

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APPENDIX D DETAILED RISK ASSESSMENT FOR PUPILS INITIAL ASSESSMENT/CHECKLIST

Where there is a need for a detailed risk assessment the following checklist is to be completed. This will record relevant information from the risk assessment process and help identify the safe practice to be employed.

1 – INDIVIDUAL PUPIL CHARACTERISTICS

As much detail as possible is required about the pupil.

1.1 – PUPIL DETAILS: Need to establish the following:

a) Weight of the pupil	_____ kgs
b) Height of Pupil	_____ metres
c) The period over which the weight and height are likely to remain similar	_____ months

1.2 – MEDICAL CONDITION: Need to establish the pupils medical condition and what physical impact this might have on the pupil which will effect the manual handling operation:

a) What is the pupil's medical condition?	
b) As a consequence of this condition does the pupil exhibit any of the following:	
Fatigue (Pupil will be less able to help and more likely to need assistance.)	Yes / No
Pain (Will effect how the person can be lifted)	Yes / No
Skin Condition (Will effect how the pupil can be lifted)	Yes / No
Fits (A pupil who fits is an increased hazard for any manual handling operation.)	Yes / No
Spasm (A pupil who goes into spasm is an increased hazard for any manual handling operation.)	Yes / No
Fragility (A pupil with fragile bones or inability to weight bear is an increased hazard for any manual handling operation)	Yes / No
Issues surrounding muscular tone (A pupil with low tone could have difficulty supporting themselves.)	Yes / No
Other (Please be specific)	
c) As a consequence of the condition does the pupil have any of the following:	
Leg braces (A pupil with leg braces will represent an increased hazard for any manual handling operation.)	Yes / No
Cast- leg, arm or body (A pupil with a cast on will represent an increased hazard for any manual handling operation)	Yes / No
Intravenous tube (A pupil with an intravenous tube will complicate the manual handling operation and increase the risk to the pupil.)	Yes / No
Other (Please be specific)	

If you answer YES to any of the above this will make the lift more complicated and you may well need input from Occupational Therapist/Physiotherapist/Manual Handling Adviser. If you answer NO to all the operation is viewed as being manageable.

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1.3 – BEHAVIOUR: Need to establish if the pupil has any behavioural characteristics that will make the manual handling operation more difficult

a) Does the pupil understand what is required of them?	Yes / No
b) Does the pupil cooperate with the staff?	Yes / No

If you answer YES this is viewed as reducing the risk of the operation. If you answer NO then there is a greater risk.

2 – MANUAL HANDLING OPERATIONS

Need to identify what equipment the pupil may need to use and what types of operations will be required.

2.1 – EQUIPMENT: Pupils in schools will have a variety of personal mobility equipment and/or therapeutic equipment that they will need to use. Any equipment that they may use needs to be identified.

a) Does the pupil have any of the following equipment:	
Manual Wheelchair	Yes / No
Powered Wheelchair	Yes / No
Walking Frame	Yes / No
Standing Frame	Yes / No
Supportive/Therapeutic Seating	Yes / No
Moulded Seating	Yes / No
b) Have staff received instruction on how the pupil is moved in/out of the equipment available?	Yes / No

If you answer NO to b) this must be established before proceeding, as this is required to inform answers to 2.2

2.2 – TYPE OF TRANSFERS: Any manual handling operation will usually involve one or more of the tasks below and you may need to build them up as a sequence. As much detail as possible is required

Type of Transfer	Equipment/ Special Instructions (Please detail what this will involve, e.g. remove sides from wheelchair, lift child up, move into position by other chair and lower pupil onto seat.)
Chair to chair (This could be wheelchair to fixed chair or between wheelchairs, e.g. indoor to outdoor.)	
Chair to stand (This could be from a wheelchair or an ordinary chair.)	
Chair to Floor (This could be from an ordinary chair or wheelchair to floor, whether for physio or play)	
Floor to chair (The reverse of the above)	
Floor to stand (This transfer is unusual, as will normally have an intermediate stage, i.e. floor to chair, chair to stand.)	
In/out standing frame (This is usually from a standing position in/out of the frame.)	
Transfer to toilet (This will usually be from a wheelchair)	

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Type of Transfer	Equipment/ Special Instructions
Chair to changing bed (This is usually from a standing position.)	
In/out transport (This can simply be wheeling a wheelchair onto vehicle but could also involve lifting pupil into/out of car seat.)	
In/out ball pool	
In/out swimming/Hydrotherapy pool	
Other	

2.3 – LOCATION OF MANUAL HANDLING OPERATIONS

The location of the operation is important as there needs to be sufficient space for staff to manoeuvre equipment and to position themselves to undertake the operation.

For any location where a manual handling operation is likely to take place	
a) Is there sufficient space for the operation?	Yes / No
b) Is the floor surface level?	Yes / No
c) Is the surface free from any contamination that will affect the lift? (Needs to be free from grease and preferably dry, toilets can therefore be a concern.)	Yes / No
d) Is the area likely to remain free from disturbance? (In classrooms there is the possibility of other pupils moving through the area.)	Yes / No

From the above a system of work will be established and this checklist will be kept as evidence of why the system has been established.

Signature _____ Date _____

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APPENDIX E EXAMPLE MANUAL HANDLING - SYSTEM OF WORK FOR A PUPIL IN CLASS

BACKGROUND

The pupil suffers from a degenerative muscle condition and wears a calliper on the left leg. The pupil is generally cooperative and understands what is required. He occasionally suffers from low tone but is generally able to walk with a stick.

MANUAL HANDLING SUPPORT

The pupil needs assistance in standing.

- This involves stabilising the pupil. A designated member of staff will stand to the left hand side of the pupil and hold his arm as he stands. Once upright he has a stick and can walk to toilet or wheelchair or therapeutic seat unaided. On days when he is suffering from low tone someone should walk with him

The pupil needs some assistance with equipment.

- This comprises wheeling wheelchair and positioning seating to allow him to sit. He may then need the chair he is sat in pushed into a more comfortable working position.

The pupil needs assistance in toileting.

- This comprises being wheeled to the toilet and assistance in standing up from wheelchair.

A designated member of staff will stand to the left hand side of the pupil and hold his arm as he stands. He/she then needs assistance in taking down underwear but can sit on toilet unaided. The toilet has supports either side that allows him to stand up unaided. Will need assistance in pulling up underwear.

NB: Two persons must be present to assist pupil with dressing/undressing due to child protection concerns.

COMPETENT PERSONS

The following people have received instruction and are known to the pupil as persons identified to assist him.

CLASS TEACHER

CLASS TEACHING ASSISTANT

DEPUTY HEAD

REVIEW

Although the condition is identified as degenerative the advice is that the degeneration will be gradual. As a consequence it has been concluded that a **six monthly review** is appropriate

Signature: _____ Date: _____

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APPENDIX F MANUAL HANDLING TASKS – LIST OF REGULAR OPERATIONS

ACTIVITY	WHAT THIS INVOLVES	WHO THIS INVOLVES	FREQUENCY	HOW THE TASK SHOULD BE PERFORMED	COMMENTS	RISK OUTCOME
Receipt and movement of post and deliveries	Post and deliveries are normally despatched to the school reception and must be moved to other points around the school.	Generally office staff but some small items may be moved by pupils.	Most days	Small items of post are carried to the staff room where staff have designated pigeon holes. If pupils are asked to take post to staff they are carried to the point where they are required. Larger or awkward packages (>10kg) should be moved by staff using a trolley or sack truck (in caretaker's cupboard). Staff should remember to use the correct posture when lifting items. Some items may require more than one person to lift them.	Doors may need to be wedged open to get trolleys through if there is no-one else to assist. Avoid moving trolleys at busy corridor times (start or end of day, break time or lunch time)	Low risk
Receipt and movement of stationery	Stationery is delivered to the reception area of the school by a driver and left outside the office.	Delivery driver, office staff and staff member with designated responsibility for ordering.	Approximately monthly.	Most items are moved by the designated staff member into the stationery cupboard in the corridor, unless destined for an alternative store location in the school. These items are carried by staff. Larger or awkward packages (>10kg) should be moved by staff using a trolley or sack truck (in caretaker's cupboard).	Stationery is delivered in bulk but moved around the school in small amounts. Avoid moving trolleys at busy corridor times.	Low risk
Receipt of photocopier and printer paper and its movement around school	Photocopier paper is delivered to the reception area by a delivery driver.	Delivery driver and staff.	Monthly deliveries and weekly movement.	The delivery driver brings the bulk boxes of paper directly into the school office using a sack truck.	A3 paper can be carried in single reams but boxes should be moved using the lift. Avoid moving trolleys at busy corridor times.	Low risk
Movement of archive boxes	Archived boxes sometimes need to be lifted and moved.	Office staff.	Occasionally	Member of staff to lift the boxes by using the correct posture. Boxes are to be moved around the school on a trolley.	Doors may need to be wedged open and care should be made that the trolley is not overloaded.	Low risk

Manual Handling Policy

ACTIVITY	WHAT THIS INVOLVES	WHO THIS INVOLVES	FREQUENCY	HOW THE TASK SHOULD BE PERFORMED	COMMENTS	RISK OUTCOME
Movement of the piano	The piano can be wheeled from the side wall position to the front of the hall for singing practice.	One adult and two Year 6 children.	Weekly.	Two people should roll the piano on its wheels, with one person at either end to push/pull.	This piano must be plugged in at a socket. <i>Potential trip hazard.</i> Do not allow people to walk across where cable trails and use cable guard where necessary.	Low risk
Movement and setting up of stage blocks	On occasion stage blocks are borrowed from a neighbouring school and set out in the school hall.	Staff members collect the blocks and set them up in the hall.	Once or twice a year.	Two staff members collect the stage blocks and transport them into the school where they are set up in the school hall according to advice from the owner school and manufacturer's instructions. Blocks are lightweight (<10kg) but are awkward to move so require 2 people to carry and position each block.	Takes time with only two people therefore more volunteers advisable.	Low risk
Gritting pathways in winter	Movement of grit around the school grounds in order to grit the pathways which are icy or have been cleared of snow.	Caretaker	Occasional operation during winter months.	Supplies of grit are kept in the school boiler house and the caretaker fills a wheel barrow or bucket to move quantities around the site. A shovel is used to spread grit onto the pathways. Wear clothing appropriate for the conditions.	As the weather conditions may be poor when this task is undertaken the caretaker should make access points and pathways a priority and move to other areas only when absolutely necessary.	Adverse conditions make this a medium risk task. In extreme weather conditions the school will be closed.

Manual Handling Policy

ACTIVITY	WHAT THIS INVOLVES	WHO THIS INVOLVES	FREQUENCY	HOW THE TASK SHOULD BE PERFORMED	COMMENTS	RISK OUTCOME
Setting out and putting away lunch tables	Chairs and tables are moved out from store cupboards in the hall.	Kitchen staff, lunchbreak supervisors and lunchtime staff.	Daily	Tables should be slid out from the store cupboard and slid to their place in the hall. The table legs are then extended and the table upturned into position by 2 members of staff. Chairs are moved using chair trolleys in stacks of no more than 8 chairs. Staff remove a maximum of 2 chairs from the stack and position them at the tables. Reverse operation to put away.	There is a time pressure for both set up and tidy up. Ensure new LBSs are advised of safe practise.	Medium risk
Movement and handling of PE equipment	Setting out a variety of equipment and mats in the hall or apparatus in the playground.	PE coordinator has identified who can move sets of PE equipment (staff or pupils).	Daily	PE coordinator has identified who can move sets of PE equipment (staff or pupils). Details of procedures are kept by the PE coordinator and also displayed next to the relevant equipment.	Staff have received instruction during staff meetings on safe movement of PE equipment.	Low/medium risk.
Setting out chairs and benches for assembly	Chairs are moved out from a store cupboard in the hall. Benches are stored at the front and moved to the back of the hall.	Year 6 children.	Daily	Chairs are moved using chair trolleys in stacks of no more than 8 chairs. Children remove single chairs from the stack and position them as required. Benches are moved as for PE equipment. Reverse operation to put away.	Generally no more than 20 chairs are needed and the benches are moved when the hall is empty of all other children.	Low/Medium risk

Manual Handling Policy

ACTIVITY	WHAT THIS INVOLVES	WHO THIS INVOLVES	FREQUENCY	HOW THE TASK SHOULD BE PERFORMED	COMMENTS	RISK OUTCOME
Movement of musical instruments	Musical instruments are kept in the store cupboards for each area of the school. They are often used in that location but may be needed in other areas of the school.	Staff or pupils	Daily	Most instruments are moved by the caretaker into the designated room for a particular music lesson, unless destined for an alternative store location in the school. These items are carried by the caretaker or staff. Larger or awkward instruments (>10kg) should be moved by the caretaker or staff using a trolley or sack truck (in caretaker's cupboard).	Ensure all instruments are carried in a safe environment, e.g. it may be necessary to make more than one journey. Avoid moving instruments at busy corridor times. Doors may need to be wedged open to get trolleys through.	Low risk