

GILLINGSTOOL PRIMARY SCHOOL

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MANUAL HANDLING OF PUPILS POLICY

Signed ... 

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Date: March 2022

Signed 

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Rationale

Manual handling is undertaken in all schools and is defined as the transporting or supporting of a load and includes lifting, putting down, pushing, pulling, or carrying of same by hand or bodily force.

There is a requirement under the Health and Safety at Work Act to ensure the health and safety of persons at work and those affected by it whilst the Management of Health and Safety at Work regulations include requirements to risk assess work activities and appoint competent persons.

There is specific legislation, “The Manual Handling Operations at Work Regulations” which contains a specific requirement to risk assess ‘manual handling operations involving a risk of injury’ and there is the “Lifting Operations Lifting Equipment Regulations” which lay down specific requirements in respects of hoists.

The guidance below has been written by South Glos H&S Department with regard to these regulations.

GUIDANCE 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.

Action to be taken in School

Once there is an indication that a pupil may need manual handling assistance then school needs to assess what this may entail and how it can be managed to ensure the safety of the individual, staff involved and any other persons who may be affected by it The following is therefore advised

Step 1 – For any pupil there is indicated to be a need for manual handling assistance the Initial Assessment/Checklist form attached as appendix 1 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.

Step 2 – Complete the detailed assessment checklist attached as Appendix 2. 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

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

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 either will need to

move to step 5 or need to advise that it is not possible to meet the request as not possible to ensure the safety of the pupil, staff or other persons as appropriate.

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 3 for an example of a system of work. Once a system of work is drafted proceed to

Step 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. If staff training or instruction is identified as necessary proceed to Step 7, if not proceed to Step 8 c/o Integra H&S/ A-Z/Manual Handling/August 2017

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.

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. 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.

APPENDIX 1: MANUAL HANDLING PUPIL RISK ASSESSMENT

INITIAL ASSESSMENT/CHECKLIST

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
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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
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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
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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

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 _____

APPENDIX 2: MANUAL HANDLING IN PRACTICE - RISK ASSESSMENT FOR PUPILS

DETAILED 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 likely 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 affect 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 affect how the person can be lifted)	YES/NO
Skin Condition (Will affect 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.

1.3 – BEHAVIOUR: Need to establish if the pupil

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	
(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)	
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 _____

**APPENDIX 3: EXAMPLE
MANUAL HANDLING - SYSTEM OF WORK FOR
A PUPIL IN CLASS XX**

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. He 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 _____