



# Vale of Evesham School

'a specialist school for cognition and learning - enabling inclusion in the community'

## **Moving and Handling Policy**

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## **Introduction**

The Vale of Evesham School 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 moving and 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).

## **Aims**

The Vale of Evesham School aims to:

- Ensure the dignity and right to privacy of such children.
- Ensure full access to the curriculum and participation in the life of the school of children with disabilities.
- 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 and moving and handling plans.
- Ensure that every room where people work shall have sufficient floor area, height and unoccupied space for the purposes of health, safety and welfare.
- Ensure that employees recruited to carry out moving and handling tasks undertake the appropriate training.

- Ensure equipment provided is available for use, e.g. charged up, serviced, faults reported.
- Monitor all accidents and incidents and ensure they are entered in the school accident book and when appropriate and complete RIDDOR form.
- Implement and maintain work systems (handling plans) that are safe and without health risks.
- Make reasonable allowances for employees who become pregnant or develop a medical condition which may affect their ability to perform the required moving and handling tasks. Any person becoming unfit for the work must not return to it until the Occupational Health Unit deems them fit enough.
  - Allow the children to be as independent as possible and promote movement

**Children at the Vale of Evesham School will:**

- have their dignity and privacy protected at all times;
- 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 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 the Vale of Evesham 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.
- They will:

- wear appropriate clothing and shoes;
- 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 the school accident book and Riddor form
- 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).

<sup>1</sup>The 'employer' generally being the LA or the Headteacher and Governing Body

## **GUIDELINES FOR SAFE WORKING**

### **RISK ASSESSMENT**

- 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);

- so called emergencies are almost always foreseeable, therefore the risk of anyone having to lift a child should be minimal. 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. (See fire policy for evacuation of people who use wheelchairs.) Finding a child who has simply fallen on to the floor is not an emergency and should be planned for.

### **MOVING AND 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 Head teacher and Governing Body or other employer;
- 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;
- bearing in mind that there is no absolute safe weight it may be that two people are needed or the procedure should be mechanised;
- 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. This information should form part of the annual review meeting or discussed with parents at parent's evening. 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, physiotherapist, occupational therapist, moving and handling trainer 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. If you are unsure if you need an occupational therapist or a physiotherapist speak to the moving and handling trainer and they can advise you and which to seek for further assistance.

## **PRINCIPLES FOR SAFE HANDLING**

- inform the child what you are going to do using appropriate communication – (communication profile)
- 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

## **MONITORING AND REVIEWING**

The school or setting, through its management structure, must monitor and review, what it is doing to implement the Pupil Moving and Handling Policy to assess how effectively risks are being controlled.

### **Monitoring includes:**

- a) Making adequate routine inspections, learning walks and checks to ensure that preventive and protective measures identified in the pupil or young person's moving and handling plan are in place and effective.
- b) Ensuring that all personnel involved in the pupil or young person's moving and handling are adequately trained and given all relevant information.
- c) Identifying when a pupils or young person's moving and handling assessment is no longer valid and initiating the assistance of others
- d) Adequately investigating the immediate and underlying causes of incidents/accidents to ensure that remedial action taken and lessons learnt.

In all cases it is appropriate to record and analyse the results of a monitoring activity to identify any underlying trends that may not be apparent from looking at events in isolation.

### **Review involves:**

- a) Establishing priorities for necessary remedial actions that were discovered as a result of monitoring to ensure that suitable action is taken in good time and is completed.
- b) moving and handling policy will be reviewed every two years

c) Individual's moving and handling plans and risk assessments will be reviewed annually or if any changes occur.

### **ROLE OF THE MOVING AND HANDLING TRAINER**

- First port of call for any moving and handling issue
- Implement training for staff
- Keep a record of training
- Support class teachers when writing moving and handling plans and risk assessments
- Monitoring moving and handling plans
- Liaise with physiotherapists, occupational therapists and school nurse about moving and handling issues. Also liaise with Megan Baker House
- Help to implement physio programmes within class



## RISK ASSESSMENT

Risk Assessment Master is found on the server in –staff data, Information, Risk Assessments, Masters

They will be kept on the server in staff data, information, risk assessments, individual pupils, moving and handling risk assessments.

### EXAMPLE:

### Risk Assessment for the Moving and Handling of Pupils

<b>Name of Pupil:</b> Fahd Saeed		<b>DOB :</b>	
<b>LOAD (PUPIL)</b>			
<b>RISKS</b> Fahd is tall and heavy Fahd has some mobility does require support Fahd can be unpredictable – seizure Fahd can stop breathing and emergency procedures are required to get him to breathe again Danger of being dropped or falling Mickey peg / gastro Fahd is visual impaired		<b>CONTROL MEASURES</b> Familiar staff that know Fahd Use of classroom chair Appropriate communication and fore warning of what is about to happen Follow communication and care plans	
<b>TASKS</b>			
<b>RISKS</b> Transfer between equipment Facilitated walking Sit to lie and lie to sit Rolling Pushing classroom and wheel chair		<b>CONTROL MEASURES</b> Use of specialist equipment Hoist and sling, classroom chair, wheelie stool, up and down changing bed. Training and use of appropriate techniques Follow the moving and handling plan Use two people	
<b>WORKING ENVIRONMENT:</b>			
<b>RISKS</b> Other pieces of furniture and equipment in the room Wet floor Other children One sided changing bed Pushing up and down hill / ramp Pushing on the carpet Doors		<b>CONTROL MEASURES</b> Communication between staff Keep the classroom, bathroom and other areas tidy at all times Tell the other children using appropriate communication to stay out the way of moving and handling situations Appropriate levels of staff to support the other children Lower and raise the changing bed to appropriate height Lights on and well ventilated Other people to open doors and support with	

	ramp / steps where possible
<b>INDIVIDUAL CAPABILITY ( THE ADULT )</b>	
<b>RISKS</b> Height, strength, fitness, ability / cability, age, gender, pregnancy, experience, training, motivation, stress, fatigue, clothing.	<b>CONTROL MEASURES</b> Training only trained staff to carry out moving and handling Staff are able to say if they can't or don't want to carry out moving and handling tasks Moving and handling plan Take turns work in pairs
<b>Date Carried Out:</b> June 2012	<b>Date to be reviewed:</b> June 2013
<b>Risk Assessment carried out by:</b> Kelly Pearce	

## MOVING AND HANDLING PLAN

Moving and handling plan can be found in staff data, pupil information, masters. Also in the PMLD curriculum

A Moving and Handling plan should cover the range of activities where a person may require assistance with moving and handling. The plan should be easy to read and clearly state the control measures for moving and handling an individual. It should include specific equipment needed, techniques used, number of handlers required, sling attachment loops to be used and where applicable.

They will be kept in the individual pupils folder, with in their class folder in staff data, pupil information, and present pupils. There should also be an accessible copy in class to refer to.

## EXAMPLE

### Moving and Handling Plan

<b>Name:</b> Aliko Vlachos	<b>Year / Class:</b> Yr5 / 2KP
<b>Height:</b>	<b>Weight:</b>
<b>Date:</b> Jan 2012	<b>Review:</b> April 2012
<b>Written by:</b> Kelly Pearce	<b>Staff:</b> Ros Mills, Becky Shannon, Jayne Pullin, Jean Spencer, Julian Selby, Nicky Gregg, Rachel Evans, Wendy Cook, Laura Reynolds and Colleen Sparrow.

Transfers	Support required and method to be used	Equipment and Additional Notes
Into and out of wheelchair	Ensure that brakes are on and straps undone. One person to lift Aliko with hand place on the outside of her shoulders / upper arm.	Be aware that Aliko may have her feeding tube in

	<p>When going back into chair make sure that her bottom is all the way back if not get Aliki to push herself back; if Aliki needs support with this then tell aLiki to lean forward and push Aliki's knees with Flat hands.</p>	
<p>Sit to standing from classroom chair / bench / changing bed</p>	<p>Communicate to Aliki what you want her to do. Say "Aliki stand up" Allow plenty of processing time. Aliki will need to place her hands on the arm rests or other surface and that she has moved forward in the chair.</p> <p>Tell Aliki to do this but if she needs further support place one flat hand at her hip and one on her knee on the same side and guide her to one side and then place flat hands on the other knee and hip and guide in the opposite direct , repeat until her feet are on the ground. Encourage Aliki to lean forward.</p> <p>Aliki will often need support at her upper body. Place your hands around the outside of Aliki's shoulder to provide further support when she pushes up. To get her to push up say "Aliki big push" and allow her time to process and do this</p> <p>Aliki to go on therapy bench during snack time in class when she is strong enough. An adult may need to sit behind he but do not support her.</p>	<p>Aliki needs to be wearing her splints to do this.</p> <p>When transferring from her classroom chair ensure the chair is all the way down by lifting the lever at the back of the chair up and make sure that the foot plate is folded up and brakes on</p> <p>Adult to sit on wheelie stool</p>
<p>Standing to sitting in classroom chair / bench / changing bed</p>	<p>You will be supporting Aliki when she is standing by holding the outside of her shoulders / upper arms. To sit down ensure there is suitable seating behind her and then encourage Aliki to move forward and bend her knees and hips and lower herself into seat. Aliki to place hands on a surface or arm rests. Allow plenty of time for Aliki to process this and do as much as independently as possible</p> <p>Make sure that Aliki is sitting right back in the seat encourage Aliki to shuffle back if she is not fully back by supporting on the outside of her shoulder / upper arms and Aliki can shuffle back herself. If she needs more support then push her backwards at the knees with flat hands</p>	<p>Aliki needs to be wearing her splints to do this. When transferring to her classroom chair ensure the chair is all the way down by lifting the lever at the back of the chair up and make sure that the foot plate is folded up and brakes on</p> <p>Adult to sit on wheelie stool</p>
<p>Pivoting</p>	<p>When Aliki is standing with one adult supporting by holding the outside of her upper arms/ shoulders. Encourage ALiki to take a step in the direction you need her to pivot. A second adult may need to support by bending her knees and placing guiding the foot in the right direction.</p>	<p>Look into getting a turn table thing for floor</p> <p>Adult to sit on wheelie stool</p>
<p>Into standing frame</p>	<p>On adult to sit on wheelie stool or chair with Aliki on their lap with the waist band on.</p>	<p>Aliki needs to be wearing her splints to do this.</p>

	<p>Another adult to place Aliki's feet in the feet on the standing frame and strap them up.</p> <p>Tell Aliki to do a big push and she should stand up she will need guiding by holding the outside of her upper arms / shoulders.</p> <p>Then do the other straps up and check that Aliki is secure and comfortable</p> <p>Aliki to go in standing frame 2 x 20 mins a day</p>	<p>Make sure not attached to feeding tube</p> <p>Leckey standing frame and size 2 waist strap.</p>
Out of standing frame	<p>Adult to sit on a wheelie stool or chair behind Aliki and undo all the straps apart from her feet.</p> <p>Hold the outside of Aliki's upper arms / shoulders and guide her down on to their lap.</p> <p>Another person to undo the foot straps.</p>	
Into pony	<p>Aliki to stand as in sit to stand transfer with one adult supporting at her shoulders.</p> <p>Another adult to bend one of Aliki's legs at the knee and guide leg around the pony seat and they move the pony under Aliki. Do straps up and make sure that the back rest is on. Make sure that Aliki is comfortable and happy.</p> <p>To get out reverse the above.</p> <p>Aliki to go in the pony for 2 X 20 mins each day</p> <p>When Aliki is in her pony she can push up and is beginning to try an move around. One adult can direct and bend her legs at the knee and a walking motion to help.</p>	<p>Aliki needs to be wearing her splints to do this.</p> <p>Make sure not attached to feeding tube</p> <p>Pony and back rest</p>
Toileting	<p>Bridging – Aliki can bridge independently. Say Aliki bridge and allow time for her to process and do this independently.</p> <p>Rolling – Aliki can roll independently allow plenty of time. On days that she needs more support get Aliki to look in the direction she needs to roll and then with flat hands on her shoulder and a bent knee guide her over.</p>	
Jacuzzi	Aliki should be hoisted and out of the Jacuzzi	Aliki's named sling
Trampoline	One person lift on to and off the trampoline	Keep reviewing may need to hoist if a hoist high enough
Facilitated walking	One adult to support Aliki into standing as above then another person behind Aliki kneeling on the floor to guide and support her with bending her legs at the knee and moving them forward in a walking motion	Only when Aliki is strong enough and staff are happy to do this.
Standing to sitting on floor	Aliki will be supported in standing by an adult holding the outside of her shoulders / upper arms. This adult can continue to support and bring her upper body forward and lower while Aliki bends her hips and	

	knees	
Lying to sit	Aliki can do this independently. Tell her hands down and big push and she will put her hands on the floor by her shoulders and can push herself up to sitting	
Into swimming pool	Aliki should be hoisted in and out of the pool with the changing bed hoist supported by the swimming pool staff	