



# **St. Nicholas School Canterbury**

<b>Policy Created</b>	<b>July 2025</b>
<b>Governing Body Committee</b>	<b>FGB</b>
<b>SLT responsibility</b>	<b>Stephen King</b>
<b>Date Reviewed by Governing Body</b>	<b>1/12/2025</b>
<b>Date of Next Review</b>	<b>July 2026</b>

## **MOVING AND HANDLING POLICY (including pupil and staff risk assessments).**

### **STATEMENT**

St Nicholas school is committed to meeting the educational, therapeutic, developmental and care needs of pupils who need assistance to move.

St Nicholas School recognises that many pupils in the school need a highly differentiated curriculum to meet their learning needs, and to ensure inclusive practice. For some pupils this will involve the need for moving and handling procedures. However, it is also recognised that the moving and handling involved in meeting the needs of pupils with disabilities has the potential to cause injury to pupils and staff.

The school will therefore work in partnership with parents and with other agencies involved in delivering care, to promote safer handling procedures and environments, accommodating the need for the encouragement of maximum independence whilst protecting the health and safety of all.

The school will work within the legislative framework, guidance and professional standards of good practice.

### **DEFINITIONS**

Manual Handling operations means any transporting or supporting of a load (including the lifting, putting down, pushing, pulling or carrying or moving thereof) by hand or by bodily force.

A load constitutes anything which is moveable e.g. object, or person.

## **POLICY INTO PRACTICE**

### **ROLES AND RESPONSIBILITIES**

#### **GOVERNORS**

The Governors, acting as representatives of the employers i.e. the LA, must ensure that employees avoid manual handling operations where reasonably practicable and must consider whether the load must be moved at all. If it must be moved then consideration for use of mechanical means must be considered i.e. a hoist

Therefore the governing body will ensure a Moving and Handling Policy is adopted and monitored.

#### **HEADTEACHER**

The Headteacher will:

- Ensure that a strategy for safer handling is developed
- Identify personnel responsible for risk assessment and training
- Ensure resources are made available to allow implementation of the policy
- Ensure applicants for positions involving moving and handling have appropriate fitness.

**MOVING AND HANDLING COORDINATOR** – Stephen King, Deputy Head Teacher.

The school Moving and Handling Coordinator will:

- Have attended relevant training for managers of staff involved in moving and handling.

- Assist the Extended Leadership Team and Governors with the implementation of a strategy for safer load handling – child, adult and inanimate objects.
- Liaise with and support link workers in school
- Ensure an appropriate training plan is developed
- Identify staff who are trained in moving and handling with children
- Purchase appropriate equipment, seeking external funding where appropriate
- Carry out audits of handling in school
- Liaise with Occupational Health Services where there are concerns about the health and fitness of staff
- Liaise with the LA Health & Safety Personnel, Public Health England and / or the Health & Safety Executive
- Ensure that all equipment used with a child is appropriate to the child's needs and has been agreed to by the parents or carers and, if possible, the child.
- Ensure that sufficient written guidance/procedures documents are available to staff involved in handling
- Ensure new and updated information is made available to all staff.

**MOVING AND HANDLING TRAINERS** (Edge Child Handling and Risk Assessment Trainers) – Stephen King (Deputy Head Teacher), David Jenner and Lorna Sullivan (Assistant Headteachers), Caroline Bennett and Tina Sheldrick (Cedar Pathway Leadership), with Charlotte Wiffen (EYFS) and Amy Hawkins (Willow Pathway). Future Moving and Handling Trainer – Cassy Revella (6<sup>th</sup> Form)

The school Moving and Handling Trainer will:

- Be required to have attended a recognized training programme prior to training staff at school. Current training service provider is Edge Services.
- Be responsible for providing training in accordance with current regulations and advice given from LA.
- Ensure all staff are aware of unsafe and illegal lifting practices, when handling clients, children or inanimate objects.
- Ensure all staff are aware of appropriate clothing, footwear and jewellery.
- Plan, deliver and evaluate moving and handling training programmes within their own schools and as required on behalf of the LA
- Liaise with the authority moving and handling coordinator

**LINK WORKERS** – Paediatric OT & Physios and NHS-funded Continuing Health Care workers.

Link workers will assist the Moving and Handling Coordinator with the following duties:

- Carry out risk assessments according to East Kent Hospitals NHS Trust guidelines
- Sign up to the risk assessments carried out by the school risk assessor
- Support staff in implementing safer handling procedures
- Act as a specialist advisory resource for moving and handling
- Follow and demonstrate 'safe' practice to school colleagues.

## **ALL HANDLERS - STAFF AND VOLUNTEERS**

All staff, as employees, will

- Take all reasonable steps to ensure their own safety and that of others
- Participate in appropriate moving and handling techniques, only if authorized and trained.
- Co-operate with training and guidance provided

- Remove hazards where possible and report those which cannot be removed
- Use equipment only if training has been provided
- Be aware of time required to make moving safe and develop an understanding for the need for forward planning.
- Report all accidents
- Be aware of their own limitations and inform the Moving and Handling Coordinator of any circumstances that may alter their ability to perform manual handling tasks.
- Be aware that mutual support exists and is necessary to reduce risk.

## **APPROPRIATE ATTIRE**

All handlers will be trained and therefore should be aware and take responsibility for appropriate attire, namely:

- Clothing should be worn so that it does not become caught in wheelchairs, hoists or under wearers own feet.
- Shoes should be low heeled and have back support. Open toed sandals are not recommended and if worn are at wearer's own risk.
- Jewellery is not recommended and, is also worn at wearers own risk. Jewellery should not have sharp edges and be liable to get caught on equipment or other persons.

This is appropriate to both the training situation and daily practice (see Staff Code of Conduct).

In ensuring safe practice, staff are trained in the use of the principles of efficient human movement:

Principle 1 – Use of Centre of Gravity

Principle 2 – Keep Stable – Use the Base of Support

Principle 3 – Avoid Tension and Keep External Levels Short

## **THE CHILD**

Handlers should:

- Be aware of a child's medical and physical condition
- Be aware of a child's feelings at any one time.
- Be aware of a child's dignity and Human Rights

## **EQUIPMENT**

Equipment provided to carry out moving and handling actions in the workplace must be:

- Fit for the purpose
- Available in sufficient quantity
- Maintained in good working order
- Cleaned in accordance with best practice to avoid cross-infection

Advice on the purchase or loan of suitable equipment may be sought from Physiotherapists or Occupational Therapists working with individual children; Advisory Teachers for Pupils with Sensory Loss or Physical Disability or the Moving and Handling Advisor and Trainers.

Manual handling equipment must be provided in circumstances where it has been assessed by a competent assessor to be the most appropriate and reasonably practicable method to reduce manual handling risks to acceptable levels.

The Health and Safety Executive have issued regulations that apply to the use and maintenance of

equipment provided for use in the workplace.

NB: It is the duty of all staff members to report any Health & Safety / Moving & Handling concerns over staff practice or equipment provided as pupil and staff safety are our school's highest priority.

### **PROVISION & USE OF WORK EQUIPMENT REGULATIONS 1998 ("PUWER '98")**

These regulations specify requirements of the employer to ensure that all equipment provided for use at work is:

- Suitable for the intended use
- Maintained in a safe condition so that people's health and safety is not at risk
- Inspected in certain circumstances to ensure that it is and continues to be safe for use. Inspection must be by a competent person and a record must be kept

### **LIFTING OPERATIONS & LIFTING EQUIPMENT REGULATIONS 1998 (LOLER '98)**

In addition to PUWER above, these are further requirements to maintain the safety of lifting equipment – i.e.: hoists, slings and adjustable height furniture; in particular these regulations specify the time scale for maintenance:

- Equipment for lifting persons that may be exposed to conditions causing deterioration is inspected and maintained at six monthly intervals and a record kept of the inspection
- Employees should be trained in use of equipment and in pre-use checks
- Maintenance of equipment within the school must comply with the standards set out within these regulations. Maintenance must be carried out by a suitably qualified person, which may be organised directly by the establishment or be on a central service contract.

### **MODIFICATIONS TO BUILDINGS**

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act (1995) to introduce new duties on Local Education Authorities and Schools in relation to pupils with a disability. As part of these duties LEAs and Schools in England are required to start formulating strategies and plans with regard to increasing accessibility to schools and to have written plans in place by April 2003.

Planning for accessibility will consider not only the teaching and learning curriculum but also the wider curriculum of participation in, leisure, sporting and cultural activities and school visits. In many cases the provision made for pupils with a physical disability to access schools and the school curriculum will have manual handling implications. In such instances risk assessment and planning to implement appropriate control measures must be carried out to reduce manual handling risks to acceptable levels and ensure safe accessibility for pupils and staff.

## **ARRANGEMENTS FOR IMPLEMENTATION OF THE POLICY**

### **RISK ASSESSMENT**

The risk assessment is used to identify manual handling hazards and required control measures using the **ELITE** assessment – Environment, Load, Individual capability, Task & Equipment available to support the task. The Manual Handling Operations Regulations (1992) states that any organisation that requires its staff to carry out moving and handling tasks at work must:

- **Avoid** manual handling operations involving a risk of injury, so far as is reasonably practicable.
- **Assess** such tasks that cannot be avoided. The assessment must be conducted by a competent person and use an ergonomic approach – taking into account the task, the load, the working environment and

the individual capacities of those carrying out the tasks. The assessment should be recorded and readily available.

- **Reduce** the risks identified in the assessment to the lowest level that is reasonably practicable using appropriate control measures.
- **Review** the whole risk assessment process to ensure that safe practice is repeated, embedded, planned for and lessons are learnt from when or if things go wrong.

### THE THREE AREAS OF RISK ASSESSMENT ARE

- **Generic risk assessment** covering the whole school or office together with any locations visited by staff outside these sites as part of their duties. A generic assessment must be completed at least annually and more frequently should significant changes in equipment, work place or staffing occur. This includes transfers on / off minibuses and other transfers, class-based journeys off-site, RAs for individual satellite provisions and the areas of the school playground.
- **Pupil risk assessment** to be completed for every pupil whose management requires staff to participate in moving and handling tasks including use of the hydro pool and / or trampoline. A pupil risk assessment and handling plan will be completed for each pupil on admission and will be reviewed six-monthly or more frequently if required.
- **Individual staff capability risk assessment** to be completed for any member of staff whose capacity for moving and handling at work may be impaired. This also applies to staff well-being plans where their disclosed mental Health needs or condition may impact on their capacity to work in a safe and effective manner.

### IN ADDITION

- The link worker shall ensure that the assessment takes account of the views of the pupil and parents and also is carried out in consultation with any personnel directly involved with the pupil (e.g. therapists, TAs, Class Teachers etc)
- Assessments will be shared with other agencies as appropriate e.g. on transfer, within the procedures for protecting the confidentiality of information.
- The Forest School handbook describes all the moving, handling, health and safety risks at the Ross Woods site.

### FALL MANAGEMENT

#### *The Falling Child / Young Adult*

Some children/young adults are at a higher risk for falling. This has the potential to cause a severe injury to both the child/young adult and the member(s) of staff who attempt to 'catch' the individual. Consequently, St. Nicholas School advise all employees that if the individual is falling and cannot be persuaded to stand, or be re-directed to a seated/lying position, the member of staff will make an immediate decision whether it is safe to assist them to the floor by conducting a 'controlled descent'. This will involve:

- relaxing their hold of the child/young adult or taking a relaxed hold of the child/young adult around the trunk area.
- moving behind the child/young adult, taking one/two steps back to maintain stability and a stable foot position.
- allowing the child/young adult to slide down their body to the floor whilst maintaining an upright position.
- moving the child/young adult into a 'recovery position' once on the floor if it is deemed appropriate to do

so.

NB: Staff will have only been shown the “controlled descent” technique via training videos. They must make a dynamic risk assessment at the time as to whether they feel safe, competent and confident to do so given the events / environment at the time, and individual involved. If they do not feel safe, confident or competent to do so, the member of staff must make the immediate area as safe as possible for the child/young adult to descend to the floor but with no physical intervention and help provide support for them once the individual is safe.

### **MONITORING OF MANUAL HANDLING ACCIDENTS AND INCIDENTS**

Any manual handling injury or incident that occurs at work must be recorded and reported as soon as possible. Any required remedial action to prevent a similar injury or incident must be undertaken immediately or warning signs put in place to reduce the risk of further incident.

Incident report forms (HS 157 – plus form F2508 for reporting under RIDDOR) must be completed in all cases and sent to the local Area Office. Serious accidents at work must also be reported immediately and directly to the Health and Safety Executive under the RIDDOR regulations; with a copy to the Education and Libraries Health and Safety Department:

### **REPORTING OF INJURIES, DISEASES & DANGEROUS OCCURRENCES REGS (RIDDOR) 1995**

The employer is required to report to the Health and Safety Executive in the following circumstances:

- Death or major injury (e.g. fractures, dislocation, amputation, loss of sight, unconsciousness)
- Injury occurring at work and lasting more than three consecutive days (including days that they would not normally work)
- Disease or Dangerous occurrence (e.g. failure of mechanical equipment)

Accidents and incidents occurring singly or in a series will indicate hazards in the workplace with insufficient control measures to manage or reduce the level of risk. Serious or repeated lesser incidents or “near misses” should trigger either a review of the risk assessment or a full investigation by the Headteacher, with assistance from the Health and Safety Department if required.

Further information on the reporting of accidents and incidents is available from the Health and Safety Framework, Section 7 and the school's KCC Accident Book.

### **TRAINING**

- All staff involved in moving and handling of pupils will receive induction training (within the first term of their appointment)
- All staff will receive regular refresher training annually as near as possible to the anniversary of their initial training.
- All link workers and trainers will have access to appropriate training courses and regular update training.
- If there is a change to a pupil, staff, site, provision or regular off-site risk assessment then additional training around the specifics of the change, new risks and Risk Assessment as a whole.

### **HANDLING ENVIRONMENTS**

Modification to school buildings to improve accessibility for existing or potential pupils can reduce the risk of manual handling injury by removing or modifying environmental hazards.

- Handling environments will be audited as part of the risk assessment process.
- Improvements to handling environments will be prioritised and decisions made about fund allocation by the SMT and Governors.

Recommendations through the Schools Access Initiative or through the Accessibility planning process are co-ordinated through District Schools Officers and District Development Officers. Advice on modifications for particular pupils can be made by Occupational Therapists working with the pupil.

## **RECORDS**

- Copies of pupils handling risk assessments and handling plans will be held centrally on the school MIS system with a copy held in the classroom and signed by all staff / parents involved, with a copy remaining with the Moving and Handling Coordinator and signed off by SLT.
- Training records will be retained by the school office on the MIS
- Establishment assessments are held by the Moving and Handling Coordinator on the school's secure cloud server.
- Staff Capacity risk assessments are held on the school's secure cloud server, with paper copies provided to the individual involved and held on the staff member's personnel file.

## **EQUIPMENT MAINTENANCE**

- Hoists will be inspected six monthly by a registered inspector for equipment.
- Minibus lifts will be inspected six monthly.
- Other handling equipment will be inspected as part of the Establishment Assessment or bough in service level agreement (symmetrikit).

## **AUDIT ARRANGEMENTS**

- The policy shall be reviewed annually.
- The establishment audit will take place annually.
- Generic Risk Assessments will be reviewed annually or when there is a change.
- Individual risk assessments will be reviewed at each child's termly discussion meeting or if there is a change.
- Staff capacity risk assessments will be reviewed annually or when there is a change.

## **MONITORING AND REVIEW**

This policy will be monitored on a yearly basis by the Senior Leadership Team to keep up to date with any adjustments to the pupil timetable, statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

## **EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT**

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;
- Foster good relations, and create effective partnership with all sections of the community;



- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.

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St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

## **RISK ASSESSMENTS**

### **GENERIC RISK ASSESSMENT**

The generic risk assessment for manual handling is designed to identify manual handling hazards in the workplace and quantify the associated risks. Information is gathered in the first sections in order to select reasonably practicable and appropriate control measures – which are then listed in the action plan. The questions posed are not an exhaustive list – each assessor should include factors which may be particular to their own workplace. In cases where the required action may take some time to fund and implement it may be necessary to also specify short term control measures in order to reduce risks to acceptable levels.

**The assessment follows the ELITE formula:**

**E(nvironment):** Constraints due to environmental features or available space.

**L(oads):** The particular needs of the student group and the level of object handling required.

**I(ndividual capabilities):** The levels of staff expertise and training (techniques and equipment) and the requirement for individual assessments.

*Cross refer with the register of staff at risk from manual handling at work.*

**T(asks):** All moving and handling tasks of animate or inanimate loads within the school or office.

**E(quipment)** The quantity and suitability of current moving and handling equipment.

*Cross refer with the register of Manual Handling Equipment*

Some information may be duplicated between the generic risk assessment and individual student or staff member assessments. In such cases cross reference should be made between the documents.

Name of School			
Address of School			
Assessor(s) & Job Titles			
Name		Name	
Job Title		Job Title	
Date of Assessment		Date of Review	

Section one – tasks	Give details of occasions and frequency
Do current handling tasks require bearing the full body weights of students or any load at the limit of weight handling guidelines (using one or more staff)?	
Are specific tasks required for planned emergency situations (e.g. fire evacuation or medication during a seizure)?	
Do tasks require holding or moving loads at a distance away from the body, particularly from the floor or reaching high?	
Do any tasks require excessive pushing/pulling, particularly in confined spaces (e.g.: corridors)?	
Do any tasks require a high frequency of repetition within a short period of time (e.g. assisting a large number of children)	
Do tasks carried out in community locations cause particular difficulties e.g. when swimming, riding etc?	
Review the accident log book for moving and handling incidents – have all contributing hazards been identified and moderated?	
Additional notes (use for particular issues within the school, or tasks that are commonly reported as difficult):	

<u>Indicate the level of risk due to the current task factors</u> (Refer to guidance notes for calculation of risk severity and likelihood)			
Risk score and classification (circle as applicable for the factors above)	high	medium	low
	<i>NB. High or medium levels of risk require completion of the action plan (identifying steps to reduce the level of risk)</i>		
<u>Section two – Individual Capabilities</u>	Teaching staff	Teaching or Welfare Assistants	Other staff (specify)

Number of staff registered as being at risk of manual handling injury at work			
Number of staff who are currently waiting for (i.e.: require) moving and handling training – either initial or for annual update			
	yes	no	
Have all staff who carry out moving and handling tasks received on-site training/supervision on the safe use of equipment and techniques in their workplace (as detailed in current care plans)			
Do any members of staff require personal risk assessments for health reasons?			
Do any tasks require unusual strength or capability – or might pose a threat to those who may be pregnant or suffer from musculo-skeletal injuries			
Additional notes:			

Indicate the level of risk due to the current Individual factors (Refer to guidance notes for calculation of risk severity and likelihood)			
Risk score and classification (circle as applicable for the factors above)	high	medium	low
	<i>NB. High or medium levels of risk require completion of the action plan (identifying steps to reduce the level of risk)</i>		

Section three - Loads	none	> 5	5 - 10	<10
How many students require moving and handling support to facilitate their mobility or primary care?				

How many students have additional difficulties that may influence safe manual handling such as communication difficulties, sensory loss or challenging behaviours?				
Do all students requiring assistance have accurate, up-to-date and accessible care plans? (circle)	Yes		no	
	Give details, eg: significant, moderate, low			
What level of lifting, carrying, pushing or pulling of objects is required in school e.g. teaching materials, stores, pushing wheelchairs, loading vehicles? (Include tasks that may be carried out by a caretaker or kitchen/domestic staff and consider any wheeled trolleys that may be provided)				
What level of tasks require handling loads that are inherently difficult to move, e.g. hot, heavy, unstable, sharp, unwieldy?				
Additional notes:				

<u>Indicate the level of risk due to the current Load factors</u> (Refer to guidance notes for calculation of risk severity and likelihood)			
Risk score and classification (circle as applicable for the factors above)	high	medium	low
	<i>NB. High or medium levels of risk require completion of the action plan (identifying steps to reduce the level of risk)</i>		

<u>Section four – Environment</u>	Give details of location (bathroom/teaching area/community location etc.)
Does lack of space constrain safe postures or suitable equipment?	

Are any of the floor areas uneven or slippery?			
Are there any areas where steps or stairs give rise to manual handling risks?			
Is the environment modified to enable students to be as self-managing as possible – grab rails, handling aids etc?			
Is the environmental lighting, ambient temperature and ventilation suitable for handling tasks?			
Are there currently any plans for alterations to the school building in order to improve accessibility for all students to the whole school curriculum? (circle)	yes underway	already yes as part of the accessibility plan	no
Give additional details, e.g. where there are several relevant bathroom/toilet areas			

Indicate the level of risk due to the current Environment factors (Refer to guidance notes for calculation of risk severity and likelihood)			
Risk score and classification (circle as applicable for the factors above)	high	medium	low
	<i>NB. High or medium levels of risk require completion of the action plan (identifying steps to reduce the level of risk)</i>		

Section five – Equipment	<u>yes</u>	<u>no</u>	<u>comments</u>
Is there sufficient handling equipment and mechanical lifting aids to meet moving and handling tasks without long periods waiting for equipment?			
Is the current equipment suitable for all required tasks?			

Is equipment available in all situations – e.g. all areas of the school used by students and on school trips or regular visits to community sites (e.g. swimming pools)			
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.)?			
Additional notes:			

<u>Indicate the level of risk due to the current Equipment factors</u> (Refer to guidance notes for calculation of risk severity and likelihood)			
Risk score and classification (circle as applicable for the factors above)	high	medium	low
	<i>NB. High or medium levels of risk require completion of the action plan (identifying steps to reduce the level of risk)</i>		

## **RISK ASSESSMENT FOR INDIVIDUAL STUDENTS**

Name of Student		Date of birth	
School			
Assessor(s)			
Assessment date		Review date	

### **PERSONAL PROFILE**

Height		Weight	
Body build (circle as relevant):			
Tall / Average / Below average		Obese / Average / Below average	

Summary of medical condition (at time of assessment):

Diagnosis		
Vision/Hearing		
Communication		
	yes/no	Comments
Epilepsy		
Fragility		
Altered muscle tone		
Pain/stiffness		
Delicate skin		
Fractures		

Comprehension and compliance:

Tick as appropriate or give relevant information			
Understanding as age		Co-operative	
Limited understanding		Unco-operative	
Unknown		unpredictable	

Mobility:

Wheelchair user		Able to roll independently	
Self propelling in chair – may need assistance on steps etc.		Ambulant student	
Assistance required all or most of the time		Mostly walks independently (with or without aids)	
Able to stand for transfer		Assistance required all or most of the time when walking	
Requires hoist for transfer		Assistance in the bathroom	
Head control /sitting balance		History of falling	



## Risk Evaluation and Action Plan

Section one – Tasks		Specify tasks and frequency		
Do current handling tasks require bearing the full weight of the student (one or two staff)?				
Do tasks require assisting the student away from the body or on the floor?				
Do any tasks require prolonged or repetitive handling particularly in poor postures?				
Indicate the level of risk due to the current <b>task</b> factors				
Risk classification (severity x likelihood) Circle one category	High	Medium	Low	

Section two – Individual capability			
Are all members of staff who assist the student fully trained in handling techniques and relevant equipment?			
Do any staff members require individual assessments?			
Do any tasks require unusual strength or capability?			
Indicate the level of risk due to the current <b>individual</b> factors			
Risk classification (severity x likelihood) Circle one category	High	Medium	Low

Section three – Load (student)			
Does the student have unpredictable movement or behaviour patterns?			
Is the student particularly vulnerable to injury during handling procedures?			
Is the students' ability subject to variability – if tired or unwell?			
Indicate the level of risk due to the current <b>load</b> factors			
Risk classification (severity x likelihood) Circle one category	High	Medium	Low

Section four – Environment and Equipment	
Does lack of space constrain posture or suitable equipment for any tasks?	
Are any of the floors slippery, sloping, stepped or uneven?	

Is the current equipment provision suitable and adequate?			
Is the environment adapted for self-management by the pupil (e.g. grab rails)			
Indicate the level of risk due to the current <b><i>environment and equipment</i></b> factors			
Risk classification (severity x likelihood) Circle one category	High	Medium	Low

## ACTION PLAN

### GUIDELINES AND CARE PLAN

List equipment and techniques used to assist the student

Task	No. staff and equipment	Method to minimise risk (include role of student)	Notes / changes
Moving from sitting to standing			
Assisted walking			
Steps/stairs (include fire evacuation)			
Transfers to toilet or shower chair			
Use of comm. facilities swim, ride			
Up and down from the floor			
Use of equip: trikes standing frame etc.			
Assisted changing for PE			
Rolling onto side or onto tummy			
Access to vehicles plus restraint systems			

	Identified risk factors	Objective/Action (with person responsible) include short term measures and long term planning	Target date and completion date
E Q U I P M E N T  T R A I N I N G  G U I D E L I N E S  O T H E R			

## RISK ASSESSMENT FOR REDUCED HANDLING CAPACITY (STAFF)

Name		Job title	
Date of assessment		Date of review	
Name of Assessor		Job title (assessor)	
Reason and predicted duration of reduced handling capability:			
Handling tasks that entail significant manual handling risks in these circumstances (cross refer to load handling guidelines):			
Acceptable handling tasks (cross refer to load handling guidelines):			
Further action required/planned (e.g. additional resources, amendments to guidelines):			
Staff group to be informed:	Yes/no	Date staff group informed:	
Further medical opinion required:	Yes/no	Referral to Occupational Health	Yes/no

Signature of Staff Member: ..... Date: .....

Signature of Manager: ..... Date: .....

**Appendix 4**