

## PUPIL MOVING AND HANDLING RISK ASSESSMENT FORM

<b>Name:</b>	<b>D.O.B.</b>
<b>School:</b>	<b>Date of assessment:</b>
<b>Weight:</b>	<b>Height:     cm</b>

**Risk Rating See risk assessment grid within risk matrix**

<b>High</b>	
<b>Medium</b>	
<b>Low</b>	

**Physical difficulties**

### SPECIFIC ASSESSMENT

1. Can the pupil stand for him/herself?	Yes	No
2. Can the pupil walk by him/herself?	Yes	No
3. Can the pupil move in and out of a chair?	Yes	No
4. Can the pupil get on and off a bed by him/herself?	Yes	No
5. Can the pupil get on and off the toilet by him/herself?	Yes	No
6. Can the pupil roll over by him/herself?	Yes	No

**If you have answered NO to any of these questions, please complete the Risk Assessment / Manual Handling sheets that follow - pages 2 to 7.**

## Risk Matrix

**Note: You must assess each risk against the likelihood of an incident occurring and should it happen the severity of the consequences.**

**Review of Risk Assessments: - you must review your risk assessments in the following three circumstances:**

- In accordance with the specified review period and/or
- As a result of change, and/or
- Following an incident

### LIKELIHOOD

Taking into account the controls in place and their adequacy, how likely is it that such an incident should occur? Apply a score according to the following scale:

Level	Descriptor	Description
5	<b>Almost certain</b>	Likely to occur on many occasions, a persistent issue
4	<b>Likely</b>	Will probably occur but it is not a persistent issue
3	<b>Possible</b>	May occur occasionally
2	<b>Unlikely</b>	Do not expect it to happen but it is possible
1	<b>Rare</b>	Can't believe that this will ever happen

### SEVERITY

Taking into account the controls in place and their adequacy, how severe would the consequences be of such an incident? Apply a score according to the following scale:

Level	Descriptor	Actual or Potential Impact on Individual(s)	Actual or Potential Impact on Authority
5	<b>Catastrophic</b>	<b>Death</b>	<b>National adverse publicity HSE investigation. Litigation expected/certain</b>
4	<b>Major</b>	<b>Permanent Injury</b> eg, RIDDOR reportable/ill health, retirement/redeployment	<b>RIDDOR reportable Long term sickness Litigation expected/certain</b>
3	<b>Moderate</b>	<b>Semi-Permanent Injury/Damage:</b> eg injury that takes up to one year to resolve or requires Occupational Health/rehabilitation	<b>RIDDOR reportable. Long term sickness. Litigation possible but not certain</b>
2	<b>Minor</b>	<b>Short term Injury/damage:</b> eg, injury that has been resolved within one month	<b>Minimal risk to Council. Short term sickness Litigation unlikely</b>
1	<b>Insignificant</b>	<b>No Injury or adverse outcome</b>	<b>No risk to Council Litigation remote</b>

**RISK SCORE / ACTION TO BE TAKEN: (Likelihood level x Severity level)**

		Severity				
		1	2	3	4	5
Likelihood	5					
	4					
	3					
	2					
	1					

KEY	
	High
	Medium/Further action required
	Low

## A. THE PUPIL

1. Is the pupil difficult to handle? If "yes" is this due to	Yes	No
a) size	Yes	No
b) weight	Yes	No
c) shape	Yes	No
d) unpredictable physical movements	Yes	No
e) unpredictable behaviour?	Yes	No
2. Is the pupil unable or unwilling to assist with the manoeuvre?	Yes	No
3. Is this due to		
a) pain,	Yes	No
b) fatigue	Yes	No
c) weakness	Yes	No
d) stiffness	Yes	No
e) anxiety	Yes	No
f) behaviour problems	Yes	No
g) lack of understanding	Yes	No

## COMMUNICATION

1. What is the pupil's method of communication?		
2. Does all staff understand this?	Yes	No
3. Is the pupil aware of procedures for moving and handling?	Yes	No

**Remember: children first. Are their wishes being taken into consideration?**

This Risk Assessment **must be reviewed** if there are **significant** changes to any of the following:

- a) weight
- b) height
- c) equipment being used
- d) physical / cognitive factors
- e) Personnel.

## B. THE ENVIRONMENT

Environment issues - implications for equipment / equipment presently used.

Is the equipment fit for the task?                      Yes                      No

Classroom	
Toilet	
Transport	
Playground	
Dining room	
Specialised area, e.g. gym	
Swimming	
Mini-bus	
Outings / school trips	

1. Does lack of space inhibit / prevent good working posture due to		
a) size or height of desk	Yes	No
b) work area	Yes	No
c) obstructive furniture	Yes	No
d) room size	Yes	No
e) other pupils?	Yes	No
2. Are there irregular, slippery or cluttered floors?	Yes	No
3. Do poor lighting conditions affect safety?	Yes	No
4. Does handler's clothing impede the use of safe techniques?	Yes	No
5. Is handling equipment inaccessible?	Yes	No
6. Are there hot/cold/humid conditions?	Yes	No

## C. SUPPORT STAFF

### Individual capability

1. Does the task put at risk handlers who	Yes	No
a) Are pregnant?	Yes	No
Has the pregnant worker been risk-assessed?		
b) Have existing medical conditions?	Yes	No
2. Has the carer/s had any training in manual handling techniques?	Yes	No
If "yes" give details including dates.		

## D. TASK

1. Is it absolutely necessary to perform a manual-handling manoeuvre?	Yes	No
3. Does the task involve excessive		
a) lifting or lowering distances?	Yes	No
b) carrying distances?	Yes	No
c) pushing or pulling of the person (including a hoist)?	Yes	No
d) twisting?	Yes	No
e) stooping?	Yes	? No
f) reaching upwards?	Yes	No
3. Are these postures sustained for lengthy periods?	Yes	No
4. Is the pupil held away from the handler's body?	Yes	No
5. Is there a risk that the pupil will move suddenly?	Yes	No
6. Is there sufficient recovery time between carrying out the tasks / manoeuvres?	Yes	No
7. Does the task involve the use of mechanical handling equipment or any aids?	Yes	No
8. How many handlers does the task require?		

If the answer to any of these questions is "yes" move to P5

Moving and Handling Instructions Form for \_\_\_\_\_

***EQUIPMENT***

ASSISTANCE NEEDED WITH WHICH TASK	HOW OFTEN	NO OF STAFF	EQUIPMENT NEEDED	MOVING & HANDLING INSTRUCTIONS	SIGNATURE OF RISK ASSESSOR	REVIEW DATE
Headteacher			OT	List staff who have been trained		
Class teacher			Physio			
Parent/carer			Date			

## REMEDIAL ACTION

What remedial steps should be taken, in order of priority?

Issue identified	Action required	Who by?	When by?
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

REVIEW DATE:

## Guidance on completing Moving & Handling Risk Assessment form

These notes are intended to help you to complete the Moving and Handling Risk Assessment form. They are not exhaustive and need to be used in conjunction with existing Health & Safety documents and guidance. Most of the form should be self-explanatory.

- Before you start :
- 

Familiarise yourself with guidelines from:  
Health & Safety at Work etc. Act 1974  
Manual Handling Operations Regulations 1992  
(See attached summaries).

Also refer to Manual Handling Guidance to Schools (Suffolk CC)

- Page 1.

### Weight /Height.

It is essential to know the pupil's weight and height because the Manual Handling regulations provide guideline figures, which state;

- that no pupil over the weight of 22.2 kg (3st. 7lb) may be manually lifted (except in emergency or life-threatening situations.)
- that 1 person may lift up to a maximum of 16.6 kg
- that 2 females may lift up to a maximum of 22.2 kg

These weights do not apply if the pupil is partially weight bearing with their weight being partially taken by themselves or by a piece of equipment.

### Physical difficulties

This might include a description of the medical diagnosis together with any implications which may result from the pupil's physical disability.

- Page 5 - Moving & Handling Instructions form

Signatures should include those of people completing the form as well as those who have contributed to the assessment or been consulted about its contents. These are likely to include a Physiotherapist and/or Occupational Therapist.

- Page 6 - Remedial Action

After completing the assessment specific issues may have been identified which require further action. These should be summarised in priority order together with names of people responsible and time-scales involved.

- Any enquiries about this form or its completion should be addressed to:

## The Law and Employment

### **The Health and Safety at Work etc. Act 1974**

#### Aims

1. Secure health, safety and welfare of people at work.
2. Protect people other than those at work against risks to their health and safety arising from work activities.
3. Control and keeping and use of dangerous substances.
4. Control the release into the atmosphere of noxious and offensive substances.

#### **The Act imposes duties on: -**

- a. The employer: To ensure as far as is reasonably practicable the health and welfare at work of all their employees.
- b. The employee: To take reasonable care for health and safety of themselves and others who may be affected by what they do. To co-operate with the employer and use equipment appropriately

### **The Manual Handling Operations Regulations 1992**

#### Definition of Manual Handling

**'THE TRANSPORTING AND SUPPORTING OF A LOAD BY HAND OR BODILY FORCE'**

This Act requires the employers to take a systematic and critical look at work involving Manual Handling with a view to: -

- ❖ Avoid the risk from manual handling.
- ❖ If not possible assess remaining tasks using attached form (or similar).
- ❖ Assist where necessary to reduce risk.
- ❖ Record and review assessment.

#### **The Handling of People**

The law advises that men should not lift more than 25kg and women 16.6 kg individually (Only from ideal/correct position) and that two people lifting together should not lift more than 33.3kg (men) and 22.2kg (women). This effectively rules out **LIFTING**, where the total weight of the person is on the handlers, of all adults and all children except the very small (and in life-threatening situations).

However, these weights do not apply if the person is partially weight bearing, with their weight being partially taken by themselves or partially taken by a piece of equipment e.g. sliding sheet.

## **GENERAL PRINCIPLES OF SAFE MOVING AND HANDLING**

- 1. Ask yourself, 'Why am I doing this? Is it necessary? Can I move this pupil another way?'**
- 2. Use minimal handling. Never manually lift unless you have to. Only lift small children within the recommended weight limit (see notes in guidance).**
- 3. Consider the pupil's weight. You may need help.**
- 4. Assess the pupil to be moved and know about their special needs. Discuss with colleagues, if necessary, the most suitable transfer.**
- 5. Decide on a leader if two or more of you are moving a pupil.**
- 6. Explain your intentions to the pupil. They will tell you if they are uncomfortable.**
- 7. Consider the environment. Note the hazards. Prepare first.**
- 8. Know your own capabilities and those of your colleagues. Do not exceed them.**
- 9. Use appropriate aids. Always select the correct manoeuvre and handling equipment for the task.**
- 10. Commands must come from the team leader and be understood by all.**
- 11. You must move together on the set command e.g.: "Ready, steady, sit/ stand" etc. where appropriate use rhythm and timing when transferring.**
- 12. Foot positions are important:  
You must have a stable base  
you must have a comfortable, secure hand -hold for you and the pupil.  
Hold the pupil as close as possible  
Keep your natural spinal curves and do not twist your trunk  
Have your knees relaxed and flexed. Bend your knees  
Use strong leg and buttock muscles not weak back muscles.  
Keep your head up and lead with your head  
Move in stages if necessary  
Take care in lowering  
Wear appropriate unrestrictive clothing and flat enclosed footwear**
- 13. IF IN DOUBT - SEEK ADVICE. Remember appropriate training is important for those regularly involved in moving and handling tasks.**