



From mountain to sea

Moving and Handling of Children and Young People in Schools

Draft Guidance

December 2017



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This guidance has been written by Education and Children’s Services Additional Support Needs Team

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1.0	Draft guidance	December 2017	New guidance

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Introduction

This guidance has been written to provide information about the moving and handling of children/young people with additional support needs and applies to all educational establishments (referred to as schools) operated by Aberdeenshire council.

The moving and handling of children and young people may involve some risks but it is important to ensure that these are managed effectively and in ways that ensure the rights of children and young people to participate in a wide social and educational experience at home, school and in their community. The human rights and safety of the child and supporting adult must be carefully balanced in a way to ensure that both are respected.

Commonly injuries caused to adults are to the lower back but may also include fractures, wounds, hernias and spinal injuries. These injuries are not just caused by heavy lifting, but may result from repetitive strain caused by use of poor techniques resulting in cumulative damage over a long period of time. Injuries may also be caused to the child/young person as a result of inappropriate moving and handling techniques being employed.

Lifting should be avoided whenever possible, but when it cannot be avoided managers are required to undertake **moving and handling risk assessments** to ensure that practice results in minimal risks to those involved.

Aberdeenshire council [Manual Handling Management and Control Policy](#) is available on ArcadiaLite.

Aims

The guidance aims to promote best practice for assessment, planning and delivery of moving and handling for children with additional support needs. The guidance addresses a number of themes highlighted in a report by the [Children's Commissioner \(2008\)](#):

- The importance of maintaining dignity for the child/young person when moving and handling
- Promotion of independence
- Respect for and treatment of young people as individuals
- Involvement of the young person in decision making
- Appropriate use of hoists and other equipment
- To reduce anxiety due to young people feeling responsible for the health and safety of workers
- Promotion of access to activities
- To reduce embarrassment at the intimate nature of moving and handling assistance

The guidance aims to ensure that children's rights are respected whilst balancing these with the safety of authority employees.

The Authority indemnifies employees provided that all moving and handling procedures are carried out according to the risk assessed plan, by members of staff who have been trained in the process by suitably qualified personnel.

Legislation

A proportionate and sensible approach is required to planning and organising activities for children and young people with additional support needs for whom physical assistance is necessary from adult supporters. The following legislation relates to the fundamental rights of the child as enshrined in law and must be considered when planning for needs ([Getting it right for every child - GIRFEC](#)) and balanced against risk:

- [United Nations Convention on the Rights of the Child](#)
- [United Nation Convention on the Rights of Persons with Disabilities.](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [The Equality Act 2010](#)

Employers must ensure that adult supporters are not required to perform tasks that puts them and the child/young person whom they are caring for, at risk. This legislation is relevant for assessing moving and handling risks and account must be taken to ensure safety of employees:

- [Health and Safety at Work Act 1974](#)
- [Manual Handling Operations Regulations 1992 \(amended 2002\)](#)
- [Management of Health and Safety at Work Regulations 1999](#)
- [Provision and Use of Work Equipment Regulations 1998](#)
- [Lifting Operations and Lifting Equipment Regulations 1998](#)

GIRFEC

Children and young people have their needs assessed on an individual basis and support will be provided as required in line with [GIRFEC](#). The Getting it Right for Every Child (GIRFEC) is a national approach to improving the Wellbeing of children and young people in Scotland. Aims from GIRFEC which particularly apply in this guidance are:

- Achieve high standards of multi-agency working based on a co-ordinated approach on identifying Wellbeing concerns; assessing need and agreeing outcomes and actions
- Proactively seeking the views of children, young people and their families, providing information and support which encourages involvement

Please refer to [Appendix 9](#) for more information about GIRFEC and the 5 questions, together with [website links](#).

Allied Health Professionals provide targeted interventions to secure outcomes as detailed in [Ready to Act](#) (participation and engagement, early intervention and prevention, partnership and integration, access, and leadership for quality improvement). There is a statutory requirement for education authorities and their partners to work together to ensure the wellbeing needs of the child/young person as detailed in the [Children and Young People \(Scotland\) Act 2014](#).

Definitions

The following are definitions of terms used in this guidance:

Terms used	Meaning
Moving and handling	Transporting or lifting a load by hand or bodily force. This includes lifting, putting down, pushing, pulling, carrying or moving a load
Load	Any person/object being transported or supported
Risk assessment	An examination of the task, workplace and personnel which is designed to identify the measures that need to be taken to minimise work-related injuries/ill health
Hazard	Anything with the potential to cause harm
Risk	The likely-hood that the harm will happen and the severity of the consequences
Control measures	The strategies and procedures to be employed in order to reduce the risk to an acceptable level

Responsibilities

Management responsibility

Managers need to ensure that staff are aware of what risks are present and what reasonable control measures can be implemented to minimise risks. In order to fulfil this responsibility, managers will work with their staff to:

- **Identify** all routine and non-routine **activities** which may require moving and handling by staff
 - **Identify all control measures** which can be implemented to avoid moving and handling tasks
 - **Assess** any moving and handling tasks that cannot be avoided to ensure control measures minimise risk of injury to a reasonable level (i.e. low risk)
 - **Devise** with staff and other agencies who have had relevant training and understanding of the child/young person's needs, **safe methods** for moving and handling to eliminate or minimise risks
 - **Allocate staffing** (as far as practicable) to ensure that the child/young person has **continuity** with the same adult supporters to develop a relationship which supports the child's dignity and comfort. This is important due to the intimate and personal nature of many care tasks which require moving and handling
 - **Complete** documented **risk assessments** and ensure these are circulated to staff, pupils and families. Risk assessments should be completed with all those involved, include advice from professionals in other agencies and be updated when required
 - Ensure **staff awareness** of the risks and control measures and that all staff are trained by a competent person to carry out specific tasks to the level that is required
 - Provide **adequate supervision** for moving and handling when required
 - **Monitor** systems and review processes, making changes where new risks have arisen
 - **Investigate** any injuries or accidents which occur as a result of moving and handling procedures and take remedial action
-

- Arrange for **equipment to be serviced** or replaced in accordance with the advice of manufacturer's recommendations and safety standards. Equipment including slings should be visually inspected prior to each use.

In order to ensure that managers have an informed approach to the writing of risk assessments and moving and handling tasks, the authority would recommend that all those with responsibility undergo pupil handling training. Whilst it is not within teaching remit to participate in pupil handling, a sound knowledge of procedures would be appropriate to a manager's responsibilities.

Equipment orders are processed via the Quality Improvement Officer (ASN) in line with authority procurement procedures. Servicing of equipment may be arranged through the Business Services Co-ordinator for the School cluster. In the first instance when equipment prescribed by Health Staff is required for a child, schools should approach the [Joint Equipment Services Manager](#).

Staff responsibilities

The moving and handling of children and young people is not part of a teacher's professional obligations or remit. However, many teachers choose to receive training in order to support children and young people in line with a recognition of their duty of care to all of their pupils and benefit of understanding a child's needs.

As part of their remit pupil support assistants and early years' practitioners are expected to carry out tasks to support a child to access their education including help with personal care, transfers between pieces of equipment, assisting with exercise programmes provided by Health professionals and accessing school transport, all of which may involve moving and handling procedures. Escorts may also be involved in moving and handling of children to and from school transport necessitating training.

Staff should:

- **Remember** that the child's dignity must be maintained, **respect** them as individuals and promote maximum independence for the child in all tasks
- **Communicate** with the child/young person at all times before, during and after the actions, awaiting verbal responses or looking for signs of discomfort
- **Familiarise** themselves with the moving and handling plan and **individual risk assessment** and control measures and comply with safe practice by following the instructions
- **Use equipment** and apply safe systems in accordance with instruction and training
- Take **reasonable care** that their own and others' safety is not compromised when carrying out their tasks by being observant, aware of others' actions/position and working with due care and attention
- Record and **report any problems** or personal conditions which may affect their ability to carry out a moving and handling task safely
- Consider how the child/young person's wellbeing needs can be improved

Children and Young People's responsibilities

Some children are able to assist staff with moving and handling due to their ability to weight bear and/or follow instructions whilst for others with very limited mobility they may help staff by staying calm to reduce spasticity in limbs. Children should:

- **Communicate** how they wish to be physically moved, what they feel comfortable with, which activities they want or need to participate in and where these take place
- **Actively participate** and comply with the procedures designed to support them demonstrating independence as far as possible

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- **Make staff aware** of any differences that would require a procedure to be changed in order to continue safe practice (depending upon the communication abilities of the child/young person)
- **Engage** in discussion and agreement to determine how they could be moved in the event of an emergency (e.g. fire in school, seizure in a swimming pool)

Children/young people are not responsible for the safety of the adults carrying out the moving and handling tasks

Parent/carer responsibilities

Parents/carers may be requested to demonstrate practice that they employ at home for staff to follow, provided that this has been risk assessed as appropriate. It is particularly important that parents/carers:

- **Communicate** effectively with the school to ensure that staff have the most current and appropriate information for best practice, and to make staff aware of any changes required to support the child/young person.
- **Ensure** that any concerns expressed by the child/young person have been raised with staff and a solution agreed.

Trainer's responsibilities

Trainers provide appropriate generic training in the Moving and Handling of Pupils including the theory (manual handling regulations) and practice. As a result of this training it is expected that staff will have the confidence to make informed decisions on a daily basis regarding the needs of the pupil, their own needs and what constitutes best practice.

Trainers provide information to enable:

- **Best practice** with regards to moving and handling pupils to safeguard the adults doing the tasks and the pupil undergoing the assistance. This will be underpinned by:
 - ✓ **Knowledge and understanding** of a variety of appropriate techniques and procedures for pupils, when to use and when to adopt alternatives
 - ✓ **Knowledge and understanding** in relation to the employee's health and wellbeing to inform decision making
- The importance of all staff **familiarising themselves with moving and handling plans** and **risk assessments** for the individual, and carrying out their tasks within these parameters.
- **Individual tailoring** of moving and handling practice in line with specific pupil requirements in some instances and as required.
- **Perspective** on achieving a balance which provides the child with access to the curriculum and social opportunities, and safeguards the employee's health.

Partnership and collaboration with Health professionals

Discussions are ongoing at the time of this guidance being drafted between Aberdeenshire Education representatives, NHS Grampian representatives and Aberdeenshire Moving and Handling Trainers regarding clarification of roles and responsibilities related to moving and handling.

Until this is determined the expectations on NHS staff are only according to the information previously supplied by their representatives and included in the [Aberdeenshire Support Manual](#)

Health professionals work in partnership with school staff to meet the needs of children and young people. Health staff comply with GIRFEC and associated legislation, and work to the outcomes of [Ready to Act](#).

Risk assessment

There is a **legal requirement** for employers to:

- Ensure that the moving and handling needs are clearly identified in order to minimise risk to the child or young person and worker(s)
- Revisit moving and handling plans as necessary.

Risk assessment should be carried out by a competent person, this is usually someone who has undertaken appropriate specific training to identify and address risks.

Health and safety law requires employers to carry out a suitable and sufficient risk assessment. The following must be considered:

Description	Examples
The moving and handling task, postures, frequency, weight etc.	<p>Tasks such as assisting in personal transfers, aiding with personal care and daily activities such as showering, toileting, changing etc.</p> <p>Posture – this refers to the posture that the support worker requires to adopt to carry out a procedure</p> <p>Frequency – how often the moving and handling is required</p> <p>Weight – of the child/young person being moved and their ability to actively participate by weight bearing etc.</p>
The environment	This refers to the place in which the moving and handling will take place. Additional risks may arise due to restricted space, uneven flooring etc.
The equipment	The different types of equipment being employed for use e.g. sling and hoist, plinth, sliding sheets, handling belts, turntable, emergency evacuation equipment etc.
The individual child or young person's needs	Everything for which the child/young person will need assistance in moving and handling, and their ability to assist/communicate etc. Preferences should be accommodated as far as possible provided this does not increase risks
The workers involved and their needs	Workers own health and welfare requirements, and the number of workers required to ensure safety.

The risk assessment must consider risks to the child/young person, adult supporting and other workers who may be affected by the activity. The drafting of the risk assessment should involve the child/young person, family, workers and other contributors (e.g. Health professionals / Authority moving and handling specialist) and ensure account is taken of

needs, wishes and feelings of the child. Considerations must include the emotional, psychological and social impact on the child/young person of the techniques to be employed.

Moving and handling regulations require that procedures are carried out as safely as possible where they cannot be avoided. Actions should be appropriate and proportionate to ensure that a child/young person's rights are safe guarded whilst minimising risks to the health and wellbeing of the supporting adult. There are many mechanical aids that can be used to manoeuvre children and young people with mobility difficulties and these should be employed. Where tasks do not lend themselves to mechanisation the adoption of correct people handling techniques is critical.

Five steps for risk assessment



Risk cannot be eliminated completely. Risk management is about reducing risk so far as is reasonably practicable. Reasonably practicable means weighing up the risk against the cost in terms of money, time and effort of reducing the risk. Employers have to take action to control the health and safety risks except where the cost of doing so is 'grossly disproportionate' to the reduction in the risk.

Generic risk assessments

Generic risk assessments would apply to the majority of pupils accessing an environment and/or activity. These are produced to clarify the risks associated with that specific environment/activity such as those for swimming pools, sports halls, coach trips, school excursions to a specific venue e.g. zoo, farm, park etc.

These generic risk assessments may refer to moving and handling instances such as assisting children/young people who are mobile on/off the steps of a coach by offering a hand, lifting bags of school lunches etc.

Individual risk assessments

These are person-centred and devised for a specific named individual. Individual risk assessments may be required to cover a range of environments and activities for that person. The current pro forma for completion when a child/young person has healthcare needs is available in [Appendix 1](#) and on the website.

Please refer to [Appendix 3](#) for some questions to assist with the drafting of a risk assessment for moving and handling of a child/young person. Aberdeenshire council [guidance](#) on the writing of risk assessments and the [pro formas](#) are available on the [ASN website](#). A copy of the audit and risk assessment pro forma are available in [Appendix 4](#).

The risk assessment needs to include the following information:

- What the child/young person can do independently, and what tasks require assistance
- Ability/otherwise for weight bearing and other relevant information such as pain, muscle spasm, fatigue and tendency to fall
- The extent to which the person can assist/co-operate
- The extent to which the person can reposition themselves when transferred and how this will be achieved
- Specific equipment required should be listed together with information about its use
- Procedure for each transfer including the number of staff required
- Arrangements for reducing risk (control measures) and dealing with falls

A child/young person's abilities may change over the course of the day so staff should be made aware of the impact of this on practice.

It is vital that the training requirements of supporting staff are identified and the training provided before workers assist the child/young person with their moving and handling needs.

Specialist advice for individual requirements may be sourced from:

- Occupational therapists (NHS Grampian)
- Physiotherapists (NHS Grampian)
- Moving and handling trainers (Aberdeenshire council)

All risk assessments, generic or individual should be monitored and reviewed at regular intervals (at a minimum annually) and updated.

In addition to the risk assessments for moving and handling, a Personal Emergency Evacuation Plan (PEEP) must be completed detailing the procedure in place to safely remove a child/young person from the building in the event of a fire/similar emergency. As for risk assessments, this should be completed with the assistance of all who can contribute. The [pro forma for the PEEP](#) is in [Appendix 5](#) and [guidance](#) for completion is on the ASN website. Any child with accessibility needs should also have a Managing Accessibility Plan completed. The [MAP pro forma](#) and its associated [guidance](#) are also on the ASN website.

An information checklist for hoists has been included in [Appendix 6](#) and suggested equipment safety checks for hoists and slings prior to each use are in [Appendix 7](#).

Generic information for good lifting techniques is included in [Appendix 8](#)



Pupil specific support

Pupils may require assistance to move in some of the following situations:

- Transfers from taxi into school – assistance with sliding board from seat to wheelchair, or by hand if walking, possible assistance up steps/slope
- Transfers between pieces of equipment may include wheelchair to class chair, standing frame, therapy bench, dynamic stander, to toilet, Achieva bed, to mats on gym floor, therapy trike etc. Some of these require 2 members of staff and may require use of a hoist if child is not weight bearing.
- Assistance in school for children who do not have good stability when walking – may be using a Kaye walker or similar, or just require a hand to steady
- Assistance for children who have visual impairment to navigate around school
- Transfers to swimming pool including changing (may be on a plinth) and into/out of the pool and showering
- Transfers for horse riding (RDA volunteers are trained to carry out this task)

The list is indicative, and includes examples of minimal assistance in addition to those requiring specialist equipment. In all instances of moving and handling, those providing support must be appropriately trained.

Training

There are several sources of training available depending upon requirements:

1. Techniques for specific pieces of equipment – Occupational Therapists / Physiotherapists roles and responsibilities are detailed in the Aberdeenshire Support Manual ([Section 11](#))
-

2. General moving and handling training may be provided through Aberdeenshire council's Health, Safety and Wellbeing Team. Training courses offered by the council include:
 - manual handling
 - people handling
 - pupil handling refresher
 - hoist awareness

3. Some courses and videos are available on [ALDO](#) (Aberdeenshire online learning). The list includes:
 - lighten the load
 - top tips – manual handling
 - watch your back – introduction
 - watch your back – office / warehouse / outdoors / factory
 - Moving and handling people
 - Lifting
 - The lifters – reach for safety / stand and deliver / straight and narrow / the common denominator / the flexible revolution

General moving and handling training includes:

- ✓ the relevant legislation
- ✓ anatomy of the spine
- ✓ principles of moving and handling; moving and handling techniques – tailored to children and young people
- ✓ risk assessment
- ✓ the use of hoists and other equipment
- ✓ opportunities to carry out practice exercises and practice moves

In addition it also includes:

- ✓ employer and employee duties
- ✓ problem solving
- ✓ causes of back pain
- ✓ equipment maintenance
- ✓ reasons for moving and handling
- ✓ health and safety procedures
- ✓ care planning
- ✓ risk control strategies
- ✓ back care

Moving and handling training must be undertaken by workers prior to involvement with provision of support for the child/young person. It would be good practice to refresh the training annually or more frequently if new pieces of equipment are introduced, or the procedure changed.

Risk assessment training is available on ALDO, and [guidance](#) for completion of risk assessment [pro formas](#) is online.

A record of staff training must be retained by the members of staff and updated as required. The pro forma for a training record is in [Appendix 2](#). Another copy of the training record should be kept within the individual's staff information folder, and names of trained personnel entered to the risk assessments.

Mediation and dispute resolution for young people/families

In the event of a child/young person or family being dissatisfied with the moving and handling assistance being provided, they should in the first instance refer the matter to the head teacher of the school.

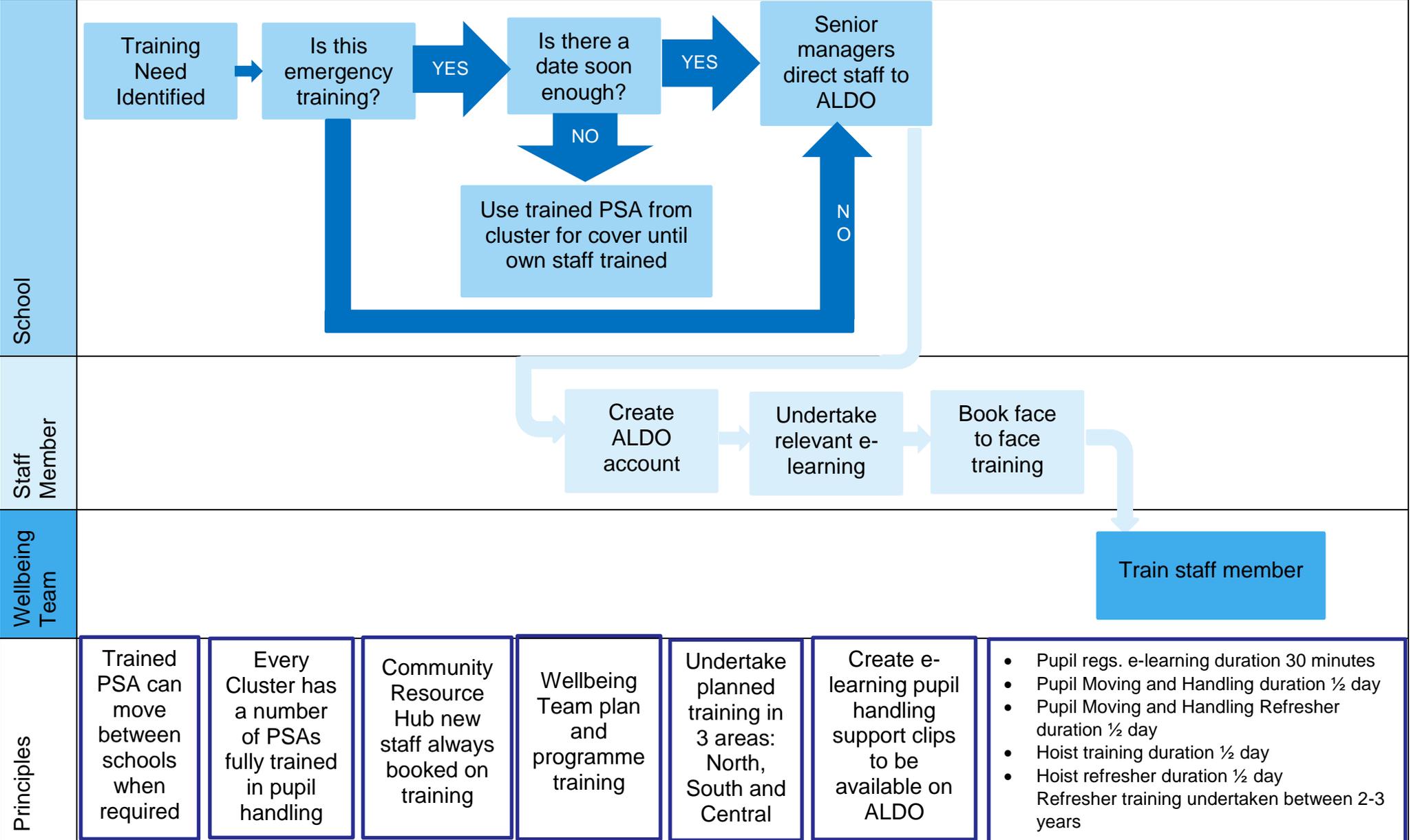
If an agreement cannot be reached the authority has information on the website offering further support:

- [Additional Support Needs Mediation in Education](#)
- [Resolving disagreements](#)

There are also links to the [Enquire](#) website which has user friendly information on advocacy and dispute resolution.

PUPIL MOVING AND HANDLING TRAINING PROCESS

A clear training pathway for school staff who are required to undertake Pupil Moving and Handling tasks to support children/young people



Appendix 1: Individual Pupil Protocol for a Child/young person with health care needs

Med form 7:

Name of Pupil

Date of Birth / /

Condition

Class/ Form

Contact Information

Family contact 1

Name
Phone No: (home) (work)
Relationship

Family contact 2

Name
Phone No: (home) (work)
Relationship

General Practitioner

Name
Phone No

Clinic/Hospital Contact

Name
Phone No

Protocol prepared by:

Name	Date / /
Designation	

Agreed with:

- ✓ Parents / carer
- ✓ Community paediatrician / GP
- ✓ School nurse

To be reviewed by date: / /

Describe condition and give details of pupil's individual symptoms:

Medication and where it is stored in school

Details of dose

Method and time of administration

Daily care requirements (e.g. before sport, dietary, therapy, nursing needs)

Action to be taken in an emergency

Follow up care / other support to be offered by school

Members of staff trained to administer medication for this child

(State if different for off-site activities)

I agree that the medical information contained in this form may be shared with individuals involved with the care and education of *Name of pupil*

Signed

Date / /

Parent or Guardian (or pupil if above age of legal capacity)

Appendix 2: Training record for staff

Med form 5

STAFF TRAINING RECORD - ADMINISTRATION OF MEDICAL TREATMENT
--

This form is for recording medical training for staff

Name:

Type of Training Received:

Date Training Completed:

Training Provided By:

I confirm that has received the training detailed above and is competent to carry out any necessary treatment.

Trainer's signature: Date:

I confirm that I have received the training detailed above.

Staff signature: Date:

Suggested Review Date:

Appendix 3: Questions to consider when writing moving and handling risk assessments for children/young people with additional support needs

These questions 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.

Section one – Tasks	Give details of occasions and frequency
Do current handling tasks require bearing full body weights of pupils or giving support over the lifting and lowering limits (1 or more staff)?	
Are specific handling tasks required for emergency procedures (e.g. fire evacuation or delivery of medication)?	
Do tasks require holding or moving pupils at a distance away from the body, particularly on the floor? Or in sustained postures?	
Do tasks require excessive pushing/pulling forces e.g. up/down ramps or across high friction floors?	
Do any tasks require a high frequency of repetition within a short time period (e.g. assisting several pupils during break)?	
Do tasks carried out in community locations cause particular difficulties (e.g. when swimming/riding etc.)?	
Review the accident logbook for moving and handling incidents – have all contributing hazards been identified and moderated?	
Additional notes	

Section two – Individual capability	Teachers	PSA Staff	Other staff (specify)
Number of staff registered as being at risk of moving and handling injury at work			
Number of staff who currently require initial or update training in moving and handling			
Yes/no – give details			
Have all staff received on-site supervision and instruction relating to the use of specific equipment and techniques (as detailed in care plans)?			
Do any staff members require individual assessments for health reasons?			
Do any tasks require unusual strength or capability – or pose a risk to those who might be pregnant or suffer from previous injury?			
Additional notes:			

Section three – Load (pupils)	Give numbers and details as appropriate
How many pupils require moving and handling support to facilitate their mobility or primary care?	
How many students have additional difficulties that may influence safe manual handling? (communication difficulties, sensory loss, challenging behaviours)	
How many students have additional vulnerability to handling? (skin condition, painful joints, lack of head or postural control)	
Do all pupils requiring assistance have accurate, up-to-date and accessible care plans?	
Additional notes:	

Section four – Environment and Equipment	Give details of location (bathroom, teaching area, community location etc.)		
Does lack of space constrain posture or suitable equipment for any tasks?			
Are any of the floors slippery, sloping, stepped or uneven?			
Are areas likely to be cluttered with obstacles that prevent easy access?			
Is the environment adapted for self-management by the pupil (e.g. grab rails)?			
Is the current equipment provision suitable and available in all areas (including community locations)?			
Is there sufficient handling equipment and mechanical lifting aids to meet pupil needs?			
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.)?			
Are there currently any plans for alteration of the school building to improve accessibility?	Yes already underway	Yes as part of accessibility plan/SDP	no
Additional notes:			

Appendix 4: Pupil Risk Audit and Risk Assessment Pro forma

Pupils Name:				
Year Group:				
Audit undertaken by:				
Describe the severity of the risk including whether risk is behavioural, physical, medical and any pre-existing medical conditions				
List equipment to be used, reference to details for procedures and names of persons trained to deliver assistance				
EVIDENCE				
Behaviour	When and Where (Time of day; potential triggers)	Most at Risk	Potential of Harm (No Harm, Harm, Serious)	What happened

Assessment completed by: Signed:

Date of assessment: Review date:

RISK ASSESSMENT

Pupils Name:	
Year Group:	
Risk Assessment Undertaken By:	
Other individuals involved in writing risk assessment (parent/carer/child/AHP etc.):	

What health and safety hazards arise or could arise? (including trigger points, time of day they may occur, specific activities and any pattern to behaviour etc.)

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Initial control measures	New / further control measures required	Risk level with controls in place		
		L	M	H			L	M	H

List any activities which cannot be safely managed, as far as it is possible to foresee:

Assessment completed by: Signed:

Date of assessment: Review date:

Parent/carer Signed:

Date:

Pupil: Signed:

Date:

Appendix 5: Personal Emergency Evacuation Plan pro forma

Name _____
 Department _____
 Building _____
 Floor _____
 Room Number _____

AWARENESS OF PROCEDURE:

The child/ young person is informed of a fire evacuation by a staff member.

DESIGNATED ASSISTANCE:

(The following people have been designated to give the pupil assistance to get out of the building in an emergency).

Name	
Contact details	
Name	
Contact details	
Name	
Contact details	

In addition the following will raise awareness:

- Existing alarm system
- Pager device
- Visual alarm system
- Other (please specify) _____

METHODS OF ASSISTANCE:

(E.g. transfer procedures, methods of guidance etc.)

-

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EQUIPMENT PROVIDED (including means of communication):

-

EVACUATION PROCEDURE:

(A step by step account beginning from the alarm being activated)

-

SAFE ROUTE (S):

-

Line Managers signature _____

Date of initial assessment _____

REVIEW (minimum annually):

Date:

Copied to: Pupil Profile Record, Class folder for all staff including subject teachers/ visiting specialists and supply teachers, Parent/carer. Copied to other personnel who contributed as required.

Appendix 6: Checklist to help with hoisting

The following checklist, compiled by a group of manual handling professionals, represents safe handling practice and will remind those hoisting children and young people of points to consider to reduce the risk. The list does not aim to cover every individual circumstance and assumes that the handler has received relevant and current training in the transfers and equipment used.

This information may be sourced online at: <http://www.hse.gov.uk/pubns/hsis3.pdf>

Checklist

All hoisting tasks

- ✓ Read the handling plan and ensure it is current and relevant
 - ✓ Review the person's condition prior to each transfer to ensure continued suitability for hoisting and the use of the equipment
 - ✓ Ensure the person's weight does not exceed the specified weight limit of both the hoist and sling
 - ✓ Do not use the hoist/sling unless you have had the necessary training
 - ✓ Check the correct hoist and sling specified in the handling plan are available and servicing and thorough examination are in date
 - ✓ Ensure the equipment works and is free from observable defects before starting
 - ✓ Hoists and slings must not be adapted or misused
 - ✓ Before each use, check the hoist and sling in accordance with the equipment manufacturer's guidance on inspections and pre-use checks
 - ✓ Familiarise yourself with the hoist's emergency lowering systems
 - ✓ Check there is a sufficient number of handlers to carry out the task safely in accordance with the handling plan
 - ✓ Ensure the environment is free from obstacles and the floor free of slip and trip risks
 - ✓ Ensure the support surface is ready and safe to receive the person.
 - ✓ When manoeuvring the hoist into position to connect to the sling, bring the spreader bar/carry bar down slowly, holding where necessary, to avoid contact injuries with the individual
 - ✓ If there are any concerns about the equipment, task, person, environment etc. handlers must follow organisational procedures immediately
 - ✓ Communicate with everyone involved in the task at all times
 - ✓ Ensure safety and comfort of the person at all times
 - ✓ Reassure the person at all times and involve them as much as possible
 - ✓ Prior to raising, check the sling is positioned correctly and double check the sling attachments
 - ✓ Hoist the person just above the surface from which they are being lifted to obtain sufficient clearance
 - ✓ Check attachments remain secure and the person is comfortable before proceeding further
 - ✓ If there are any problems, lower the person into a safe position and seek further advice
 - ✓ Follow manufacturer's instructions and local policies and procedures with regard to care and cleaning of the hoist
 - ✓ Place battery-powered hoists on charge, as identified in the instructions, when not in use or ensure back-up battery is charged.
 - ✓ Do not leave the person unattended in a hoist
-

Additional guidance for mobile hoists

- Avoid using the hoist to transport over distances, thresholds or different surfaces unless otherwise stated in the handling plan
- Do not apply brakes during hoisting with mobile hoists (unless otherwise stated by the manufacturer and handling plan). Note: This does not apply to certain types of equipment where the brakes need to be applied, for example stand-aids
- Ensure hoist legs are in the most stable position
- Store the hoist in a safe place with boom/jib in lowest position and with brakes on when not in use

Additional guidance for ceiling track/overhead hoisting systems

- The motor should be directly overhead, and make sure the lifting tape is vertical to the lift to avoid wear and tear and/or malfunction
- Elevate the spreader bar to its highest possible position when not in use
- Return the hoist to its docking station, where appropriate, for charging when not in use
- Ensure the tracking and pathway is clear of obstruction
- Be familiar with how freely the motor moves on the tracking
- If using a portable lifting pod/motor, develop, implement and follow guidance for a safe way of transporting and attaching.
- Do not drag the pod/motor using the lifting tape as it may cause damage to the hoist

Additional guidance for standing hoists

- The person must be able to consistently and reliably bear weight through their legs and have sufficient upper body muscle strength/sitting balance
- The person must be able to co-operate and physically participate in the hoisting process
- Some standing hoists need using with care if the person has knee problems, sensitivity or vulnerable skin on their legs

Additional guidance for slings

- ✚ Ensure the sling is compatible with the hoist
 - ✚ Double check the loops/clips are attached to the spreader bar throughout the hoisting procedure
 - ✚ Use the correct loop/clip configurations as identified in the handling plan
 - ✚ Ensure the sling and attachments are not caught/stuck on any equipment when starting the lift
-

Appendix 7: Equipment safety checks prior to each use

Is the equipment as specified in the handling plan?

Do the hoist and sling have a 'CE' mark on them?

Is the person's weight below the specified weight limit of both the hoist and sling?

Are hoists and slings within LOLER thorough examination dates?

Has the hoist been serviced in accordance with manufacturer's instructions?

Has there been any change in the individual's circumstances since the handling plan was devised?

Has a visual check of the equipment been carried out prior to using it?

Is the environment ready?

Is there sufficient space to use the hoist safely?

Hoists – mobile (electric and hydraulic), ceiling track systems, stand-aid, bath

Ensure:

- The hoist is fully charged, the battery and any leads are fitted correctly
- There are no obvious signs of damage or fluid leaks from the hoist
- The raise/lower mechanism works and the emergency stop button is set correctly
- The lifting tape is intact and not frayed (applies to ceiling track, certain mobile hoists)
- The castors move freely, i.e. free from carpet fibres/fluff etc. (mobile and standing hoists)
- The base adjustment/hoist legs move freely (mobile and standing hoists)

Slings

Ensure:

- The sling is the correct size and type for the client and is fit for purpose
 - Sling and hoist are compatible
 - All labels are legible and show the specified weigh limit and unique identifier and size
 - There are no signs of fraying, tears or deterioration etc.
 - All stitching is present and intact
 - The Velcro (if applicable) is clean and free of fibres/fluff etc.
 - The buckle (if applicable) has no signs of damage etc.
 - The loops/clips have no obvious signs of damage, fraying etc. and
 - It has been cleaned.
-

Appendix 8: Good handling technique for lifting

The following generic guidance has been sourced [online](#) for information but it is not a substitute for training in moving and handling techniques.

The principles for lifting loads safely are:

- **Think before lifting/handling.** Plan the lift. Can handling aids be used? Where is the load going to be placed? Will help be needed with the load? Remove obstructions such as discarded wrapping materials. For a long lift, consider resting the load midway on a table or bench to change grip.
 - **Adopt a stable position.** The feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground). The worker should be prepared to move their feet during the lift to maintain their stability. Avoid tight clothing or unsuitable footwear, which may make this difficult.
 - **Get a good hold.** Where possible, the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.
 - **Start in a good posture.** At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).
 - **Don't flex the back any further while lifting.** This can happen if the legs begin to straighten before starting to raise the load.
 - **Keep the load close to the waist.** Keep the load close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body. If a close approach to the load is not possible, try to slide it towards the body before attempting to lift it.
 - **Avoid twisting the back or leaning sideways,** especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.
 - **Keep the head up when handling.** Look ahead, not down at the load, once it has been held securely.
 - **Move smoothly.** The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.
 - **Don't lift or handle more than can be easily managed.** There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.
 - **Put down, then adjust.** If precise positioning of the load is necessary, put it down first, then slide it into the desired position.
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Appendix 9: GIRFEC information and the 5 questions

What I need from people who look after me: Everyday care and help

This is about the ability to nurture which includes day-to-day physical and emotional care, food, clothing and housing. Enabling healthcare and educational opportunities. Meeting the child's changing needs over time, encouraging growth of responsibility and independence. Listening to the child and being able to respond appropriately to a child's likes and dislikes. Support in meeting parenting tasks and help carers' own needs.

The Five GIRFEC Questions

A child or young person's Wellbeing is influenced by everything around them, and by different needs they will have at different points of their life. Wellbeing concerns may arise from a child or young person's individual experiences or circumstance, or be posed by the impact of a family member or significant person's situation (this could include a non-resident partner of a parent/carer, or a peer).

When a Wellbeing concern is identified or raised for a child or young person, you should ask yourself the 5 GIRFEC questions:

1. **What is getting in the way of this child or young person's wellbeing?**
2. **Do I have all the information I need to help this child or young person?**
3. **What can I do now to help this child or young person?**
4. **What can my service or organisation do to help this child or young person?**
5. **What additional help, if any, may be needed from others?**

If you don't have all the information you need, you may need to gather further information either by speaking with the child or young person themselves, their parents or carers, or from other people within your own, or other agencies. This will ensure you have as full a picture as possible to inform your own assessment, and informs any Request for Assistance made to other agencies if needed.

Findings from recent Significant Case Reviews tell us that sharing the right information at the right time can help improve outcomes for children, young people and their families. It can often help prevent low level concerns growing into more serious or entrenched difficulties. In the majority of cases, Wellbeing concerns should be openly discussed with the child, young person, family members or other person, including explicit discussions* around what information may need to be shared, why, and with whom.

**Unless there are child protection concerns*.*

Child Protection Prompt: If at any point concerns are raised which suggests a child or young person is at risk, of harm or neglect, or potentially at risk of harm or neglect, Child Protection Procedures must be followed without delay.

Please refer to the [Aberdeenshire GIRFEC](#) website for more information.

Appendix 10: Service Manager and Equipment Store

The Joint Equipment Service Manager is Alan Watt.

The store is based at Burghmuir Place, Inverurie, Aberdeenshire

Contact:

Email: jointequipmentcentre@aberdeenshire.gov.uk

alan.watt@aberdeenshire.gov.uk

Telephone: 01467 563161

Please contact by email in the first instance

When a piece of specialist equipment is recommended for use with a child the school should in the first instance contact the Joint Equipment Services Manager so that a check can be made to determine availability from the store.

If that specific item is unavailable the Joint Equipment Services Manager may suggest an alternative which is similar. This alternative should be discussed with the physiotherapist / occupational therapist for their agreement.

If no equipment is available the Joint Equipment Services Manager can order the item required – this is significantly assisted by his knowledge of providers, delivery times etc.

If hoist/sling combinations are required the Joint Equipment Services Manager can check availability. In the future the authority will be moving towards a greater standardisation of basic equipment to facilitate re-cycling and re-use.

References

[Getting to grips with hoisting people](#) Health and Safety Executive (2011)

[Handle with care: a report on the moving and handling of children and young people with disabilities](#) Scotland's Commissioner for Children and Young People (2008)

[Manual handling at work: a brief guide](#) Health and Safety Executive (2012)

[Manual handling management and control policy](#) Aberdeenshire council (2013)

[Moving and handling the person you care for](#) NHS Choices

[Standards in manual handling – training guidelines](#) National Back Exchange (2010)

[The common-sense approach to moving and handling of disabled children and young people](#) Capability Scotland / Scottish Government publication (2012)

[The Scottish Manual Handling Passport Scheme](#) Scottish Government / HSE / COSLA (2014)

[What you need to do – Moving and Handling](#) Health and Safety Executive
