HEALTH AND SAFETY GUIDANCE NOTE

Document No:	Issue No:	Issue Date:	Responsibility / owner:
	Issue 1	December 2009	Corporate Health and Safety
		Review Date:	

Title:

Safe Moving an Handling

CONTENTS

Prepared by:	Approved for Issue by:
Corporate Health and Safety	

REVISION TABLE

Issue Number	Date issued	Revision / change

1 INTRODUCTION

1.1 This document sets down the standards for achieving safe moving and handling throughout the department. It is intended to assist Headteachers and other Managers in meeting the requirements of current legislation and to act as a source of guidance on how to achieve safe systems of work.

1.2 Manual handling operations and moving and handling are terms to describe transporting or supporting of a load including, lifting, putting down, pushing, pulling, carrying, or moving by bodily force. This also includes lifting and assisting people.

1.3 Moving and handling accounts for nearly one third of all workplace accidents reported to the Health and Safety Executive (HSE), this has led to the introduction of legislation to protect employees who are involved in moving or handling within a work environment.

2 LEGISLATION

2.1 The legislation is based on the notion that the prevention of accidents or injury depends on the understanding of the risk factors in a particular work situation. The more traditional approach of attempting to prevent back pain by instructing people in the basic principles of how to lift is not sufficient. The relevant legislation covering moving and handling, equipment and risk assessment includes:

- Health and Safety at Work Act 1974
- Manual Handling Operations Regulations 1992
- Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare Regulations) 1992
- The Provision and Use of Workplace Equipment Regulations 1998
- The Lifting Operation and Lifting Equipment Regulations 1998

2.2 The Manual Handling Operations Regulations set out a hierarchy of actions that avoid using manual handling operations. If this is not reasonably practicable, then it is necessary to:

- Assess tasks for the specific risks they pose.
  (Obviously reducing musculo-skeletal damage from strains is a major aim but injuries from splinters, sharp edges, slipping or dropping things that are too hot or too cold, are within the scope of the regulations as well.);

- Take measures to reduce the risk of injury to the lowest level, which is reasonably practicable, primarily by job design and aids to lifting, but also by teaching handling techniques.
- Ensure employees have as clear an understanding as possible of the basic characteristics of loads, i.e. their weight and where their centres of gravity are likely to be.

2.3 The employee's duty is to make full use of methods and equipment provided by the employer in response to the regulations.

3 SAFER MOVING AND HANDLING POLICY

3.1 The first consideration when looking at an activity involving moving and handling should be whether or not the moving and handling is necessary. A minimal handling approach to moving and handling of loads and people should be adopted.

3.2 Headteachers and staff are responsible for complying with the requirements of the legislation and, subsequently, this policy.

3.3 This safer moving and handling policy applies to all departmental employees and covers all departmental establishment environments. It is intended to supplement the establishment's own organisational arrangements and responsibilities.

3.4 It is the aim of this policy to provide and maintain a safe and healthy working environment, equipment and systems of work for all employees and to provide such information, training and supervision as may be necessary to enable them to undertake their duties. This will be achieved by:

- Minimising the risk of injury to any part of the body by manual handling operations.
- Implementing a risk assessment process at establishment level that identifies the safest approaches for moving and handling of people or objects. The risk assessment will take into account: the nature of the task, the nature of the load, the capability of the individual carrying out the task and the working environment in which the task takes place.
- Working towards the safest ergonomically suitable environment for pupil and object moving and handling systems. This to include no lifting of full body weight of any pupil other than the very youngest and lightest children.
- For establishments to provide appropriate training for all relevant employees.
- Encouraging all pupils who can safely do so, to move themselves wherever possible in order to promote independence.
- Involving more than on member of staff in the prescribed system of work, if necessary, to facilitate the minimal handling policy.
- Recognising that it is not practicable to completely eliminate direct moving and handling of objects and pupils. However, the Department is committed to the minimisation of the risk of injury etc. occurring to staff during tasks involving handling.

4. ASSESSING THE RISKS OF MOVING OBJECTS

Elimination of Handling

4.1 If an operation can be eliminated altogether or the result achieved in another way, without unduly high expenditure of effort or resources, Headteachers and Managers should introduce the necessary changes. Automation or mechanising all or parts of operations are examples of preferred action. However, not all tasks lend themselves to this treatment.

Priorities for Manual Handling Assessments

4.2 Management effort needs to be concentrated on tasks where significant risk arises. To prevent too much time being consumed on applications where risks are small, the HSE has issued specific guidance on identifying a threshold below which a task will require only a cursory examination (see Appendix 1). For tasks where the risks are below this threshold, a cursory assessment can be made (see Appendix 2). However, those tasks above the threshold, will need to be recorded in more detail. (See Appendix 3). For safe moving and handling of pupils see chapter 5 and Appendix 4.

Economising on Analysis Involved

4.3 Risk assessment is intended to provide a broad management overview of action priorities. HSE guidance distinguishes between the general assessments needed for these regulations and the 'day to day decisions taken by supervisors and employees concerning specific cases'. There is no need to complete an assessment before every single load is touched.

4.4 Further, in many instances it may be possible to make generic assessments of tasks relevant to a group of people, providing that exceptional cases are not overlooked. Whether an individual or a generic assessment is carried out will depend on what is most practicable and relevant to local circumstances.

4.5 Sub-dividing a series of handling movements to isolate the elements which carry significant risk will also help to limit the times when the more detailed assessment (e.g. Appendix 3) is really necessary.

The Major Factors

4.6 Any assessment should take into account the task, the load, the working environment and individual capability.

4.7 Further details are in Appendix 3 which guides assessors through the relevant factors in lifting and handling processes and contains all those factors specified by the HSE.

Risks to Consider

4.8 Not all accidents at work due to lifting and handling activities give rise to back injuries: they can involve the hands, arms, legs, etc. Furthermore, back injuries can occur through slipping or making sudden unexpected movements to compensate for

unexpected difficulties even when the load is relatively light. In practice, there are four principal kinds of risk:

- Over exertion - where the load is beyond the capacity of the individual concerned in the circumstances under which he/she is required to handle it.
- Cumulative damage - due to repetitive lifting, fixed working posture, etc.
- Injury from a mishap - for example, from slipping or tripping whilst carrying a load.
- Misunderstandings between workers, e.g. two people lifting together, or a delivery person asking local staff for assistance.

4.9 By looking at working practices it may be possible to remedy the problem simply by changing the layout of the working area; redesigning the load; changing working systems and training staff in safer handing techniques.

4.10 Where work is carried out away from the Council's premises, it is not always easy to have an influence on the environment. In these cases, a safe system of work should still be established as far as possible, by considering the task, the load and the effectiveness of training.

Involvement of Employees

4.11 Employees and trade union safety representatives may be able to provide valuable and practical suggestions about the reducing of risk with manual handling operations. They should be encouraged to participate in the assessments and to report any problems, but the over-riding responsibility for the assessment and what follows from it rests with the school management.

5. SAFE MOVING AND HANDLING OF PUPILS

5.1 To ensure the safe inclusion of pupils with physical needs into a school, it must be recognised that moving and handling pupils is associated with problems which may place teachers and pupil carers at risk from injury.

5.2 The way the pupil is moved by their carers may cause problems due to friction on skin contact points, joint damage due to stressing weak or unstable joints, resistance of the pupil and even falls due to lack of knowledge of techniques and the carers exceeding their individual capabilities during the move.

5.3 Each pupil with physical needs that require any element of moving or handling must have an individual risk assessment carried out to ensure the health and safety of the carer and the pupil. Appendix 4 contains a Pupil Moving and Handling Risk Assessment form. Pupils grow and medical conditions change, so the assessment and the equipment need to be regularly reviewed and amended as necessary.

5.4 The risk assessment should also agree a safe system of work in case of all foreseeable emergencies, e.g. fire, etc. In exceptional circumstances, pupils may need to be moved manually and appropriate methods should be agreed in advance with staff involved with each child. These emergency arrangements should consider the risk to

staff, as well as the pupil they may be moving. In the event of a life threatening situation, e.g. a fire, the overall priority is to preserve life.

5.5 All staff who are involved in moving and handling pupils need to be trained in suitable handling techniques. However, on its own it is not effective unless it compliments a safe system of work, and provision of appropriate equipment.

5.6 At all times the privacy, dignity, independence and the pupil's wishes should be considered.

5.7 All staff and carers involved in moving and handling of pupils must ensure clothing and footwear are suitable for the purpose of work

- Clothing should allow for free unrestricted movements. Staff should not be wearing jewellery or badges that may injure a pupil.
- Footwear should be comfortable and conform with safe manual handling practice. Shoes should be non-slip and provide support. Sandals and clogs may not be suitable where manual handling is undertaken.

6. MECHANICAL HANDLING AIDS

6.1 Whenever mechanical handling aids have been provided, schools and other departmental establishments should set up a system of planned preventative maintenance to ensure that they are, and remain, in a safe condition to use. Hoists and other lifting equipment should be subject to regular inspection by a competent person. Equipment that is used to lift people, e.g. hoists, lifts, etc, requires inspection every six months. Other equipment such as beds, frames, trolleys, etc. should be tested in accordance with manufacturer's instructions.

6.2 Establishments should give careful consideration to the siting of handling aids. If such equipment is not readily available or accessible then they are less likely to be fully and effectively used.

7. TRAINING

7.1 Training in moving and handling is a vital aspect of implementing safe systems of work for staff. Training should be used in conjunction with safer work practices and the level and content of training will depend upon the risk reduction measures adopted.

7.2 All staff involved in object manual handling, e.g. maintenance staff, should receive practical skills induction session and regular updates as identified by the establishment. The three-day Induction Programme for Caretakers includes the necessary manual handling training.

7.3 Employees who support pupils who may require moving and handling should receive appropriate training designed for the safe handling of people. In selecting the most appropriate training provider, Headteachers should select a provider who specialises in training for handling children and includes the use of equipment, risk assessment and legal requirements.

7.4 Any training given to staff must be recorded and records kept for future reference. Records are important to show compliance with statutory requirements.

8. CONCLUSION

8.1 The most important result of this policy should be that people are not left to work in a way that endangers themselves or anyone else working with or being assisted by them. Headteachers and Managers are now expected to be far more aware of exactly how employees perform moving and handling tasks. In future, where a manual handling injury leads to incapacitation for more than three days, HSE Inspectors are likely to focus their investigations directly on local managers, who are accountable for the staff involved.

8.2 Headteachers, Site Managers and SEN Co-ordinators should ensure that all relevant staff are aware of this document and the necessary requirements.

8.3 Further information on appropriate intervention strategies, including restraining techniques and the practical considerations to be considered to ensure that employees are not put at physical risk, can be found in the document “Behaviour Management in Cheshire Schools: Protecting Children and Adults”.

8.4 Further related information can be in the Children’s Services Health and Safety Manual or via the Children’s Services Health and Safety Intranet Site.

9. EVALUATION AND REVIEW

This document shall be monitored, and reviewed biennially (or more frequently as necessary) to evaluate its effectiveness. The review will ensure that the documents comply with statutory requirements and corporate policy. After this review, the document’s issue and next review dates will be amended.

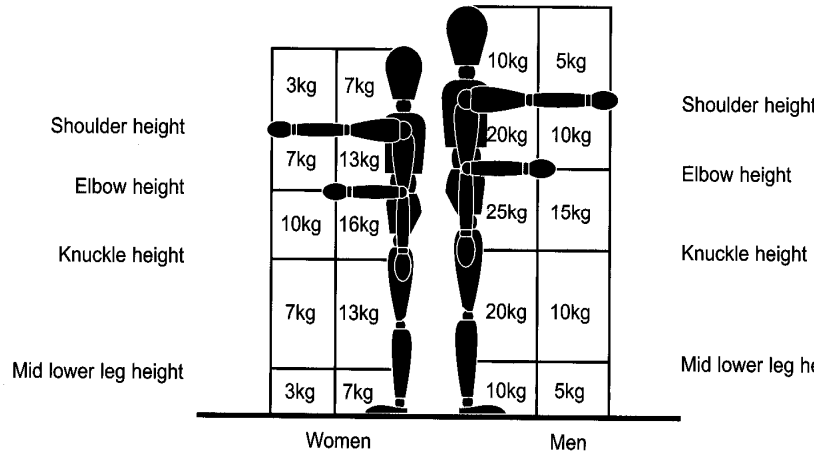
APPENDIX ONE
WHAT CONSTITUTES A SIGNIFICANT RISK?

1. There is no such thing as a 'safe load' but the HSE has issued the diagrams below, which can be taken as a rough guide to where tasks begin to require more careful analysis. (i.e. the use of the assessment form in Appendix 3). The diagrams assume that the load is readily grasped with both hands; that the operation takes place in reasonable working conditions and that the person is in a stable body position. Each diagram is intended to show how limits vary as the load is moved away from the body and above or below waist height.

2. It is claimed that the guideline figures will apply to 95% of men and women. Additional reductions must be made if the task involves twisting: by 10% for a 45° turn and 20% for a 90° twist. A correction for highly repetitive operations - up to twice a minute - brings the guideline down a further 30%. If the rate increases to five to eight times a minute, the guideline load should be reduced 50%.

3. It is not necessarily wrong for a load to be in excess of the guideline figures but the further the load increases, the greater responsibility management carries. Certainly, anything approaching twice the guideline figures without very specific analysis and training could well attract enforcement action and litigation.

STANDING



SITTING

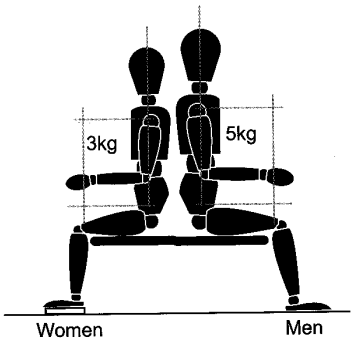


Figure 23 Handling while seated

CARRYING, PUSHING AND PULLING

Providing the load is held against the body and is not carried more than 10 metres without a rest, the figures above can still be used as a guide. For pushing and pulling, the guideline force is the same value as the weights shown above. In fact, it is a good idea to use a spring balance or a set of bathroom scales to get an accurate assessment of just what has to be carried.

APPENDIX TWO
BRIEF MANUAL HANDLING ASSESSMENT FORM

School:……

Person making the assessment……..**Date**:……

1 Which jobs involve manual handling?: ….....

……

……

2 Who performs the tasks and how frequently are they undertaken?

.....

……

3 What handling aids can be used to reduce the risk of an injury?

……

……

4 Are any of the handling tasks likely to exceed the guidelines in Appendix 1?
If so, list them here and work through the full assessment in Appendix 3

……

……

……

5 Have the individuals involved received training in manual handling techniques

……

……

APPENDIX 3
FULL RISK ASSESSMENT FOR TASKS EXCEEDING HSE GUIDELINES

Name of School……

Person making the assessment……..**Date**……

Task.....

Employees involved:……..

Reducing risks from manual handling involves a close look at four key issues: the nature of the task, the characteristics of the load, where the task is being performed and the capability of the person actually moving the load. Please consider these issues by working through the questions below and commenting where problems are raised. Breaking the task down into manageable components helps to show where the major risks are and how they arise. If the answer is "no" to any question, consideration should be given to reducing that risk factor. If simple, practical solutions can be found, they should be implemented immediately.

1. THE TASK

Can the load be held close to the body?	**Yes/No**	**Comment**
Holding or manipulating a load at a distance from the body such as at arm's length puts a far greater stress on the back and reduces lifting capacity. Balance is also affected if the load is not held near to the body.		
Can the task be carried out without awkward body movement or posture e.g. twisting the trunk or stooping?	**Yes/No**	**Comment**
Twisting the body when carrying stresses the back. Poor or awkward posture will also affect balance and will increase the risk of falling or loss of control of the load.		
Can the task be carried out without excessive lifting or lowering of the load?	**Yes/No**	**Comment**
Wherever possible loads should be carried at mid-thigh to waist height. The risk of injury is far greater at either lower or higher levels or when the load has to be lifted or lowered through a large distance.		
Can the load be moved without excessive carrying?	**Yes/No**	**Comment**
In general, if a load is carried further than 10 metres, the demands of carrying outweigh those of lifting and lowering and safe capacity will be reduced.		
Can the task be carried out without excessive pushing and pulling	**Yes/No**	**Comment**
The risk from pushing and pulling is increased when the		

hands are much below waist or above shoulder height. The condition of the floor and footwear, i.e. when grip is poor, can significantly increase the risk of injury.		
Are there sufficient rest or recovery periods?	**Yes/No**	**Comment**
Where physical stresses are prolonged, fatigue will occur and the risk of injury will increase. This does not just apply to heavy loads, smaller loads handled frequently can create as much a risk as more substantial ones. The situation is made worse when the handler has a relatively fixed posture or the task involves hurried, jerky movements, or the pace is dictated by machinery.		

2. THE LOAD

1.1 Is the load light enough?	**Yes/No**	**Comment**
The weight of the load is only one consideration affecting the rate of injury. Guidance on weight limits refers to symmetrical, two-handed lifts, in front of and close to the body. In practice such lifts are rare and all other factors in the assessment will need to be considered.		
1.2 Is the load easy to hold?	**Yes/No**	**Comment**
If the load is bulky, unwieldy or difficult to grasp this will make handling less sure and the risk of injury will increase, i.e. due to extra grip required, adoption of awkward posture or greater risk of dropping the load.		
Is the load stable?	**Yes/No**	**Comment**
If it is unstable with a risk of sudden movement or with contents likely to shift then the likelihood of injury is increased. Sudden, unpredictable movements stress the body and the risk is worse if the handler's posture is unstable or they are unprepared. These two factors will be of special significance when considering the moving of clients, patients, etc.		
1.3 Is the load free from sharp, hot or otherwise potentia damaging features?	**Yes/No**	**Comment**
Risk of injury can occur from the external state of the load. Protective clothing may be needed. Not only may there be a risk of direct injury but such factors may also prevent or impair safe handling techniques.		

3. THE WORKING ENVIRONMENT

Does the working space allow for good posture?	Yes/No	Comment
Bad posture increases the risk of injury, e.g. stooping because of lack of headroom, twisting or leaning to avoid obstructions.		
Is the floor surface good?	**Yes/No**	**Comment**
Uneven, slippery or unstable floors will increase the risk of slips, trips, and falls. They will also increase the risk of injury due to the stresses on the body caused by unpredictable movements.		
Are the floors and work surfaces level?	**Yes/No**	**Comment**
Variations in levels add to the complexity of movement and range of movement and thus the scope for injury.		
Is the environment free from extremes of temperature, humidity or air movement?	**Yes/No**	**Comment**
High temperatures and humidity cause rapid fatigue and perspiration may reduce grip, low temperatures can impair dexterity. Outside, wind gusts can be a problem.		
Is the lighting adequate?	**Yes/No**	**Comment**
Contrast between light and dark can increase hazards and accurate judgement of distances. Poor lighting may encourage poor posture e.g. trying to avoid glare or stooping to see.		

4. INDIVIDUAL CAPABILITY

Can the job be done without any special physical characteristics, e.g. strength, height, etc?	Yes/No	Comment
Tasks should be able to be performed by most reasonably healthy, fit employees. Special requirements should only apply to heavy, physical jobs.		
Can the job be done without creating a hazard to those who have a health problem or to those who are pregnant?	**Yes/No**	**Comment**
Allowances should be made for known health problems. Pregnancy has significant implications for risk of injury particularly 3 months before and after delivery.		
Can the job be done without special knowledge or training?	**Yes/No**	**Comment**
Knowledge and training are often necessary for the safe performance of a task, especially when loads are likely to be unfamiliar. Instruction should include the proper use of handling aids and protective clothing.		

Hazard concern	Action needed	By when?	Who will act?

Assessment completed by	
Other individuals or agencies involved in carrying out or agreeing this risk assessment	
Date of assessment	
Date for Re-assessment	

APPENDIX FOUR
YOUNG PERSON MOVING AND HANDLING RISK ASSESSMENT

1. Each pupil with physical needs that require any element of moving or handling must have an individual risk assessment carried out to ensure the health and safety of the carer and the pupil.

2. The aim of the assessment is to identify the hazards or risks associated with moving and handling the pupil across the range of tasks or activities that the pupil may be involved in school.

3. It may be useful to seek advice or involvement from other professionals involved in the care of the pupil, e.g. therapists, nurses, etc. It is also important that the pupil and the family are involved in decisions taken as to the most appropriate technique to be used.

4. In carrying out the assessment, it is necessary to consider the following:

   - The tasks or activities that the pupil/staff will be involved in and the distances involved. This includes curriculum activities, both in school and on educational visits, etc
   - Individual capacities of the staff involved and any special requirements i.e strength, fitness, clothing or special training requirements.
   - The "load" – in this case the pupil, e.g. Are pupils given training to enable them to assist as much as possible, is there an agreed procedure if the pupil falls etc. Has the pupil got a range of medical needs that influences the moving and handling technique to be used.
   - The environment, - e.g. is there enough space to move freely and change posture. Is there sufficient space to use equipment, are floors clean, even, slip resistant, is the workplace temperature too hot or cold, is lighting adequate, Could hoists, lifts or ramps be installed to reduce physical effort.

Young Person Moving and Handling Risk Assessment.

Young Person's Name			
Address			
School/Establishment			
Weight/Height		**BMI**	
Handling Constraints			
Uncontrolled Spasm	**Yes/ No**	**Epilepsy**	**Yes/ No**
Poor Head control	**Yes/ No**	**Flaccid limbs**	**Yes/ No**
Fragile Bones	**Yes/ No**	**Impaired balance**	**Yes/ No**
No upper limb function	**Yes/ No**	**General fragility**	**Yes/ No**
Spinal fusion	**Yes/ No**	**Cultural**	**Yes/ No**
Behavioural Issues	**Yes/ No**	**Other (please state below)**	**Yes/ No**

Activity	**Independent**	**Supervised/ Prompted**	**Assisted**	**Dependent**	**Hoisted**	**Handling Techniques and Equipment to be used**
Transport						
Toileting						
Moving Around School / Establishment						
Feeding						
Outside play						

Standing						
Use of Sensory Room						
Bathing						
Swimming						
Visits						
Changing						
Other (please state)						

Any staff factors to be considered when handling this young person e.g. strength, fitness, clothing requirements, etc.	
Any adverse environmental factors to be considered, e.g. flooring, space, lighting, etc.	
Emergency arrangements to be used when normal techniques are not possible.	
Any other general equipment requirements or general comments regarding the young person	

Assessment completed by	
Other individuals or agencies involved in carrying out or agreeing this risk assessment	
Date of assessment	
Date for Re-assessment	

Hazard concern	Action needed	By when?	Who will act?

Assessment completed by	
Other individuals or agencies involved in carrying out or agreeing this risk assessment	
Date of assessment	
Date for Re-assessment	