



# STEPHEN HAWKING SCHOOL

## POLICY

### Moving and Handling Policy

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## *Moving and Handling Policy*

### *Introduction*

Good moving and handling practice contributes positively to children's physical and emotional welfare. It helps to maximise their mobility and independence. Poor practice may result in breaches of children's rights, is detrimental to their welfare and certainly limits their enjoyment of life. It is, therefore, incumbent on all the adults working with children and young people to ensure that policies and procedures are followed consistently and training is in place so that there are safe systems of working.

The school's senior leadership team are committed to promoting best and safest practice in all manual handling operations. The Manual Handling Policy and associated risk assessments are the main management procedure to achieve this and must be complied with at all times.

### *Legal Requirements*

This policy draws on and adheres to the following legislation:

- i. Health and Safety at Work Act 1974 with any relevant amendments
- ii. Manual Handling Operations Regulations MHOR 1992
- iii. Lifting Operations and Lifting Equipment Regulations LOLER 1998
- iv. Health and Safety Legislation takes precedence over any other legislation/procedures that the school operates within.
- v. Health and Safety (Offences) Act 2008

Equipment Legislation Requirements

- vi.
  - All hoists, changing beds and Acheeva Beds will be LOLER tested twice a year and serviced/weight tested once a year
  - All pupils' school slings will be tested for safety and fitness for use every six months – as part of the LOLER inspection listed above. Parents will be informed and requested to send in any school slings in for testing.

### *Aims & Objectives*

The main aim of the policy is to protect staff and pupils and promote best practice. The policy aims to reduce the risks to pupils and staff as far as is reasonably practical by ensuring that all staff feel competent and confident in their practice.

## Implementation

### Definitions

- i) The terms “Manual Handling” or “Moving and Handling” includes any transporting or supporting of a load or person. This includes pulling, pushing, lifting, lowering, carrying or moving by hand.
- ii) The term “Minimal Handling” refers to the moving of objects and people only when necessary and by making full use of techniques advised during training and appropriate handling equipment.
- iii) The term “Senior Manager” refers to Senior Management Team (SMT).
- iv) The term “Key Trainer” refers to staff who have achieved appropriate external accreditation to support the manual handling training programme. In our school these people are; Lisa Payne and Danella Field.

### Key Principles

- i) All staff are responsible for complying with the requirements of the legislation and the procedures identified in the Manual Handling Policy.
- ii) Only in the event of an emergency situation that may lead to death or significant harm e.g. fire, disaster, drowning, medical emergency, staff need to take action which may mean not following the prescribed risk assessment to move a child.
- iii) The policy seeks to reduce the need for employees to perform hazardous moving and handling activities so far as it is reasonably practical. A system of work, taking into consideration legislation and backed by supportive training will be key to the success of this Policy.

The Risk Assessment Process will take into account:-

- a) The nature of the task
- b) The nature of the load
- c) The capability of the person carrying out the task
- d) The strengths and needs of the pupil
- e) The working environment in which the task takes place

This will then be used to remove or reduce the risk of injury to the lowest level reasonably practicable and recorded in the pupil’s “Moving and Handling Assessment”.

- iv) Other people coming into school, including those not directly employed, will be made aware of the potential risks associated with moving and handling tasks and expected to participate in training where appropriate, e.g. students/volunteers.
- v) All children, who can safely do so, should be encouraged to move themselves wherever possible in order to promote their independence. Where support is required it should be the minimum needed to safely complete the task/activity.
- vi) The “Child moving and handling assessment plans” will be bespoke for each child, reviewed termly and must be followed by all staff involved with the care of the child.

vii) The Moving and Manual Handling Policy will be reviewed annually unless circumstances dictate otherwise.

viii) The Key Trainers team will coach, mentor, support and encourage colleagues to adopt a best practice approach at all times and will authorise pupils' individual moving and handling assessment plans.

ix) All staff will participate in moving and handling training annually.

## **Responsibilities**

### **i) Senior Managers**

a) Senior Managers must be aware of and understand the Moving and Handling Policy.

b) Senior Managers must remain up-to-date with current legislation and regulations

c) Senior Managers must, in accordance with the legislation, ensure that employees are not exposed to any foreseeable risk of injury from moving and handling, so far as is reasonably practicable.

d) Senior Managers must ensure that there are clearly identified systems and procedures in place to assess and record the risks associated with moving and handling. Such risk assessments should involve the staff delegated to perform the manual handling task.

e) Senior Managers must investigate and record accidents involving moving and handling, in accordance with the Schools Health and Safety Policy. This includes rigorous recording of all near misses so that we are in a position to be continually improving our practice. Near misses should be recorded on Medical Tracker (<https://www.medicaltracker.co.uk/>). All near misses will be thoroughly investigated by SMT.

f) Senior Managers must keep a record of the incidence of injuries and sick leave related to manual handling, any staff absent for more than 3 days should be reported on a LBTH AIR form ([https://forms.towerhamlets.gov.uk/en/service/accident\\_and\\_incident\\_report](https://forms.towerhamlets.gov.uk/en/service/accident_and_incident_report))

Child moving and handling assessment plans and related risk assessments should be reviewed following any reported incident and updated as necessary.

g) Senior Managers must ensure appropriate equipment identified in the child's moving and handling assessment is made available and training in its use is provided.

h) Senior Managers must ensure appropriate systems and procedures are in place to maintain moving and handling equipment in line with manufactures instruction and legislation.

### **ii. Employees**

a) Employees must make full and proper use of any risk assessment identified by Senior Managers. They must follow the child's moving and handling assessment alongside within the manual handling policy and procedures.

- b) No employee shall undertake a moving and handling task without making an informal/dynamic assessment of the risks involved to themselves or others who may be affected by their actions. Staff should ensure they take relevant steps to take care of their back. (See “Backcare” exercises appendix 1).
- c) Employees must assist and support pupils within the responsibilities of their job, guided by risk assessments and the child’s moving and handling assessment which outlines the safer system of working.
- d) Employees must participate constructively in the risk assessment & moving and handling assessment process where appropriate.
- e) Employees should feel comfortable, confident and competent before performing any moving and handling task. Where they have concerns they must report these to their manager.
- f) Employees must recognise that lifting children from the floor is a high risk activity, except in an emergency, therefore equipment must always be used for this task. The risk assessment and capabilities of the handler must always be considered.
- g) Employees must use equipment for the purpose it was designed and following instruction/training they have received. A visual check must be made to ensure the equipment is safe each time it is used. Employees must be responsible for ongoing charging of hoist batteries. Employees must report hoist equipment issues and charger failures to the Premises Manager. Please initially report this using [helpdesk@stephenhawking.towerhamlets.sch.uk](mailto:helpdesk@stephenhawking.towerhamlets.sch.uk) and then inform a member of the premises team in person.
- h) No employee should manually handle a child/load beyond his or her physical limitations (Appendix 2).
- i) Employees must inform their managers of any health concerns that may affect their ability to perform moving and handling tasks. In this instance, an employee may ask for an individual risk assessment for themselves to be drawn up and reviewed according to their needs. For expectant mothers, an individual risk assessment will always be completed by a member of the Senior Management Team.
- j) Employees must report all moving and handling accidents and near misses to their Manager and the Manual Handling Team as soon as possible and complete the relevant accident/near miss form on Medical Tracker.
- k) Employees must wear clothing and footwear, in line with the School Dress Code (see appendix 4) that does not restrict their movement or posture, and protects their feet. It is highly recommended that employees do not wear jewellery or watches when manually handling pupils due to the potential risk of injuring the child, especially those with poor skin integrity.
- l) Employees must participate in moving and handling training when requested to do so by their managers.
- m) Employees must take heed and notice of advice and support offered by the school’s Key Trainers.

n) Employees must be aware of and understand the Moving and Handling Policy.

### iii. Key Trainers

- a) To promote best practice in moving and handling techniques and procedures (see notes)
- b) To support the school's Leadership Team by encouraging other employees to follow the procedures outlined in the Moving and Handling policy
- c) To lead sessions providing advice and training on moving and handling and risk assessment
- d) To work alongside colleagues in a coaching mentoring role supporting moving and handling procedures and practice
- e) To work in collaboration with Senior Managers to review policies and practice relating to moving and handling and risk assessment
- f) Senior Managers must remain up-to-date with current legislation and regulations
- g) To maintain Key Trainers qualification by attending refresher courses

### iv: Current Register of Specific Responsibilities

**Staff Supervision:** Senior Managers, Line Managers and Moving and Handling Team

**Purchase of appropriate equipment:** Moving and Handling Team

**Induction:** Moving and Handling Team

**Staff Training:** Moving and Handling Team

**Risk Assessment Writing:** Class teachers with support from Moving and Handling Team and other key professionals, such as Physiotherapists, Occupational therapists and equipment company representatives

**Monitoring Risk Assessments:** Moving and Handling Team

**Care and maintenance of equipment, including withdrawing unsafe equipment:** Moving and Handling Team and Premises Manager

**Management of LOLER hoist and sling testing:** Moving and Handling Team and Premises Manager

Notes (to be read in conjunction with the school's key rules within pupils moving and handling assessments (page 5))

- Moving and Handling Assessments take into account the nature of the situation, the environment in which the lifting is to be undertaken, the size and weights of children and young people involved, the degree to which they may either assist in a lift or actively resist lifting and the individual capabilities of the members of staff and frequency of lifting operation.
- Appropriate mechanical equipment such as hoists should always be used in the initial lift and not as a secondary precaution.
- Hoisting - Always refer back to the individual pupil's safer system of work in their moving and handling assessment plan for information about the number of staff to be present when hoisting pupils.
- Mobile hoists must always be used with a minimum of two members of staff, some children and or situations may require three. Mobile hoists must always be used with the brakes unlocked to increase its stability (unless manufactures instructions state otherwise). Hoists are to be stored with brakes on.
- Training in moving and handling techniques and in using mechanical aids is provided to all teachers and support staff; and competence in these tasks is proven prior to being used.
- All volunteers and students on placements have an introduction to moving and handling procedures.
- Key Trainers (i.e. those who have successfully completed the competence requirements outlined in Training section below) are qualified and accredited by Edge Services, Manual Handling Training Company. They receive specific training to train support workers on moving and handling children and young people in an educational environment (i.e. Stephen Hawking School).
- Training for all staff involved in moving and handling is provided by competent & qualified trainers annually. Stephen Hawking school uses an e-learning theory course provided by Edge (for Teachers & STAs – class leads) and onsite training is conducted in-house by the Moving and Handling Team. The school training programme is reviewed on an annual basis or sooner if necessary.

Stephen Hawking School adopts the following Best Practice guidelines in the Safe movement of Pupil Specialist Equipment:

- a) Postural systems such as standing frames, side liers, and Acheeva Beds must not be pushed around outside the school building. Work chairs are not purposefully designed for outdoor use, however the outdoor facilities at Stephen Hawking School have a minimal threshold depth and the grounds are frequently inspected for debris. This significantly reduces the risk to damage to work chair casters which is the main reason for manufacturers specifying indoor use.
- b) Pupils' wheelchairs **must** descend kerbs backwards.
- c) Put brakes on wheelchairs and postural equipment when placing or assisting pupils into and out of their equipment.



- d) Always raise side safety rails when performing personal hygiene procedures on changing beds, unless pupil's individual moving and handling assessment specifies otherwise.
- e) Staff to closely supervise pupils using walking frames and any other equipment that supports independent mobility.
- f) Complete all necessary observations and safety tests (e.g. sling tug test, double checking fixings) before attempting any move.

## **Emergency Situations**

In genuine emergency situations assistance should be offered if someone is in imminent danger. However, many untimely situations – such as a pupil with epilepsy having a seizure or standard fire evacuation is **not** considered an emergency because it is foreseeable and safe systems of work can therefore be planned and implemented.

Fire alarm; follow directions as per the fire evacuation procedure.

Medical emergency while changing; follow the pupil's healthcare plan if they experience a medical emergency whilst in the changing room as you would if they were in the classroom.

Medical emergency while in the water; continue to follow the pupil's care plan while in the water if it is safe to do so. Evacuate any other pupils from the water to maintain dignity to the pupil. "Blue Call" for support from the nursing team and senior leadership team to attend. As long as it safe to attend to the pupil in the water continue to do this until either the child is well enough to move, the nursing team decide or the pupil's health changes again.

## **Assessment**

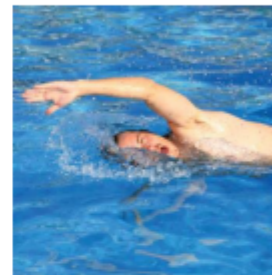
The effectiveness of this policy will be reviewed and assessed in accordance with the review cycle, or earlier if necessary.

## Exercises for back pain

Exercise is commonly advised as one of the best ways to help prevent and manage most back pain. The type of exercise you do does not matter as long as you do something and remain active. Some people find that swimming helps them, others swear by yoga, while many people enjoy walking or running. The choice of exercise is yours because if you enjoy what you are doing, you will be more likely to continue and see the benefits

### Common exercises beneficial for back pain

- ♦ **Swimming** - the water environment takes the strain off joints and muscles while working out the entire body
- ♦ **Yoga** - strengthens core and back muscles and increases flexibility
- ♦ **Pilates** - strengthens muscles and the spinal column and promotes good posture
- ♦ **Exercise programs** - provide a cardiovascular workout and all over body conditioning which includes the back and core muscles.



There are many other exercises that you could do which would be helpful.

Although structured exercises are extremely beneficial, there are also some exercises you can do **on your own at home** without specialist equipment that can help to strengthen your back and prevent and ease back pain.

If you find that any of the exercises exacerbates your back pain, try another one or seek advice from your GP or health professional. You should, however, expect some minor discomfort after starting an exercise program, since your body may not be used to exercise.

### Useful exercises

#### Good morning

- ♦ Stand with your feet slightly apart and arms folded in front of your chest
- ♦ Bend your knees a little and bend your hips to get your back flat and parallel to the ground while sticking your bottom out
- ♦ Breathe out on the way down, in on the way up
- ♦ **Repeat 10 times.**



#### Half or one third squats

- ♦ Stand with your feet apart and arms folded in front of your chest
- ♦ Bend your knees until your thighs are halfway to being parallel with the ground (one third squats) Return to the upright position
- ♦ Progress to having your thighs parallel to the ground (half squat) but never deeper
- ♦ Breathe out on the way down, in on the way up
- ♦ **Repeat 5 times (gradually increase to 10).**



#### Arm and leg raise

- ♦ On the floor, on all fours, place your hands shoulder width apart and your knees slightly apart (arms and thighs should be vertical)
- ♦ Stretch one arm forward in front
- ♦ while stretching the opposite leg out behind
- ♦ **Repeat 10 times.**



#### Cat's pose

- ♦ Arch the back, at the same time, look down at the floor
- ♦ Then lower the stomach towards the floor, hollowing the back while looking up
- ♦ (If you are pregnant you should not do the second part of this exercise instead keep your back straight)
- ♦ **Repeat 10 times.**



### Arm swings

- While on the floor on all fours raise one hand off the floor and reach underneath your body as far as you can
- On the return, swing the arm out to the side as far as you can, then return to the starting position. Follow the moving hand with the eyes
- Repeat with the other arm
- Repeat 10 times.**



### Bent leg side raises

- Position yourself on the floor on all fours
- Swing your bent leg out to the side from your hip then return it the middle
- Repeat 10 times (do the same with the other leg).**



### Arm and leg extension

- In an all fours position stretch one arm forward in front, while stretching the opposite leg out behind
- Return your arm and leg to original position
- Repeat 10 times (do the same with the other leg).**



### Back arch

- Lying face down on the floor, push up with your arms your hands placed below your shoulders
- Keep your pelvis on the floor and only raise your back
- Repeat 10 times.**



### Knee Raises

- While in the all fours position draw alternate knees to the opposite elbow
- Return to the original position
- Repeat 10 times (do the same with the other leg).**



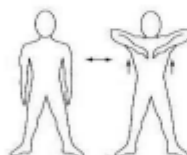
### Trunk rotators

- Sitting cross legged, twist your shoulders around and place your right hand on the floor behind you
- Place your left arm outside of your right knee and twist towards the right holding for five seconds, using your left arm as a lever against the knee
- Repeat five times (each side).**



### Upright rowing

- Standing with your feet hip width apart, arms at your sides, bring your hands up to just below your chin
- At the same time bringing your elbows up as far as possible to the side of the head
- Return your arms to your sides
- breathing in on the way up, out on the way down
- Repeat 10 times.**



### Head, arms and trunk rotation

- Start with feet hip width apart, hands and arms reaching directly forward at shoulder level
- Turn your head, arms and shoulders around to the left as far as you can go, bending the right arm across the chest, keeping your hips still
- Repeat to the right
- Repeat 10 times.**

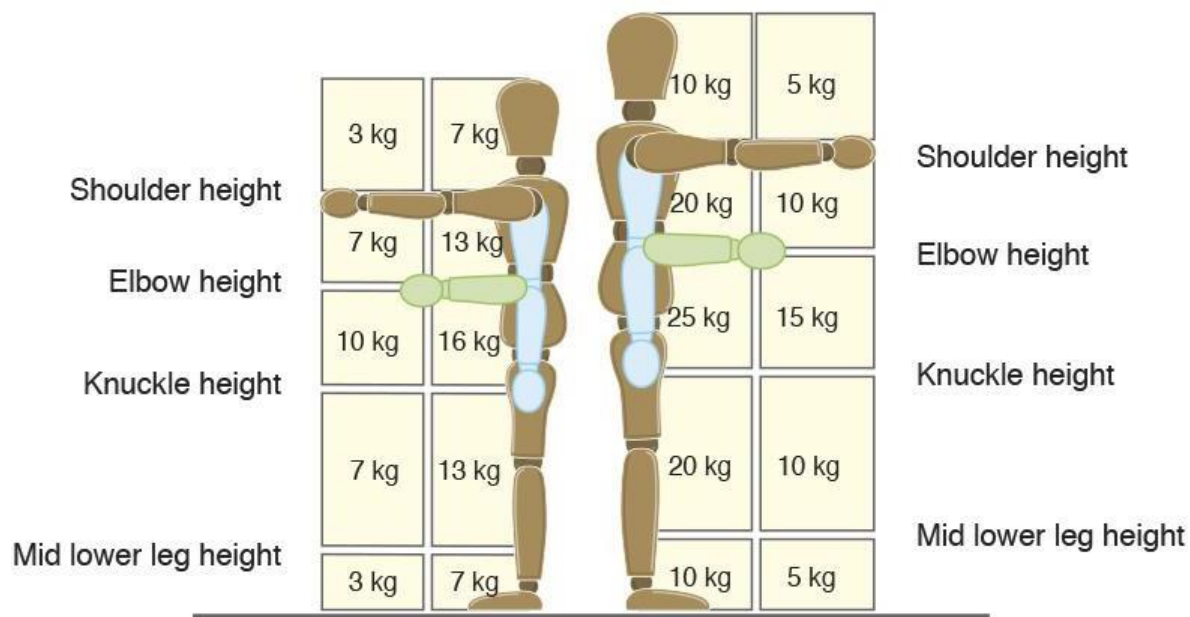


**For more information on exercises to help alleviate back pain contact BackCare or visit [www.backcare.org.uk](http://www.backcare.org.uk)**

Source: <https://backcare.org.uk/wp-content/uploads/2020/02/901-Exercises-for-back-pain.pdf>

## ***Appendix 2: Recommended Guidelines for lifting & carrying***

The law does not set specific weight limits, so the guidelines are not 'safe limits' for lifting and carrying. They use broad assumptions or generalisations where, if met, the risk of injury is considered to be low. But working outside the limits is likely to increase the risk of injury, which can lead to ill health. The guidelines are derived from lifting capacity data which show differences between men and women in the population (rather than individuals).



E.g. Lifting a child off the floor, close to your body, the maximum weight of the child you should lift is 7Kg

At arm's length – 3kg

Source: <https://www.hse.gov.uk/msd/manual-handling-risk-filters.htm>

## CHILD MOVING AND HANDLING ASSESSMENT

Complete child's details (Admin can add weight)

Child's full name					Child's DOB	
Weight	Autumn				Does child require assistance with mobility?	
Date Taken	1				(If no, no further action required)	
Name of Assessor/ Role					Date Completed	

Please highlight (in yellow) the correct level of assistance for the child.

BRIEF DESCRIPTION OF LEVELS OF FUNCTION AND THEIR SCORES	
1 - Total Assistance	Needs support with all aspects of moving, posture, body control, uses specialist mobility equipment.
2 - Moderate Assistance	Uses specialist mobility equipment, but has some upper/lower body strength, needs assistance to reposition
3 - Supervision	The child requires no more than the helper standing by, cueing, coaxing or signing without physical contact.
4 - Modified Independence	Tasks require one or more of the following: an assistive device, (e.g. walking frame) more than reasonable time, or there are safety (risk) considerations.
5 - Complete Independence	All of the tasks described are performed safely, without help or aids and within a reasonable time.

Location	The school environment, including, but not limited to, all learning spaces, including pool, hall and playground.
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Please Insert Pupils Profiles on this page.

The pupil profile should include the following?

- Name
- Year group
- Class
- Important Medical Information: e.g. list of medical conditions, seizure info & medicines taken
- What the child is good at
- What child likes
- Sensory – Conditions/impairments
- Social information & implications for learning
- Communication & level of symbolic understanding



Please consider if the hazards below impact moving the child. This is not an exhaustive list. There may be other factors to be considered

PHYSICAL HAZARDS	YES	NO	COMMENTS
Does the child experience any seizures/involuntary movements/dystonia?			
Is the child unstable/uncoordinated? Or has poor balance			
Does the child have swollen/fixed/floppy or loose limbs?			
Are there any orthopaedic - considerations? <i>E.g. fracture, arthritis, recent surgery, brittle bones, dislocated hips, scoliosis, discrepancy</i>			
Is skin condition poor? <i>E.g. skin is damaged, vulnerable to injury or unable to heal normally/bed sores.</i>			
Is the child in pain or any discomfort when moving?			
Are there any 'attachments' to consider? <i>E.g. IVs/catheters/oxygen cylinders/prosthetic limbs/J-PEG/NG/buttons/tracheostomy</i>			
Other Suction machine			
PSYCHOLOGICAL HAZARDS	YES	NO	COMMENTS
Is the child uncooperative/non-compliant?			
Is the child unpredictable? Does the child have difficulty understanding or following instructions?			
Does the child display challenging behaviour?			

Comments
<i>(Use this space for any information that may be relevant to the child's individual moving &amp; handling programme)</i>

## SAFER SYSTEM OF WORKING

*List methods used and precautions taken, number of staff involved, frequency of task, equipment used & any further precautions taken. If using a hoist – detail hoist type (overhead), sling type, size & hoists sling fastening arrangements/loops*

<b>SLING TYPE &amp; SERIAL NUMBER</b> ONLY use <b>BLUE</b> sling, <b>BLACK</b> slings with <b>YELLOW</b> tag & <b>GREEN</b> slings for swimming.	E.g. Rachel harness, GIDL, Toileting Sling, HUG		
<b>SLING LOOPS</b> To support correct positioning & posture (Check <b>Red</b> tag attached to school chair)	<b>Top</b>	<b>Middle</b>	<b>Bottom</b>
<b>CHAIR TYPE</b> (E.g. JCM Triton)			
<b>STANDER TYPE</b> (E.g. <u>Leckey</u> Prone)			
<b>WALKERS</b>			
<b>ACHEEVA BED/SIDE LYER</b>			
<b>OTHER</b> <i>(e.g. Hygiene toileting system (HTS) bespoke tricycle)</i>			



### Generic Control Measures to consider before transferring/lifting any pupil.

Do you feel competent, confident & fit enough to attempt the lift? (If not please seek help from your team or the manual handling team).
Assess the environment. Is space restricted? Is lighting adequate? Is there a risk of slip, trip or fall? Make area safe or seek assistance. (All areas around school should be safe to hoist. If you have any concerns try & rectify before moving the child. If you cannot, do not attempt the manoeuvre).
Ensure all transferring equipment is in good working order before attempting any lifts. If any concerns do not move the child & call the manual handling team/premises. Never use faulty equipment. (e.g. hoists move up & down. Slings have no obvious signs of wear & tear)
The temperature & ventilation around the school should be comfortable for all pupils. If you have any concerns <i>do not attempt maneuverer and seek assistance from premises team</i> )
Consider the child's wishes and, where possible, encourage independence and autonomy in order to empower them to gain control over as much of their lives as possible.
Ensure all detachable equipment is either removed or safely tucked inside child's clothing. (e.g. J-PEG, gastrostomy button, NG, Oxygen)
If 2 or more people are supporting the transfer agree who is taking the lead & giving the instructions.
Set all height adjustable equipment to suit the needs of the child/handler moving the child.
Before any manoeuvre, ensure the brakes of the child's equipment are on and secure.
Never release a pupil's lap strap whilst hoisting until the hoist's strap is taut and has no slack. Ensure child is secure & well supported in sling. (Tug test)
Ensure sling is positioned correctly, and know the correct colours loops required for the child. (Check red sling identity tags on school chair if unsure)
Once child is in correct position in equipment, ensure slings & loops are tucked in sling pockets, so they do not present a hazard. (e.g. get caught in chair wheels)
Before transfer, communicate using child's preferred communication system, so they are prepared & aware. Use the appropriate communication strategies according to the child's individual needs and development.
Ensure side rails are always locked in the 'up' position to stop children rolling off. If there is a reason not to use them, please record in transfer guidance.
Overhead hoist bars move. Ensure somebody is always holding it securely.
Never overreach for a hoist. Hoists controls should be within easy reach for all staff.
Always return the equipment (e.g. overhead hoist) back to its appropriate home.
Always lower a child to their chair/changing bed before providing oral suctioning. This should never be undertaken when a child is hanging in their sling.



Record details of all the transfers below (delete or grey out any not required)

Number People	Transfer from – Home Chair to School Chair/reverse
Number People	Transfer from – Chair to stander/reverse
Number People	Transfer from - Chair to changing bed/reverse
Number People	Transfer from – Chair to Hygiene toileting system /reverse
	N/A
Number People	Transfer from – Chair/stander to floor/reverse
Number People	Transfer from – Chair to Therapy Aid/PE Equipment/reverse (If using portable hoists, ensure brake of hoist is off hoist)
Number People	Transfer from – side <u>lyer</u>

Further action required				
<i>(Use this space for any information that may be relevant to the child's individual moving &amp; handling programme, e.g. Child needs new sling assessment, does child need new equipment review)</i>				
ACTION	To be completed by/Deadline	<b>HIGH</b> This suggests harm is imminent within a short period of time unless action taken	<b>MEDIUM</b> This suggest harm is likely is to occur within time unless action taken	<b>LOW</b> This suggests harm is unlikely to occur



Manual Handling Qualified Assessor Name	A thorough moving and handling risk assessment has been carried out and the detailed precautions are required to comply with the "Manual Handling Operations Regulations 1992 (as amended)	Date

Once approved, the class teacher is to share this risk assessment with class staff, who will read and sign a declaration that they have fully understand the safer system of working for this child.

#### Review log

Date of review/Assessment	Are there any changes since the last assessment	Assessment completed By/role	Authorised by Manual Handling Assessor - name	Date Checked & Authorised