



Thomas Wolsey Ormiston Academy

Moving and Handling Policy

Policy version control

Policy type	Academy's own
Author	Charlotte Collinson
In consultation with	Emily Webster
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Description of changes	New policy

1. Policy Aims and Principles

- 1.1. It is the policy of Thomas Wolsey Ormiston Academy to comply with the Health and Safety at Work Act 1994 (and the regulation under it and this is a legal requirement). In complying with the act, all staff at Thomas Wolsey Ormiston Academy undertaking Moving and Handling of children must have read this policy and have signed to indicate their understanding of it and agreement to uphold its content.
- 1.2. This policy applies to the movement and positioning of children and young people whilst in the care of academy staff whether on or off site.
- 1.3. Thomas Wolsey Ormiston Academy is committed to inclusion and a process which enables our pupils to participate to their full potential in the school curriculum, including activities outside the school within the constraints of their medical condition if present, as far as reasonably practicable.
- 1.4. It is the aim of Thomas Wolsey Ormiston Academy for pupils to achieve minimal assistance and handling. It seeks to adopt a balanced approach to the protection of the health, safety and welfare of both pupils and staff as provided by legislation and other Trust and Academy policies.



2. Accident Prevention

- 2.1. The Academy recognizes that the prevention of accidents and ill health resulting from work is part of the overall Safer Moving and Handling Policy.
- 2.2. The elimination of the stressful manual assistance of pupils, whilst desirable is not always practicable or lawful. The use of mechanical equipment and aids to assist with safer movement of both pupils and inanimate loads should be used where appropriate and suitable.

3. The Working Environment

- 3.1. It is the aim of the academy to ensure that the environment which pupils and staff work in is as safe and free from risk as far as is reasonably practicable.
- 3.2. It is the responsibility of all staff to maintain an uncluttered environment and that all equipment is returned to its rightful place and stored in a safe manner. Staff must report defects immediately to the identified member of staff with the completion of the appropriate paperwork.

4. Reporting of Accidents

- 4.1. It is the responsibility of the Senior Leadership Team to ensure that staff comply with the Trust guidance and procedures on accident reporting and investigation.
- 4.2. All staff must ensure that any pupil handling activity, in which a near miss or an actual injury occurs, is recorded on iAM Compliant and reported to Emily Webster, the Co-Principal responsible for Health and Safety at school as soon after the event as possible.

5. The Use of Mechanical and Handling Aids

- 5.1. The Co-Principals are responsible for the training of staff in using equipment and ensuring its maintenance as directed by the Lifting Operations and Lifting Equipment Regulations. They will liaise directly with the Moving and Handling Instructor and the Operations Manager for guidance with regard to training and the regular servicing of equipment.
- 5.2. Staff are expected to make full use of any items of equipment provided for a particular pupil. This should be in accordance with training and the procedures described in the Individual Pupil's Risk Assessment Moving and Handling plan and in accordance with the manufacturer's instructions on use and care.



6. Unsafe Practices

- 6.1. The use of any unsafe practices will not be condoned by the academy. Any staff using proscribed assistance or handling techniques will be disciplined in line with Academy and Trust policy.

7. Conflicts in Assistance and Handling

- 7.1. Any conflicts or concerns expressed over a method of handling will be discussed by all parties involved and a balanced decision achieved in which one party's benefit does not significantly increase the risk of the other to an unacceptable level.

8. Training

- 8.1. The provision of training under Health and Safety at Work Act and other regulations stresses the importance of training to protect the welfare and safety of all staff.
- 8.2. The CO-Principals have a working knowledge of the assistance and handling procedures being used in their academy.
- 8.3. All staff will receive training in what is relevant to the duties they are expected to perform as part of their contract of employment.
- 8.4. Employees are expected to undertake the training that is provided.
- 8.5. The academy will maintain staff training records.
- 8.6. All newly appointed staff, or those returning to work after a break of more than a year, who will be involved in the Moving and Handling of pupils with physical needs will attend training before they are permitted to work with pupils.
- 8.7. Personnel who are not directly employed by Thomas Wolsey Ormiston Academy should not be allocated duties which involve handling or moving of pupils.
- 8.8. Annual Moving and Handling training will be provided. It is the responsibility of the Senior Leadership Team and staff to ensure that the updating of skills as required has taken place.

9. Appropriate Dress

- 9.1. All staff and authorized persons are required to wear appropriate clothing for their area of work. When involved in assisting in transferring pupils non-restrictive clothing and flat enclosed shoes are required.



- 9.2. Jewellery should be kept to a minimum and any worn which is likely to be a potential hazard to assisting staff or pupils should be removed.
- 9.3. Loose, flowing garments such as scarves, extra long cardigans or extra-long skirts should not be worn, (unless for religious or cultural purposes).

10. Appropriate touch

- 10.1. Emotional support – Staff and authorized persons may use physical contact, i.e. an arm around a shoulder, in order to give a pupil emotional support. This is referred to as a ‘Thomas Wolsey hug’.
- 10.2. Encouragement – A pupil may need prompts to encourage their participation and enjoyment of an activity. To maximise interaction this will be done in a thoughtful and sensitive manner.
- 10.3. Sensory and Physical therapies – Pupils must experience appropriate handling during sensory and physical sessions and staff will have due regard to the pupils right to respect and dignity. When working from any individual assessment, maximum independence will be encouraged with all pupils. Therapist advice should always be taken into consideration when routinely handling pupils.
- 10.4. Appropriateness – Whilst recognizing the importance of touch for many of our pupils, all staff should be aware that physical contact can be misconstrued and must exercise common sense and professional caution. All touch should be age and stage appropriate. Staff should understand, uphold and respect the values of the diverse multicultural heritage of our staff and pupils with the regard to any physical handling.



Appendix 1

Interpretation of “Business Reasons”

All decisions will be made on a case by case basis and those making the decision will consider how the individual request and/or alternatives to this request, can be accommodated alongside the needs of the Academy.

If a request to work flexibly is rejected then the Academy will provide a specific “business reason”, which must be one of the eight stated in the legislation

1. Burden of additional costs
2. Detrimental effect on the ability to meet customer demand
3. Inability to re-organise work among existing staff
4. Inability to recruit additional staff
5. Detrimental impact on quality
6. Detrimental impact on performance
7. Insufficiency of work during the period the employee proposes to work
8. Planned structural changes

The Academy’s interpretation of the “business reasons” are set out below in order to provide a clearer understanding of the specific circumstances in Academy.

1. Burden of additional costs

It may, in some circumstances, be more costly to employ part time staff rather than full time staff but this would not normally be a key reason for rejecting an application.

2. Detrimental effect on the ability to meet customer demand

The Academy’s customers are their pupils and parents. It is important that the quality of teaching and learning is not adversely affected by agreeing to flexible working. In particular, the Principal will consider the impact on the need to spread the teaching of individual classes over more than one teacher (split classes), pressure on the timetable to fix particular lessons on a reduced number of days in the week. This is particularly the case where the member of staff is the sole specialist in a subject. In the case of support staff there is a need to ensure that service provision is maintained at a satisfactory level.



3. to re-organise work among existing staff

Inability

In addition to 2 above where the member of staff has leadership or management responsibilities it is necessary to take into account the ability of the Academy to distribute these to other members of staff at times when the part time member of staff is not working. This may require a job-share or a reduction in the allocated responsibilities. The Academy may wish to set a minimum contract for a Head of Department, or senior leader, for example. The Academy will also need to consider whether it is appropriate for a leader or manager to be absent for whole days in the week as a result of flexible working.

4. Inability to recruit additional staff

Excellent quality teaching is paramount for raising Academy standards. It is not always possible to recruit excellent teaching staff but the Academy will make attempts to do so as appropriate. In relation to 3 above, where a job share is required to fulfil the job description, this may only be possible if there is a colleague who is able and willing to undertake a part of the leadership responsibility. Where necessary and appropriate, the Academy will seek to recruit additional staff.

5. Detrimental impact on quality

See section 2 above in relation to the possible impact on the quality of learning and teaching.

6. Detrimental impact on performance

Timely marking of pupils' work is essential for their progress. Pupils' work must be marked on a regular basis in accordance with the Academy marking policy. The Academy recognises that it is potentially difficult for part time teachers to manage the weekly workload of planning and assessment in the classroom. If this difficulty occurs, it is likely to have a negative impact on the quality of learning and on other members of staff.

It is the responsibility of part time staff to manage weekly workloads to ensure that there is no detrimental impact on performance. Staff applying for flexible working will be required to detail how they will fulfil the requirements of the part time job should the request be agreed, and this will be considered before a decision is reached.

7. Insufficiency of work during the period the employee proposes to work

If more than one member of part time staff requires the same working period, it may be difficult to accommodate all part time staff requests. Whilst individual preferences for working days and times can be considered, the needs of pupils and effective service delivery are paramount. This is particularly an issue where the timetable for teachers requires teams of staff to deliver the curriculum to a pool of pupils. The impact of a part time teacher being absent from Academy for one day per week may be to pressurise the time-table to allocate a predominance of non-teaching periods for others in the team on that day. The extent to which the proposed flexible/part time work pattern affects the work-patterns of the team will be considered before a flexible working application is agreed.



8. structural changes

Planned

The Academy will need to consider the impact on its ability to accommodate flexible working on the basis of planned curriculum changes, reduced pupil numbers or changes to the staffing structure.

9. Other ground as the Secretary of State may specify by the regulations

No such grounds are specified currently.



Appendix B

Form to request flexible working

Note to the employee

You can use this form to make an application to work flexibly under the right provided in law. Before completing this form, you should first read the Flexible Working Policy and Appendix A carefully and check that you are eligible to make a request.

You should note that it may take several weeks to consider your request and allow for discussion and meetings between us and further time for implementation where a flexible working pattern change is agreed to. You should therefore ensure that you submit your application to your Line Manager / Principal well in advance of the date you wish the request to take effect.

It will help us to consider your request if you provide as much information as you can about your desired working pattern. It is important that you complete all the questions as otherwise your application may not be valid. When completing section 3, think about what effect your change in working pattern will have both on the work that you do and on your colleagues. Once you have completed the form, you should immediately forward it to your Line Manager / Principal (you might want to keep a copy for your own records). We will then have 28 days after the day your application is received in which to arrange a meeting with you to discuss your request. If the request is granted, this will normally be a permanent change to your terms and conditions unless otherwise agreed.

1. Personal details	
Name:	Job title:

I would like to apply to work a flexible working pattern that is different to my current working pattern under my right provided under The Children and Families Act 2014. I confirm I meet each of the eligibility criteria as follows:

Note: If you are unable to tick all of the boxes below, then you do not qualify to make a request to work flexibly under the statutory procedure. This does not mean that your request may not be considered, but you should explore this separately under paragraph 11 of the policy.

<input type="checkbox"/> I have worked continuously as an employee of the school for the last 26 weeks
<input type="checkbox"/> I have not made a request to work flexibly under this right during the past 12 months
If a previous request to work flexibly under this right has been made during the past 12 months, please provide the date:
2a. Describe your current working pattern (days/hours/times worked):



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2b. Describe the working pattern you would like to work in future (days/hours/times worked):

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2c. I would like this working pattern to commence from:

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3. Impact of the new working pattern

[] I have attached a statement explaining how I think this change in my working pattern could be accommodated and the impact it will have on [students] [your work] and colleagues.

Signed	
Date	

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Return slip

Confirmation of receipt (to be completed and returned to employee)

Dear [applicant's name]

I confirm that I have received your request to change your work pattern on: [date received]

I shall be arranging a meeting to discuss your application within 28 days following this date. In the meantime, you might want to consider whether you would like a work place colleague or trade union representative to accompany you to the meeting.

Signed: