

Task: Repositioning student in a wheelchair	Risk Priority Chart				
<p><b>Task description:</b></p> <ul style="list-style-type: none"> <li>A student has slumped down in their wheelchair and needs to be repositioned back into the upright position.</li> <li>Whilst it would be preferable to use mechanical assistance for this task, this is not always practicable and a manual handling technique may be required.</li> <li>This may occur at any number of times during the day e.g. when the student is hoisted back into a chair and staff are unable to position the student totally due to constraints of the chair/hoist. Also, when the student is not in their normal classroom setting</li> </ul> <p><b>Description of Student:</b></p> <ul style="list-style-type: none"> <li>The student weighs approximately 30kg and is unable to assist with the activity.</li> <li>The current technique used is a two person lift with a staff member positioned on each side of the wheelchair</li> </ul>	<b>Consequences:</b> How severe would injury be?				
	<b>Likelihood:</b> How likely is an injury to occur?	<b>Extreme</b> (Death, Disability)	<b>Major</b> (Serious Injury)	<b>Moderate</b> (Medical treatment)	<b>Minor</b> (First Aid Only)
	<b>Very Likely</b> (could happen frequently)	1	2	3	4
	<b>Likely</b> (could happen occasionally)	2	3	4	5
	<b>Unlikely</b> (could happen but rare)	3	4	5	6
	<b>Very Unlikely</b> (could happen but probably never)	4	5	6	7
<b>Risk Prioritisation</b>	1,2,3 Do something about these risks immediately				
	4,5 Do something about these risks as soon as possible				
	6,7 These risks may not need immediate attention				
Task Components	Current Control Measures				
1. Preparation <ul style="list-style-type: none"> <li>Brakes on</li> <li>Remove attachments as necessary/able</li> <li>Staff members take up position</li> </ul>	<ul style="list-style-type: none"> <li>Back Care Lecture</li> <li>Two person lift (standing to the side of the student)</li> <li>Training with physiotherapist</li> <li>Individual student assessment</li> </ul>				
2. Reposition child <ul style="list-style-type: none"> <li>Staff members 'lift' child back in seat</li> </ul>					
3. Finish task <ul style="list-style-type: none"> <li>Re-attach any attachments that were removed</li> <li>Apply any restraint/support straps</li> </ul>					

Task Components	Direct Risk Factors (Force, Posture, Repetition/Duration)	Contributing/Modifying Risk Factors (Environment, Layout, Organisation, Technique, Worker/Student Characteristics)	Risk Score			Control Measures (Design, Administrative)
			Likelihood Very Likely Likely Unlikely Very Unlikely	Consequence Extreme Major Moderate Minor	Score	
<b>1. Preparation</b> - Remove supports or attachments as necessary/able  - Staff members take up position	<u>Force</u> <ul style="list-style-type: none"> <li>Some force required to position wheelchair to ensure space for workers</li> <li>May require moderate force to undo restraints</li> </ul> <u>Posture</u> <ul style="list-style-type: none"> <li>Some flexed postures may be involved but usually without any load</li> <li>Wrist/forearm postures may be awkward to undo restraints</li> </ul>	<u>Work Area Design</u> <ul style="list-style-type: none"> <li>Access and space may be an issue due to work area design and dependent on where activity is occurring</li> </ul>	Unlikely	Moderate	5	<u>Design</u> <ul style="list-style-type: none"> <li>Wheelchair design, including restraint attachments, will greatly affect all aspects of this task. Investigation and implementation of optimum attachments is an essential control measure</li> </ul> <u>Administrative</u> <ul style="list-style-type: none"> <li>Training – ensure staff have information on correct set up and removal of all w/chair attachments</li> <li>Ensure any maintenance of the wheelchair and attachments is regularly completed</li> <li>Housekeeping – ensure work areas are kept clean and clear of obstacles</li> </ul>
		<u>Work Environment</u> <ul style="list-style-type: none"> <li>Clutter and other equipment decreases space available</li> </ul> <u>Handling Procedure</u> <ul style="list-style-type: none"> <li>May involve manoeuvring of wheelchair/equipment, which may require some force</li> </ul>	Unlikely	Moderate	5	

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<p><b>2. Reposition student</b></p> <p>- Staff members 'lift' student back in seat</p>	<p><u>Force</u></p> <ul style="list-style-type: none"> <li>Moderate to large amount of force may be required to lift child back in seat</li> </ul> <p><u>Posture</u></p> <ul style="list-style-type: none"> <li>Significant forward bending is involved</li> <li>the weight of the student will be supported away from the lifter's body</li> </ul>	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> <li>Design of the wheelchair (e.g. height of the back and sides) will have considerable effect on the force and posture required</li> </ul> <p><u>Work Environment</u></p> <ul style="list-style-type: none"> <li>Distractions from other children may decrease concentration on the task and therefore increase the risk of injury</li> </ul> <p><u>Technique/Procedure</u></p> <ul style="list-style-type: none"> <li>Two person lift performed with a staff member on each side of the wheelchair/chair</li> </ul> <p><u>Work Organisation</u></p> <ul style="list-style-type: none"> <li>This task is always performed by the teacher and teacher aide</li> </ul>	Likely	Major	3*	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>Use of a hoist would be the preferred option for almost all occasions where the student is repositioned in a chair</li> <li>An alternative may be a two person technique where one person 'lifts' part of the body weight from behind, whilst the other pushes on the knees/lower limbs</li> <li>Use of equipment that minimises "slip down" e.g.;                             <ul style="list-style-type: none"> <li>Anti-slip pads and materials</li> <li>Slip Grips (allows movement in one direction only)</li> <li>Wedges to elevate knees</li> <li>Footstools to elevate knees</li> </ul> </li> <li>Ensure technique meets with individual requirements of student</li> <li>Investigate wheelchair design (when upgrading) that minimises effort required to perform transfer tasks with the student</li> </ul> <p><u>Administrative</u></p> <ul style="list-style-type: none"> <li>Training of all relevant staff in appropriate technique. This could also be offered to parents and carers.</li> <li>HR/Staff placement practices review to ensure appropriate staff</li> </ul>

<p><b>3. Finish task</b></p> <ul style="list-style-type: none"> <li>- Re-attach any supports or attachments that were removed</li> <li>- Apply any restraint/support straps</li> </ul>	<p><u>Force</u></p> <ul style="list-style-type: none"> <li>▪ May require moderate force to apply restraints</li> </ul> <p><u>Posture</u></p> <ul style="list-style-type: none"> <li>▪ Some flexed postures may be involved but usually without any load</li> <li>▪ Wrist/forearm postures may be awkward to apply restraints</li> </ul>	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> <li>▪ Design of wheelchair will affect ease of application of attachments and restraints</li> </ul> <p><u>Work Environment</u></p> <ul style="list-style-type: none"> <li>▪ Clutter and other equipment may decrease space available</li> </ul> <p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> <li>▪ Support of student whilst replacing the attachments may increase effort required</li> </ul>	<p>Unlikely</p>	<p>Moderate</p>	<p>5</p>	<p><u>As per Component 1</u></p>
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### Risk Factors Common To All Actions

**Worker Characteristics**

- Number of staff with ongoing injuries
- General attitude/culture of needing to provide opportunities to the student (even if increases risk to staff)
- Varied fitness/age levels of staff

**Work Organisation**

- Training/experience levels vary and if teacher away, may have a relief teacher with no experience, which further increases the risk
- New workers, pregnant workers, previously injured workers and workers who have returned from prolonged absences need special consideration

**Student Characteristics**

- Student unable to assist, and at times may not understand what is happening.
- Student may have orthopaedic problems such as spinal rods
- Sometimes the student may be uncooperative, have sudden movements, or problems relating to tone (high or low). These movements result in increased difficulty for use of a hoist

**Repetition**

- There is no “repetition” of movements within this task, however this activity as a whole (re-positioning) is repeated often during the day
- Staff also perform many other manual handling tasks and transfers throughout the day
- This task and other transfers with students are physically demanding.

Summary Control Plan					
CONTROL OPTIONS IN ORDER OF PREFERENCE	REASONS FOR CONTROLS BEING REQUIRED	ESTIMATED COSTS OR RESOURCES REQUIRED	WHO IS RESPONSIBLE FOR IMPLEMENTATION?	STATUS & DATE	COMPLETION DATE
<b>Design</b>					
<ul style="list-style-type: none"> <li>Purchase hoist – mobile and easy to use, efficient for repositioning</li> </ul>	Repositioning is required approx. every 30 mins for each student. Task involves high forces and poor postures	\$2 500 in current budget available	Principal	To obtain quotes	
<ul style="list-style-type: none"> <li>Use of sit/slide mats that prevent slipping in one direction</li> </ul>	Facilitates sliding in one direction (e.g. to sit up) but prevents sliding back down in chair	\$70	G. Brown to arrange trial and quotes		
<ul style="list-style-type: none"> <li>Redesign technique – to minimise awkward postures and effort for both staff</li> </ul>	Current technique involves high risk of injury for both workers	nil	HOSES liaise with PT re student program		
<ul style="list-style-type: none"> <li>Investigate wheelchair design (when upgrading) for ease of use</li> </ul>	Some w/chair designs make assisting student more difficult	cost shared with parents and support agencies	HOSES to liaise with parents and therapists		
<b>Administrative Controls</b>					
<ul style="list-style-type: none"> <li>Train in alternative two person technique – could also be offered to parents and carers</li> <li>Ensure technique meets with individual requirements of student</li> </ul>	Some w/chair designs make assisting student more difficult Alternative to hoist option – still requiring awkward postures but reduces force required. Training to incorporate whole procedure e.g. use of equipment. Undertake assessment of student and adopt where appropriate	nil time allocation HOSES with staff	HOSES		
<ul style="list-style-type: none"> <li>Housekeeping – ensure work areas are kept clean and clear of obstacles</li> </ul>	Space is further limited by clutter in some rooms	nil	All staff		

# SAMPLE RISK ASSESSMENT 3

<ul style="list-style-type: none"> <li>Ensure any maintenance of the wheelchair and attachments is completed</li> <li>Review HR/Staff placement practices to ensure appropriate staff</li> </ul>	<p>e.g. maintenance of fittings, attachments</p> <p>Awareness of current injury, training and experience</p>	<p>Discuss with DO and staff</p>	<p>G. Brown to contact suppliers to determine maintenance able to be performed at school</p> <p>Principal to ensure all staff receive induction</p>		
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