

Task: Transfer of student – wheelchair to toilet (to/from)		Risk Priority Chart																								
<p>Task description: Assisted transfer by one staff member of student to and from wheelchair to toilet. Staff undresses and dresses student and attends to hygiene.</p> <p>Description of Student:</p> <ul style="list-style-type: none"> 10 years old and weighs approximately 40 kg Currently using a wheelchair for mobility but able to weight bear Can transfer from sitting to standing if given verbal prompts and physical assistance When standing is able to hold rails for support but requires constant supervision and assistance to maintain balance and grasp on the rails. Easily distracted and requires regular verbal prompting to maintain attention to the task 	<ul style="list-style-type: none"> Has some behavioural problems associated with bathroom activities; is often reluctant to participate Student has unpredictable upper limb movements that can cause loss of balance of student or distract/injure staff The student is new to the school 	<p>Likelihood: How likely is an injury to occur?</p> <p>Very Likely (could happen frequently)</p> <p>Likely (could happen occasionally)</p> <p>Unlikely (could happen but rare)</p> <p>Very Unlikely (could happen but probably never)</p>	<p>Consequences: How severe would injury be?</p> <table border="1"> <thead> <tr> <th>Extreme (Death, Disability)</th> <th>Major (Serious Injury)</th> <th>Moderate (Medical Treatment)</th> <th>Minor (First Aid Only)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> </tbody> </table>				Extreme (Death, Disability)	Major (Serious Injury)	Moderate (Medical Treatment)	Minor (First Aid Only)	1	2	3	4	2	3	4	5	3	4	5	6	4	5	6	7
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<p>Current Control Measures</p> <p>Student required to assist to maximum potential to minimise staff lifting/force</p>		<p>Risk Prioritisation</p>	<p>1,2,3 Do something about these risks immediately</p> <p>4,5 Do something about these risks as soon as possible</p> <p>6,7 These risks may not need immediate attention</p>																							
Task Components																										
<p>1. Position wheelchair close to toilet</p> <ul style="list-style-type: none"> manoeuvre wheelchair lock brakes and move footplates out of the way 		<p>6. Attend to student's hygiene (provide postural support)</p>																								
<p>2. Assist student to stand</p> <ul style="list-style-type: none"> assist student to lean forward in preparation for standing transfer student to standing position 		<p>7. Assist student to stand</p> <ul style="list-style-type: none"> assist student to lean forward in preparation for standing transfer student to standing position 																								
<p>3. Support student while undressing student (student uses grab rail to assist)</p> <ul style="list-style-type: none"> manoeuvre student close to grab rails remove clothes while providing postural support to student 		<p>8. Support student while redressing (student uses grab rail for support)</p> <ul style="list-style-type: none"> manoeuvre student close to grab rails pull up clothes while providing postural support to student 																								
<p>4. Lower student onto toilet</p> <ul style="list-style-type: none"> manoeuvre student close to toilet assist student to sit on toilet 		<p>9. Lower student into wheelchair</p> <ul style="list-style-type: none"> assist student to move close to wheelchair lower student into wheelchair 																								
<p>5. Ensure student remains safe and secure while toileting</p> <ul style="list-style-type: none"> provide postural support to prevent student from falling 																										

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	Consequence	Score	
			Very Likely Likely Unlikely Very Unlikely	Extreme Major Moderate Minor		
1. Position wheelchair close to toilet - Manoeuvre wheelchair - Lock brakes & move footplates out of the way	<u>Working Postures</u> <ul style="list-style-type: none"> Bent back, sometimes twisted to manoeuvre wheelchair <u>Forceful Exertions</u> <ul style="list-style-type: none"> High exertion forces needed to manoeuvre wheelchair in cramped space and over textured floor surface Increased force required as w/chair wheels are not maintained <u>Working Postures</u> <ul style="list-style-type: none"> Bent back, sometimes twisted to move chair and access foot plates 	<u>Work Area Design</u> <ul style="list-style-type: none"> Greater exertion needed when manoeuvring in a restricted area Space in cubicle is cramped and causes workers to adopt awkward postures <u>Characteristics of Student</u> <ul style="list-style-type: none"> Worker may have to carry other items for student's hygiene into toilet <u>Workplace Environment</u> <ul style="list-style-type: none"> Floor covering does not allow for easy movement of wheeled equipment, uneven tiles etc 	Unlikely	Mod	5	<i>The controls listed below manage a number of identified risks. To minimise duplication they are listed in order of preference rather than beside each component. Components with a 'low' risk score (higher priority) need to be addressed first- these have been highlighted.</i> Design Controls 1. Redesign toilet cubicles to allow adequate space for equipment and two workers 2. Assess if alternate space can be used for changing of clothes and utilise mobile toilet chair 3. Replace existing floor covering 4. Hoist if student is unable to weight bear or assist with transfer 5. Use of mobile toilet chairs
			Unlikely	Mod	5	

<p>2. Assist student to stand</p> <ul style="list-style-type: none"> - Assist student to lean forward in preparation for standing - Transfer student to standing position 	<p><u>Working Posture</u></p> <ul style="list-style-type: none"> ▪ Bent back and reach forward ▪ Awkward, extended reach <p><u>Forceful Exertions</u></p> <ul style="list-style-type: none"> ▪ Significant force due to working postures and having to take student's weight 	<p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> ▪ Worker is required to partially support the student's weight unaided <p><u>Characteristics of Student</u></p> <ul style="list-style-type: none"> ▪ Noted above and below 	<p>Unlikely</p> <p>Likely</p>	<p>Mod</p> <p>Major</p>	<p>5</p> <p>3*</p>	<p>Administrative Controls</p> <ol style="list-style-type: none"> 6. Develop procedures to include use of toilet chairs and/or assistive devices and use of 2 workers where assessed 7. Ensure accessibility and storage requirements for equipment 8. Provide training to staff in new procedures 9. Establish a maintenance program for all equipment
<p>3. Support student while undressing student (student uses grab rail to assist)</p> <ul style="list-style-type: none"> - Manoeuvre student close to grab rails - Remove clothes while providing postural support to student 	<p><u>Forceful exertions</u></p> <ul style="list-style-type: none"> ▪ Guiding & shuffling student; provide support to stop student from falling ▪ Providing postural support to student while adopting awkward postures to undress student <p><u>Working Postures</u></p> <ul style="list-style-type: none"> ▪ Back bent forward and twisted 	<p><u>Characteristics of Handled Person</u></p> <ul style="list-style-type: none"> ▪ Student is able to weight bear <p><u>Work Area Design</u></p> <ul style="list-style-type: none"> ▪ Grab rails are available for student ▪ Cramped area makes it difficult for worker to move and turn their body freely <p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> ▪ Student is supported by one hand of worker while assisting with undressing 	<p>Unlikely</p> <p>Likely</p>	<p>Mod</p> <p>Major</p>	<p>5</p> <p>3*</p>	

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<p>4. Lower student onto toilet</p> <p>- Manoeuvre student close to toilet</p> <p>- Lower student</p>	<p><u>Forceful exertions</u></p> <ul style="list-style-type: none"> ▪ Guiding & shuffling student; restraining student from falling ▪ Due to working postures and having to take student's weight <p><u>Working Postures</u></p> <ul style="list-style-type: none"> ▪ Back bent forward ▪ Extended reach 	<p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> ▪ One person technique increases effort for one person 	<p>Unlikely</p> <p>Likely</p>	<p>Mod</p> <p>Major</p>	<p>5</p> <p>3*</p>	
<p>5. Ensure student remains safe and secure while toileting</p>	<p><u>Forceful Exertions</u></p> <ul style="list-style-type: none"> ▪ When stabilising student and minimising uncontrolled postural movements 	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> ▪ Space in cubicle is cramped and causes workers to adopt awkward postures 	<p>Likely</p>	<p>Mod</p>	<p>4</p>	
<p>6. Attend to student's hygiene (provide postural support)</p>	<p><u>Working Postures</u></p> <ul style="list-style-type: none"> ▪ Awkward, extended reach, bent back and twisted <p><u>Forceful Exertions</u></p> <ul style="list-style-type: none"> ▪ While adopting awkward postures to attend to student's cleanliness ▪ Awkward postures while having to provide support (exert force) so student doesn't fall 	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> ▪ Space in cubicle is cramped and causes workers to adopt awkward postures 	<p>Likely</p>	<p>Major</p>	<p>3</p>	
<p>7. Assist student to stand</p> <p>- Assist student to lean forward in preparation for standing</p> <p>- Transfer student to standing position</p>	<p><u>Working Postures</u></p> <ul style="list-style-type: none"> ▪ Awkward, extended reach ▪ Bent back <p><u>Forceful Exertions</u></p> <ul style="list-style-type: none"> ▪ Forceful Exertions due to working postures and having to take student's weight 	<p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> ▪ Worker is required to support some of the student's weight unaided <p><u>Characteristics of Handled Person</u></p> <ul style="list-style-type: none"> ▪ As noted above/below 	<p>Unlikely</p> <p>Likely</p>	<p>Mod</p> <p>Major</p>	<p>5</p> <p>3*</p>	

SAMPLE RISK ASSESSMENT 2

<p>8. Support student while redressing</p> <ul style="list-style-type: none"> - Manoeuvre student close to grab rails - Pull up clothes while providing postural support to student 	<p><u>Forceful exertions</u></p> <ul style="list-style-type: none"> ▪ Guiding & shuffling student; restraining student from falling <p><u>Working Postures</u></p> <ul style="list-style-type: none"> ▪ Back bent forward, twisted and sideways <p><u>Forceful Exertions</u></p> <ul style="list-style-type: none"> ▪ Supporting partial weight of student while adopting awkward postures to dress student 	<p><u>Work Area Design</u></p> <ul style="list-style-type: none"> ▪ Grab rails are available that student can hold ▪ Cramped area makes it difficult for worker to move and turn their body freely <p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> ▪ Student is supported by worker's one hand during action. 	<p>Unlikely</p> <p>Likely</p>	<p>Mod</p> <p>Mod</p>	<p>5</p> <p>4</p>	
<p>9. Lower student into wheelchair</p> <ul style="list-style-type: none"> - Assist student to move close to wheelchair - Lower student into wheelchair 	<p><u>Forceful exertions</u></p> <ul style="list-style-type: none"> ▪ Guiding & shuffling student; restraining student from falling <p><u>Working Postures</u></p> <ul style="list-style-type: none"> ▪ Back bent forward ▪ Extended reach <p><u>Forceful Exertions</u></p> <ul style="list-style-type: none"> ▪ Due to working postures and having to take student's weight ▪ Force generated by controlling lowering action while in bent back position 	<p><u>Handling Procedure</u></p> <ul style="list-style-type: none"> ▪ One person assist in cramped working area 	<p>Unlikely</p> <p>Likely</p>	<p>Mod</p> <p>Major</p>	<p>5</p> <p>3*</p>	

Risk Factors Common To All Actions

Repetition and Duration

- The task is frequently undertaken each day
- Workers perform similar transfers throughout their day e.g. involving transfer, holding and supporting students
- This task is physically demanding

Work Area Design

- Equipment such as toilet and wheelchair are at a fixed (low) height requiring workers to bend to work with the students
- There is not adequate space for manoeuvring the wheelchair and performing the task

Work Environment

- Infection control equipment is often located in an adjacent room and staff have to carry these items into toilet as well as assist student
- The school has some facilities for students with physical disabilities however toilet design is poor and cramped
- The area immediately outside the cubicles is used as an access way and for storage
- Toilet chair is not readily available

Handling Procedure

- Handling is performed where movement is restricted
- Very difficult for one worker to support student and assist with dressing/undressing
- No policy of when two people are required to transfer students

Characteristics of the student

- Student has reduced postural control/balance
- Student has unpredictable upper limb movements that can cause loss of balance of student or distract/injure staff
- Student weighs approximately 40 kg

Individual Characteristics of the worker

- Some workers have a history of back and shoulder problems
- Some workers wear clothes that restrict their movement or are unsafe eg shoes, jewellery or clothes that can get caught up in equipment etc
- History of back and shoulder problems (2 back injuries last year)
- Have voiced concerns to management about the physical demands of toileting students
- Perform a number of other handling tasks throughout the day

Work Organisation

- Toileting occurs every day around the same time, twice a day (minimum)
- One toilet chair is available but not used (stored in a non central location)

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
Design Controls					
Redesign toilet cubicles to allow adequate space for equipment and two workers	The current design does not allow for a hoist or 2 staff to assist with toileting. The cramped area also means staff have to adopt awkward postures when assisting the student.	\$10 000 for refurbishment	Principal discuss with Facilities A/C Manager	Meeting 28 Feb	
When space allows - utilise hoist if student is unable to weight bear or assist with transfer	Hoists should be used to assist with standing or transfers to toilet chairs if the student is unsteady or not competently weight bearing	Hoists as per quotes – budget for next financial year \$2 500	A. Smith to arrange quotes and trial		
Assess if alternate space can be used for changing of clothes and utilise mobile toilet chair	Accessing adjacent bathroom space may allow more room for transfer/assistance. Arrange “mock up” area and trial use of space for 2 weeks	nil			
Use of mobile toilet chairs	Mobile toilet chairs may allow more flexibility for transfers – e.g. in bathroom area adjacent to toilet cubicle	Purchase of mobile toilet chair \$200	A. Smith to arrange quotes and trial		
Replace existing floor covering	Floor tiles are uneven and breaking – increasing trip hazards and effort required to move wheelchair and toilet chairs	Include in refurbishment or \$1500 for bathroom area	Principal		

<p>Administrative Controls</p> <p>Develop procedures to include use of toilet chairs and/or assistive devices and use of 2 workers where assessed</p> <p>Ensure accessibility and storage requirements for equipment – review storage</p> <p>Provide training to staff in new procedures</p> <p>Establish a maintenance program for all equipment</p>	<p>Procedures are required to inform staff of new processes. Ensure staff are available to conduct 2 person assists</p> <p>Easy access to equipment, prevent having to leave student unattended and prevent excessive reaching to access equipment/toiletries</p> <p>Training for all staff essential for new procedures</p> <p>Proper preventative maintenance of all equipment essential to ensure effective use</p>	<p>Nil cost – time allocation as per discussion with staff</p> <p>To determine if any new storage required</p> <p>Time allocation</p> <p>As per quotes</p>	<p>HOSES to arrange</p> <p>P.Jones to coordinate each class</p> <p>HOSES to timetable</p> <p>T.Town to arrange quotes with suppliers</p>	<p>Implement by Term 2</p> <p>Complete by end Term 1</p>	
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