

**CLASSROOM SUPPORT\***

**Maintain good body position to avoid excessive awkward trunk rotation, bending, kneeling, crouching and lifting when working with children   
in classroom settings.**

## POTENTIAL HAZARDS

◼ Repetition of movement ◼ Awkward posture ◼ Duration of task

◼ Vibration ◼ Noise ◼ Slip/trip/fall

◼ Sprains/strains ◼ Shock/electrocution ◼ Cuts/lacerations

#### PRE-OPERATIONAL SAFETY CHECKS

1. Wear appropriate footwear to suit the task.
2. Reduce clutter in the classroom to minimise the risk of trip hazards, awkward bending and lifting,   
   and poor storage practices.
3. Note obvious hazards around the classroom (e.g. bags, computer cords, low furnishings, stored resources) which may pose trip and fall hazards. Manage accordingly.
4. Position furnishings and resources comfortably to minimise the adoption of awkward postures.
5. Ensure sufficient space for movement during performance of some activities.
6. Consider body position to minimise trunk rotation, bending and kneeling when working in areas with smaller furniture suited to junior primary students.
7. Provide appropriate adult size furniture in junior classrooms to reduce the frequency of bending, kneeling and standing upright from floor level.

**OPERATIONAL SAFETY CHECKS**

1. Manage time pressure/high workload (e.g. consider staffing level, multiple demands and unplanned interruptions).
2. Take regular short rest breaks from repetitive or long duration tasks. Rotate tasks where possible.
3. Vary posture regularly, especially when sitting cross- legged, side sitting or kneeling.
4. Avoid adoption of awkward postures when working with children, particularly at floor level. Maintain sufficient flexibility to allow adoption of awkward postures when required.
5. Ensure you have a clear view of your path when carrying materials around the classroom.
6. Work role stress (e.g. time pressure/high workloads/environmental stressors) can contribute to increased risk of manual task injuries. Ensure you take your scheduled work breaks to allow your body to recover.

#### HOUSEKEEPING

◼ Report any classroom hazards or risks immediately. Remediate hazards as soon as possible.

◼ Monitor and review tasks regularly to ensure they are being completed with minimal risk.

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| **Date of last review** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

\*This hazardous manual tasks SOP does not include consideration around assisting students with physical impairments. For more information on this topic, please refer to [Manual tasks – assisting students with physical impairments](https://ppr.qed.qld.gov.au/pp/manual-tasks-assisting-students-with-physical-impairments-procedure).