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Drafted from templates suggested by The UK Association for Music – Music Mark

Covid-19 Supplementary Risk Assessment

Guidance

# Purpose

This document is intended for anyone who has responsibility for music-making in education settings. It provides suggested control measures and prompts to think about specific local circumstances. Please note that it is not intended to cover all risks associated with any activity: it looks only at additional measures to minimise transmission Covid-19. Existing risk assessments still apply.

This is not a complete document: users must adapt the content to fit local circumstances and to comply with individual organisations’ safety management systems. Legal responsibility for any activity rests with the person or organisation in charge.

# Assessing the risks

Remember that assessing risk is about understanding hazards and can never expect to eliminate all possibility of harm.

The standard is to identify **reasonably foreseeable** risks. We know that the extreme outcome of this infection is death or long-term health detriment but both are unusual outcomes in children and younger adults. The reasonably foreseeable risk here is the spread of Covid-19 virus.

If the activity happens in a health setting or participants are known to have underlying health (particularly respiratory) issues, you will need to account for this at an activity or individual level.

Control measures should be **reasonable** and **proportionate**. Remember that the person most at risk may be the adult leading the activity: this is not just about the children. As death rates increase with age, it may be reasonable and proportionate to have more or fewer controls depending on their age and definitely depending on their general health.

# Control measures

Many control measures need cost little, if anything, to put in place, so consider behavioural or procedural measures (a Safe System of Work) before specifying equipment. Do bear in mind the cost of staff time however.

# Enable and encourage

Risk assessment is a positive process which enables activity. Music Mark and its members want children to be able to make music. The safest classroom music-making is no music-making but that is deeply undesirable and it still does not mean nobody will catch the virus. Music Mark hopes this document will help music educators to make the case for playing musical instruments and singing in education, whatever the setting’s risk appetite and local circumstances.

Covid-19 Supplementary Risk Assessment

Whole-Class/Large Group Woodwind, Recorder and Penny Whistle

Class Bubbles

|  |  |  |  |
| --- | --- | --- | --- |
| Owner: | Tees Valley Music Service | | |
| Consultees: | Jud Down/ Phil McFarlane/Susan Robertson/John Spereall | | |
| Version: | 1 | | |
| Date of assessment: | 04/08/20 | Review date (max 1 yr): | 02/09/20 |

# Description of activity

Teaching of Woodwind (Flute, Clarinet, Saxophone, Oboe, Bassoon, Toot-Flutes, Chalumeau, Recorder and Penny Whistle) to whole classes and large groups of children in schools by peripatetic teachers from Tees Valley Music Service.

Educational Setting: William Cassidi Primary

Teacher: J.A. Spereall

Room: Relevant classrooms

Maximum Number In Group: Class Bubbles can be taught as long as the teacher is able to maintain a 2m distance.

# References to related risk assessments

If there is a school risk assessment for this activity it should be shared with TVMS and sent to the Service Manager [tvsrobertson@tvms.org.uk](mailto:tvsrobertson@tvms.org.uk)

# Existing control measures

These are the things you already do, or are inherent in the activity, that reduce the risks.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Hazard** | **Who is at risk?** | **Control measure(s)** | **Who is responsible?** |
| 1 | Airborne transmission | Students/Teachers | Teaching room needs to be large enough (preferably the hall or a large, well-ventilated classroom) to maintain social distancing of a **minimum** of 2m between students and teacher and if possible 2m between students.  If the room needs to be rearranged to enable this, TVMS Teachers should make arrangements with the school and must not move furniture, instruments etc on their own initiative.  Once the room is set up it should be maintained like this for each lesson if possible. | Teacher liaising with School/  TVMS Team Leaders |
| 2 | Airborne transmission | Students/Teachers | Gentle through-ventilation is preferred. Fans that recirculate stale air should not be used.  Windows to be opened where possible. | Teachers/School |
| 3 | Airborne transmission | Students/Teacher | Lessons may need to be shortened or the whole-class group may need to be taught for a shorter period of time in three groups of 10 or four groups of 6 for the Autumn term then this can be reviewed with updated in light of further guidance. Students can be taught in Class Bubbles.  All actual playing of instruments should be delivered in short bursts of 5 minutes at a time.  Other activities such as pulse and rhythm games, musical theory, aural training should be used between instrumental activity.  The teacher should be careful not to raise or project his/her voice over the sound of the instruments as they are playing, as bioaerosols from saliva can increase the risk of infection. Visual cues and signals should be used instead. | Teachers/School |
| 4 | Airborne transmission | Students/Teachers | Students come and go but tutors are often in the teaching room for extended periods, or they are given a room recently vacated by others. It may be sensible to timetable additional breaks to ventilate rooms periodically and to ensure a gap on entry to a recently vacated room in order to ventilate. Teachers will need to negotiate this with schools and their line-managers. | Teachers/School/Team Leaders |
| 5 | Airborne transmission | Students/Teachers | Lessons are often taught back to back with classes passing each other, waiting outside the room for the lesson to start. Classes should wait in their classrooms and will be told that the workspace is clear to enter. | Teachers/School |
| 6 | Surface transmission | Students/Teachers | All students should wash their hands prior to entering a whole-class instrumental lesson.  All students should have their own instrument and no sharing of instruments should take place.  The instruments should be properly cleaned and dried at the end of each lesson before being put away.  Students to bring a paper towel to mop up any saliva which may collect on keys or drip on the floor. The paper towels should be disposed of in the bin at the end of the lesson.  Music stands, keyboards, PC and any other equipment used to be cleaned with anti-bacterial wipes after each lesson by teacher and the students.  Students should wipe down any touched furniture such as tables or chairs at the end of each lesson with anti-bacterial wipes.  Music stands if used to be cleaned by students.  Students to have copies of own music. Preferably use the whiteboard or teach by rote. | Teachers School/  Students |

# Initial risk rating

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| How likely is the activity to result in actual harm (1-5)? | 2 |  | **Likelihood**  less more | 5 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  |  |  | 3 |  |  |  |  |  |
| How severe would the consequences be (1-5)? | 4 |  | 2 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  |  |  |  | 1 | 2 | 3 | 4 | 5 |
| **Risk rating (likelihood x severity)** | **8** |  |  |  | better worse  **Severity** | | | | |

# Additional control measures

These are new measures identify to reduce the risk rating. It is usually easier (and it is perfectly acceptable) to reduce the likelihood of harm rather than the severity.

It is not necessary to implement additional control measures for every hazard identified. Prioritise the hazards you have identified and ensure that control measures are reasonable and proportionate.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Hazard** | **Who is at risk?** | **Control measure(s)** | **Who is responsible?** |
| 1 | Airborne transmission | Teachers | A plexi-glass music stand between teacher and students will reduce exposure to students’ bioaerosols. Students playing clarinet, recorder and penny whistle could play with instrument pointing to the floor.  Teacher could wear items of PPE such as a face shield to reduce transmission. | School/Teachers |
| 2 | Surface transmission | Students/ Teachers | Instruments to be wiped down by students at end of teaching session. Students should be responsible for putting their own instruments into their cases and putting them away in a safe place.  Music Stands (if used) should be cleaned after every lesson by students. Students should keep any sheet music in their trays or lockers. | Teachers/Students |
| 3 | Airborne and surface transmission | Students/Teachers | 5 minute gaps between lessons could prevent students overlapping during change-overs | Teachers/School |
| 4 | Airborne and surface transmission | Students/Teachers | If any of the above are not possible (either one week or at all or if the Teacher who would usually deliver the lesson is advised to shield), lessons will be provided remotely. | Teachers/School/Student |

# Residual Risk rating

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| How likely is the activity to result in actual harm (1-5)? | 2 |  | **Likelihood**  less more | 5 |  |  |  |  |  |
|  | 4 |  |  |  |  |  |
|  |  |  | 3 |  |  |  |  |  |
| How severe would the consequences be (1-5)? |  |  | 2 |  |  |  |  |  |
|  | 1 |  |  |  |  |  |
|  | 3 |  |  | 1 | 2 | 3 | 4 | 5 |
| **Risk rating (likelihood x severity)** | **6** |  |  |  | better worse  **Severity** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Risk rating:** | **1-6** | Green | Monitor to ensure control measures are implemented consistently and that the rating remains valid. |
|  | **8-12** | Amber | Try to identify additional controls to reduce the risk. Ensure that control measures are implemented consistently and look to improve by the next review. |
|  | **15-25** | Red | Cease this activity until additional controls can be put in place to manage the risk. Online Teaching Only |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date communicated to staff/volunteers:** | | 02/09/20 | | |
| **Signed:** | S. Robertson | | **Date:** | 02/09/20 | |
| **Name:** | Susan Robertson | | **Position:** | Service Manager TVMS | |

# Remember:

* This is a legal document: you must do (or ensure that people working for you do) what you say in it.
* Risk assessments must be reviewed at least annually or when there is an incident, i.e. in this case, if someone falls ill after taking part in the activity.
* For the purposes of Health & Safety, if you have not recorded it, you have not done it.