



## Generic Music in Schools RISK ASSESSMENT

Assessment Reference No.	<b>Music Sept 21</b>	Area or Activity Assessed: Music Service activities	<b>Music Service Teaching in Schools</b>
Assessment Date:	23 <sup>rd</sup> August 2021		
Person who may be affected by this activity	Staff, Contractors & Service Users		

### Context of this risk assessment

The Music Service Risk Assessment outlines service-specific control measures additional to those described in the latest Company-wide Risk Assessments. Edsential Musicians and support staff will comply with the Edsential Company-wide Risk Assessments.

**Music tutors will comply with school arrangements for managing and minimising risk, including school-specific guidance for managing Covid-19 outbreaks.**

**Before commencing work in a school, the music tutor will conduct their own risk assessment, for and on behalf of Edsential CiC, using the Music Service template with reference to the control measures below.**

**There are additional risk assessments for individual music centres.**

### Section 1: Identify the Hazard

1.	Transmission of COVID-19 between schools by music tutors.	✓	2.	Transmission through bio-aerosols	✓	3.	Transmission through contact with other people and contact with touch points	✓	4.	Workforce Resilience	✓
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## Section 2: Risk Controls

What are the hazards?	Who might be harmed	Risk	Pre-Control Risk Rating (Likelihood x Severity)	Controls Required	Post-Control Risk Rating (Likelihood x Severity)
ENVIRONMENTAL ISSUES: Accidents resulting from inadequate space.	<b>Teachers and Pupils</b>	Accidents from other instruments (string bows, trombone slides); hearing loss from loud volume; risk of air-borne infections such as Covid-19.	3x2=6	<ul style="list-style-type: none"> <li>The school should provide a space with suitable heating, lighting and ventilation. The space should be a suitable size to comfortably accommodate the activity with consideration given to volume of sound, aerosol emittance and physical space requirements. A typical school hall would be appropriate for whole class woodwind, brass or strings.</li> <li>For small group tuition, the room should have a clear glass panel in the door. If no clear panel, the music tutor should leave the door open while teaching.</li> <li>The school should notify the music service in plenty of time to allow them to plan for alternative accommodation and make changes to planned learning activities, if necessary.</li> </ul>	1x2=2
EQUIPMENT <ul style="list-style-type: none"> <li>Musical instruments</li> <li>Cases</li> <li>Classroom furniture</li> <li>Electrical equipment and cables</li> <li>Reeds and mouthpieces</li> <li>Music stands</li> </ul>	<b>Teachers and Pupils</b>	Slips, trips and falls; Strains; trapping fingers in folding music stands; accidents from faulty electrical equipment;	3x2=6	<ul style="list-style-type: none"> <li>Adequate storage facilities should be provided in schools.</li> <li>Tutors and school teachers should plan supervised routines for the safe movement of classroom furniture, instruments, cases and stands.</li> <li>Children are supervised when setting out and putting away music stands and chairs. Chairs should not be stacked too high -the school should advise.</li> <li>Tutors may allocate roles and responsibilities to students to help monitor instruments and classroom furniture. These children should be taught how to handle the music and ancillary equipment safely.</li> <li>Cases are stowed at the side of the teaching space and routines should be established for where and how to put instruments down whilst at rest.</li> </ul>	1x2=2

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				<ul style="list-style-type: none"> <li>• No children should move the piano. This is done by staff who are competent at manual handling. Staff who handle heavy equipment should request training for safe manual handling.</li> <li>• Schools are encouraged to purchase stackable music stands – where this is not possible, the children are taught how to operate folding stands.</li> <li>• Electrical equipment that is connected to the mains electrical supply should be PAT tested regularly. Music Tutors should visually check the equipment they are using and refer to the school/Edsential if a PAT test is required. No equipment should be used if there is an obvious fault.</li> <li>• Electrical cables should be taped down or adequately arranged to avoid tripping hazard.</li> <li>• <u>PPA</u> Teachers should regularly check all sound making equipment is in good condition, with no sharp edges or loose heads of beaters.</li> <li>• <u>PPA</u> Teachers should consider appropriate strategies for distributing and collecting classroom percussion instruments safely.</li> <li>• All sound making Instruments are suitably sized for children. (Nothing too big or heavy for EYFS hands to hold).</li> </ul>	
ACTIVITIES and PROCEDURES	<b>Music Tutors</b>	Hearing damage; RSI and muscle strain; Eye strain; Vocal strain	2x2=4	<ul style="list-style-type: none"> <li>• Music Tutors provided with hearing protection. Guidance provided in Safer Working Practices document.</li> <li>• Regular hearing tests for music tutors provided by Occupational Health Provider. The music tutor is responsible for following any specific advice given and to notify their line manager of any issues or concerns between tests.</li> <li>• Adequate breaks for tutors during the working day.</li> <li>• Lesson time for children is limited to fifty minutes.</li> <li>• Tutors are trained and monitored in appropriate teaching strategies.</li> </ul>	1x2=2

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ACTIVITIES and PROCEDURES	<b>Pupils</b>	Hearing damage; RSI and muscle strain; Eye strain; Vocal strain	2x2=4	<ul style="list-style-type: none"> <li>• Tutors should consider appropriate teaching strategies to control volume and to stop sound when required.</li> <li>• Pupils using headphones are taught to have them on a medium volume.</li> <li>• Tutors plan varied activities to prevent excessive fatigue and repetition for children and tutors</li> <li>• Children’s music is written clearly on large enough staves to aid ease of reading</li> <li>• Activities are tailored for the space and the ability of the children.</li> <li>• School should provide information and appropriate policies, for example; behaviour, sanctions and rewards.</li> <li>• Children are taught to play and sing with good technique to avoid injury or strain.</li> <li>• Appropriate songs are chosen that are suitable for the children’s vocal range.</li> <li>• Teachers instruct children how to use their voices correctly when singing and refrain from shouting. Suitable vocal warm-ups are planned and used accordingly.</li> <li>• Teachers ensure the children are positioned so that they can see the whiteboard and so that they can perform music with a good posture while reading the board.</li> <li>• Children with special needs to be considered individually within the Edsential/school risk assessment. This includes children with medical needs, for example; allergies.</li> <li>• Procedure to follow when a pupil does not arrive for a small group tuition lesson to be discussed with the school in advance.</li> </ul>	
ACTIVITIES and PROCEDURES: Online Learning	<b>Teachers and Pupils</b>	Technical failures; Safeguarding issues; Privacy issues.	3x2=6	<p><b><u>Whole Class Teaching and First Access</u> delivered remotely through videos, live video conferencing</b></p> <ul style="list-style-type: none"> <li>• Music Service tutors will use the school learning platform for joining whole class lessons.</li> </ul>	1x2=2

				<ul style="list-style-type: none"><li>• The music tutor will 'meet' online with the class teacher in advance of the first session in order to agree the lesson delivery and to plan how to mitigate risks associated with online delivery.</li><li>• Classroom management is the full responsibility of the class teacher in situ. This includes implementing the school behaviour policy, movement of children in the classroom, use of musical instruments and equipment, spacing of children when singing.</li></ul> <p><b><u>Instrument Tuition (On-line learning)</u></b></p> <p>Instrument Tuition will be delivered remotely in school and directly to families in their own homes with the following controls:</p> <ul style="list-style-type: none"><li>• Children to be supervised by school staff in school or parent/carer at home;</li><li>• Parent/carer gives permission before starting a course of home-based lessons.</li><li>• Lessons delivered through Edsential's Microsoft Teams account or the school learning platform (as agreed with school);</li><li>• Safeguarding protocols to be shared with parents/carers and schools;</li><li>• Lessons must take place in a suitable environment, for example a family room. Lessons will not take place in bedrooms.</li><li>• Edsential musicians use their Edsential email address when setting up any new accounts.</li><li>• Teachers should protect themselves from accidental inappropriate contact with students by restricting their profile so that it does not automatically accept contact requests and is not accessible to students.</li><li>• Tutors are empowered to end a lesson if they feel that the teaching situation or any aspect is not compliant with our procedures.</li><li>• Students are not to wear headphones during the lesson so that the lesson can be heard by others. If headphones are required, then parents are informed so that parents can monitor if they wish to.</li></ul>	
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				<ul style="list-style-type: none"> <li>• Guidance to students and their parents/carers states that the online platform is to be used for lessons only and not for other contact, e.g. sharing photos or general messaging.</li> <li>• Any contact made with parents is made through Edsential email.</li> <li>• Tutors are instructed to dress smartly and use a neutral background.</li> <li>• The guidance for parent states that students are not to wear inappropriate clothes. If tutors feel uncomfortable, they are empowered to terminate the call and communicate the reason afterwards. The same applies if a student behaves inappropriately, and it may be necessary to take further action if this happens.</li> <li>• Safeguarding incidents must be reported immediately via the established safeguarding procedure.</li> </ul>	
<p><b>COVID-19</b> Music Tutors carrying the Covid-19 virus and infecting others.</p>	<p><b>Teachers and Pupils</b></p>	<p>Music tutor spreads infection by attending work with Covid-19</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> <li>• Information about Lateral Flow Device testing programmes supplied to staff so that all tutors have access to regular asymptomatic testing. Asymptomatic testing in schools and colleges is not mandatory but is strongly encouraged:- Any member of staff who has any issues or concerns about this should discuss them with their line manager.</li> <li>• Music tutors who develop Covid-19 symptoms (fever, a new and sustained cough, loss of sense of taste or smell) are required to self-isolate and inform Edsential (as they would inform about any absence). The tutor should take a PCR test as soon as possible. If the test result is negative, they can return to in-person work. While self-isolating, tutors should work at home if well enough to do so.</li> <li>• Music tutors who receive a positive LFD test are required to self-isolate and inform Edsential (as they would inform about any absence). The tutor should take a PCR test as soon as possible (and definitely within 2 days). If the test result is negative, they can return to in-person work. Tutors should work at home if well enough to do so.</li> </ul>	<p>1 x 3 = 3</p>

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				<ul style="list-style-type: none"> <li>• Music tutors who receive a positive PCR test result are required to self-isolate and inform Edsential (as they would inform about any absence). The tutor should follow the advice of NHS Test and Trace, self-isolating for the required period. Music tutors should work at home if well enough to do so.</li> <li>• Music tutors should inform their line manager or the Music Service Lead if they are at higher risk, for example; pregnant, Clinically Extremely Vulnerable (CEV) or they are not fully vaccinated against Covid-19.</li> <li>• Music Tutors who are not fully vaccinated against Covid-19 should self-isolate and work from home if they are informed by NHS Test and Trace that they are a close contact of a confirmed Covid-19 case.</li> <li>• Music Tutors are advised to wear face coverings indoors when mixing with people they do not normally meet ie. in school corridors, toilets and communal areas. Music tutors will follow individual school's protocols on face coverings. Clear instructions have been provided on how to put on, remove, store and dispose of face coverings to avoid inadvertently increasing the risks of transmission.</li> <li>• Music Tutors to keep accurate attendance registers to assist with NHS Test and Trace.</li> </ul>	
<p><b>COVID-19</b> Transmission of COVID-19 through bio-aerosols.</p>	<p><b>Teacher s and Pupils</b></p>	<p>Singing and playing blowing instruments poses an additional risk of transmission; Music tutor in the same room for long periods.</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> <li>• Indoor teaching spaces will be well ventilated. In most cases this means keeping windows open during lessons. For more specific guidance see <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/schools-coronavirus-covid-19-operational-guidance.pdf">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a> page 21-22. HSE guidance - <a href="https://www.hse.gov.uk/covid19/ventilation/">Ventilation and air conditioning during the coronavirus (COVID-19) pandemic (hse.gov.uk)</a></li> <li>• Pupils will be physically distanced where practically possible, using the space available. The school should provide adequate space for the planned activity.</li> </ul>	<p>1 x 3 = 3</p>

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				<ul style="list-style-type: none"> <li>The tutor is advised to keep 2m distance from pupils for the majority of the lesson.</li> <li>Wind and brass players will be positioned so that the air from their instrument does not blow into another player.</li> </ul>	
<p><b>COVID-19</b> Transmission through physical contact with other people and touch points.</p>	<p><b>Teacher s and Pupils</b></p>	<p>Physical contact with other people poses an additional risk of contracting the virus; Touching resources could transmit the virus; additional risks of performance.</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> <li>The school should provide information about cleaning of resources including classroom percussion.</li> <li>Instruments other than classroom percussion will be thoroughly cleaned before first use. Cleaning will be carried out according to the agreed Edsential process (details available on request) and will take place by Edsential staff (Resources Staff or trained Music Tutors).</li> <li>Instruments that are transferred between pupils must be thoroughly cleaned according to Edsential's protocols between pupils.</li> <li>Music tutors will wash hands, or sanitise, on arrival and departure from each school and more often than usual, especially when using communal facilities (staff room) and equipment such as photocopiers.</li> <li>Catch it, bin it, kill it advice about sneezing and blowing nose to be followed.</li> <li>Resources that are shared between schools should be cleaned or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics).</li> <li>Music Tutors will sanitise hands regularly when handling pupils' instruments.</li> <li>Pupils will be taught how to take care of their own instruments;</li> <li>Pupils will not share instruments. Instruments will be named.</li> <li>Performances to a live audience of parents/carers or people outside of the usual school population will require a separate risk assessment to consider how to avoid crowding, keep performers and audience separate, maintain a well-ventilated and clean environment.</li> </ul>	<p>1 x 3 = 3</p>



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<p>SUPERVISION, COMPETENCE, DISCIPLINE Accidents happening to pupils or staff. Safeguarding issues Children not making progress</p>	<p><b>Teachers and Pupils</b></p>		<p>3x3=9</p>	<ul style="list-style-type: none"> <li>• <u>Teaching in Partnership</u> A member of school staff with the competence to be in the best position to assume duty of care for the class should be in attendance during lessons in addition to the music tutor(s) to assist with classroom management. The school staff member must be readily available to the music tutors during the lesson.</li> <li>• <u>PPA Cover</u> The Edsential teacher should be made aware of how to summon support, if required.</li> <li>• Report any issues, concerns or accident/incidents in a timely manner.</li> <li>• Tutors familiarise themselves with safety and emergency procedures including how to evacuate. In the event of fire, instruments to be left behind.</li> <li>• First Aid is provided by the school. Music tutors to be aware of how to access First Aid support.</li> <li>• Edsential staff are suitably qualified for the requirements of the job and are recruited through a Safer Recruitment process.</li> <li>• All Edsential Music staff are DBS checked on a rolling three-year basis.</li> <li>• Staff attend Child Protection Training on a rolling 3 year basis and will report any Child Protection concerns to the designated safeguarding officer.</li> <li>• Staff have read and follow the Music Safer Working Practices document.</li> <li>• Tutors are part of the performance management process, where their classroom management skills are being developed throughout their careers.</li> <li>• Tutors adhere to the school's rewards and sanctions policy as laid out in the initial planning meeting</li> <li>• <u>Teaching in partnership</u> Planning time with co-tutors and the class teacher allows for classroom management strategies to be discussed prior to the lesson taking place.</li> </ul>	<p>1x3=3</p>
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				<ul style="list-style-type: none"> <li>• Should an Edsential staff member be ill, appropriate cover will be provided where possible. Otherwise, the lesson will proceed if there is one tutor attending unless it considered unsafe to do so.</li> <li>• Tutors inform Edsential immediately about absence following the procedure outlined in the Procedures document.</li> </ul>	
COVID-19 Workforce Resilience	<b>Music Service Staff</b>	Music Service staff may be self-isolating; School requests may be difficult to fulfil; Losing school and individual customers	3 x 2 = 6	<ul style="list-style-type: none"> <li>• Music tutors will not attend work in-person if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell or if they need to be isolating for any other reason. Where health permits, music tutors will be able to deliver a lesson online via live video conferencing.</li> <li>• Remote teaching may be used for pupils who are self-isolating but are well enough to learn from home or when the music tutor needs to self-isolate but is well enough to work from home.</li> <li>• The staff and school's ability to work online through live video conferencing has now been trialled, tested and is working successfully.</li> <li>• Online Learning protocols have been developed to safeguard children and to take account of personal privacy.</li> <li>• Music Service staff are supported and monitored through small supervision teams. Tutors have access to Occupational Health resources.</li> <li>• Good communication will be maintained with schools and parents/carers via Area Leads.</li> </ul>	1 x 3 = 3
TRANSPORT: Motor vehicle accidents whilst travelling to work or in school car parks.		Accidents caused by rushing or poor maintenance of vehicles; higher risk of accidents in car parks.	3x3=9	<ul style="list-style-type: none"> <li>• Tutor timetable allows adequate time to travel between schools;</li> <li>• Tutors to have adequate business insurance;</li> <li>• Tutors to drive well maintained vehicles and to drive safely;</li> <li>• Tutors to follow the school's parking policy when visiting. Edsential's policy is to use reverse parking if possible.</li> <li>• Tutors to read and follow Edsential policy: Driving for Work.</li> <li>• Driving Licences, insurance and MOTs are checked on a regular basis.</li> </ul>	1x3=3

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PERSONAL DATA		Loss of personal data resulting in risk to individuals and reputational risk to the company.	3x2=6	<ul style="list-style-type: none"> <li>• Staff follow advice in the music service's Safer Working Practices document. Personal data is only held where necessary and is kept securely.</li> </ul>	1x2=2
OVERALL PLANNING MONITORING AND CONTROL · · Problems or concerns not known about or dealt with			3x3=9	<ul style="list-style-type: none"> <li>• The school monitors the education provided</li> <li>• Edsential monitors staff and activities on a rolling programme across the whole provision.</li> <li>• Initial Planning questionnaire designed to gather all relevant safety, SEN and safeguarding information. Pertinent medical information is shared to the tutors at the discretion of the school.</li> <li>• Fire procedure is made clear to the tutors by host school staff.</li> <li>• Details of the students, including medical information, emergency contact details, critical incident contacts is carried by the host school.</li> <li>• Edsential has Public Liability and Professional Indemnity insurance cover.</li> <li>• There are weekly short planning sessions and an initial longer planning session where teachers can express any concerns to music tutors. Annual feedback questionnaire to gather concerns from schools.</li> <li>• <u>Small group tuition</u> - Contact with parents is maintained via a practice diary or regular emails and an annual report.</li> <li>• The generic Risk Assessment is reviewed annually in the context of each school and sooner, if required.</li> <li>• Accidents should be notified to the school.</li> <li>• Incidents and Accidents (including "near misses" ) are reported to Edsential via PRIME which is available on Selima</li> <li>• Issues of concern are reported to line managers or via the Accident/Incident PRIME reporting system.</li> </ul>	1x3=3

### Section 3: Additional Risk Controls in the event of a Covid-19 outbreak

During periods of higher risk, for example; local outbreaks of Covid-19 in schools, the risk assessment will be reviewed and some, or all, of the following additional mitigations could be put in place.

What are the hazards?	Who might be harmed	Risk	Pre-Control Risk Rating (Likelihood x Severity)	Controls Required	Post-Control Risk Rating (Likelihood x Severity)
Transmission of COVID-19 through bio-aerosols emitted when singing or playing instruments	<b>Music Teachers Children School Staff</b>	Singing and playing blowing instruments poses an additional risk of transmission; Music tutor in the same room for long periods;	<b>3 x 3 = 9</b>	<p><b>The individual school's Outbreak Management Plan will be followed.</b></p> <p><b>In all situations:</b></p> <ul style="list-style-type: none"> <li>• The tutor to be positioned at least 2m away (preferably more) from all pupils and staff during lessons.</li> <li>• Teaching will take place outside where possible.</li> <li>• Ventilation to be increased in indoor teaching spaces. In most cases this means keeping windows open during lessons.</li> <li>• Indoor spaces will be large with sufficient capacity for the group to maintain appropriate distancing from each other (according to the musical activity taking place).</li> <li>• Pupils to be facing forward where possible. Face-to-face rehearsing and performing will be avoided where possible.</li> <li>• Do everything possible to minimise contacts, avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>• Increased wearing of face coverings.</li> <li>• Floor tape (or equivalent) may be used to mark areas to help people maintain distance.</li> </ul>	<b>1 x 3 = 3</b>

				<p><b>First Access, Whole Class and PPA Cover</b></p> <ul style="list-style-type: none"><li>• Where practically possible, pupils to be physically distanced from each other, especially when singing or playing wind and brass instruments.</li><li>• Volume of instruments, singing and speaking will be reduced by: Keeping backing tracks low; Limiting the amount of whole class singing/playing wind instruments together; Having classroom management strategies to get attention and quiet in the room without the tutor raising his/her voice. In situations where physical distancing of pupils is limited, these mitigations are particularly important.</li></ul> <p><b>Individual or small group tuition</b></p> <ul style="list-style-type: none"><li>• If 'bubbles are re-introduced by the school, then pupils will be grouped so that only pupils from the same 'bubble' learn together.</li><li>• Music Tutor will be side-by-side with pupils and 2m distanced where possible.</li><li>• Where practically possible, pupils playing wind and brass instruments or singing to be physically distanced from each other.</li><li>• Position wind and brass players so that the air from their instrument does not blow into another player.</li><li>• In secondary schools, face coverings to be worn if 2m social distancing between all participants (teachers / students) cannot be maintained.</li></ul> <p>If the above measures are not possible in school, then remote teaching and instrument tuition is available (see section below).</p> <p><b>Singing</b></p> <ul style="list-style-type: none"><li>• Singing will take place in the largest space available with good ventilation, or outside where possible.</li></ul>	
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				<ul style="list-style-type: none"> <li>• Singers will be physically distanced from each other as much as possible/practicable.</li> <li>• Where space/ventilation is limited, risk can be reduced by singing at low volume and backing tracks should also be low.</li> <li>• All children should face in the same direction when singing.</li> <li>• Time spent singing as a whole group will be reduced. Small groups of singers with other children using body percussion or listening will be utilised to reduce the amount of time singing together as a whole class.</li> <li>• Tutor will consider where to lead from – side or behind is less risk.</li> <li>• Floor markers may be used to act as reminder</li> <li>• Paper copies will be avoided – Tutor may use screen at front or teach songs by ear.</li> <li>• Consider time spent singing: The shorter the time = The lower the risk</li> </ul>	
Transmission through contact with other people	<b>Music Teachers Children School Staff</b>	Physical contact with other people poses an additional risk of contracting the virus; A pupil showing signs of corona virus in a music lesson; Music tutors in proximity	3 x 3 = 9	<ul style="list-style-type: none"> <li>• Physical contact such as hand holding, clapping other children’s hands or touching own face will be avoided.</li> <li>• Floor tape (or equivalent) may be used to mark areas to help people maintain distance.</li> <li>• Teachers should not provide physical correction (music, dance and drama).</li> <li>• If school ‘bubbles’ are re-introduced, timetables for small group tuition will be re-organised so that only children from a single ‘bubble’ are in a group together.</li> <li>• Music tutors to keep 2m (or 1m plus mitigations) away from all staff, pupils and colleagues in school corridors, wherever possible.</li> <li>• Arrival and departure times planned to avoid contact with others.</li> <li>• Music tutors will increase hand washing and sanitising.</li> <li>• Use of the staff room, toilet facilities, photocopying etc. to be limited as much as possible.</li> <li>• The school to provide tissues, a bin and a hand sanitising station in the teaching room.</li> </ul>	1 x 3 = 3

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		of Corona Virus case in school; Music Tutors spreading the virus between schools; Poor hygiene.		<ul style="list-style-type: none"> <li>• Children must wash their hands before and after attending a music lesson.</li> <li>• Performances to a live audience to be individually risk-assessed and cancelled if necessary.</li> </ul>	
Transmission through contact with touch points	<b>Music Teachers Children School Staff</b>	Touching resources could transmit the virus; Touching instruments by the tutor could transmit virus; 'touch points' in the room could be a point of transmission between people.	3 x 3 = 9	<ol style="list-style-type: none"> <li>1. Resources that are shared between classes or bubbles, must be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a> <ul style="list-style-type: none"> <li>• Additional resources will be kept to a minimum.</li> <li>• Cleaning of resources such as chairs, stands and school equipment will be agreed with the school according to the school protocol.</li> <li>• Music scores, parts or scripts will only be handled by the individual using them as far as possible.</li> <li>• Sheet music must not be shared between pupils. Music tutors might carry laminated copies which are cleaned between pupils. Photocopying needs to be recorded in accordance with licensing requirements.</li> <li>• Music Tutors will sanitise hands before and after handling instruments.</li> <li>• Pupils will be taught how to take care of their own instruments;</li> <li>• Pupils will not share instruments. Instruments will be named.</li> <li>• 'Touch Points' should be cleaned between children from different bubbles. The school will provide the protocol for cleaning.</li> <li>• After tuning string instruments, the tutor will disinfect all of the tuning pegs and strings.</li> </ul> </li> </ol>	1 x 3 = 3

References:

1. [Coronavirus: how to stay safe and help prevent the spread - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/coronavirus-covid-19-how-to-stay-safe)
2. [Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/schools-covid-19-operational-guidance)
3. [Events and attractions - Working safely during coronavirus \(COVID-19\) - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/events-and-attractions-working-safely-during-coronavirus-covid-19)
4. [Contingency framework: education and childcare settings \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/contingency-framework-education-and-childcare-settings)
5. [Music-Unlocked-v3.0-2021-22.pdf \(musicmark.org.uk\)](https://www.musicmark.org.uk/music-unlocked-v3.0-2021-22.pdf)
6. <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>
7. <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>
8. <https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works>
9. <https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>
10. <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/>
11. [Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/protective-measures-for-holiday-and-after-school-clubs-and-other-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)
12. DCMS performing arts guidance
13. Guidance on delivering outdoor events
14. [www.soundadvice.info](http://www.soundadvice.info)
15. [Ventilation and air conditioning during the coronavirus \(COVID-19\) pandemic \(hse.gov.uk\)](https://www.hse.gov.uk/covid19/ventilation-air-conditioning)

**Risk Rating**

**S = SEVERITY**

**L = LIKELIHOOD**

**Degree of Risk (DR) = RISK x SEVERITY**

**\*\* Residual Risk (RR) = the level of risk that remains after suitable and sufficient control measures are introduced.**



Music Service Risk Assessment including Covid-19  
September 2021

LIKELIHOOD	SEVERITY
1= Low	1 = Slight
2= Medium	2 = Serious
3 = High	3 = Major

Risk Matrix			
Degree of Risk	1	2	3
1	1	2	3
2	2	4	6
3	3	6	9

Risk Score	Risk Rating	Actions Required
1 – 3	<b>LOW</b>	Continue to review working practises on a regular basis and implement any additional control measures required within the time scale given in the Risk Assessment.
4 – 6	<b>MEDIUM</b>	Implement control measures within time scale shown in risk assessment and review working practises on a regular basis. Review tooling and working practises used to reduce the probability of an accident to the lowest level possible. Employee consultation should be included in the review.
7 – 9	<b>HIGH</b>	DO NOT allow work to start and review working practises immediately. Implement all the additional control measures identified in the Risk Assessment within the given time scales. Continue to review and implement additional control measures until the probability of an accident is reduced to the lowest level possible. Employee consultation should be included in the review.

All control measures are in place and no further action is required **YES / NO**

Additional control measures have been identified and are required **YES / NO**

### 3. Additional Control Measures Required

I.D.	Additional Assessments Required	Time Scale	Date Actioned	Reviewed	Personal Responsible
	Risk Assessment for music lessons to take place in each school	To take place before first teaching session			Music Tutors

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Date for revision: On-going