

# ESSEX MUSIC SERVICES/ESSEX MUSIC EDUCATION HUB COVID-19 IN-SCHOOL ACTIVITY RISK ASSESSMENT

JUNE 2020

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Schools will have undertaken their own risk assessments.

We ask schools to inform any visitors to the school of anything specific to their site beyond the measures detailed below.

If a school is unable to provide the space and precautions needed they are advised to inform EMS before the tutors first visit.



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# ESSEX MUSIC SERVICES/ESSEX MUSIC EDUCATION HUB

## COVID-19 IN-SCHOOL ACTIVITY RISK ASSESSMENT

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### 1. TUTORS VISITING SCHOOLS

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Tutors/ visitors to school unknowingly carrying COVID19	Everyone	On entering the building, visitors should wash their hands. Tutors should be informed of which bathroom they can use and the route that needs to be taken to get to there. Where possible this should avoid internal routes.	School to make handwashing available	6
		Tutors should bring their own pen to sign in.	Tutors to carry pen	4
		Tutor should be advised of the route to the teaching space provided to avoid crossing bubbles.	School to inform tutor	4
		Tutors should stay in the teaching room for the duration of the session, the only exception being bathroom breaks.		4
		Pupils should make their own way to the teaching space for the lesson to avoid the tutor having to walk through class bubble space.		4
Changes to emergency procedures due to COVID19 precautions	Tutor Pupils	Tutors should be informed of what to do in the event fire alarm or other emergency. <ul style="list-style-type: none"> <li>Where is assembly point?</li> <li>What is the expected route to the assembly point?</li> </ul> In the event of a fire, tutors should escort any pupils with them to the assembly point and pass them over to the care of school staff.	School to inform tutor	4
Transmission due to contamination of teaching space and	Everyone	Enhanced cleaning regime is in place in line with <a href="#">COVID19: Cleaning in non healthcare settings guidance</a> . All teaching spaces should be cleaned in accordance to these guidelines.	School	6
		Between each pupil, tutor should wipe down any resources or furniture that will be used for the next pupil with a disinfectant wipe (music stand, piano keys, stool).	Tutor EMS to provide wipes	4

shared equipment		Wipes will be provided by EMS for this purpose.		
		The next pupil should not enter the room until advised by the tutor and should wash their hands according to school practise before and after the lesson.	School to arrange handwashing before the pupil enters the teaching space	4
		Sufficient time is available for the enhanced cleaning regime to take place. A few minutes extra will be needed between each pupil to allow for cleaning down surfaces and time will need to be allowed for instrument assembly and cleaning.		4
Waste disposal process in place for potentially contaminated waste.	Everyone	Any potentially contaminated waste (tissues, paper used to cover instrument bells or to clear spit valves) in the teaching space should be placed in a lidded bin with a bag inside.  This should be provided by the school in accordance to COVID19 cleaning guidance and disposed of at the end of the day in accordance to the school's risk assessment.	School to provide lidded bin in the teaching space	6
		Woodwind and brass tutors should have a supply of wipes and disposable cloths supplied by EMS.	EMS to supply wipes & disposable clothes	6
Teaching spaces are not suitable for teaching under COVID19 regulations	Tutors Pupils	Teaching space must be large enough for tutor and pupil to maintain social distancing.  Furniture in the room may need to be moved to allow for this and this should be done before the tutor arrives at school. Any furniture not needed in the teaching space should be removed if possible.  Additional space will be needed for the teaching of some instruments. <ul style="list-style-type: none"> <li>• Flute: At least 2m from the end of the instrument and from the mouthpiece</li> <li>• Saxophone, Bass clarinet and Brass: At least 3m from the Bell</li> <li>• Singers: At least 3m apart from tutor or each other</li> </ul>	School to arrange teaching space before the first visit	6
		Plexiglass screens may be used to provide additional protection and would be recommended in rooms where space is tight. This would not negate the need for social distancing.	If schools feel this is needed, they should discuss with EMS	4

		<p>Rooms should be well ventilated at all times.</p> <p>Windows should remain open and air conditioning on if the room has no external ventilation.</p>	School	4
		In settings where young people may struggle with social distancing, markings on the floor could be used to show the space where the tutor should be and where the pupil would be. Tape, chalk markings or hoops could be used to show this.	School	
Surface transmission through clothing	Tutors Pupils	<p>Tutors should follow the normal guidance from EMS and schools regarding suitable attire for school and in addition should not wear items of clothing that could further transmit COVID19 – scarves, ties, long floaty clothing.</p> <p>Clothes should be clean on each day.</p>		4
Suspected and confirmed cases of COVID19	Tutor Pupils	<p>Approach to suspected COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> <li>• Tutors to carry personal mobile phones and in the event of a child displaying symptoms of COVID19, they should call the school office who will then deal with the case in accordance to school policy</li> <li>• The teaching space should then be cleaned as it would between sessions.</li> <li>• Any potentially hazardous waste should be placed in the lidded bin.</li> </ul>	School and tutor	6
		<p>If the tutor displays symptoms of COVID19 they should follow current government guidelines, self-isolating until they have been tested.</p> <p>They should not attend any face to face teaching scheduled that day but must inform the school and EMS following the usual procedure outlined in the tutor handbook.</p>		4
		<p>If a tutor tests positive for COVID19, they should contact the school to inform them.</p> <p>The school should then follow their own Risk Assessment procedure to contact any pupils or staff who have been in contact with the tutor.</p> <p>The teaching space used by the tutor should be deep cleaned in accordance to the school guidance.</p>		6
Arrival and departure times changed due to	Tutor	Tutors should be advised of any times when they cannot enter or leave the school premises if these have been changed due to COVID 19 guidance to avoid busy drop off and pick up times.	School to inform tutor before first visit	3

changed school procedures				
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## 2. LEARN-IT!

Learn-It! is our individual instrumental tuition, i.e. 1-to-1 / small group learning.

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Safeguarding	Tutor and Pupil	Schools need to ensure that all safeguarding precautions still stand in under the new arrangements.  If the room that the tutor is in is in an isolated part of the school, a member of staff should relocate to work nearby.	School and EMS	6
Surface transmission via instruments	Tutor and Pupil	Tutors and pupils should keep to their own instruments at all times. If the tutor does needs to check or mend an instrument, they should wear gloves supplied by EMS if it is woodwind or brass instrument.  For all other instruments, the instrument should be wiped with a disinfectant wipe before fixing and then on return to the pupil.	Gloves provided by EMS	6
		Teachers must not play on students' instruments, even to diagnose a problem.		4
		If a tutor needs to demonstrate on the piano, the keys should be disinfected before and after.	Wipes to be provided by the school	4
		Drum tutors should have their own sticks for demonstration purposes.		4
Airborne transmission	Everyone	Flute: At least 2m from the end of the instrument and from the mouthpiece Saxophone, Bass clarinet and Brass: At least 3m from the Bell		6
		Woodwind instruments with a bell that can release condensation should have the bell covered with a disposable cloth kept in place with an elastic band.	Cloths and bands provided by EMS to tutors	6

		These should be changed through the lesson as necessary and disposed of in a lidded bin.		
Surface transmission via sheet music	Everyone	If pupils are bringing in their own sheet music, the tutor should avoid touching it. Pupils should make any markings or notes themselves, using a pencil they have brought to the session.		4
		If tutors are using their own music, pupils should avoid touching it.		4
Airborne transmission – further precautions.	Tutor and Pupil	A plexiglass screen can be used between pupil and teacher in singing, woodwind and brass lessons.	If schools feel this is needed, they should discuss with EMS	4

### 3. CLASS SINGING IN BUBBLES

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	Pupils take up the maximum space possible and in no circumstance, less than 3m <sup>2</sup> per pupil.	School	4
		State any extra measures if the teacher is more vulnerable (older, underlying health issues).		6
		Teacher to be at least 3m from the nearest pupil.		6
		Discourage loud singing in favour of quality of sound in quiet singing to generate fewer bioaerosols		4
		Extremes of diction (particularly plosives) generate higher volumes of bioaerosols, so should be avoided or discouraged.		4
		Any spaces where singing is taking place should be well ventilated. Where possible, sing with the windows open or outdoors.		4
Airborne transmission	Teacher	Teacher to be at least 3m from the nearest pupil.	School	6

Airborne transmission – further precautions.	Everyone	A plexiglass screen could be used between the teacher.	If schools feel this is needed, they should discuss with EMS	6
Surface transmission via printed music	Pupils	Songs mainly taught by ear or if required, words are projected. If music is needed, pupils to retain their own copy of any music and keep it with other individual school equipment.		4
Surface transmission via equipment used for playing backing tracks or accompanying	Teacher	Cleaning of PC or CD player for backing track or piano/keyboard should take place after each use using a disinfectant wipe.	School to provide wipes	4
Airborne transmission (vulnerable individuals)	Teacher	Pupils and teachers who are categorized as vulnerable should consider using extra precautions such as a plexiglass screen or face mask.	If schools feel this is needed, they should discuss with EMS	

## 4. PLAY-IT!

Play-It! and Play-It! Again are our whole-class instrumental lessons.

### 4.1 PLAY-IT! (NON-BLOWN INSTRUMENTS)

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	All participants respect social distancing of at least 2m.	School	6
Airborne transmission	Adults	Teacher(s) at least 2m from nearest player at all times and 3m when practical.		6

Surface transmission when tuning	Tutor and pupils	Tutors to wear gloves when tuning pupil instruments	EMS to provide gloves for tutors	
Surface transmission via touch surfaces (handling and playing)	Everyone	Enhanced hand hygiene is routinely observed.		6
		Instruments that are not mouth-blown can be shared if instruments are cleaned between users. Please see guidance below about distribution and collection of instruments.		6
		Teachers should have their own instrument for demonstration.		6
Surface transmission	Everyone	If books are used, each pupil should have their own copy for the duration of the programme. Where possible, resources should be projected.	4	

## 4.2 PLAY-IT! (BLOWN INSTRUMENTS)

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	Flute: At least 2m from the end of the instrument and from the mouthpiece Saxophone, Bass clarinet and Brass: At least 3m from the Bell	School	6
Airborne transmission – additional precautions	Everyone	Woodwind instruments with a bell that can release condensation should have the bell covered with a disposable cloth kept in place with an elastic band. These should be changed through the lesson as necessary and disposed of in a lidded bin. This should be in place if the instrument will release condensation through the session. If the instrument is not being played for longer than 15 minutes in total this may not be necessary.	School	6
Surface transmission	Everyone	Sharing mouth pieces on blown instruments is not considered safe and sharing instruments is strongly discouraged.	School	6

via mouthpieces		If instruments are to be shared, all pupils <b>must</b> have their own mouthpiece. Reeds can never be shared.		6
		The only exception is plastic recorders which can be cleaned in the top rack of a dishwasher between uses, although an instrument per child is still preferable.		6
		If instruments are stored together after the lesson they should be labelled to ensure that instruments/mouthpieces are returned to the correct player.		6
		Recorders should not be stored in boxes where the mouth pieces can touch unless they are in cases or have been cleaned in a dishwasher.		6
		Teachers/tutors must not play on students' instruments, even to diagnose a problem.		6
Airborne transmission	Everyone	Pupils should assemble and pack away their own instrument, cleaning it with a cloth that is either stored in the case with the instrument or disposable. If cloths are disposable, they should be disposed of in a lidded bin.	School to provide a lidded bin in the teaching space  Owner of the instruments to provide cloths if they are needed.	6

#### 4.3 PLAY-IT! – COLLECTING AND REALLOCATING INSTRUMENTS

This also applies to Instrument Hire Schemes and Instrumental Projects

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	Pupils should assemble and pack away their own instrument, cleaning it with a cloth that is either stored in the case with the instrument or is disposable.		6
		If cloths are disposable, they should be disposed of in a lidded bin.	School to provide lidded bin	6
Surface transmission	Everyone	Before any session, tutors and pupils must wash their hands with soap and water.		6

		Ideally, instruments will be distributed by tutors and teachers before the session.		
		At the end of the session, instruments should be collected in the same way as distributed. Teachers and tutors should wash their hands immediately if they have collected the instruments.		6
		After collection, instruments should be cleaned before being used by another group.		6
		Consideration must be taken for the material the instrument is made of. If the instrument will be damaged by soap and water or disinfectant wipes, it should be stored for five days before further handling, little if any Covid-19 virus will remain viable.	Owner of the instruments is responsible for their cleaning	6
Surface transmission	Music service or tutor	If instruments are being delivered to a venue by the service or tutor, clean disposable gloves provided by EMS should be used on arrival to carry instruments into the venue.	Gloves supplied by EMS	4
Airborne transmission during distribution and collection	Everyone	Where possible, instruments should be distributed by teachers and tutors before the session. If pupils are collecting instruments, they must ensure they maintain 2m social distancing and do not touch any instrument other than their own.		6

## 5. ENSEMBLES

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Teacher/leader	Teacher stands at least 3m from nearest player. More vulnerable people may consider a mask or screen.		6
		2m social distancing must be in place for all players.		6
		Flute: At least 2m from the end of the instrument and from the mouthpiece Saxophone, Bass clarinet and Brass: At least 3m from the Bell Singers: At least 3m apart from tutor or each other		6

		Woodwind instruments with a bell that can release condensation should have the bell covered with a disposable cloth kept in place with an elastic band. These should be changed through the lesson as necessary and disposed of in a lidded bin.	EMS to supply for CMC and EMS ensembles Schools to supply for school ensembles	6
Surface transmission	Pupils	Players must be one to a stand	Ensemble leaders	6
		Where possible, players should retain their own music. Where this is not possible, pupils should place their own music in a plastic wallet. Whoever is collecting this should wash their hands once the music has been collected in and social distancing should be maintained during collection (ideally after other players have left).		4
Surface transmission	Pupils	Shared instruments (percussion, keyboards) will need to be cleaned appropriately between users.	EMS to supply for CMC and EMS ensembles Schools to supply for school ensembles	6

## 6. USE OF COMPUTERS, TABLETS, MUSIC TECH

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	One pupil to a workstation or iPad.	School	4
		If help is needed, the pupil will step away from the workstation or put the iPad down to allow the teacher to use.		6
		Wipe down equipment if assistance is needed.		6
Surface transmission	Everyone	Keyboards, touchscreens and control surfaces to be wiped down before and after use with a antiseptic wipes or cloths soaked in disinfectant and well wrung out.	School Tutor/teacher	6

		Residues to be wiped off with dry cloths.	Wipes to be provided by school	
		Resources to be shared and distributed online or projected for group sessions.		4
Airborne and surface transmission when using microphones	Everyone	If microphones are to be used, they must only be used by one person only and then disinfected between uses if they are to be used in the next five days. Pop shields could be used and changed before the next used.	School, unless the equipment is brought to the session by the tutor, in which case EMS will be responsible.	4

## 7. SEND

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
		Any tutors working in SEND settings should contact the setting to discuss the COVID19 Risk Assessments in place for the establishment and comply with their guidance. The previous sections of this document relating to activities will be expected to be adhered to.  When selecting tutors to go into SEND settings we will ensure tutors have experience and understanding of working with young people with SEND.		
Airborne transmission	Students Tutors Support staff	Close contact with students means that people will breathe high concentrations of bioaerosols, even in a well-ventilated room. If visors are appropriate, they should be worn and guidance sought as to how to wear them appropriately.	Visors supplied by EMS if deemed appropriate	8
Person-to-person transmission	Students Tutors Support staff	If a young person needs assistance with dealing with a runny nose or excess saliva in lessons the tutor should deal with it using tissues provided by the school and gloves supplied by EMS. Any waste should be disposed of in a lidded bin.	School to provide tissues and a lidded bin for waste disposal	8

		Tutors may consider wearing a visor to protect themselves in these circumstances.	EMS to supply visors and gloves	
Surface transmission	Students Tutors Support staff	Any handing and control surfaces should be cleaned between uses. Please see the guidance in section 4.3 for further details.	School	6
Surface transmission	Students	Instruments are cleaned between uses following the guidelines in the sections above.	School	6

## 8. ROCK AND POP PROVISION

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	Groups are small and matched to studio size to ensure social distancing. Singers, sax and brass players are allowed additional space (up to 3m)	Ensemble leader	6
Surface transmission	Students Adults	All shared equipment is wiped down when groups changeover. Sax and brass players have own instruments; no reeds shared.	Ensemble leader	6
Surface transmission	Everyone	Where possible, players should retain their own music. Where this is not possible, pupils should place their own music in a plastic wallet. Whoever is collecting this should wash their hands once the music has been collected in and social distancing should be maintained during collection (ideally after other players have left).	Ensemble leader	4
Surface transmission	Students Adults	Pop shields should be used on vocal microphones and should be changed before the next user and the microphone wiped down with a disinfectant wipe.	EMS to supply for CMC and EMS Ensembles	6

			School to supply for any school ensembles	
Airborne transmission	Vulnerable student(s) adult(s)	Pupils and teachers who are categorized as vulnerable should consider using extra precautions such as a plexiglass screen or face mask.	If schools feel this is needed, they should discuss with EMS	6

**RESIDUAL RISK RATING**

How likely is the activity to result in actual harm (1-5)?	
How severe would the consequences be (1-5)?	
<b>Risk rating (likelihood x severity)</b>	

<b>Likelihood</b>	5					
	4					
	3					
	2					
	1					
			1	2	3	4
		better		worse		
		<b>Severity</b>				

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

**Date communicated to staff/volunteers:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

## A RECOMMENDED CODE OF PRACTICE FOR PERIPATETIC TUTORS IN SCHOOLS

1. Do not attend school if you suspect that you (or any of those you live with) may be coming down with Coronavirus symptoms: follow self-isolation procedures.
2. Keep an eye on the school's website, news links, diary and newsletters to anticipate disruptions to your teaching programme. It may save you a journey and unnecessary risk.
3. Sign in at the school reception on arrival and immediately wash your hands thoroughly before going to the teaching room. Take your own pen to do this.
4. Remember that this way of working is as new to school staff and pupils as it is to you. Accept that there will be slips and honest mistakes on both sides and take the opportunity to learn from them.
5. Ask for details of the school's risk assessments for COVID-19 that will affect you; ask about anything you do not understand and abide by the control measures specified.
6. Find out what the school's infection control procedures are; follow them and make use of anything the school is good enough to provide for your safety.
7. Find out, before you need to know, what to do if you or pupils fall ill.
8. If you think that a child may be showing symptoms of Coronavirus, stop the lesson and report your concerns to the school immediately.
9. Teach workshops and larger groups outside if it is practical and weather permits.
10. Maintain 2m or more distance from other people at all times, including pupils. If you are teaching singing, brass, saxophone or bass clarinet this should be 3m during lessons.
11. If you can control layout and ventilation in the teaching room, set it up to direct airflow away from both you and the pupil(s) but not at the expense of normal safeguarding or health and safety considerations: i.e. do not move heavy furniture.
12. If the teaching room does not allow for sufficient distancing, explain this to the school. If no reasonable alternative is offered, politely decline to teach that session for the benefit of both you and pupils. If you have one, raise the issue with your manager or equivalent immediately.
13. You may consider wearing a face mask while you are teaching (of course singing, woodwind and brass teachers will need to remove theirs to demonstrate). Check this with the school before the first visit as some settings are not encouraging this.
14. Avoid touching pupils' instruments, particularly mouthpieces. Carry disposable gloves and hand sanitiser in case you absolutely have to touch a mouthpiece, e.g. to set a reed.
15. Never play on a pupil's mouthpiece or allow them to play on yours.
16. Stick to the agreed timetable as closely as you reasonably can but understand if it has to change at short notice.
17. Wash your hands thoroughly before leaving the school, preferably as the last thing you do before signing out.

**Schools are asked to:**

- Provide details of school's COVID19 Risk Assessment that tutors will need to comply with
- Communicate to tutors expectations and changes to working patterns in response to the Risk Assessment
- Provide hand washing facilities
- Provide cleaning wipes for equipment owned by the school
- Provide suitable teaching spaces to allow for social distancing and greater distancing needed for some instrumental and vocal lessons
- Ensure pupils know where lessons are and are on time for lessons
- Provide suitable method of disposal of any potentially hazardous waste
- Ensure safeguarding is in place and that tutors are not teaching in isolated spaces

**EMS will:**

- Communicate changes and expectations to tutors
- Provide PPE and cleaning equipment for tutor use in lessons
- Suitably clean all instruments on loan to schools for workshop purposes (instruments on long term loan should be cleaned by the school)
- Discuss the need for plexiglass screens and source these for loan to schools if this is deemed appropriate
- Liaise between tutor and school where necessary to ensure the best outcome is reached.