

# Essex Music Education Hub / Essex Music Service

## Covid19 In-School Activity Risk Assessment

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## Purpose

This document relates to Essex Music Service staff delivering music in school and is intended for anyone who has responsibility for music-making in education settings. It outlines our control measures identified to maintain safety while delivering music education across the County of Essex. Please note that it is not intended to cover every possible risk associated for each activity within each unique school setting: there are over 500 schools in Essex and each setting may have unique circumstances or setups that need additional consideration.

Schools are advised to refer to the current guidance from the Department of Education and Music Mark when making decisions as to their practise in school. Pupils do not need to distance from each other in the way that the tutor should distance from them. This is because the tutors are working in more than one setting and the pupils will be interacting with each other at close quarters during the week.

**We recommend consulting MusicMark's Guidance page which is updated regularly and available by [clicking here](#).**

## Assumptions

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 directly before the tutor's first visit.

## Assessing the risks

Assessing the risk is about understanding hazards and it is not possible to eliminate all possibility of harm.

This document seeks to identify **reasonably foreseeable** risks and mitigate for these. Although there are health risks associated with COVID-19, around young children there is minimal risk of significant health risk. The reasonably foreseeable risk is the spread of Covid-19 virus.

## Enable and encourage

Risk assessment is a positive process which enables activity. Essex Music Service want children to be able to make music. We hope 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.

# 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 take the most direct route to their teaching space.	School to inform tutor	4
		Tutors should stay in the teaching room for the duration of the session, the only exception being bathroom breaks.	Tutor/School	4
		Pupils should make their own way to the teaching space for the lesson to avoid the tutor having to walk around the school. Other arrangements should be agreed beforehand between school, tutor and Service as necessary		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 shared equipment	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
	Everyone	With the teaching of blown instruments, it is recommended that surfaces are wiped clean. Wipes are available from Essex Music Service	All	6

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 with 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 and disposable cloths	6
Teaching spaces are not suitable for teaching under COVID19 regulations	Tutors Pupils	Teaching room needs to be large enough to maintain reasonable distancing or a minimum 2m for singing and mouth-blown instruments between the pupil and tutor (N.B. flutes generate two air streams, to the front and the side).  <ul style="list-style-type: none"> <li>If the room needs to be rearranged to enable this, tutors should make arrangements with the school.</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 limited. This would not negate the need for social distancing, and should be removed when ventilating the room.	If schools feel this is needed, they should discuss with EMS	4
		Rooms should be well ventilated at all times and <a href="#">guidance is available from Music Mark</a>  Windows should remain open. Air conditioning may be used in conjunction with the above guidance and/or DfE/DCMS guidance if the room has no external ventilation.	School	4
Surface transmission through clothing	Tutors Pupils	Tutors should follow the normal guidance form 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.  Clothes should be clean on each day.		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.</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>	Tutor	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>	Tutor	6
Arrival and departure times changed due to changed school procedures	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

## 2. LEARN-IT! (1-to-1 and 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 under the new arrangements.  If the room that the tutor is normally located 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 should keep to their own instruments at all times and must not play on students' instruments, even to diagnose a problem.	Tutor	6
		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.	Tutor	4
Airborne transmission	Everyone	Woodwind and brass: Tutor should be at least 2m from the end of the instrument and from the mouthpiece – N.B. flutes generate two air streams, to the front and the side).	Tutor	6
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.	Tutor	4
		If tutors are using their own music, pupils should avoid touching it.	Tutor	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

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	Pupils all face the same way, spacing from each other as is practical.	School and tutor	4
		Additional measures may be needed if the teacher is classified as more vulnerable (e.g. underlying health issues).		6
		Tutor to maintain a reasonable distance from the nearest pupil. Current guidance recommends this to be 3m. A plexiglass screen could be used between the tutor		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
Surface transmission via equipment used for playing backing tracks or accompanying	Tutor	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

## 4. PLAY-IT! (Whole-class instrumental lessons)

### 4.a Play-It! (Non-blown instruments)

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Adults	Tutor remains at a reasonable distance from the nearest player at all times. Current guidance recommends 2m, but 3m is encouraged where practical.	School and tutor	6
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
		Tutors and teachers should have their own instrument for demonstration.		6
Surface transmission	Everyone	Where possible, we recommend that teaching resources be projected.		4

### 4.b Play-It! (Blown instruments)

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Everyone	Woodwind and brass: Tutor should be at least 2m from the end of the instrument and from the mouthpiece – N.B. flutes generate two air streams, to the front and the side).	School and tutor	6
Surface transmission via	Everyone	If instruments are to be shared, they must be cleaned between uses.	School and tutor	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



Mouthpieces		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.c Play-It! Collecting and reallocating instruments

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.	School and tutor	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 clean their hands with soap and water or sanitizer.  Ideally, instruments will be distributed by tutors and teachers before the session.	School and tutor	6

		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.	School and tutor	6
		After collection, instruments should be cleaned before being used by another group.	School and tutor	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
Airborne transmission during distribution and collection	Everyone	Where possible, instruments should be distributed by teachers and tutors before the session.	School and tutor	6

## 5. ENSEMBLES

Hazard	Who is at risk?	Control measure(s)	Who is responsible?	Residual Risk Rating
Airborne transmission	Tutor/ leader	Tutor stands at least 3m from nearest player. More vulnerable people may consider a mask or screen.	Tutor/ leader	6
		Rooms should be well ventilated at all times and <a href="#">guidance is available from Music Mark</a> regarding good practice when ventilating. Windows should remain open. Air conditioning may be used in conjunction with the above guidance and/or DfE/DCMS guidance if the room has no external ventilation.	Tutor/ leader	4

		<p><i>(This advice is for county ensembles. Please see DfE for in school guidance)</i></p> <p>Woodwind and brass: at least 2m from the end of the instrument and from the mouthpiece – N.B. flutes generate two air streams, to the front and the side).</p> <p>Singing: at least 2m apart – advice is to increase if in space for a considerable time</p>	Tutor/ leader	6
Surface transmission	Pupils	Players should be one to a stand	Ensemble leaders	6
		<p>Where possible, players should retain their own music.</p> <p>Where this is not possible, pupils should place their own music in a plastic wallet.</p> <p>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).</p>	Tutor/ leader	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 tutor 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 an antiseptic wipes or cloths soaked in disinfectant and well wrung out.  Residues to be wiped off with dry cloths.	School  Tutor/teacher  Wipes to be provided by school	6
		Resources to be shared and distributed online or projected for group sessions.	Tutor/teacher	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 SETTINGS

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 the guidance. The previous sections of this document relating to activities will be expected to be adhered to.		
Airborne transmission	Tutors	Close contact with students means that people will breathe high concentrations of bioaerosols, even in a well-ventilated room. If masks are appropriate, they should be worn.	Masks supplied by EMS if deemed appropriate	8
Person-to-person transmission	Tutors	Consider measures to control infection by contact (either way) with bodily fluids.	School	8
Surface transmission	Tutors	All handling and control surfaces should be sanitised between uses as part of the normal sanitation routine within the school setting to avoid transmission.	School	6
Surface transmission	Students and tutors	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 room/studio size to allow reasonable distancing. Singers, sax and brass players are allowed additional space.	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 School to supply for any school ensembles	6
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>	more	5					
		4					
		3					
	less	2					
		1					
			1	2	3	4	5
			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

- Do not attend school if you suspect that you (or any of those you live with) may be coming down with Coronavirus symptoms: follow EMS sick leave procedures and treat this as you would any other illness.
- 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.
- 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.
- 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.
- 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.
- Find out, before you need to know, what to do if you or pupils fall ill.
- If you think that a child may be showing symptoms of Coronavirus, stop the lesson and report your concerns to the school immediately.
- Teach workshops and larger groups outside if it is practical and weather permits.
- Maintain 2m or more distance from other people at all times, including pupils, following the guidance.
- 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.
- 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 District Lead or with John or Peter immediately.
- 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.
- 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.
- Never play on a pupil's mouthpiece or allow them to play on yours.
- Stick to the agreed timetable as closely as you reasonably can but understand if it has to change at short notice, and work with the school to find solutions.



- Wash your hands thoroughly before leaving the school, preferably as the last thing you do before signing out.
- Practice diaries: these should be in the care of the student, who should write up notes so that the tutor does not come into contact with/share it. If the student is unable to write in the practice diary, the tutor should use a separate piece of paper in their own care that they write up in real time during the lesson as usual, and then photograph/scan it to send to the student via SpeedAdmin and/or the tutor's ECC email address.
- Sheet music should not be passed between tutor and student: if there is sheet music for the student to take, it should be prepared 72 hours in advance, placed into a box, not touched, and then the student to take the copy from the box so that there is no contact/sharing between tutor and student.

### **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 their 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