



The Platform  
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# 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. We 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. 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.



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Lead partner and fund holder for Make Music Swindon hub for Swindon

# Covid-19 Supplementary Risk Assessment

Whole-Class Ensemble Tuition (mouth-blown instruments)

Owner:	Peter Clark – CEO		
Consultees:	Swindon Schools and Academies		
Version:	1		
Date of assessment:	20 August 2020	Review date (max 1 yr):	4 October or as soon as revised government guidance is issued

## Description of activity

Whole-class brass/woodwind tuition – ordinarily taught in full classes of up to 32 pupils. – led by Swindon Music Service tutors in schools / academies.

## References to related risk assessments

This is a supplementary risk assessment. We suggest that you also view the following documents:

- Risk Assessment for Instrumental / Vocal Tuition
- Risk Assessment for Whole Class Ensemble Tuition non-blown instruments and Curriculum Delivery
- Risk Assessment for Wholes Class Singing & Choirs

## Definitions

The roles cited in this document are as follows:

SMS management	The designated manager at Swindon Music Service – in this instance. The instrumental lead – and, in turn, their direct manager(s)
Parent Carers	The parent/legal guardians of pupils participating in the activities assessed in this document
Pupils	The pupils participating in the activities assessed in this document
School management	The senior management – head teacher / principal and / or their nominated deputy, school business manager – of individual schools / academies
School	The school or academy in which the activities assessed in this document will take place
School staff	The member of school staff normally present for the activities assessed in this document
Tutors	The tutor delivering the activities assessed in this document; tutors are engaged as workers working on behalf of Swindon Music Service charity

## Advice followed

This document has been prepared after consultation of the following external advice:

- Guidance for full opening: schools (Department for Education)
- Music Unlocked: Guidance for Providers (Music Mark)
- Music Unlocked: Guidance for schools (Music Mark)

### Existing control measures

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

	<b>Hazard</b>	<b>Who is at risk?</b>	<b>Control measure(s)</b>	<b>Who is responsible?</b>
1	Surface transmission	Pupils, tutors, school staff	Every pupil is provided with their own instrument, minimising opportunities for surface transmission. Instruments cases have a unique asset ID, and a list of pupils and their instrument allocation should be kept by the school.	Tutors, school staff, SMS management
2	Surface transmission	Pupils, tutors, school staff	Ordinarily, tutors are directed to dedicate the final teaching session(s) of the year to ensure that instruments are left in a safe and clean working condition in readiness for the following year's tuition, should schools wish. Mild detergents (i.e. washing-up liquid / antiseptic wipes) only should be used.	Tutors, school staff, SMS management
3	Surface transmission	Pupils, tutors, school staff	In normal (i.e. non COVID-19) circumstances Instruments should only be shared during the first few weeks of the project whilst pupils are 'trailing instruments'. During this time, mouthpieces of brass/reed instruments should be cleaned with antiseptic wipes between use, under supervision of tutors. Reeds should never be shared due to their porous construction.	Tutors, school staff
4	Airborne transmission	Pupils, tutors, school staff	Through SMS <b>Statement of Service</b> , schools/academies are required to provide suitable accommodation and facilities according to the size and needs of the group receiving tuition including good lighting, ventilation and heating.	School management, SMS management

### Additional control measures

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

	<b>Hazard</b>	<b>Who is at risk?</b>	<b>Control measure(s)</b>	<b>Who is responsible?</b>
1	Airborne transmission	Pupils, Tutors, school staff	As per DfE guidance, classes should be limited to 15 pupils. To assist with this, sessions can be 'halved' so that half the class receives half an hour of tuition followed by the other half as an example.	SMS management School management
2	Airborne transmission	Pupils, Tutors, school staff	A minimum of 2m distance between pupils must be in place. Sessions should take place in a space which is able to accommodate this. The ideal space is the	SMS management, School management

			<p>school hall, particularly as this will assist with ventilation. Consider 'cinema style' row seating with 2m distance maintained – to assist 'line of sight' e.g.</p> <pre> x           x           x           x       x           x           x x           x           x           x                     </pre>	
3	Airborne transmission	Pupils, Tutors, school staff	Tutors maintain a minimum distance of 2m at all times. This should be increased to 3-5m whilst pupils are playing.	Tutors
4	Surface transmission	Pupils, Schools staff	Schools will also wish to consider how/whether to sanitise seating in between use by pupils. To minimise surface transmission, tutors will not handle or wipe down seats etc.	School staff, school management
5	Surface transmission	Pupils, Tutors, school staff	Water keys should not be vented directly onto the floor. Newspaper or paper towels should be provided to soak up water and players should clear up their own. Alternatively, a small pot containing detergent would also be effective.	Tutors, school staff, school management, pupils
6	Surface transmission	Pupils, Tutors, school staff	If the need to handle a pupil's instrument arises (i.e. for maintenance), tutors and staff must ensure they clean their hands <b>before and after</b> handling it. During the handling process, tutors must avoid touching their face or any other equipment not belonging to them or the specific pupil whose instrument is being handled. Tutors must not play any instrument other than their own in order to diagnose an issue. To further reduce surface transmission, instruments should be placed on a desk, table or chair when brought by the pupil so that the tutor is able to maintain appropriate distancing.	Tutors
7	Surface transmission	Pupils, Tutors, school staff	Because of closures, pupils (and their instruments) may not be in school. As a consequence, the routine cleaning and maintenance of instruments may need to take place at the start of the autumn term rather than at the end of the summer term (all instruments have been cleaned and maintained by SMS management during August). A 'quarantine' period of 72 hours following an instrument being brought in to school by the pupil or parent/carer must take place. Once returned, it is important that	School management

			instruments – in their cases – are securely stored and not handled by school staff or other pupils to avoid the risk of surface transmission.	
8	Surface transmission	Pupils, Tutors, school staff	When instruments undergo routine cleaning and maintenance, tutors or school staff should ensure they wash their hands regularly and avoid touching their face. Any equipment used to do this – bowls, towels, brushes etc. – should be sterilised if used in multiple schools, before being taken away by the tutor. If a school is able to provide a sink area in school for this use, which can be cleaned after use, this would be preferable.	School staff, tutors
9	Surface transmission	Pupils	Mouthpieces should be sanitised before first use by a pupil (all mouthpieces will have been sanitised before delivery to the school at the start of the project). Schools should ensure that wipes are available for his process	Tutors, school staff, school management.
10	Surface transmission	Pupils, Tutors, school staff	Schools should reinforce that, if a pupil's instrument is taken home, it must only be used and certainly only played by he pupil themselves. Schools may wish to consider systems for safety bringing instruments to and from schools. This may mean that a period where instruments are not taken home is more appropriate in the short term.	School management, school staff, pupils, parents/carers
11	Surface transmission	Pupils, Tutors, school staff	Minimise the use of sheet music and music stands. Where possible, use a projector and screen instead and share items electronically. If sheet music is used, it is important that it is not shared amongst pupils. If music stands are used, they should be left for a period of 72 hours after use. If consecutive classes are to use them then stands must be sanitised in between uses and thorough hand washing must take place.	Tutors, school staff, school management
12	Potential for exposure to COVID-19 via contact with others	Everyone	Tutors should follow guidance from each school regarding access to commercial spaces, movement around the building and pupils displaying symptoms	Tutors, school management, SMS management
13	Potential for exposure to COVID-19 via contact with others		Tutors should travel alone to and from schools to avoid exposure to COVID-19 via contact with others	Tutors, SMS management
14	Tutors with COVID-19 symptoms and	Everyone	All tutors have been informed of Government guidance regarding	Everyone

	potentially spreading to staff and others		<p>symptoms of COVID-19 and what they must do if exhibiting symptoms:</p> <p><b>Tutors who become symptomatic should self-isolate for 10 days</b></p> <p><b>If a tutor is a household contact of someone who becomes symptomatic (the case) the staff member should self-isolate for 14 days.</b></p> <p><b>If the tutor starts showing symptoms, they need to self-isolate for 10 days from that date.</b></p> <p>Manager SMS if they become unwell.</p> <p>Symptoms:</p> <ul style="list-style-type: none"> <li>• A new continuous cough</li> <li>• A high temperature</li> <li>• A loss of, or change in, normal sense of taste or smell (anosmia)</li> </ul>
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### Initial risk rating

How likely is the activity to result in actual harm (1-5)?	4
How severe would the consequences be (1-5)?	5
<b>Risk rating (likelihood x severity)</b>	<b>20</b>

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

### Revised risk rating

How likely is the activity to result in actual harm (1-5)?	2
How severe would the consequences be (1-5)?	5
<b>Risk rating (likelihood x severity)</b>	<b>10</b>

Likelihood	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 stakeholders:** \_\_\_\_\_

**Signed:** Peter Clark **Date:** 20 August 2020

**Name:** Peter Clark **Position:** Chief Executive Officer

### 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.

## Appendix 1 – Version control

Version	Date	Summary of changes
1	20 Aug	-