

| Activity/ Situation | MUSIC, DANCE and DRAMA DURING PANDEMIC <small>This risk assessment must be read in conjunction with the FULL OPENING OF SCHOOL DURING COVID-19 PANDEMIC FROM 8th MARCH risk assessment</small> | | | |
|--|--|---|--|--------------------------------------|
| Location | School Hall Classrooms Library | | | |
| Persons at Risk | Pupils <input checked="" type="checkbox"/> | Employees <input checked="" type="checkbox"/> | Visitors <input checked="" type="checkbox"/> | Contractors <input type="checkbox"/> |
| HAZARD(S) | <p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> * Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed * Cumulative Aerosol Transmission * Shared Resources * Inadequate Hand Washing/Personal Hygiene | | | |
| CONTROL MEASURES | ADDITIONAL INFORMATION | YES | NO | N/A |
| <p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p> | | | | |
| <p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p> | | | | |
| Adults maintain a 2 metre distance from each other, and from children | This will be adhered to where possible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual lessons in music, dance and drama can resume in schools | Activities will take place within bubbles | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During 1-2-1 lessons 2 metres social distancing between pupil and teacher is maintained | Peripatetic teachers are following government and local guidelines | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Particular care is taken in music, dance and drama lessons to observe social distancing where possible | This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where it is necessary to use peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff | Peripatetic teachers to teach in the library and wipe down tables and chairs after use | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson 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 | Discuss with peripatetic teachers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|---|-------------------------------------|--------------------------|-------------------------------------|
| School ensures that peripatetic teachers maintain distancing requirements with each group they teach | Discuss with peripatetic teachers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures that peripatetic teachers avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing | As above All lessons will take place with pupils from the same bubble on a rota system | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures that peripatetic teachers make efforts to reduce the number of groups taught and locations in school worked in, to reduce the number of contacts made | School library to be used at lunchtime only and areas wiped down after use | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In individual lessons for music, dance and drama, social distancing should be maintained, meaning teachers should not provide physical correction | To be discussed and adhered to | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cumulative Aerosol Transmission | | | | |
| Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly | Background music played in the hall with pupils in bubbles and the teacher maintaining a 2 metre distance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing | N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Performances with an audience do not take place | Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing instruments and singing in groups should take place outdoors wherever possible | If indoors, consider limiting the numbers in relation to the space Class assemblies can take place in the hall (pupils in bubbles) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If playing indoors, use a room with as much space as possible, for example, larger rooms | Rooms with high ceilings are expected to enable dilution of aerosol transmission | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|---|-------------------------------------|--------------------------|--------------------------|
| If playing indoors, numbers are limited to account for ventilation of the space and the ability to social distance | Pupils perform within their bubbles only | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained | Class assemblies in the hall No whole school performances | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists | Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate All pupils sit side by side with the teacher maintaining a 2 metre distance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) | As above | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wind and brass players are positioned so that the air from their instrument does not blow into another player | All pupils sit side by side within their bubble, with the teacher maintaining a 2 metre distance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where practicable , performers should wear a face covering to mitigate mass aerosol expelled during singing | Principles of Safer Singing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shared Resources | | | | |
| If possible, do not share microphones | If they are shared, follow the guidance on handling equipment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Avoid sharing instruments and equipment wherever possible | Place name labels on equipment to help identify the designated user | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If instruments and equipment have to be shared they are disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment | Instruments should be cleaned by the pupils playing them, where possible Hygiene: Guidance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Handling of music scores, parts and scripts is limited to the individual using them | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--|--|---|---|
| The number of suppliers is limited when hiring instruments and equipment | Instruments are either owned by school, the pupil or supplied by NYCC | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools should agree whose responsibility cleaning hired instruments is with the suppliers | Instruments cleaned within school by staff or pupils | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hire equipment, pupils' own instruments, instruments brought on site by peripatetic teachers, tools or other equipment is cleaned on arrival and before first use | Provide wipes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Equipment, pupils' own instruments and instruments brought on site by peripatetic teachers should be stored in a clean location if brought on site before they are needed, and they should be cleaned before first use and before returning the instrument | Guitars and ukuleles stored in the library Ocarinas stored in Class 2 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Hand Washing/Hygiene | | | | |
| Handwashing, with soap and water, of 20 seconds duration takes place before and after handling equipment and before and after lessons | All pupils and staff are aware of hygiene procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| What is the level of risk for this activity/situation with existing control measures | | High <input checked="" type="checkbox"/> | Med <input type="checkbox"/> | Low <input checked="" type="checkbox"/> |
| Is the risk adequately controlled with existing control measures | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | Yes <input type="checkbox"/> | | No <input checked="" type="checkbox"/> |
| ACTION PLAN (insert additional rows if required) | | To be actioned by | | |
| Further control measures to reduce risks <i>so far as is reasonably practicable</i> | | Name | | Date |
| | | | | |
| State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment | | High <input type="checkbox"/> | Med <input type="checkbox"/> | Low <input checked="" type="checkbox"/> |
| Is such a risk level deemed to be as low as reasonably practical? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Is activity still acceptable with this level of risk? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| If no, has this been escalated to senior leadership team? | | Yes <input type="checkbox"/> | | No <input type="checkbox"/> |
| Assessor(s): | Neil Clark | Signature(s): |  | |
| Position(s): | Head Teacher | Review Date: | | |
| Date: | 2.3.21 | | | |

Distribution: All staff

| <i>Risk rating</i> | <i>Action</i> |
|--------------------|--|
| HIGH | Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice) |
| MEDIUM | Review/add controls (as far as reasonably practicable) & monitor |
| LOW | Monitor control measures |

| POTENTIAL OUTCOME | | LIKELIHOOD | |
|-------------------|---|---------------|---|
| Catastrophic | Fatal injury/permanent disability | Highly likely | More likely to occur |
| Major | RIDDOR reportable Specified Injury/Disease/Dangerous Occurrence | Likely |  |
| Moderate | RIDDOR reportable over 7 day injury | Possible | |
| Minor | Minor injury (requiring first aid) | Unlikely | |
| Insignificant | Minor injury | Remote | Less likely to occur |

| POTENTIAL OUTCOME | | LIKELIHOOD | | | | |
|-------------------|--|------------|----------|----------|--------|---------------|
| Catastrophic | | | | | | |
| Major | | | | | | |
| Moderate | | | | | | |
| Minor | | | | | | |
| Insignificant | | | | | | |
| | | Remote | Unlikely | Possible | Likely | Highly Likely |

LIKELIHOOD