

<b>Risk Assessment – Covid-19- Music Department</b>		<b>September 2020</b>	<b>Pegasus, Orchard Meadow, and Windale Schools, Oxford.</b>
<b>Responsible Person</b>	Clare Chapman- Music Teacher		
<b>Other Persons Involved</b>	Harry Paget-Wall Collins (Executive Principle), Will Power (Head, Orchard Meadow), Katie Geran-Haq (Head, Windale) Ruth Akrigg (Head, Orchard Meadow)		
<b>Guidance Material Considered</b>	<ul style="list-style-type: none"> <li>• DfE – <a href="#">Guidance for Full Opening – Schools</a> (2 July)</li> <li>• DfE - <a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak</a> (2 July)</li> <li>• DfE - <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> (1 July)</li> <li>• DfE - <a href="#">Coronavirus (COVID-19): guidance on isolation for residential educational settings</a> (27 May)</li> <li>• The Musicians Union- Teaching music during the coronavirus outbreak- <a href="https://www.musiciansunion.org.uk/Home/Advice/covid-19/music-teaching">https://www.musiciansunion.org.uk/Home/Advice/covid-19/music-teaching</a></li> <li>• GOV.uk- Covid and the performing arts- <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></li> <li>• NHS - <a href="#">Test and Trace – How it works</a> (11 June)</li> <li>• Music mark- Children and singing during the Covid 19 pandemic- <a href="https://www.musicmark.org.uk/wp-content/uploads/Children-and-School-Singing-During-the-COVID-19-Pandemic.pdf">https://www.musicmark.org.uk/wp-content/uploads/Children-and-School-Singing-During-the-COVID-19-Pandemic.pdf</a></li> </ul>		

<b>Details- Music specific arrangements are in green.</b>		
<p>Covering music focused staff and pupil H&amp;S and completion of key compliance tasks during the Covid-19 pandemic, for the reopening of schools in Autumn 2020.</p> <p>To minimise the risk of infection to all persons, the following system of controls has been applied by the school</p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>2) Clean hands thoroughly more often than usual- every hour hand washing routine in the classrooms introduced. New sinks and hand washing facilities in place internally and externally to ensure adequate facilities. Music teachers should wash hands after every session with different groups of staff and children. Teachers should also sanitise throughout the lesson particularly if leading a demonstration that involve instruments. All children and staff who have attended the music session should wash hands immediately once the session has finished.</li> <li>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach- new tissue stations in class introduced</li> <li>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach- Cleaners have checklist and lunchtime cleaning session introduced for communal areas, frequent touch surfaces and classrooms when children on break. Any musical equipment used should be kept to a minimum and should be sanitised/wiped down immediately after use by the music teacher. There should be no swapping of equipment within the session. Aim to schedule lessons so there is time to clean the teaching environment in between groups.</li> <li>5) Minimise contact between individuals and maintain social distancing wherever possible- because of entering different bubbles the 2m distance must be observed by the pupils and music teacher. Reduce movement by encouraging non essential trips within building for music teacher. Where there is specialist teachers 2 metre social distancing will be kept to allow social distance- Class TA will support children if needed in these lessons.</li> <li>6) Singing in School- Where possible sing outside or in a space that is well ventilated. If we must work indoors, as indeed we must with winter approaching, the next best thing is to reduce the number of people in the room to the lowest practicable number and change the air as frequently as we can, by such</li> </ol>		<p><b>Are Control Measures – Yes</b></p>

means as open doors and windows. Try and encourage children to not sing at full volume as singing louder can increase the risk. If singing with a larger group then a face shield is advised.

- 7) Engage with the NHS Test and Trace process.
- 8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 9) Contain any outbreak by following local health protection team advice.

- Numbers 1 to 4 are in place in all the time.
- Number 5 is carefully considered with suitable management strategies deployed that account for the specific operating characteristics of the school. Details of which are included in this risk assessment.
- Number 6 applies only in specific musical circumstances.
- Numbers 7 to 9 are followed in every case where they are relevant.

Hazard	Who is at Risk	How Can the Hazards Cause Harm	Control Measures Currently in Place	In Place?	Residual Risk Acceptable?
Infection Control (people)	Staff/ Pupils	Staff contracting COVID-19	<ul style="list-style-type: none"> <li>• The individual employee risk assessment is under review by central office and a revised version is due in early August to reflect the Government advice applicable at that time.</li> <li>• Any staff who are not required in school and can continue to work from home will continue to do so.</li> <li>• Health screening of staff carried out weekly (are you unwell, is anyone in your household unwell) with records held on employee file. – <a href="#">Screening worksheet tool to be submitted every Monday by staff using Microsoft Forms.</a></li> <li>• Any staff member with symptoms of COVID-19 is sent home to self-isolate for 7 days and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 14 days.</li> <li>• To support the testing process, the school have been provided with a supply of home testing kits.</li> <li>• If the test is positive:               <ul style="list-style-type: none"> <li>○ The staff member remains off for 7 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time.</li> <li>○ The staff member must engage with the NHS Test and Trace programme.</li> <li>○ The staff member must notify the school immediately.</li> <li>○ The school contact their local Health Protection Team for advice on any further action required in school.</li> <li>○ The school will review the case against the Group guidance on <i>COVID-19 and ARMS</i> to establish if it was likely that the infection was contracted as a result of occupational exposure.</li> </ul> </li> <li>• If the test is returned negative the staff member can return to school when they feel well enough to do so.</li> <li>• Where a staff member indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an</li> </ul>	Yes	Yes

			expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms.		
		Music Visitors contracting COVID-19	<ul style="list-style-type: none"> <li>All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon;</li> <li>Details of local procedures communicated to all visitors before they come to site. – <b>Handout for contractors from Site manager (IMA) and discussion when booking taking place.</b></li> <li><b>Where possible musical visitors need to move around the school only when necessary. They should be encouraged to bring their own refreshments, flask and drinks bottle. Social distancing and hygiene requests in place.</b></li> </ul>	Yes	Yes
<b>Suspected / confirmed case in school</b>	Staff/ pupils	Potential contamination of surfaces and for person to person spread	<ul style="list-style-type: none"> <li>Pupil/staff member sent home and instructed to order a test under the NHS Test and Trace programme. Individual provided with a test by the school if supplies allow and where the school believe providing a testing kit may increase the likelihood of a test being completed.</li> <li>Pupil isolated in secure area first aid room; if awaiting collection in line with <a href="#">government guidelines</a>. <b>First Aid room is located away from classes. Lead first aider has access to PPE. If toilet used- closed down await cleaning staff/Site Manager (PPE in use)</b></li> </ul>	Yes	Yes

			<ul style="list-style-type: none"> <li>• Music staff and pupils who were with the affected party should wash their hands thoroughly but do not need to go home unless symptomatic.</li> <li>• A small quantity of PPE, i.e. disposable face masks, gloves, and apron and suitable waste streams will be required for handling suspected cases where 2m separation cannot be maintained; <b>Music teacher will have their own supply of wipes and sanitiser that stays with them at all time to clean any equipment as well as regularly sanitising hands.</b></li> <li>• Cleaning and disinfection carried out by cleaning staff in accordance with DfE guidance <a href="#">COVID-19: cleaning of non-healthcare settings</a> – <b>Music teachers to keep in line with general hygiene guidance and wipe and wash any equipment straight after use keeping equipment to a minimum.</b></li> <li>• Boarding establishments manage cases in line with the DfE guidance, <a href="#">Coronavirus (COVID-19): guidance on isolation for residential educational settings</a></li> <li>• Waste from isolation rooms will be managed through double bagging and tie up placed into waste bin directly.</li> <li>• Notification/response procedure – Nominated First Aider responded will attend the pupil and place in isolation.</li> </ul>		
<b>Infection Control (practices)</b>	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	<p><u>Good Hand and Respiratory Hygiene (key principles to be applied)- posters and education of children, reminders throughout music sessions.</u></p> <p>Soap and running water or alcohol based hand sanitiser to be readily available</p> <ul style="list-style-type: none"> <li>• <b>Music teacher and children to wash hands after every session. Music teacher encouraged to sanitise hands regularly throughout the day.</b></li> <li>• <b>Cleansing wipes used for any equipment used through music session. Where possible any small hand held instruments to be washed in hot soapy water at the end of the school day.</b></li> <li>• <b>Practices built into school behaviour culture. – Pupils reminded and guided for good hygiene , staff role models</b></li> <li>• <b>Catch-it, bin-it, kill-it, promoted throughout school.</b></li> <li>• <b>School provides tissues and sufficient bins to support disposal of waste; each room to have wall based tissues. – Wipes and sanitiser readily available during music sessions.</b></li> <li>• <b>Face covering for music teacher in school not recommended but a face shield is advised if singing with more than 30 people in an enclosed space.</b></li> </ul>	Yes	Yes
			<p><u>Grouping (key principles to be applied)</u></p> <ol style="list-style-type: none"> <li>1. <b>Schools to do all they can to minimise contacts and mixing while still delivering the curriculum. – music sessions to happen as a bubble with as little moving as possible. Music teacher to wash hands and any equipment immediately after leaving the bubble setting.</b></li> <li>2. <b>Aim to reduce contact between staff and pupils –Where specialist teaching social distancing in place, cleaning and handwashing between groups.</b></li> <li>3. <b>Two sides to this, distancing, and bubbles/groups. Blended approach likely in all settings.</b></li> </ol>	Yes	Yes

			<p>4. In shared environments/equipment increase cleaning frequencies. – Music clean down equipment between bubbles.</p> <p>5. Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted. – Specialist subject taught in bubbles</p> <p>6. The larger the group, the more robust the other controls need to be. – No group larger than 31 in KS1/2. If singing in a larger group then music teacher is advised to wear a face shield.</p> <p>7. No expectation that young children distance within their groups.</p> <p>8. Partial fulfilment of these aims acknowledged as being of benefit.</p> <p>9. All staff that operates across multiple classes and year groups but should practise distancing, and 2m where possible. Washing hands whenever they move bubbles.</p> <p>10. To enable the tracing process to be work effectively, schools will need to keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as,</p> <ul style="list-style-type: none"> <li>a. direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)- class bubble registers</li> <li>b. proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual- corridor movement socially distanced and timed movement to avoid congestion in the corridors</li> </ul> <p>11. There will need to a reliable way of identifying which group an individual is part of so that breaches of these groups can be identified. – Music timetable shared with all staff.</p> <p>Summary of music arrangements:</p> <ul style="list-style-type: none"> <li>1. Music Teacher to socially distance always.</li> <li>2. If singing with a group above 31 then face shield is advised.</li> <li>3. Loud singing is discouraged.</li> <li>4. Handwashing advised before and after every session.</li> <li>5. Equipment be kept to a minimum, not shared and wiped down after music session.</li> <li>6. Moving around the school to be kept to a minimum.</li> <li>7. Teaching room encouraged to be ventilated where possible.</li> <li>8. Wipes and hand sanitiser to be provided for remote use whilst moving around the bubbles.</li> <li>9. Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets.</li> <li>10. Instruments should be cleaned by the pupils playing them, where possible.</li> </ul>	Yes	Yes
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			<p><u>Measures Elsewhere (key principles applied)</u></p> <p>12. Groups to be kept apart where possible; bubbles – <b>Strict music timetable implemented and shared with all bubbles.</b></p> <p>13. <b>Singing Assemblies- One group at a time in hall social distanced.</b></p> <p>14. <b>Timetable to keep groups apart and minimise movement around the site as much as possible. Time to wash hands and any music equipment taken into consideration.</b></p> <p>15. <b>Passing the odd person remains low risk, but consider pinch-points – one way system in place; stair and corridor movement to be minimised through rota of movement and specified stair ways.</b></p> <p>16. <b>Consider impact on fire evacuation (though in a real fire the risk from fire takes precedence). Consider staff spaces. Staff room use may be impractical. Refer to BEIS guidance on <a href="#">Office and Contact Centres</a> for guidance on staff only areas; Music teacher to use directed staff room.</b></p> <p>17. <b>Regular and thorough handwashing or use of alcohol based sanitiser to be carried out by all pupils and staff members including:</b></p> <ul style="list-style-type: none"> <li>a. <b>On arrival and before departure</b></li> <li>b. <b>Before break</b></li> <li>c. <b>When entering and exiting different bubble groups.</b></li> <li>d. <b>After using the bathroom</b></li> </ul>	Yes	Yes
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			<p><u>Other Considerations (key principles applied)</u></p> <p>18. Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff e.g. therapists work as normal. Social distancing to be in place</p> <p>19. Equipment –</p> <ul style="list-style-type: none"> <li>a. Personal items, e.g. pens and pencils recommended to remain individual.</li> <li>b. Classroom resources – can be used freely within the bubble/group, but subject to regular cleaning.</li> <li>c. Resources shared between groups will require frequent meticulous cleaning, i.e. always before being used by another group, or quarantined for 48 hours between use (72 hours for plastic items), music staff to clean any equipment between groups and wash hands when entering/leaving any bubble.</li> </ul>	Yes	Yes
<p><b>Infection Control (premises)</b></p>	<p>Staff, Pupils, Visitors</p>	<p>Changes to or introduction of physical control measure to minimise the risk of the spread of infection</p>	<ul style="list-style-type: none"> <li>• Any unnecessary furniture removed to aid distancing between groups- in place , Try to keep pupils in their own places as much possible. Any movement within the music lesson must be socially distanced.</li> <li>• One way system implemented in corridors and on stairwells designated to set classes; marked flooring for indication of spacing. This should be observed by the music teacher when walking around the school.</li> <li>• Demarcating staff rooms or other areas where adult may congregate; staff spaces to be nominated. Music staff to use designated staffroom and space.</li> </ul>	Yes	Yes

			<ul style="list-style-type: none"> <li>Review access to print rooms/photocopiers ideally limiting to one person; <b>photocopier 1 at a time, wipe down after each use.</b></li> <li><b>When singing windows opened where possible, where temperature allows it, and without creating undue risks. Singing encouraged outdoors whenever possible.</b></li> <li>Non-fire doors propped open to remove need for hand contact</li> </ul>		
<b>Anxiety, stress and worry</b>	Staff, pupils (parents indirectly)	Those coming back to work or school may be anxious, worried or stressed	<ul style="list-style-type: none"> <li>Involve the workforce in the development of this risk assessment and control measures (refer to Group Consultation (HS) Policy for guidance). – <b>Ensure music staff have their own risk assessment.</b></li> <li>Communicate this risk assessment and its findings to staff and potentially pupils/parents. <b>A copy of the music risk assessment to be emailed to all staff as well as on website.</b></li> <li>Staff have access to Group's <a href="#">occupational health and counselling service</a></li> <li>Publish the findings of this risk assessment on the school website.</li> <li>Risk assessment made available for all staff and parents on web site</li> </ul>	Yes	Yes
<b>Cleaning</b>	Staff, Pupils, Visitors	General hygiene to interrupt transmission from contact surfaces	<ul style="list-style-type: none"> <li>Frequency to be increased with focus on areas used by multiple groups and hand-contact surfaces in line with normal procedures and cleaning risk assessment. No requirement for additional PPE to be worn; <b>All music equipment and surface to be cleaned immediately after use. Face shield to be worn if singing with groups over 31.</b></li> <li>If the school is looking to teaching/support staff to provide an element of cleaning then training will be required. <b>PE staff and music staff.</b></li> </ul>	Yes	Yes
<b>Delivery of 'higher risk' subjects</b>	Staff, Pupils	<p>Delivery of lessons such as science, music, D&amp;T, Drama and PE require pupils and staff to work in close proximity thereby increasing the risk of infection</p> <p>Educational visits</p>	<ul style="list-style-type: none"> <li><b>Music leads to review their risk assessments for the planned activities and update accordingly. –</b></li> <li><b>Reference to specialist advisory bodies for latest guidance on required controls. (CLEAPSS, AfPE).</b></li> <li>Consideration required for availability of support staff e.g. technicians and the capability of practical lessons to be delivered while maintaining social distancing.</li> <li>Domestic, non-residential educational visits are permitted. Schools to refer to OEAP National Guidance when planning.</li> <li><b>Music equipment to be wiped/ washed down. Low risk music activities with minimal equipment to be advised in Term 1 and then reviewed.</b></li> </ul>	Yes	Yes
<b>The school lapses in following national/ group guidelines and advice</b>	Staff, Pupil, Visitors	Lack of awareness leads to potential contamination of the premises or an outbreak spreads rapidly through the school and wider community	<ul style="list-style-type: none"> <li>Central office to ensure that Coronavirus pages on the Hub are kept updated</li> <li>Important updates/changes to be included in Jon Cole's Heads Bulletins.</li> <li>Headteacher to ensure that all relevant guidance is followed and communicated</li> <li>Senior Leaders to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review this risk assessment accordingly</li> <li>Information on the school website is updated. Parent tab has dedicated menu item for information relevant to parents.</li> </ul>	Yes	Yes



			<ul style="list-style-type: none"> <li>• Parents/Pupils updated via classrooms/email/parent text as necessary.</li> <li>• Any change in information to be shared with Chair of Governors and passed on to parents by Parentmail and staff by email</li> <li>• Music guidance to be continually monitored and reviewed at least every half term.</li> </ul>		
<b>Other Risk Assessments</b>	Staff, Pupils	Other risk assessment that aren't updated and therefore become invalid	<ul style="list-style-type: none"> <li>• Extra-curricular provision subject to specific risk assessment developed with reference to DFE Guidance on <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak-</a></li> <li>• Fire risk assessment reviewed- Music staff aware of fire evacuation procedures for all bubbles.</li> <li>• Fire safety procedures amended to support COVID-19 arrangements; pupils to leave via route and stand in set spaces socially distanced.</li> <li>• Staff training scheduled monitored and any slippage identified; drill and training of fire Marshalls</li> <li>• Key premises risk assessments reviewed to ensure they remain valid, e.g. fire risk assessment, manual handling, COSHH if new chemicals are brought in.</li> </ul>	Yes	Yes

<b>Assessment completed by:</b>	<b>Clare Chapman- Music Teacher</b>	<b>Date:</b>	September 1 <sup>st</sup> 2020	<b>Date of next review:</b>	November 2 <sup>nd</sup> 2020
				<b>30/09/20</b>	

## Guidance on completing the form

This form may be used to record the risk assessment for any activity. Only complete a risk assessment if you have a good understanding of the activity being assessed and the principles of carrying out a risk assessment.

## Risk Assessment Title and Responsible Person

Give the risk assessment a logical and clear title and date. The manager who is responsible for the activity being undertaken should carry out the risk assessment detailing the hazard and controls and any additional action required. Those employees to whom the risk assessment relates should be consulted in its development. It should then be signed and dated and stored securely in department and made available to employees, e.g. through communication on induction and following review.

## Details

Provide a brief description of the activities to which the risk assessment relates. The short title detailed above may not make it clear what is in and/or out of scope of the assessment.

## What are the hazards and Who is at Risk?

In the Hazards column, list the hazards (something with the potential to cause harm) which could reasonably be expected to result in significant harm.

Identify individuals or groups of people who might be affected by the Hazard. Besides staff and pupils consider visitors, members of the public, volunteers and others who could be affected.

## What harm is associated with the hazard?

For each hazard, there may be one or more types of harm that could occur and each is likely to require different control measures to be implemented. It is recommended each is given a separate line on the form.

## What control measures are, or will be put, in place?

List what is, or will be put in place to reduce the likelihood of harm or make any harm less serious. These precautions should meet legal standards, represent good practice and reduce risk as far as reasonably practicable. A hierarchy of control such as below may help in determining suitable controls, preference should be given to controls higher up the hierarchy where possible.

- Eliminate or avoid the risk at its source
- Reduce the risk at its source
- Contain the risk
- Remove employees/pupils (as applicable)
- Reduce exposure to the risk
- Utilise personnel protective equipment

## Evaluation of Adequacy

The application of and consideration of the adequacy of the controls in place needs to be determined. This is a subjective judgement to be made by the responsible person. Where the response to the question of adequacy is 'no' this indicates an area requiring additional control (see below). An alternative way to think of this question would be 'is the residual risk acceptable'?

## Areas of additional control for consideration

Areas for additional control can include items where the judgement in the evaluation of adequacy section was negative. It can also relate to developmental or goal-setting objectives in support of the journey of continuous improvement.

## Review Period

United Learning's Risk Management (HS) Policy requires that all risk assessments are reviewed every two years to ensure validity. For activities undergoing regular change, consider a shorter timeframe for review.