

**LINCOLNSHIRE MUSIC SERVICE / LINCOLNSHIRE MUSIC EDUCATION HUB
COVID-19 IN-SCHOOL ACTIVITY RISK ASSESSMENT**

Owner	Lincolnshire Music Service		
Consultees	LMS Management Team, LMS Instrumental Tutors, Schools, Parents/Carers, LCC		
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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 LMS before the tutors' first visit.

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1. Background

All pupils should have access to a quality arts education. Music builds confidence and helps children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments takes place.

This risk assessment relates to in-school activity delivered by Lincolnshire Music Services.

The details below are in response to the latest guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance>

Individual Risk Assessments have been carried out for those LMS staff members who fall within the clinically extremely vulnerable or vulnerable categories to ascertain whether teaching should be transferred online. Where LMS considers the staff member at considerable risk, the teaching will be via LMS DigiTeach.

All LMS staff are actively encouraged to engage with Asymptomatic Testing direct with schools as visiting teachers. Test results are portable across multiple schools to avoid over-testing and pressure on testing kit availability.

The LMS Risk Assessment is supported by a COVID Incident Recovery Team (CIRT) with an Incident Plan in place if needed.

2. Formula Used to Calculate Risk

Hazard: Something with the potential to cause **harm**.

To Assess Risk: Using the **tables below**, consider **Severity (S)** and **Likelihood (L) without Control Measures. Multiply (S x L)**

If applicable, **add the Weighting** figure.

Describe Control Measures: Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing **risk**.

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Re-assess Risk, considering Severity (S) and Likelihood (L) with Control Measures in place.

Multiply (S x L) and, if applicable, add the Weighting figure = Risk Rating (with controls).

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Severity (S)	x	Likelihood (L)	+	Weighting (W)	=	Risk Ratings (R)	
Fatality = 5		Likely = 5		Apprentice/trainee/inexperienced staff member/young person (15-18yrs) = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) = 4		Probable = 4			15 - 19	High Risk	
Injury (requiring treatment and/or 3 to 7 day absence) = 3		Possible = 3		Part-qualified/staff with less than 2yrs experience/persons aged 18-25yrs = 3		9 – 14	Medium Risk
Injury (requiring treatment and/ or absence less than 3 days) = 2		Unlikely = 2			4 – 8	Low Risk	
Minor Injury = 1		Very Unlikely = 1		Fully qualified/professional/ management/ and/or persons above 25yrs = 0		1 - 3	Very Low risk

3. Instrumental Tutors Visting Schools

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment				
	S	x	L	+ W = R		S	x	L	+ W = R	
Tutors / Visitors unknowingly carrying COVID19	4		3	0	12	4		2	0	8

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					<ul style="list-style-type: none"> • Tutors should be advised of the route to the teaching space according to school guidelines • Tutors should allow 5 minute change-over periods between lessons to allow for cleaning and prevent pupil bubble contamination • Tutors should be advised of the route to the teaching space provided to avoid crossing bubbles. • Tutors should wear a face mask in all communal areas of secondary schools or settings with pupils 11+. • Tutors should wear a face mask where 2 metre social distancing is not possible • Pupils should make their own way to the lesson 				
Changes to emergency procedures due to COVID19 precautions	4	3	0	12	<ul style="list-style-type: none"> • Clear communication channels between LMS and lead contact within each school. • Tutors should be informed of what to do in the event fire alarm or other emergency. Where is assembly point? What is the expected route to the assembly point? • 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. 	4	2	0	8
Transmission due to contamination of teaching space and shared equipment	4	3	0	12	<ul style="list-style-type: none"> • LMS COVID19 film shared with all stakeholders detailing the measures taken within the risk assessment. • Enhanced cleaning regime is in place in line with COVID19: Cleaning in non healthcare settings guidance. All teaching spaces should be cleaned in accordance to these guidelines and confirmed by the school. • No sharing of equipment • Pupil must bring and clean their own instrument • Minor repairs can be carried out by the tutor with the use of disposable gloves and mask. • No physical contact regarding technique corrections during teaching at all. 	4	2	0	8

					<ul style="list-style-type: none"> • 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). • All Tutors supplied with a PPE pack which includes Hand-sanitizer, mask, disposable gloves, anti-bacterial spray, wipes, cloths, kitchen towels, bin liners, plexi-glass screen (vocal, woodwind and brass) with a COVID19 code or practice • Clinically vulnerable staff to wear a transparent face mask for teaching. This is also an option for any other staff as a precautionary measure or where 2 metre social distancing not possible. • Teaching delivered side by side with a plexi-glass screen for vocal, wind and brass tuition. • Pupils should only enter the room once advised by the tutor and should wash their hands according to school practise before and after the lesson • Sufficient time is available for the enhanced cleaning regime to take place • 5 minutes added between lessons to allow for cleaning down of surfaces. 				
<p>Waste disposal process in place for potentially contaminated waste.</p>	<p>4</p>	<p>3</p>	<p>0</p>	<p>12</p>	<ul style="list-style-type: none"> • All teaching spaces should be clear of clutter / instrument cases • 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. • Woodwind and brass tutors should have a supply of wipes and disposable cloths supplied by LMS. 	<p>4</p>	<p>2</p>	<p>0</p>	<p>8</p>

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<p>Teaching spaces are not suitable for teaching under COVID19 regulations</p>	4	3	0	12	<ul style="list-style-type: none"> • Individual tuition only will be delivered to reduce the risk of contamination • The Health Protection Team class a 15min+, 1:1 lesson, at 2metre social distancing as close contact. The social distancing measures reduce the overall risk to both the pupil and tutor. • Teaching space must be large enough for tutor and pupil to maintain social distancing. • Where 2 metre social distancing is not possible a clear transparent mask should be worn. • Teaching space must have good ventilation with open windows. Where possible open doors (not fire doors) is also recommended. Fans that recirculate air should not be used. https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm • Air conditioning must be used (clean air not re-circulated) if the room has no external ventilation. • 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. • Plexi-glass screens, supplied by LMS, will be used to provide additional protection (vocal, woodwind and brass) • 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. 	4	2	0	8
<p>Surface transmission through clothing / ID Badges</p>	4	3	0	12	<ul style="list-style-type: none"> • Tutors should follow the normal guidance from LMS and schools regarding suitable attire for school and in addition should not wear items of clothing that could further transmit COVID19 – scarves, ties, jackets. 	4	2	0	8

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					<ul style="list-style-type: none"> • Tutors have been supplied with LMS polo-shirts and fleeces • Clothes should be clean on each day. • ID Badges should be sanitised during the 5 minute teaching gap to avoid contamination. 				
Suspected and confirmed cases of COVID19	4	3	0	12	<ul style="list-style-type: none"> • Schools have made their own communities aware of the procedures to be implemented for suspected / confirmed cases of COVID19 • LMS has a COVID Incident Plan in place with a COVID Incident Recovery Team (CIRT) in place for all potential scenarios. During school hours, LMS will contact the school direct before liaising with pupils direct. If no response is given or out of hours, within 1 hour, of informing the school, LMS will contact the families direct where there's a need for the pupil to self-isolate. • Tutors to carry LMS 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 • The teaching space should then be cleaned as it would between sessions. • Any potentially hazardous waste should be placed in the lidded bin. • Hands must be washed thoroughly for 20 seconds. • If the tutor displays symptoms of COVID19 they should follow current government guidelines, self-isolating until they have been tested. They should contact LMS asap so the Incident Plan can be followed. • They should not attend any face to face teaching scheduled that day but must inform the school and LMS following the usual procedure outlined. • If a tutor tests positive for COVID19, they should contact LMS who will inform them. • The school should then follow their own Risk Assessment procedure to contact any pupils or staff who have been in contact with the tutor. 	4	2	0	8

					<ul style="list-style-type: none"> The teaching space used by the tutor should be deep cleaned in accordance to the school guidance. 				
Arrival and departure times changed due to changed school procedures	3	3	0	9	<ul style="list-style-type: none"> 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. Good communication channels between partners. 	3	2	0	6

4. Individual and Small Group Tuition

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Safeguarding	4	3	0	12	<ul style="list-style-type: none"> Schools need to ensure that all safeguarding precautions still stand in under the new arrangements. If the room is isolated that the tutor is using, a member of staff should relocate to work nearby. 	4	2	0	8
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> Full detailed information: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914628/S0695_Aerosol_and_Droplet_Generation_from_Singing_Wind_Instruments_SWI_and_Performance_Activities.pdf Only individual tuition to be delivered until more evidence is available to support small group activity within confined spaces 2 metre social distancing expected at all times. Where this is not possible face coverings must be worn. Side by side teaching will be implemented separated by a plexi-glass (vocal, woodwind and brass) <p>Woodwind and Brass:</p> <ul style="list-style-type: none"> Mouthpiece hygiene is essential before and after each playing session recommend antibacterial wipes disposed by player in a 	4	2	0	8

					<p>lidded bin</p> <ul style="list-style-type: none"> • Empty water keys onto a new paper towel to be disposed in a lidded bin by player after each session • Instrument cases should have name tags to clearly identify players. • No sharing of instruments or accessories i.e. mutes, stand or valve oil • Flute pupils and teachers are encouraged to make an easy and disposable flute 'shield' to capture strong airflow of droplets. https://www.jannahuneke.uk/fluteshield Flute Shields must be disposed of in the bin on the way out of the lesson. • Flautists are encouraged to play away from one another or side to side to allow droplets to fall to the ground. The volume of instruments is directly related to the amount of diaphragmatic push, and therefore airflow. Reduce the need to demonstrate and practice loud playing during a lesson. Encourage the practice at home and not in the lesson Show exemplar video using the Study-plan • If any player shows symptoms of the virus, reeds must be immediately destroyed and instrument cleaned with a disinfectant spray. <p>Percussion:</p> <ul style="list-style-type: none"> • Shared kit to be wiped down by the tutor between lessons • Pupils to supply own labeled sticks/mallets/headphones. <p>Strings:</p> <ul style="list-style-type: none"> • Alcohol wipes (less than 70% alcohol) can be used on the pegs, chin rest, fingerboard and any metal parts, including strings, but NOT on varnished wood. • Where it is necessary for a tutor to tune an instrument, they should wear a mask and gloves. Alternatively they should wash their hands for 20 seconds, or use hand sanitizer, before and after. Violins/violas should be held in the lap and cellos/double basses in a standing 				
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					<p>position, not playing position. Tutors should use their own bow, if needed, not the students.</p> <ul style="list-style-type: none"> LMS COVID19 film detailing the measures to be implemented shared with all stakeholders. <p>Piano/Keyboard:</p> <ul style="list-style-type: none"> An additional keyboard to be used for piano/keyboard pupils to reduce contamination. <p>Singing</p> <ul style="list-style-type: none"> Windows to be open to ensure adequate ventilation. Plexiglass screen to be in place and two metre distancing to be observed. Ideally, pupil and teacher to be side to side either side on either side of the screen and facing in opposite directions. <p>Please see recent research http://www.bristol.ac.uk/chemistry/news/2020/performsingingstudy.html) and Government guidance https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing?fbclid=IwAR2EQPm--CbZ4cIT0xtWFLEPrH1KuGP-c8CXyIF-M6w5xPJB-E4m6bYD5Qg)</p>				
Surface transmission via instruments	4	3	0	12	<ul style="list-style-type: none"> 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 a mask Place the instrument on a neutral surface Maintain 2 metre social distancing Tutor must wear disposable gloves and dispose of them immediately after handing back the instrument The Tutor must immediately spray down any tools used to come into contact with the instrument 	4	2	0	8

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					<ul style="list-style-type: none"> • Tutors must not play on students’ instruments, even to diagnose a problem. • If a tutor needs to demonstrate on the piano, the keys should be disinfected before and after. • Drum tutors should have their own sticks for demonstration purposes. 				
Surface transmission via sheet music, stands and practice diaries	4	3	0	12	<ul style="list-style-type: none"> • If pupils are bringing in their own sheet music / stands, the tutor should avoid touching it. • Pupils should make any markings or notes themselves, using a pencil they have brought to the session. • Tutors should use e-practice diary formats wherever possible or the pupil writes down the homework tasks. • If tutors are using their own music, pupils should avoid touching it. 	4	2	0	8

5. Class Singing in Bubbles

For group singing, including Whole Class instrumental teaching (WCIT) and Infant Music programme (IMP) session, in light of recent research: <http://www.bristol.ac.uk/chemistry/news/2020/performsingingstudy.html>) and Government guidance on safer singing <https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing>

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> Any spaces where singing is taking place should be well ventilated. Sing with the windows open or outdoors. Singing can take place, for short periods of time, within pupil bubbles. Discourage loud singing in favour of quality of sound in quiet singing to generate fewer bioaerosols Extremes of diction (particularly plosives) generate higher volumes of bioaerosols, so should be avoided or discouraged. Pupils take up the largest space possible with social distancing in place wherever possible within the bubble Tutor and other adults to be at least 2m from the nearest pupil. A plexi-glass screen can be used as an extra precaution. Tutor may choose to wear a visor. Pupils should all face the same direction (ie not in a circle). Singing sessions should be short. 	4	2	0	8
Surface transmission via printed music	4	3	0	12	<ul style="list-style-type: none"> Songs mainly taught by ear or if required, words are projected or use online resources such as Sing Up. If music is needed, pupils to retain their own copy of any music and keep it with other individual school equipment. 	4	2	0	8

Surface transmission via equipment used for playing backing tracks or accompanying	4	3	0	12	<ul style="list-style-type: none"> • Cleaning of PC or other equipment r for backing track or piano/keyboard should take place after each use using a disinfectant wipe. • Backing tracks or accompanying music should be played at levels which do not encourage tutors or other performers to raise their voices unduly 	4	2	0	8
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6. Mash Up (Whole Class Instrumental Tuition)

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> • Due to lack of national research and to minimise any potential risks, Mash Up for Spring and Summer 2021 will include percussion and ukulele. • Tutor and other adults to be at least 2m from the nearest pupil. • Tutor to remain in one area of the room, facing the class to deliver all aspects of the lesson. Pupils must remain in their usual class positions. • Tutors must not physically correct posture or technique – use the video material to support pupil accuracy. (ukulele rocks, charanga, LMS or LTL films) • Singing can take place, for short periods of time, within pupil bubbles. Tutors are encouraged to wear a visor whilst delivering a singing aspect of the lesson; it is a requirement for Clinically Vulnerable Tutors to wear a transparent face mask at all times throughout the lesson. • Discourage loud singing in favour of quality of sound in quiet singing to generate fewer bioaerosols • Extremes of diction (particularly plosives) generate higher volumes 	4	2	0	8

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					<ul style="list-style-type: none"> of bioaerosols, so should be avoided or discouraged. Pupils take up the largest space possible with social distancing in place wherever possible within the bubble 				
Surface transmission via printed music	4	3	0	12	<ul style="list-style-type: none"> Online tutorials are provided to support the scheme of work if local lockdowns are implemented and to avoid the need for printed material. (ukulele rocks, Charanga, LMS or LTL films) 	4	2	0	8
Surface transmission via equipment	4	3	0	12	<ul style="list-style-type: none"> Each pupil given their own instrument for the duration of the lesson. NB: For ukulele projects it is the responsibility of the school to set up instruments in correct class seating positions prior to lesson and vacate the space for 15 mins prior to lesson delivery. For ukulele projects tutor will wear face mask and gloves to tune up instruments in situ 15 mins prior to lesson start. No other persons will be in the room during this set up time to avoid close contact. Tutor will use equipment from the class set which will be thoroughly cleaned before and after use. 1 class set of ukuleles will be provided for every class participating including 4 additional ukuleles as spares in case of breakages/repairs required. Broken equipment must be left for 72 hours before and after repair. Lessons may be shortened to allow for effective set up/ cleaning. 	4	2	0	8
Surface transmission via equipment used for playing backing tracks or accompanying	4	3	0	15	<ul style="list-style-type: none"> Cleaning of PC or other equipment r for backing track or piano/keyboard should take place after each use using a disinfectant wipe. Backing tracks or accompanying music should be played at levels which do not encourage tutors or other performers to raise their voices unduly 	4	2	0	8

7. IMP (Infant Music Programme)

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> IMP class should be positioned in a flat semicircle. Setting staff to be part of the student group where possible, or involved at a distance where necessary. Large spaces to be used where appropriate & possible. Prioritise quiet singing and chanting volume both for tutor and class. Tutor is to be 2 metres minimum away from the rest of the class. Tutor to make clear at the start of the class that all singing and chanting will be done at low volume. Avoid using loud volumes at all times. Think for example about a variety of different quiet voices that can be used in "Have You Got Your Voice?" Where musical instruments are used live, tutors must adhere to any instrument specific guidance. If any of the above are not possible (either one week or at all), LMS DigiTeach will be used. Video resources can also be used in a mixed model of delivery. 	4	2	0	8
Surface transmission	4	3	0	12	<ul style="list-style-type: none"> Keep props to a minimum and do not share them with others. Puppets can be used, but should not touch any other surface (eg the floor) and should not be shared with the class. Where children are using a graphic score, they should have their own named copy printed off and kept at the setting When doing the section of the class that normally involves circle dances and games, these should be done instead on the spot. Think of different ways of making this active without the class moving out of their own space. 	4	2	0	8

Surface transmission via equipment	4	3	0	12	<ul style="list-style-type: none"> Equipment for playing music (eg phone plus Bluetooth speaker) should be used only by the tutor and wiped down after use. Tutors should only use whiteboards by negotiation and discussion with the setting. Tutors should bring their own claves and egg shakers for their personal use. When classes use percussion instruments (for example in call and response) each child should use their own instrument each week. Settings need to provide these instruments to avoid cross contamination between bubbles and different settings. Rather than using real teddies, children can rock imaginary teddies for any warm down activities. 	4	2	0	8

8. PPA Delivery

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> Tutor and other adults to be at least 2m from the nearest pupil. Tutor to remain in one area of the room, facing the class to deliver all aspects of the lesson. No close contact (less than 2m) between Tutor and other adults in the room wherever possible. Singing can take place, for short periods of time, within pupil bubbles. Discourage loud singing in favour of quality of sound in quiet singing to generate fewer bioaerosols 	4	2	0	8

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					<ul style="list-style-type: none"> Extremes of diction (particularly plosives) generate higher volumes of bioaerosols, so should be avoided or discouraged. Pupils take up the largest space possible with social distancing in place wherever possible within the bubble 				
Surface transmission via printed music	4	3	0	12	<ul style="list-style-type: none"> Use of Online tutorials to deliver schemes of work. Charanga, Music express, Sing up have all provided revised schemes of work which should be used to avoid the need for printed material and if local lockdowns are implemented. 	4	2	0	8
Surface transmission via equipment	4	3	0	12	<ul style="list-style-type: none"> Encourage table top activities within the scheme of work as much as possible whilst mindfully supporting the full delivery of the National Curriculum and opportunity for the pupil to make progress ie Listening and appraising activities, rhythm activities using body percussion, singing activities limited to around 5 mins Each pupil given their own instrument for the duration of the lesson which is thoroughly cleaned before and after use. This is the responsibility of the school. Lessons may be shortened to allow for thorough cleaning of resources. Pupils should collect their own instrument if necessary in line with school equipment policies. Where possible a TA should assist this process. If the visiting tutor needs to assist this process then gloves and a mask should be worn and disposed of appropriately immediately after use. School equipment used by LMS staff will be thoroughly cleaned and before and after use. 	4	2	0	8
Surface transmission via equipment used for playing backing tracks or accompanying	4	3	0	12	<ul style="list-style-type: none"> Cleaning of desk, whiteboard and PC or other equipment for backing track or piano/keyboard should take place after each use using a disinfectant wipe. Backing tracks or accompanying music should be played at levels 	4	2	0	8

					which do not encourage tutors or other performers to raise their voices unduly				
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9. Ensembles

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> DfE guidance states: 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. Due to lack of national research and an inability to accurately measure 10l/s/person and to minimise any potential risks, LMS Ensembles (County Groups and Music Centres) is an online offer for 2020/21. <p>https://www.lincsmusicservice.org/music-groups</p>	4	1	0	4

10. Use of Computers, Tablets and Music Technology

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> One pupil to a workstation or iPad. If help is needed, the pupil will step away from the workstation or put the iPad down to allow the teacher to use. 	4	2	0	8

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					<ul style="list-style-type: none"> Wipe down equipment if assistance is needed. 				
Surface transmission	4	3	0	12	<ul style="list-style-type: none"> 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. Residues to be wiped off with dry cloths. Resources to be shared and distributed online or projected for group sessions. 	4	2	0	8
Airborne and surface transmission when using microphones	4	3	0	12	<ul style="list-style-type: none"> 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. 	4	2	0	8

11. SEND

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. The Together through Music programme commences in March 2021.

HAZARD	Assessment				CONTROL MEASURES TO REDUCE THE RISK	Re-assessment			
	S	L	W	R		S	L	W	R
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> 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 	4	2	0	8

					<ul style="list-style-type: none"> as to how to wear them appropriately. 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 LMS. Any waste should be disposed of in a lidded bin. 				
Surface transmission	4	3	0	12	<ul style="list-style-type: none"> Any handing and control surfaces should be cleaned between uses. 	4	2	0	8
Airborne and surface transmission when using microphones	4	3	0	12	<ul style="list-style-type: none"> 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. 	4	2	0	8

12. Asymptomatic Testing

LMS tutors will be actively encouraged to engage in asymptomatic testing, where available, in partnership with schools. Where tutors deliver to multiple schools within any given week, they will only be expected to engage once and the results then shared across their other schools and with LMS. This reduces over-testing as well as the availability of self-testing kits. This approach is supported by the Health Protection Team.

13. Recommended Code of Practice for Instrumental Tutors in Schools

Do not attend if you are unwell or are having any symptoms associated with COVID-19 such as a fever, a new and sustained cough, loss of sense of taste or smell. Inform LMS immediately and follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#), which sets out that you should self-isolate for at least 10 days and should [arrange to have a test](#) to see if you have coronavirus (COVID-19).

1. Read the schools risk assessment and be aware of their policy and procedure. This includes monitoring the school's website and social media to anticipate disruptions to your teaching programme.
2. 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.
3. Engage with the system of controls in place – response to infection including
 - Asymptomatic Testing
 - NHS Track and Trace
 - Polymerase Chain Reaction (PCR) for Symptomatic Testing
 - NHS COVID-19 App
4. 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.
5. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
6. Wash hands regularly and use hand-sanitizer between each lesson.
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. Maintain 2m or more distance from other people at all times, including pupils. Teach side by side and use a plexiglass screen where appropriate.
10. 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.
11. 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
12. Wear a facemask in communal areas in settings with pupils aged 11+. Wear a face mask or transparent face mask where 2 metre social distancing is difficult.
13. 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.
14. Never play on a pupil's mouthpiece or allow them to play on yours. In addition to physical correction of technique.
15. Stick to the agreed timetable, implementing 5 minute changeover periods, as closely as you reasonably can but understand if it has to change at short notice.
16. Wash your hands thoroughly before leaving the school, preferably as the last thing you do before signing out.
17. Ensure you wear freshly laundered clothes everyday

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 access to Asymptomatic Testing where available
- 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

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- Ensure pupils know where lessons are and are on time for lessons
- Ensure a COVID19 clean space for teaching without clutter e.g. instrument cases
- Provide suitable method of disposal of any potentially hazardous waste
- Ensure safeguarding is in place and that tutors are not teaching in isolated spaces

LMS will:

- Communicate changes and expectations to tutors
- Provide PPE and cleaning equipment for tutor use in lessons
- Enable sufficient cleaning time between lessons (fully funded by LMS)
- Suitably clean all instruments on loan to schools for teaching purposes (instruments on long term loan should be cleaned by the school)
- Liaise between tutor and school where necessary to ensure the best outcome is reached.
- Resolve efficiently any COVID-19 cases in partnership with the school and families
- Continue to evaluate our risk assessment in two month intervals.

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Directorate:

Children's Services

Team/Service:

Lincolnshire Music Service

Managers Name :

Jennifer McKie
Head of Lincolnshire Music Service

Signature:

A photograph of a handwritten signature in cursive on lined paper, which appears to read "Jennifer McKie".

Date:

4th September 2020

A school representative to sign below to outline the school have read and understood this Risk Assessment

Name	Job Title	Signature	Date