

# Lincolnshire County Council – Risk Assessment



## 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

Over the summer 2021, the DfE removed the section on Music, Dance and Drama from all its school and Out of School Settings guidance. Restrictions do not persist once removed, thus all previous restrictions no longer apply.

There are no activities that are restricted at this time which includes any activities which may have been restricted during the last eighteen months. We will however continue to review our risk assessment for each activity according to venue/ space to ensure we:

- Distance as reasonably possible for high aerosol activity
- Continue to match numbers carefully to spaces to ensure good ventilation
- Maintain enhanced hand hygiene and cleaning regimes

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

The details below are in response to the latest guidance

[Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/schools-covid-19-operational-guidance)

[Events and attractions - Working safely during coronavirus \(COVID-19\) - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/events-and-attractions-working-safely-during-coronavirus-covid-19)

[COVID-19: Actions for out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/covid-19-actions-for-out-of-school-settings)

[“Music Unlocked”: Guidance for Schools and Music Providers | Music Mark](#)

Individual Risk Assessments have been carried out for those LMS staff members who fall within the clinically extremely vulnerable category however they will be advised, as a minimum, to follow the same guidance as everyone else. Where LMS considers the staff member at considerable risk, the teaching will be via LMS DigiTeach.

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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**.

**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	L	W	R		S	L	W	R
Tutors / Visitors unknowingly carrying COVID19	4	3	0	12	<p>Control Measures are in place to:</p> <ul style="list-style-type: none"> <li>ENSURE GOOD HYGIENE FOR EVERYONE</li> </ul> <p><u>Hand Hygiene</u> – Frequent and thorough hand cleaning should now be regular practice. This can be done with soap and water or hand sanitiser.</p> <p><u>Respiratory Hygiene</u> – The ‘catch it, bin it, kill it’ approach continues to be very important. The <a href="#">e-Bug COVID-19 website</a> contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p> <p><u>Use of Personal Protective Equipment (PPE)</u> – Most staff in schools will not require PPE beyond what they would normally need for their work. Further guidance is available: <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don’t normally meet. Peripatetic (visiting) tutors are not limited to visiting a given number sites in any day or week. They may wear masks in enclosed, common spaces like corridors (especially during lesson changeovers), in case they bring an infection from another school. Social distancing measures have now ended in the workplace however it may also be wise to maintain distance from school staff and pupils for the same</p>	4	2	0	8

				<p>reason.</p> <ul style="list-style-type: none"> <li>• MAINTAIN APPROPRIATE CLEANING REGIMES</li> </ul> <p>You should put in place and maintain a manageable cleaning regime for your teaching</p> <ul style="list-style-type: none"> <li>• KEEP OCCUPIED SPACES WELL VENTILATED</li> </ul> <p>The primary consideration for peripatetic lessons will continue to be the teaching room. A practice room which is suitable for piano, violin or drum lessons may not have sufficient ventilation for blown instruments or singing. This will have to be assessed room by room and mitigations put in place where required. The size of the room and effectiveness of ventilation remain key to controlling infections. String groups, guitar ensembles and percussion do not need to be distanced; For woodwind and brass ensembles, it is wise to allow more space than usual. The less effective the ventilation and the longer the session, the more distance should be allowed.</p> <p>Rooms without direct ventilation may still not be considered suitable at all or may require frequent breaks with a fan blowing fresh air in from a nearby open window. In some circumstances, a transparent pull-up screen may still be beneficial (e.g. for brass lessons in a small room). Move it to one side when the room is being ventilated</p> <p>Tutors should actively follow the school policy and procedure in place.</p>				
Changes to emergency procedures due to COVID19 precautions	4	3	0	<ul style="list-style-type: none"> <li>• Clear communication channels between LMS and lead contact within each school.</li> <li>• 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?</li> </ul>	4	2	0	8

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					<ul style="list-style-type: none"> <li>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.</li> </ul>				
Transmission due to contamination of teaching space and shared equipment	4	3	0	12	<ul style="list-style-type: none"> <li>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 and confirmed by the school.</li> <li>No sharing of instruments.</li> <li>Any books or other resources that are shared between classes should be cleaned frequently.</li> <li>Pupil must bring and clean their own instrument</li> <li>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).</li> <li>All Tutors supplied with a COVID 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 of practice</li> <li>Although the use of face coverings is no longer recommended they should continue to be worn, with the agreement of the school, in certain situations.</li> <li>Tutors should actively follow the school policy and procedure in place</li> <li>Teaching should be continued to be delivered side by side with a plexi-glass screen for vocal, wind and brass tuition where space is not adequate.</li> <li>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</li> </ul>	4	2	0	8
Waste disposal process in place for potentially	4	3	0	12	<ul style="list-style-type: none"> <li>All teaching spaces should be clear of clutter / instrument cases</li> <li>Any potentially contaminated waste (tissues, paper used to cover</li> </ul>	4	2	0	8

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contaminated waste.					<p>instrument bells or to clear spit valves) in the teaching space should be placed in a lidded bin with a bag inside.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Woodwind and brass tutors should have a supply of wipes and disposable cloths supplied by LMS.</li> </ul>				
Teaching spaces are not suitable for teaching under COVID19 regulations	4	3	0	12	<ul style="list-style-type: none"> <li>Individual tuition and shared tuition will only be delivered to reduce the risk of contamination.</li> <li>Small group and large group tuition is possible however will be decided on a case by case basis according to the room size and ventilation available.</li> <li>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. <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></li> <li>Air conditioning must be used (clean air not re-circulated) if the room has no external ventilation.</li> <li>Plexi-glass screens, supplied by LMS, can be used to provide additional protection (vocal, woodwind and brass)</li> </ul>	4	2	0	8
Surface transmission through clothing / ID Badges	4	3	0	12	<ul style="list-style-type: none"> <li>Tutors have been supplied with LMS polo-shirts and fleeces</li> </ul>	4	2	0	8
Suspected and confirmed cases of COVID19	4	3	0	12	<ul style="list-style-type: none"> <li>Tutors should follow public health advice on <a href="#">when to self-isolate and what to do</a>. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19</li> </ul>	4	2	0	8

(for example, they are required to quarantine).

- Tutors with a positive LFD test result should self-isolate in line with the [stay at home guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They will also need to [get a free PCR test to check if they have COVID-19](#). Whilst awaiting the PCR result, the individual should continue to self-isolate. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.
- Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.
- LMS has a COVID Incident Plan in place with a COVID Incident Recovery Team (CIRT) in place for all potential scenarios.
- 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



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					<p>outlined.</p> <ul style="list-style-type: none"> <li>If a tutor tests positive for COVID19, they should contact LMS who will inform them.</li> <li>The school should then follow their own Risk Assessment procedure</li> <li>The teaching space used by the tutor should be deep cleaned in accordance to the school guidance.</li> </ul>				
Arrival and departure times changed due to changed school procedures	3	3	0	9	<ul style="list-style-type: none"> <li>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.</li> <li>Good communication channels between partners.</li> </ul>	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"> <li>Schools need to ensure that all safeguarding precautions still stand in under the new arrangements.</li> <li>If the room is isolated that the tutor is using, a member of staff should relocate to work nearby.</li> </ul>	4	2	0	8
Airborne transmission	4	3	0	12	<ul style="list-style-type: none"> <li>Full detailed information: <a href="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">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</a></li> <li>Only individual/shared tuition to be delivered at this time.</li> <li>Small group and large group teaching available on a case by case basis according to room size and ventilation requirements,</li> <li>Social distancing requirements have been removed however where</li> </ul>	4	2	0	8

					<p>a room is deemed too small or without ventilation a plex-glass screen or mask may be worn.</p> <ul style="list-style-type: none"> <li>• Side by side teaching will be continued where space is tight</li> </ul> <p>Woodwind and Brass:</p> <ul style="list-style-type: none"> <li>• Mouthpiece hygiene is essential before and after each playing session recommend antibacterial wipes disposed by player in a lidded bin</li> <li>• Empty water keys onto a new paper towel to be disposed in a lidded bin by player after each session</li> <li>• Instrument cases should have name tags to clearly identify players.</li> <li>• No sharing of instruments or accessories i.e. mutes, stand or valve oil</li> <li>• Flute pupils and teachers are encouraged to make an easy and disposable flute ‘shield’ to capture strong airflow of droplets. <a href="https://www.jannahuneke.uk/fluteshield">https://www.jannahuneke.uk/fluteshield</a> Flute Shields must be disposed of in the bin on the way out of the lesson.</li> <li>• 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</li> <li>• If any player shows symptoms of the virus, reeds must be immediately destroyed and instrument cleaned with a disinfectant spray.</li> </ul> <p>Percussion:</p> <ul style="list-style-type: none"> <li>• Shared kit to be wiped down by the tutor between lessons</li> <li>• Pupils to supply own labeled sticks/mallets/headphones.</li> </ul> <p>Strings:</p> <ul style="list-style-type: none"> <li>• Alcohol wipes (less than 70% alcohol) can be used on the pegs, chin</li> </ul>				
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					<p>rest, fingerboard and any metal parts, including strings, but NOT on varnished wood.</p> <p>Piano/Keyboard:</p> <ul style="list-style-type: none"> <li>Where possible, an additional keyboard to be used for piano/keyboard pupils to reduce contamination.</li> </ul> <p>Singing</p> <ul style="list-style-type: none"> <li>Windows to be open to ensure adequate ventilation.</li> <li>Plexiglass screen to be in place where space is tight.</li> <li>Ideally, pupil and teacher to be side to side either side on either side of the screen and facing in opposite directions.</li> </ul> <p>Please see recent research  <a href="http://www.bristol.ac.uk/chemistry/news/2020/performsingingstudy.html">http://www.bristol.ac.uk/chemistry/news/2020/performsingingstudy.html</a>) and Government guidance  <a href="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">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</a>)</p>				
Surface transmission via instruments	4	3	0	12	<ul style="list-style-type: none"> <li>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 ideally wear disposable gloves and dispose of them immediately after handing back the instrument</li> <li>Tutors must not play on students' instruments, even to diagnose a problem.</li> <li>If a tutor needs to demonstrate on the piano, the keys should be disinfected before and after.</li> <li>Drum tutors should have their own sticks for demonstration purposes.</li> </ul>	4	2	0	8
Surface transmission via sheet music, stands and practice diaries	4	3	0	12	<ul style="list-style-type: none"> <li>If pupils are bringing in their own sheet music / stands, the tutor should avoid touching it.</li> </ul>	4	2	0	8

					<ul style="list-style-type: none"> <li>• Pupils should make any markings or notes themselves, using a pencil they have brought to the session.</li> <li>• Tutors should use e-practice diary formats wherever possible or the pupil writes down the homework tasks.</li> <li>• If tutors are using their own music, pupils should avoid touching it.</li> </ul>				
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## 5. Class Singing

For group singing, including Whole Class instrumental teaching (WCIT) and Infant Music programme (IMP) session, in light of recent research:

[“Music Unlocked”: Guidance for Schools and Music Providers | Music Mark](#)

<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"> <li>• Schedule singing sessions before a break if possible, so the empty room can be ventilated immediately afterwards.</li> <li>• Limit singing sessions to no more than 40 minutes. Children will only actively be singing for a fraction of this, even though the time is being used in a focussed, valuable and musical way.</li> <li>• Ventilate the room as best you can during the session. If there are higher windows, opening these provide clean air without making the room uncomfortably cold.</li> </ul>	4	2	0	8

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					<ul style="list-style-type: none"> <li>• Face all children in the same direction so that nobody is singing directly at another person’s face. It may help to offset rows, placing singers in a checkerboard pattern.</li> <li>• Keep the dynamic (volume) down, generally to no more than mezzo piano (moderately soft). Focus on making a beautiful sound, not a loud one.</li> <li>• Do not insist on musical-theatre levels of diction. Emphasising consonants creates additional water droplets ranging from visible to aerosol size (below 5µ) and increases risk of transmission.</li> <li>• Project words and music onto a whiteboard if possible. If you must distribute paper copies, have children name theirs and retain it for future sessions. All state schools in England can make copies of most music under the Schools’ Printed Music Licence, which the DfE funds.</li> <li>• Ventilate the empty room after the session for a good fifteen minutes.</li> <li>• Singing should take place in the maximum space possible</li> <li>• A plexi-glass screen can be used as an extra precaution.</li> <li>• Pupils should all face the same direction (i.e. not in a circle).</li> <li>• Singing sessions should be short.</li> </ul>				
Surface transmission via printed music	4	3	0	12	<ul style="list-style-type: none"> <li>• Songs mainly taught by ear or if required, words are projected or use online resources such as Sing Up.</li> <li>• If music is needed, pupils to retain their own copy of any music and keep it with other individual school equipment.</li> </ul>	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"> <li>• Cleaning of PC or other equipment for backing track or piano/keyboard should take place after each use using a disinfectant wipe.</li> <li>• Backing tracks or accompanying music should be played at levels which do not encourage tutors or other performers to raise their voices unduly</li> </ul>	4	2	0	8

## 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"> <li>Tutor and other adults to be distanced from the nearest pupil.</li> <li>Tutors must not physically correct posture or technique – use the video material to support pupil accuracy. (ukulele rocks, charanga, LMS or LTL films)</li> <li>Singing can take place, for short periods of time, according to the guidance in the previous section.</li> <li>Discourage loud singing in favour of quality of sound in quiet singing to generate fewer bio aerosols</li> <li>Extremes of diction (particularly plosives) generate higher volumes of bio aerosols, so should be avoided or discouraged.</li> <li>Pupils take up the largest space possible with distancing in place wherever possible</li> </ul>	4	2	0	8
Surface transmission via printed music	4	3	0	12	<ul style="list-style-type: none"> <li>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)</li> </ul>	4	2	0	8
Surface transmission via equipment	4	3	0	12	<ul style="list-style-type: none"> <li>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.</li> <li>For ukulele projects tutor will wear face mask tune up instruments in</li> </ul>	4	2	0	8

					<p>situ 15 mins prior to lesson start. Wash hands before and after tuning the class set. No other persons will be in the room during this set up time to avoid close contact.</p> <ul style="list-style-type: none"> <li>Tutor will use equipment from the class set which will be thoroughly cleaned before and after use.</li> <li>1 class set of ukuleles will be provided for every class participating including 4 additional ukuleles as spares in case of breakages/ repairs required..</li> <li>Lessons may be shortened to allow for effective set up/ cleaning.</li> <li>Percussion equipment should be wiped clean using antibacterial wipes/ spray if multiple classes being taught back to back.</li> </ul>				
Surface transmission via equipment used for playing backing tracks or accompanying	4	3	0	15	<ul style="list-style-type: none"> <li>Cleaning of PC or other equipment for backing track or piano/keyboard should take place after each use using a disinfectant wipe.</li> <li>Backing tracks or accompanying music should be played at levels which do not encourage tutors or other performers to raise their voices unduly</li> </ul>	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"> <li>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 &amp; possible. Prioritise quiet singing and chanting volume both for tutor and class.</li> <li>Tutor is to be distanced from the rest of the class. Tutor to make clear at the start of the class that all singing and chanting will be</li> </ul>	4	2	0	8

					<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>				
Surface transmission	4	3	0	12	<ul style="list-style-type: none"> <li>Keep props to a minimum and do not share them with others.</li> <li>Puppets can be used, but should not touch any other surface (e.g. 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</li> <li>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.</li> </ul>	4	2	0	8
Surface transmission via equipment	4	3	0	12	<ul style="list-style-type: none"> <li>Equipment for playing music (e.g. 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.</li> </ul>	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"> <li>Tutor and other adults to be distanced from the nearest pupil.</li> <li>Singing can take place, for short periods of time,</li> <li>Discourage loud singing in favour of quality of sound in quiet singing to generate fewer bio aerosols</li> <li>Extremes of diction (particularly plosives) generate higher volumes of bio aerosols, so should be avoided or discouraged.</li> <li>Pupils take up the largest space possible with distancing in place wherever possible within the bubble</li> </ul>	4	2	0	8
Surface transmission via printed music	4	3	0	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	4	2	0	8
Surface transmission via equipment	4	3	0	12	<ul style="list-style-type: none"> <li>Each pupil given their own instrument for the duration of the lesson which is thoroughly cleaned before and after use.</li> <li>This is the responsibility of the school.</li> <li>Lessons may be shortened to allow for thorough cleaning of resources.</li> <li>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</li> </ul>	4	2	0	8

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					<ul style="list-style-type: none"> <li>and a mask should be worn and disposed of appropriately immediately after use.</li> <li>School equipment used by LMS staff will be thoroughly cleaned and before and after use.</li> </ul>				
Surface transmission via equipment used for playing backing tracks or accompanying	4	3	0	12	<ul style="list-style-type: none"> <li>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.</li> <li>Backing tracks or accompanying music should be played at levels which do not encourage tutors or other performers to raise their voices unduly</li> </ul>	4	2	0	8

## 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"> <li>Ensembles will reconvene from September 2021 in line with government guidance</li> </ul> <p>Where an ensemble or choir includes participants from multiple schools, e.g. at a music centre, this is an out of-school activity, even if the activity takes place in a school building. Local gathering rules and guidance must be adhered to but children’s activities may not be subject to rules for social events. There is increasingly less emphasis on distancing in children’s</p>	4	1	0	4

					<p>activity. If some distancing is possible, blown instruments and singers will be prioritised. Conductors and accompanists may continue to keep their distance from the ensemble, as they are likely to come into contact with large numbers of students over time. The previous recommendation of 3m or more may be relaxed however. If distancing is not possible or practical, a transparent pull-up screen may be used.</p>				
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## 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"> <li>One pupil to a workstation or iPad.</li> <li>If help is needed, the pupil will step away from the workstation or put the iPad down to allow the teacher to use.</li> <li>Wipe down equipment if assistance is needed.</li> </ul>	4	2	0	8
Surface transmission	4	3	0	12	<ul style="list-style-type: none"> <li>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.</li> <li>Residues to be wiped off with dry cloths.</li> <li>Resources to be shared and distributed online or projected for group sessions.</li> </ul>	4	2	0	8
Airborne and surface transmission when using microphones	4	3	0	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	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 September 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"> <li>Close contact with students means that people will breathe high concentrations of bio aerosols, even in a well-ventilated room. If visors are appropriate, they should be worn and guidance sought as to how to wear them appropriately.</li> <li>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.</li> </ul>	4	2	0	8
Surface transmission	4	3	0	12	<ul style="list-style-type: none"> <li>Any handing and control surfaces should be cleaned between uses.</li> </ul>	4	2	0	8
Airborne and surface transmission when using microphones	4	3	0	12	<ul style="list-style-type: none"> <li>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.</li> </ul>	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, and 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. Do not attend school if you suspect that you (or anyone you live with) may be coming down with Coronavirus symptoms: follow the current self-isolation procedures.
2. 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.
3. Sign in at the school reception on arrival and immediately sanitise your hands thoroughly before going to the teaching room.
4. Ask for the school's risk assessments for COVID-19 and for music teaching; ask about anything you do not understand and abide by the control measures specified.
5. 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.
6. Find out, before you need to know, what to do if you or pupils fall ill.
7. If you think that a child may be showing symptoms of Coronavirus, stop the lesson and report your concerns to the school immediately.
8. Teach outside if it is practical and weather permits.

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9. Maintain social distancing from school staff and pupils as much as reasonably possible (but don't use your instrument cases to enforce this in narrow corridors!). Even if not required, you may wish to consider wearing a mask when moving around the school.
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: e.g. do not move heavy furniture or equipment.
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. 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).
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.
15. Stick to the agreed timetable 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.

### **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 hand washing facilities
- Provide cleaning wipes for equipment owned by the school
- Provide suitable teaching spaces to allow for sufficient space
- 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

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## **LMS 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 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.

# Lincolnshire County Council – Risk Assessment



**Directorate:**

Children's Services

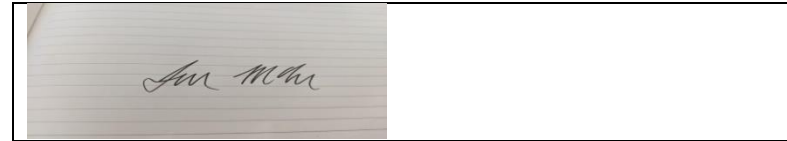
**Team/Service:**

Lincolnshire Music Service

**Managers Name :**

Jennifer McKie  
Head of Lincolnshire Music Service

**Signature:**



**Date:**

2nd September 2021

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

Name	Job Title	Signature	Date