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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity/**  **Situation** | | | **MUSIC, DANCE and DRAMA DURING PANDEMIC**  **This risk assessment must be read in conjunction with the FULL OPENING OF SCHOOL DURING COVID-19 PANDEMIC FROM 8th MARCH risk assessment** | | | | | | | | | | | | | | |
| **Location** | | | **Archbishop Sentamu Academy** | | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils Y** | | **EmployeesY** | | | | **Visitors Y** | | | **Contractors NA** | | | | | |
| **HAZARD(S)** | | | ***Note:*** *this list is not exhaustive and* ***must*** *be adapted for your own needs*   * **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** * **Cumulative Aerosol Transmission** * **Shared Resources** * **Inadequate Hand Washing/Personal Hygiene** | | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | **ADDITIONAL INFORMATION** | | | | **YES** | | **NO** | | | **N/A** | |
| ***Note:*** *you* ***must*** *amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.* | | | | | | | | | | | | | | | | | |
| **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** | | | | | | | | | | | | | | | | | |
| Adults maintain a 2 metre distance from each other, and from children | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| Individual lessons in music, dance and drama can resume in schools | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| During 1-2-1 lessons 2 metres social distancing between pupil and teacher is maintained | | | | | | | In classrooms a line of hazard tape is used. In freer space teachers will need to be more careful of the distance | | | | **Y** | | **☐** | | | **☐** | |
| Particular care is taken in music, dance and drama lessons to observe social distancing where possible | | | | | | | This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama | | | | **Y** | | **☐** | | | **☐** | |
| Where it is necessary to use peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff | | | | | | | These will be minimised at first and a view taken by the MA and Principal around Easter time | | | | **Y** | | **☐** | | | **☐** | |
| If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell | | | | | | | Colleagues know they need to follow the guidance if they suspect symptoms as shown by actions in the Autumn term of a number of staff. | | | | **Y** | | **☐** | | | **☐** | |
| School ensures that peripatetic teachers maintain distancing requirements with each group they teach | | | | | | | See above | | | | **Y** | | **☐** | | | **☐** | |
| School ensures that peripatetic teachers avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing | | | | | | | See above | | | | **Y** | | **☐** | | | **☐** | |
| School ensures that peripatetic teachers make efforts to reduce the number of groups taught and locations in school worked in, to reduce the number of contacts made | | | | | | | See above | | | | **Y** | | **☐** | | | **☐** | |
| In individual lessons for music, dance and drama, social distancing should be maintained, meaning teachers should not provide physical correction | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| **Cumulative Aerosol Transmission** | | | | | | | | | | | | | | | | | |
| Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| Microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing | | | | | | | These can be used by colleagues, where required. | | | | **Y** | | **☐** | | | **☐** | |
| Performances with an audience do not take place | | | | | | | Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission | | | | **Y** | | **☐** | | | **☐** | |
| Playing instruments and singing in groups should take place outdoors wherever possible | | | | | | | All performance of this nature need to be cleared by the Academy Principal | | | | **Y** | | **☐** | | | **☐** | |
| If playing indoors, use a room with as much space as possible, for example, larger rooms | | | | | | | As above | | | | **Y** | | **☐** | | | **☐** | |
| If playing indoors, numbers are limited to account for ventilation of the space and the ability to social distance | | | | | | | As above | | | | **Y** | | **☐** | | | **☐** | |
| If playing indoors, rehearsals are for limited periods of time at a reduced level of loudness using microphones for amplification if necessary | | | | | | | As above | | | | **Y** | |  | | |  | |
| 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 | | | | | | | As above | | | | **Y** | | **☐** | | | **☐** | |
| In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists | | | | | | | As above | | | | **Y** | | **☐** | | | **☐** | |
| Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| Wind and brass players are positioned so that the air from their instrument does not blow into another player | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| **Where practicable**, performers should wear a face covering to mitigate mass aerosol expelled during singing | | | | | | | [Principles of Safer Singing](https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing)  Students need to wear a facemask in the Academy and in classrooms and per DfE guidance, untila review at Easter. | | | | **Y** | |  | | |  | |
| **Shared Resources** | | | | | | | | | | | | | | | | | |
| Do not share microphones, unless they have been sanitised. | | | | | | | If they are shared, follow the guidance on [handling equipment](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#handling-equipment) | | | | **Y** | | **☐** | | | **☐** | |
| Avoid sharing instruments and equipment wherever possible | | | | | | | Place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets | | | | **Y** | | **☐** | | | **☐** | |
| If instruments and equipment have to be shared they are disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment | | | | | | | Instruments should be cleaned by the pupils playing them, where possible  [Hygiene:](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/factories-plants-and-warehouses#factories-5-5) Guidance | | | | **Y** | | **☐** | | | **☐** | |
| Handling of music scores, parts and scripts is limited to the individual using them and the class teacher | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| The number of suppliers is limited when hiring instruments and equipment | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| Schools should agree whose responsibility of cleaning hired instruments is with the suppliers | | | | | | | However the Academy might wish to adopt additional measures. | | | | **Y** | | **☐** | | | **☐** | |
| Hire equipment, pupil’s own instruments, instruments brought on site by peripatetic teachers, tools or other equipment is cleaned on arrival and before first use | | | | | | | However the Academy might wish to adopt additional measures. | | | | **Y** | | **☐** | | | **☐** | |
| Equipment, pupil’s own instruments and instruments brought on site by peripatetic teachers should be stored in a clean location if brought on site before they are needed, and they should be cleaned before first use and before returning the instrument | | | | | | | This might limit the number of instruments brought into the academy due to storage space. | | | | **Y** | | **☐** | | | **☐** | |
| Pick up and drop off collection points are created, to avoid passing equipment such as props, scripts, scores and microphones hand-to-hand | | | | | | |  | | | | **Y** | | **☐** | | | **☐** | |
| **Inadequate Hand Washing/Hygiene** | | | | | | | | | | | | | | | | | |
| Handwashing, with soap and water, of 20 seconds duration takes place before and after handling equipment and before and after lessons | | | | | | | Or sue of hand sanitizer | | | | **Y** | | **☐** | | | **☐** | |
|  | | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment  To be undertaken when the RA has been cleared by the site manager. | | | | | | | | | | | **Yes ☐** | | | | **No ☐** | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | | **High** | | **Med Y** | | | **Low**  **☐** | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | | **Yes Y** | | | **No ☐** | | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | | **Yes ☐** | | | **No Y** | | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | | **To be actioned by** | | | | | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | | **Name** | | | | **Date** | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
| **Academy Principal to share with relevant colleagues** | | | | | | | | **Chay Bell** | | | | **1-3rd March 2021** | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
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| State overall risk level assigned to the task **AFTER** implementation of control and action plan measures taken as a result of this risk assessment | | | | | | | | | | | **High☐** | | **Med☐** | | | **Low**  **☒** | |
| Is such a risk level deemed to be as low as reasonably practicable? | | | | | | | | | | | **Yes ☒** | | | **No ☐** | | | |
| Is activity still acceptable with this level of risk? - each case will be judged on its merits | | | | | | | | | | | **Yes ☐** | | | **No Y** | | | |
| If no, has this escalated to the senior leadership team? | | | | | | | | | | | **Yes Y** | | | **No ☐** | | | |
| **Assessor(s):**  **Position(s):** | |  | | | | **Signature(s):** | | | |  | | | | | | | |
| **Date:** | |  | | | | **Review Date:** | | | |  | | | | | | | |
| **Distribution:** | | | | | | | | | | | | | | | | | |
|  | *Risk rating* | | | *Action* | | | | | | | | | | | | |
|  | **HIGH** | | | **Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)** | | | | | | | | | | | | |
|  | **MEDIUM** | | | **Review/add controls (as far as reasonably practicable) & monitor** | | | | | | | | | | | | |
|  | **LOW** | | | **Monitor control measures** | | | | | | | | | | | | |

