




Activity/ Situation	MUSIC, DANCE and DRAMA DURING PANDEMIC This risk assessment must be read in conjunction with the WIDER OPENING of SCHOOL risk assessment			
Location	A 'live' copy is kept for staff in the 'Full Opening' Team Drive/ Copy also available on school website under the Covid-19 tab			
Persons at Risk	Pupils ✓	Employees ✓	Visitors ✓	Contractors <input type="checkbox"/>
HAZARD(S)	<p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed <input type="checkbox"/> Cumulative Aerosol Transmission <input type="checkbox"/> Shared Resources <input type="checkbox"/> Inadequate Hand Washing/Personal Hygiene 			
CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A
<p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p> <p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p>				
Adults maintain a 2 metre distance from each other, and from children		✓	<input type="checkbox"/>	<input type="checkbox"/>
Individual lessons in music, dance and drama can resume in schools		✓	<input type="checkbox"/>	<input type="checkbox"/>
During 1-2-1 lessons 2 metres social distancing between pupil and teacher is maintained	For lessons in the practice rooms, 2m can't fully be maintained but screens are in place to compensate	✓	<input type="checkbox"/>	<input type="checkbox"/>
Particular care is taken in music, dance and drama lessons to observe social distancing where possible	This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Students work in the same groups with details of these recorded centrally.	✓	<input type="checkbox"/>	<input type="checkbox"/>
Where it is necessary to use peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff		✓	<input type="checkbox"/>	<input type="checkbox"/>

If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell		✓	<input type="checkbox"/>	<input type="checkbox"/>
School ensures that peripatetic teachers maintain distancing requirements with each group they teach	For lessons in the practice rooms, 2m can't fully be maintained but screens are in place to compensate	✓	<input type="checkbox"/>	<input type="checkbox"/>
School ensures that peripatetic teachers avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing		✓	<input type="checkbox"/>	<input type="checkbox"/>
School ensures that peripatetic teachers make efforts to reduce the number of groups taught and locations in school worked in, to reduce the number of contacts made		✓	<input type="checkbox"/>	<input type="checkbox"/>
In individual lessons for music, dance and drama, social distancing should be maintained, meaning teachers should not provide physical correction		✓	<input type="checkbox"/>	<input type="checkbox"/>
Cumulative Aerosol Transmission				
Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly	Visual signs used to gain students' attention over background sound / musical accompaniment.	✓	<input type="checkbox"/>	<input type="checkbox"/>
Microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing	Used by same student with appropriate cleaning between use.	✓	<input type="checkbox"/>	<input type="checkbox"/>
If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS guidance, implementing events in the lowest risk order as described	<u>Performing Arts</u> Related to exam classes: Dance - postponed until after Easter instead of February half term to receive further guidance from the board. Drama - used solo work in the form of monologues Music - completed solo work or with appropriate socially distanced accompanist. Currently all completed without an audience.	✓	<input type="checkbox"/>	<input type="checkbox"/>
If planning an outdoor performance particular consideration given to the guidance on delivering outdoor events	<u>Outdoor Events</u>	<input type="checkbox"/>	<input type="checkbox"/>	✓

Playing instruments and singing in groups should take place outdoors wherever possible	If indoors, consider limiting the numbers in relation to the space Full class singing not permitted indoors. Organisation of resources to include those with aerosol transmission in large classrooms only, with suitable spacing or single occupancy of practice room.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If playing indoors, use a room with as much space as possible, for example, larger rooms	Rooms with high ceilings are expected to enable dilution of aerosol transmission. Large classrooms used where possible for instrumental and vocal lessons. For lessons in the practice rooms, 2m can't fully be maintained but screens are in place to compensate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If playing indoors, numbers are limited to account for ventilation of the space and the ability to social distance		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained	No assemblies or extra-curricular events take place at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists	Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wind and brass players are positioned so that the air from their instrument does not blow into another player		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared Resources				
If possible, do not share microphones	If they are shared, follow the guidance on handling equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoid sharing instruments and equipment wherever possible	Place name labels on equipment to help identify the designated user, for example, percussionists' own	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	sticks and mallets/Y9 headphones Equipment restricted to year group pod or is cleaned down after use before putting away.			
If instruments and equipment have to be shared they are disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment	Instruments should be cleaned by the pupils playing them, where possible Hygiene: Guidance	✓	<input type="checkbox"/>	<input type="checkbox"/>
Handling of music scores, parts and scripts is limited to the individual using them	Possible fleeting use by peripatetic teacher or music teacher.	✓	<input type="checkbox"/>	<input type="checkbox"/>
The number of suppliers is limited when hiring instruments and equipment		<input type="checkbox"/>	<input type="checkbox"/>	✓
Schools should agree whose responsibility cleaning hired instruments is with the suppliers		<input type="checkbox"/>	<input type="checkbox"/>	✓
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	Own instruments are not touched by any other person or allowed to be left on surfaces (even though surfaces are cleaned between groups)	✓	<input type="checkbox"/>	<input type="checkbox"/>
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	Students are allowed to store instruments in the music store cupboard and can bring them in on the morning of their lesson to drop off there before returning to their pods the same with collection at the end of the day.	✓	<input type="checkbox"/>	<input type="checkbox"/>
Pick up and drop off collection points are created, to avoid passing equipment such as props, scripts, scores and microphones hand-to-hand		✓	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Hand Washing/Hygiene				
Handwashing, with soap and water, of 20 seconds duration takes place before and after handling equipment and before and after lessons	Routine use of sanitiser within the classroom / music block. Peripatetic staff have suitable wipes to be used on instruments and supplied resources for cleaning of other equipment. Time as been added into the timetables of peripatetic staff to allow for cleaning between students.	✓	<input type="checkbox"/>	<input type="checkbox"/>
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment		Yes ✓	No <input type="checkbox"/>	

What is the level of risk for this activity/situation with existing control measures		High <input checked="" type="checkbox"/>	Med <input type="checkbox"/>	Low <input type="checkbox"/>
Is the risk adequately controlled with existing control measures		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
Have you identified any further control measures needed to control the risk and recorded them in the action plan		Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>
ACTION PLAN (insert additional rows if required)		To be actioned by		
Further control measures to reduce risks <i>so far as is reasonably practicable</i>		Name	Date	
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment		High <input type="checkbox"/>	Med <input type="checkbox"/>	Low <input checked="" type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
Is activity still acceptable with this level of risk?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
If no, has this been escalated to senior leadership team?		Yes <input type="checkbox"/>		No <input type="checkbox"/>
Assessor(s):	Mrs C. Hall/Mr Weedy/Mrs Millett	Signature(s):		
Position(s):	Head of Creative Arts/Assistant Headteacher/Headteacher			
Date:	01/12/20	Review Date:	Ongoing	
Distribution: Staff, Trust, Local Governing Body, website for all parents and stakeholders. Wider Opening folder within shared drive. Music Drama and Dance Departments. Peripatetic Staff.				