

COVID-19 Risk Assessment In-School Whole Class Ensemble Tuition (In2Music) Lessons



This document constitutes MMF's generic Risk Assessment for the teaching of Whole Class Ensemble Tuition (WCET) lessons, also known as In2Music, in Merton schools. MMF tutors should adapt and amend this document as necessary to be suitable for their specific instrumental discipline and the setting(s) in which they teach. As key stakeholders, the school leadership team may also request changes and amendments to this document on an ongoing basis as Government guidance is updated. Before doing so, please take a moment to familiarise yourself with the following resources:

- [Music Mark: Music Unlocked](#)
- [The Latest gov.uk Guidance for Full Opening of Schools](#)
- [Health & Safety Executive: Managing Risks and Risk Assessment at Work](#)

THIS DOCUMENT MUST BE READ IN CONJUNCTION WITH ANY EXISTING SCHOOL POLICIES / RISK ASSESSMENTS.

MMF tutors must comply with all existing mitigations put in place by the school in which they teach.

Tutor:	MMF Tutor		
Document Version:	Version 3 (NB: Please note the latest updates in red)		
Date of Assessment:	23/2/21		
Review Date (max 1 year):	12 th April 2021		
WCET Discipline/Instrument Taught:	TBA		
School/Venue: <i>(Please state if secondary or primary)</i>	TBA		
Document Owner:	David Rees, Senior Curriculum Leader, MMF	Date Approved:	9/11/2020
Signed:	<i>David Rees</i>		

Description of Activity:

Teaching of general musicianship, singing and/or instruments to whole classes and groups of pupils by a peripatetic tutor on behalf of Merton Music Foundation.

Control Measures

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Tutor / Pupil (or a member of their household) with COVID Symptoms and/or a Positive COVID Test						
<p>Airborne or surface transmission of COVID-19 by tutor or pupil with symptoms and/or a positive test or who lives in the same household with someone who has received a positive test</p>	<p>Tutor, school staff and pupils, members of the public</p>	<p>In the event that the tutor or a member of their household develops any COVID symptoms, government advice must be followed regarding testing and self-isolation. All in-person lessons will be cancelled and if possible, fulfilled online during the isolation period or made up either in-person or online at a later date.</p> <p>Upon receiving a positive test, the tutor must notify MMF and the school leadership team immediately to enable contact tracing.</p> <p>If a pupil displays any COVID symptoms during a lesson (a new continuous cough, a high temperature or a loss or change of sense of taste or smell), the tutor must follow the school's policies regarding this. Tutor to notify senior school staff and MMF and limit contact between the pupil and other members of the school community. If the tutor has been closer than 2 metres to this pupil for 15 minutes or more, they must self-isolate for 14 days, in-line with government guidance.</p> <p>Tutor to liaise regularly with school leadership/administration in order to keep informed of any confirmed cases of COVID-19 in any of the settings in which they teach and notify MMF leadership if this is the case.</p>	<p>Pupils with symptoms and/or a positive test result should follow the school's process and government guidance. Tutors should tell pupils not to attend in-person lessons if they or a member of their household are displaying symptoms of COVID-19.</p>	<p>Tutor, School Leadership</p>	<p>Ongoing</p>	

Travelling to/from school

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne Transmission of COVID-19 in transit to/from school/venue	Tutor, members of the public	Tutor to adhere to 2-metre social distancing with people outside of their household/bubble (or 1 metre plus additional mitigations e.g. face mask) at all times in transit to/from school.		Tutor	Ongoing	
		Wherever practicable, tutor to travel by walking/cycling or for longer journeys by private vehicle rather than on public transport.		Tutor	Ongoing	
		If public transport is necessary, tutor must adhere to the government guidance of wearing a face mask, unless they are medically exempt.		Tutor	Ongoing	
		Tutor to adhere to NHS 'catch it, kill it, bin it' approach to respiratory hygiene.	Tutor to carry tissues at all times whilst engaged in MMF activity in case of the need to sneeze or cough.	Tutor	Ongoing	
Surface transmission of COVID-19 in transit to/from school/venue	Tutor, members of the public	Tutor to carry an alcohol-based hand sanitiser (minimum 70% alcohol) at all times and use regularly during transit, including before and after touching communal surfaces (e.g. handles, ticket machines etc).		Tutor	Before teaching can begin (ideally: w/b 21 st Sept)	
		Tutor to limit touching of own face (nose, eyes, ears, mouth).		Tutor	Ongoing	

Pre-Arrival Testing

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Asymptomatic infection of teaching staff causing airborne or surface transmission.	School staff, pupils, wider community	<p>MMF tutors to engage in regular Lateral Flow Device (LFD) testing where available.</p> <p>Staff will ideally self-test twice a week and will report their results via the Test and Trace system.</p> <p>MMF leadership to liaise with school leaders and LBM to establish a system of 'adoptive' schools in order to provide staff with testing kits. Use of community testing facilities is also to be considered.</p>		Tutors, MMF Leadership	Prior to the commencement of teaching and ongoing.	

Upon Arrival / Communal Areas / Departure

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne transmission of COVID-19 in communal areas	Tutor, school staff and pupils	Tutor to wear a face mask upon arrival at the school and whilst moving around the school's communal areas such as the corridors and staffroom (unless this is in contravention with the school's own policies). Face coverings must be worn in accordance with Gov.uk guidance for 'How to Wear a Face Covering'		Tutor	Before teaching can begin (ideally: w/b 21 st Sept)	
Surface transmission of COVID-19 in communal areas	Tutor, school staff and pupils	Enhanced hand washing must always be in force. Regular hand washing with soap and water for a minimum of 20 seconds throughout the day or the use of alcohol-based hand sanitiser (min 70% alcohol) if hand washing facilities aren't available. Tutor to wash hands upon arrival at the school and before/after touching any shared surfaces/objects (e.g. door handle, sign-in screen) and before leaving the school site.		Tutor	Ongoing	

During Lessons / The Teaching Room

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne transmission of COVID-19 in the teaching room	Tutor and pupils	<p>Teaching room must be large enough to accommodate 2-metre distancing between tutor and pupils at all times.</p> <p>Tutor to maintain a 2-metre distance from all other staff and pupils.</p> <p>Ideally, pupils will socially distance from each other, however the requirement to distance from will be dependent on their age and the feasibility of doing so while offering a broad curriculum. For singing or the playing of wind or brass instruments, 2 metre distancing is required. The school's own policies may also apply.</p>	<p>If/when possible, lessons or portions of lessons (e.g. singing activities) could take place outside weather permitting. The risks of airborne transmission are significantly reduced outside.</p>	Tutor, School Leadership	Before teaching can begin (ideally: w/b 21 st Sept)	
		<p>The room must be adequately ventilated. Ideally this will mean air conditioning using non-recycled air, however this may not be practicable. Therefore, a gentle through- breeze would be preferable. If a window is available this should be left open and it may be necessary to prop the door ajar. Fans that recirculate stale air should not be used.</p>		Tutor, School Leadership	Before teaching can begin (ideally: w/b 21 st Sept)	
		<p>In Primary settings, wherever practical during lessons and in-between lessons, the tutor should consider the use of a face mask to limit the amount of bioaerosols being spread into the room.</p> <p>A face shield could also be considered for use in conjunction with a face mask when teaching or in close contact with others. For tutors teaching multiple class/year group bubbles within the same setting this may be mandatory</p>	<p>In secondary school settings, tutor and pupils must wear a mask in the teaching room wherever feasible (e.g. this may be removed to play a mouth blown instrument, where distancing is in place).</p> <p>.Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p>	Tutor	Ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne transmission of COVID-19 in the teaching room	Tutor and pupils	If multiple classes are to be taught in the same space across a day, adequate time should be left between groups to allow for the room to be 'aired' (with the door/window open and tutor ideally out of the room) this will also help to avoid crossover between pupils. The amount of time needed will correlate with the size of the teaching space and group – as much time as is feasible should be allowed.	It may be necessary to consider shortening lessons or splitting them across the day (particularly with pupils over the age of 12), especially if they take place in a small room or one with poor ventilation.	Tutor, School, MMF	Ongoing	
		Tutor and pupils should not be sat face-to-face. Pupils sat side to side is recommended, with the tutor 'teaching from the side'; however instrument-specific consideration should be given to the positioning within the room (particularly for wind and brass instruments and especially for flute teaching).	The use of a plexiglass screen directly between the tutor and pupils may be considered in smaller rooms where distancing between the tutor and class is challenging, particularly in woodwind, brass and singing lessons. However, it is important to note that a screen will have limited impact on the build-up of bioaerosols in the teaching space, therefore ventilation and room size are more important mitigations. If used, this must be wiped down with household cleaning products in conjunction with hand hygiene between every class/group.	Tutor	Ongoing	
Surface transmission of COVID-19 in the teaching room	Tutor and pupils	Tutor and pupils to wash hands before and after every lesson (with soap and water for a minimum of 20 seconds, 70%+ alcohol-based hand sanitiser may be used if hand washing facilities are unavailable).	If possible, the door should be propped open to minimise the need for tutor/pupil to touch shared surfaces. If it is necessary to close the door (e.g. for noise reasons), hand sanitisation should take place before and after touching the handle.	Tutor	Ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Surface transmission of COVID-19 in the teaching room	Tutor and pupils	Instruments and resources including music stands should not be shared between tutor and pupils or between different pupils without first being sanitised. Mouth blown instruments must never be shared by others.	Tutor should bring as few items as possible to school and encourage pupils to bring minimal essential equipment to their lessons in order to help mitigate the risks of transmission.	Tutor	Before teaching can begin (ideally: w/b 21 st Sept)	
		Tutor should not come into physical contact with pupils or pupils' and limit contact with their instruments/equipment. Alternative methods of supporting pupils with finger positioning/instrumental technique or grip should be used. If a pupil's instrument requires repair or tuning, every effort should be made to facilitate the pupil to do this themselves via verbal instruction and visual demonstrations. Where the tutor's intervention is absolutely necessary, additional instrument specific mitigation are described later in this document, however consideration will always need to be given to hand and surface sanitising and distancing between staff/pupils.		Tutor	Ongoing	
		Tutor will not lend music, books, equipment etc to a pupil (or vice versa).		Tutor	Ongoing	

Additional Instrument-Specific Mitigations

UNTUNED PERCUSSION (Djembe, Samba, Bamboo Tamboo and Classroom Percussion)

During Lessons / The Teaching Room						
What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne Transmission of COVID-19	Tutor, pupils, school staff	Singing/chanting should be restricted to a moderate volume with pupils distancing from one another by 2 metres and adequate ventilation, ideally; outdoors. The maximum safe group size will be dependent on the size of the room.	Where possible, schools could group pupils in half-classes, utilising TA support to facilitate smaller groups sizes to enable singing and chanting during sessions.	Tutor	Ongoing	
Surface Transmission of COVID-19	Tutor, pupils, school staff	<p>It will be permissible to share one set of percussion instruments between multiple groups as long as strict sanitising processes are followed. Individual instruments should not be shared between pupils during a lesson unless strict sanitising processes can be implemented.</p> <p>At the end of the session, pupils should wipe down all contact surfaces of their drum/instrument and mallets/beaters using antiviral wipes or spray before placing the instruments out of the way to air and dry. (if using spray and a cloth, the spray should be applied to the cloth not the drum and cloths should not be shared between pupils. Regular cleaning of cloths will be necessary).</p>	Wipes must be disposed of with care and in-line with any school policies. Ideally into a bio bin, failing this into a plastic bag or bin bag in the general rubbish. Each wipe should only be handled by one pupil throughout the whole cleaning and disposal process.	Tutor	At the end of each lesson or switch over of instruments/pupil groups	

VIOLIN

During Lessons / The Teaching Room						
What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne Transmission of COVID-19	Tutor, pupils, school staff	Singing/chanting should be restricted to a moderate volume with pupils distancing from one another by 2 metres and adequate ventilation, ideally; outdoors. The maximum safe group size will be dependent on the size of the room.	Where possible, schools could group pupils in half-classes, utilising TA support to facilitate smaller groups sizes to enable singing and chanting during sessions.	Tutor	Ongoing	
Surface Transmission of COVID-19	Tutor, pupils, school staff	Each student will be issued with their own violin. Violins will be kept at school to minimise the risk of surface transmission between school and home. Because the violin will be 'quarantined' for a week between each use it will be safe for the tutor to tune at the start of each class – pupils to place instrument in case on table and unzip (but not open the case or touch the violin). Pupils are to be asked to move to the back of the room row-by-row to facilitate tuning. Strict hygiene and sanitising procedures must be followed by the tutor when touching or tuning instruments. The tutor must first wash or sanitise their hands and the touch points on each instrument should be wiped down with an antiviral wipe/spray immediately after it is tuned.	Wipes must be disposed of with care and in-line with any school policies. Ideally into a bio bin, failing this into a plastic bag or bin bag in the general rubbish. Each wipe should only be handled by one person throughout the whole cleaning and disposal process.	Tutor	At the end of each lesson or switch over of instruments/pupil groups	

GUITAR/UKULELE

During Lessons / The Teaching Room						
What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne Transmission of COVID-19	Tutor, pupils, school staff	Singing/chanting should be restricted to a moderate volume with pupils distancing from one another by 2 metres and adequate ventilation, ideally; outdoors. The maximum safe group size will be dependent on the size of the room.	Where possible, schools could group pupils in half-classes, utilising TA support to facilitate smaller groups sizes to enable singing and chanting during sessions.	Tutor, school leadership	Ongoing	
Surface Transmission of COVID-19	Tutor, pupils, school staff	It will be permissible to share one class set of guitars between multiple groups as long as strict sanitising processes are followed. Individual instruments should not be shared between pupils during a lesson unless strict sanitising processes can be implemented. At the end of the session, pupils should wipe down all contact surfaces of their guitar using antiviral wipes/spray before placing the instruments out of the way to air and dry. Wipes must be disposed of with care and in-line with any school policies. Ideally into a bio bin, failing this into a plastic bag or bin bag in the general rubbish. Each wipe should only be handled by one pupil throughout the whole cleaning and disposal process. if cloths are used, these should be cleaned regularly.	Pupils should be discouraged from touching their footrests during lessons.	Tutor	At the end of each lesson or switch over of instruments/pupil groups	

SINGING / GENERAL MUSCIANSHIP

During Lessons / The Teaching Room						
What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne Transmission of COVID-19	Tutor, pupils, school staff	<p>Singing/chanting should be restricted to a moderate volume with pupils distancing from one another by 2 metres and adequate ventilation, ideally; outdoors. The maximum safe group size will be dependent on the size of the room.</p> <p>Where possible, schools could group pupils in half-classes, utilising TA support to facilitate smaller groups sizes to enable singing and chanting during sessions.</p> <p>Pupils should not be arranged face-to-face; side-to-side or back-to-back positioning will limit the risk of airborne transmission.</p> <p>The group leader and any other adults should avoid positioning themselves directly in front of pupils that are singing. A 3 metre + distance should be maintained by the group leader and pupils when singing. Standing to the side of the group will also limit the risk of airborne transmission.</p>		Tutor	Ongoing	

<p>Surface Transmission of COVID-19</p>	<p>Tutor, pupils, school staff</p>	<p>Sharing of resources during lessons will not be permitted unless strict sanitising processes can be followed.</p> <p>Resource sets may be used between multiple groups/classes with strict sanitisation between lessons.</p> <p>At the end of the session, pupils should wipe down all contact surfaces of any instruments/resources that they have used with antiviral wipes/spray before placing the resources/instruments out of the way to air and dry.</p> <p>Wipes must be disposed of with care and in-line with any school policies. Ideally into a bio bin, failing this into a plastic bag or bin bag in the general rubbish. Each wipe should only be handled by one pupil throughout the whole cleaning and disposal process. If cloths are used they should be cleaned regularly.</p>		<p>Tutor</p>	<p>At the end of each lesson or switch over of instruments/pupil groups</p>	
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RECORDER

During Lessons / The Teaching Room						
What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne Transmission of COVID-19	Tutor, pupils, school staff	<p>Playing should be restricted to a moderate volume with pupils distancing from one another by 2 metres and adequate ventilation, ideally; outdoors. The maximum safe group size will be dependent on the size of the room.</p> <p>Where possible, schools could group pupils in half-classes, utilising TA support to facilitate smaller groups sizes.</p> <p>Pupils should not be arranged face-to-face; side-to-side or back-to-back positioning will limit the risk of airborne transmission.</p> <p>A 3 metre + distance should be maintained by the group leader and pupils when playing/singing.</p>		Tutor	Before teaching can begin / ongoing	
Surface Transmission of COVID-19	Tutor, pupils, school staff	<p>Recorders must not be shared between pupils/groups. Each child should have their own labelled instrument. This mitigates the need for instrument deep cleaning after every lesson, however best practice would be for pupils to wipe the mouthpiece and contact areas of their recorder down with an antiviral wipe/spray.</p> <p>Wipes must be disposed of with care and in-line with any school policies. Ideally into a bio bin, failing this into a plastic bag</p>		Tutor		

		<p>or bin bag in the general rubbish. Each wipe should only be handled by one pupil throughout the whole cleaning and disposal process. If cloths are used, they should be cleaned regularly.</p> <p>Recorders should be regularly deep cleaned throughout the term. This can be achieved by fully submerging them in a double strength formulation of water and Milton tablets for a minimum of 15 minutes, or by placing the instruments in a dishwasher on its normal cleaning cycle.</p>				
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FLUTE

During Lessons / The Teaching Room						
What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who is responsible for carrying out this action?	When is the action needed by?	Done
Airborne Transmission of COVID-19	Tutor, pupils, school staff	<p>Playing should be restricted to a moderate volume with pupils distancing from one another (for flute playing, ideally, this distance will be increased to 3m+) and adequate ventilation, ideally; outdoors. The maximum safe group size will be dependent on the size of the room.</p> <p>Where possible, schools could group pupils in half-classes, utilising TA support to facilitate smaller groups sizes.</p> <p>Pupils should not be arranged face-to-face; side-to-side or back-to-back positioning will limit the risk of airborne transmission. Particular attention should be paid to the direction of air stream being blown over the mouthpiece, as aerosol from this stream will likely travel further than from the rest of the instrument.</p> <p>A 3 metre + distance should be maintained by the group leader and pupils when playing/singing.</p> <p>Tutor to limit playing their flute to only the most necessary practical demonstrations – other methods of demonstration should be utilised (e.g. video/audio recording).</p>	Tutor to consider using a flute shield	Tutor	Before teaching can begin / ongoing	

<p>Surface Transmission of COVID-19</p>	<p>Tutor, pupils, school staff</p>	<p>Flutes must not be shared between pupils/groups. Each child should have their own labelled instrument. This mitigates the need for instrument deep cleaning after every lesson, however best practice would be for pupils to wipe the mouthpiece and contact areas of their flute down with an antiviral wipe/spray. Wipes must be disposed of with care and in-line with any school policies. Ideally into a bio bin, failing this into a plastic bag or bin bag in the general rubbish. Each wipe should only be handled by one pupil throughout the whole cleaning and disposal process. If cloths are used, these should be cleaned regularly.</p> <p>Flutes should be regularly deep cleaned throughout the term. For plastic flutes, this can be achieved by fully submerging them in a double strength formulation of water and Milton tablets for a minimum of 15 minutes. Metal flutes should be cleaned by submerging in a solution of water and gentle household detergent (without citrus extract as this will damage the surface of the metal).</p>		<p>Tutor</p>	<p>Ongoing</p>	
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Residual Risk Rating

How likely is the activity to result in actual harm (1-5)?	
	3
How severe would the consequences be (1-5)?	
	3
Risk rating (likelihood x severity)	9

Likelihood less more	5					
	4					
	3			x		
	2					
	1					
		1	2	3	4	5
		better		worse		
		Severity				

Risk rating:	1-6	Green	Monitor to ensure control measures are implemented consistently and that the rating remains valid.
	8-12	Amber	Try to identify additional controls to reduce the risk. Ensure that control measures are implemented consistently and look to improve by the next review.
	15-25	Red	Cease this activity until additional controls can be put in place to manage the risk.

Signed – Tutor (this can be completed digitally):

Date:

THIS DOCUMENT MUST BE RETURNED TO MMF AND SHARED WITH YOUR SCHOOL VIA EMAIL TO YOUR MAIN SCHOOL CONTACT.

Date Sent to School/MMF:

Remember

- This is a legal document: you must do (or ensure that people working for you do) what you say in it.
- Risk assessments must be reviewed at least annually or when there is an incident, i.e. in this case if someone falls ill after taking part in the activity.
- For the purposes of Health & Safety, if you have not recorded it, you have not done it.