

COVID-19 Risk Assessment

In-School Peripatetic Vocal/Instrumental Lessons

This document constitutes MMF’s generic Risk Assessment for the teaching of individual, paired and group of 3 instrumental and vocal lessons in Merton schools and its Music Centres. 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, in consultation with MMF and school leadership teams. Before doing so, please take a moment to familiarise yourself with the following resources:

- [Music Mark Guidance for Providers](#)
- [Music Mark Risk Assessment Guidance](#)
- [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:	
Document Version:	
Date of Assessment:	
Review Date (max 1 year):	October Half Term (w/b 26 th October)
Instrument Taught:	
School/Venue: <i>(Please state if secondary or primary)</i>	

Description of Activity:

Peripatetic teaching of singing and/or instruments to individual and occasionally small groups of children in schools by a peripatetic tutor on behalf of Merton Music Foundation.

Before initiating in-person teaching

The tutor, school and MMF should consider whether these lessons can be fulfilled online. It is recognised that this may not always be practical or desirable due to scheduling conflicts and parental/pupil preference. It is also acknowledged that video tuition may limit pupil progress, particularly in younger and beginner-level pupils.

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 with regard to 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</p>	<p>Ongoing</p>	

Travelling to/from school/venue						
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.	Can this teaching be delivered remotely? Is it possible to make arrangements with MMF SLT to teach in a venue that doesn't require the use of public transport?	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	

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	<p>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.</p> <p>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.</p>		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	Before commencing teaching the tutor should assess weather conditions and liaise with school leadership/administration to establish if it is possible for lessons to take place outside, under shelter if necessary. This assessment should be made every week/session and re-assessed as weather conditions and space availability fluctuate throughout the day. The risks of airborne transmission are significantly reduced outside.		Tutor, school leadership	Before beginning teaching a block of lessons	
Airborne transmission of COVID-19 in the teaching room	Tutor and pupils	Teaching room must be large enough to accommodate 2-metre distancing between tutor and pupil(s). Tutor to maintain a 2-metre distance from all other staff and pupils at all times.	Lessons are to be delivered 1-1 wherever possible.	Tutor	Before teaching can begin (ideally: w/b 21 st Sept)	
		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.	Paired and group lessons are permitted for pupils within the same 'bubble'. 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. Pupils over 12 should always distance in lessons. For singing or the playing of wind or brass instruments, 2 metre distancing is required. The school's own policies may also apply.	Tutor	Before teaching can begin (ideally: w/b 21 st Sept)	

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Airborne transmission of COVID-19 in the teaching room	Tutor and pupils	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.	A face shield should also be considered for use in conjunction with a face mask when teaching or in close contact with others.	Tutor	Ongoing	
		Pupils should not be asked to collect another pupil who is outside of their class/year group bubble. Therefore, the tutor will need to do this in most cases; ensuring to wear a face mask in communal areas and follow enhanced hand hygiene processes.				
		Adequate time should be left between lessons 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 (e.g. a small room might require minimum 5 mins airing, whereas airing may not be necessary in a large, well-ventilated hall).	Time spent collecting pupils for their lesson will allow for natural 'airing' breaks in the teaching space.	Tutor	Ongoing	
		Tutor and pupil(s) should not be sat face-to-face. Side to side is recommended, however instrument-specific consideration should be given to the positioning within the room (esp. for wind/brass instruments and flute teaching in particular). It may be necessary to rearrange furniture/large items such as a piano to achieve optimal positioning. Tutors should not undertake this of their own volition but rather request support from site staff (pupils should never be asked to help move heavy instruments/equipment)	The use of a plexiglass screen directly between the tutor and pupil should be considered, particularly in smaller rooms and for woodwind, brass and singing lessons. If used, this must be wiped down with household cleaning products in conjunction with hand hygiene between every pupil. Flute tutors should consider encouraging pupils to purchase or make a ' flute shield ' for use in lessons. Best practice guidance regarding manual handling should be followed at all times.	Tutor	Ongoing	

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Surface transmission of COVID-19 in the teaching room	Tutor and pupils	<p>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).</p> <p>Tutor to make hand-sanitiser available in the room (the school may be able to assist with this).</p>	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	
		<p>Regular cleaning of surfaces in the room is vital. The only way to be sure that this has happened is for the tutor to do this themselves at the start and end of teaching and in-between teaching.</p> <p>There should be no clutter in the room – tutor and school to ensure that it is kept tidy.</p> <p>Instruments and resources including music stands should not be shared between tutor and pupils. Therefore, it may be necessary to provide a second music stand. The pupil music stand should be disinfected with antiviral spray or wipes between every lesson.</p> <p>Mouth blown instruments must never be shared by others. Pupils must provide their own music books and may not use that of the tutor.</p> <p>Piano/Keyboards: If possible and space allows, piano tutors may utilise a second piano/keyboard for the purposes of demonstrations. This may not always be practicable. Other methods of</p>	<p>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.</p> <p>The use of a laser pointer could be considered for highlighting passages in the pupil's music book.</p>	Tutor	Before teaching can begin (ideally: w/b 21 st Sept)	

		<p>demonstration should be considered (e.g. pre-recorded music). If a demonstration is pedagogically necessary, social distancing must be maintained at all times and the surface of the keys must be wiped with antiviral sanitising wipes before and after the tutor's demonstration.</p> <p>Drum Kit: Demonstrations could be made using drumsticks on a surface away from the kit. If an on-kit demonstration is pedagogically necessary, social distancing must be maintained at all times and care must be taken not to touch the drums. If re-arrangement of the kit is necessary, surfaces should be wiped down with antiviral sanitising wipes before and after contact by the tutor.</p>				
<p>Surface transmission of COVID-19 in the teaching room</p>	<p>Tutor and pupils</p>	<p>Tutor should not come into physical contact with pupils and limit contact with their instruments/equipment. Alternative methods of supporting pupils with finger positioning/instrumental technique or grip should be used.</p>	<p>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, the tutor must sanitise their hands (using min 70% alcohol hand gel) and make every practicable effort to sanitise the touchpoints of the pupil's instrument with antiviral wipes before and after handling the instrument. Alternatively, disposable gloves may be used when handling the instrument, however these should be removed with care not to touch the outside contaminated surface of the glove and disposed of in a bio waste bin or by placing inside a sealed plastic bag and discarding into general waste.</p>	<p>Tutor</p>	<p>Ongoing</p>	

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Surface transmission of COVID-19 in the teaching room	Tutor and pupils	<p>Practice Diaries:</p> <p>Pupils should write in their own practice diary to avoid any need for the tutor to touch it. If pupils are too young to do this effectively, tutors should consider email or the use of a google (or similar) document, shared with parents/guardians to enable effective written feedback to be utilised without increasing the risk of surface transmission.</p>		Tutor	Ongoing	
		<p>Tutor will not lend music, books, equipment etc to a pupil (or vice versa)</p>		Tutor	Ongoing	
		<p>Brass and Woodwind:</p> <p>Care should be taken when venting water keys. Tutors must ensure that pupils vent keys onto an antiviral wipe, newspaper/tissue paper or towel or into a disposable cup containing household detergent. At the end of the lesson the pupil should place the wipe/tissue/cup inside a bin with a plastic bag liner that is sealed and disposed of by the tutor at the end of the teaching session. Alternatively the pupil may place the waste into an individual sealed plastic bag which is ideally disposed of into a designated bio bin, or into the general waste by the pupil, who must then wash their hands thoroughly with water and soap. If a towel is used, this must be sealed inside a plastic bag by the pupil and taken home to be washed before it can be re-used.</p>		Tutor	Ongoing	

		<p>Woodwind instruments: Tutors must remind pupils to take care when disassembling their woodwind instrument not to spill water droplets from inside the instrument into the teaching area. Tutors should supply antiviral wipe, newspaper/tissue paper or a disposable cup containing household detergent to vent the water onto. Alternatively, the pupil may provide a towel for this purpose. At the end of the lesson the pupil should place the wipe/tissue/cup inside a sealed plastic bag which is ideally disposed of into a designated bio bin, or alternatively into the general waste by the pupil, who must then wash their hands thoroughly with water and soap.</p>				
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Residual Risk Rating

How likely is the activity to result in actual harm (1-5)?	
	2
How severe would the consequences be (1-5)?	
	3
Risk rating (likelihood x severity)	6

Likelihood	more	5					
		4					
		3					
		2					
	less	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.