

Covid-19 Supplementary Risk Assessment

Guidance

Purpose

This document is intended for anyone who has responsibility for music-making in education settings. It provides suggested control measures and prompts to think about specific local circumstances. Please note that it is not intended to cover all risks associated with any activity: it looks only at additional measures to minimise transmission Covid-19. Existing risk assessments still apply.

This is not a complete document: users must adapt the content to fit local circumstances and to comply with individual organisations' safety management systems. Legal responsibility for any activity rests with the person or organisation in charge.

Assessing the risks

Remember that assessing risk is about understanding hazards and can never expect to eliminate all possibility of harm.

The standard is to identify **reasonably foreseeable** risks. We know that the extreme outcome of this infection is death or long-term health detriment but both are unusual outcomes in children and younger adults. The reasonably foreseeable risk here is the spread of Covid-19 virus.

If the activity happens in a health setting or participants are known to have underlying health (particularly respiratory) issues, you will need to account for this at an activity or individual level.

Control measures should be **reasonable** and **proportionate**. Remember that the person most at risk may be the adult leading the activity: this is not just about the children. As death rates increase with age, it may be reasonable and proportionate to have more or fewer controls depending on their age and definitely depending on their general health.

Control measures

Many control measures need cost little, if anything, to put in place, so consider behavioural or procedural measures (a Safe System of Work) before specifying equipment. Do bear in mind the cost of staff time however.

Enable and encourage

Risk assessment is a positive process which enables activity. Music Mark and its members want children to be able to make music. The safest classroom music-making is no music-making but that is deeply undesirable and it still does not mean nobody will catch the virus. Music Mark hopes this document will help music educators to make the case for playing musical instruments and singing in education, whatever the setting's risk appetite and local circumstances.

Covid-19 Supplementary Risk Assessment

Rock and Pop groups

Owner:			
Consultees:			
Version:			
Date of assessment:		Review date (max 1 yr):	

Description of activity

State what the activity is. If specific to a group, school or situation, provide details such as where it takes place (site, space, room) numbers involved, equipment and who leads the activity.

References to related risk assessments

If there is a pre-existing risk assessment for this activity, refer to it here.
You may also want to refer to risk assessments for electrical equipment, manual handling and noise.

Existing control measures

These are the things you already do, or are inherent in the activity, that reduce the risks.

	Hazard	Who is at risk?	Control measure(s)	Who is responsible?
1	Airborne transmission	Students	Groups are small (max. ?) and matched to studio size.	
2	Airborne transmission	Students Adults	Social distancing applies. Singers, sax and brass players are allowed additional space (up to 3m).	
3	Surface transmission	Students Adults	All shared equipment is wiped down when groups changeover. Sax and brass players have own instruments; no reeds shared.	
4	Surface transmission	Students Adults	One stand to a player. Can each member have their own music, pencil etc?	
5				

Initial risk rating

How likely is the activity to result in actual harm (1-5)?			Likelihood less more	5					
				4					
				3					
How severe would the consequences be (1-5)?				2					
				1					
					1	2	3	4	5
Risk rating (likelihood x severity)					better		worse		
					Severity				

Additional control measures

These are new measures identify to reduce the risk rating. It is usually easier (and it is perfectly acceptable) to reduce the likelihood of harm rather than the severity.

It is not necessary to implement additional control measures for every hazard identified. Prioritise the hazards you have identified and ensure that control measures are reasonable and proportionate.

	Hazard	Who is at risk?	Control measure(s)	Who is responsible?
1	Airborne transmission	Students	Move larger groups to alternative space (state where)	
2	Airborne transmission	Vulnerable student(s) adult(s)	Could you provide a facemask or gloves if there are vulnerable participants involved?	
3	Surface transmission	Students Adults	Vocal microphones: controls will depend on type used. Can they be wiped? Could singers have their own covers?	
4				

Residual Risk rating

How likely is the activity to result in actual harm (1-5)?			Likelihood less more	5					
				4					
				3					
How severe would the consequences be (1-5)?				2					
				1					
					1	2	3	4	5
Risk rating (likelihood x severity)					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.

Date communicated to staff/volunteers:

Signed: _____ **Date:** _____

Name: _____ **Position:** _____

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.