

TITLE:	Music Service Peripatetic teaching in schools (COVID19)
REF/version	1
DATE LAST UPDATED:	25.08.2020
STATUS:	

AHAZARD CHECKLIST

Work Area/ Activity to be Assessed.	Schools – instrumental teaching. Small-group and whole class	Depart/ Service	Music Service
Assessor's Name	Kerry Watson	Date	25.08.2020

1. The Workplace	Access/Egress <input type="checkbox"/> Slips/trips/falls <input type="checkbox"/> Obstruction <input type="checkbox"/> Stacking/storing materials <input checked="" type="checkbox"/> Work in public areas <input checked="" type="checkbox"/> Pedestrian/vehicle movements <input type="checkbox"/>
2. The Environment	Poor lighting <input type="checkbox"/> Fire <input type="checkbox"/> Adverse temperature <input type="checkbox"/> Confined Spaces <input checked="" type="checkbox"/> Poor ventilation <input checked="" type="checkbox"/>
3. Work Methods	Manual Handling <input type="checkbox"/> Repetitive Movements <input type="checkbox"/> Work at height <input type="checkbox"/>
4. Work Organisation	Organisation of Work/time constraints/relationships <input type="checkbox"/> (separate stressor risk assessment to be completed)
5. Biological/Clinical	Sewerage/polluted water <input type="checkbox"/> Soil/animal infection <input type="checkbox"/> Body fluids/infection <input checked="" type="checkbox"/>
6. Plant & Equipment	Mechanical hazards(Entanglement/crushing/drawing in/contact/ejection <input type="checkbox"/> Electricity <input checked="" type="checkbox"/> Radiation* <input type="checkbox"/> Noise* <input type="checkbox"/> Vibration* <input type="checkbox"/> Thermal* <input type="checkbox"/> *may require further assessments
7. Materials/Substances	Asbestos <input type="checkbox"/> Dust/fumes/vapours <input type="checkbox"/> CoSHH/Flammable/Explosive **<input type="checkbox"/> **CoSHH assessment required
8. The individual	Violence/aggression to staff <input type="checkbox"/> Lone working <input type="checkbox"/> Travelling <input type="checkbox"/> Outside normal hours <input type="checkbox"/>
9. Ergonomics	Static work position <input type="checkbox"/> working in cramped conditions <input type="checkbox"/> for computers, separate DSE assessment to be completed
10. Other Hazards (please specify)	

Any questions or concerns refer to your Departmental H&S Adviser.

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GENERAL RISK ASSESSMENT	
RA Reference	Click here to enter text.
Department/Service:	Education
Work Area/Activity to be Assessed:	Peripatetic music teaching in schools (whole-class and small group/1:1)
Unit/Team:	Music Service
Assessor's Name (Print):	Kerry Watson
Telephone No:	01582 538232
Assessor's Signature:	Kerry Watson
Date of Assessment:	25/08/2020

Significant Hazard (1 per line) (those ticked on the checklist)	Who may be Harmed? (delete those n/a)	Possible injury/harm	Current control measures (for assistance, check here:)	Level of Risk (Use Matrix)	What Further Action is Required?	Date Completed
Limited space for social distancing	•Children /teacher	Airborne and surface transmission	All staff are expected to follow social distancing guidance/school visit guidance. Face-coverings to be taken to schools and school-guidance adhered to regarding when and where to wear them.	Medium	Peripatetic Music lessons should take place in a room big enough to adequately socially distance depending on the number of pupils (where possible) If not possible, stringent hand sanitizing methods should be in place and the music teacher should wear a face shield.	Click here to enter a date.
Surface transmission via touch surfaces	•Children /teacher	Surface transmission	Enhanced hand hygiene is routinely observed.	Low	Staff will be supplied with wipes and hand sanitiser	Click here to enter a date.

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(handling and playing)			Note: instruments that are not mouth-blown can be shared but additional cleaning will take place between lessons.			
Surface transmission (books)	• Children /teacher	Surface transmission	If books are used, each pupil will have their own copy for the duration of the programme. Resources will be projected where possible.	Low		Click here to enter a date.
Surface transmission via mouthpieces	• Children /teacher	Surface transmission	Note: sharing mouthpieces is not considered safe. Every student should have their own mouthpiece for brass/woodwind instruments. Teachers must not play on students' instruments, even to diagnose a problem.	Low	If blown instruments are used, every child will have their own mouthpiece which should be placed in a labelled plastic bag.	Click here to enter a date.
Blown instruments (ie woodwind and brass)	• Children /teacher	Airborne transmission	For woodwind and brass, 2m distancing should be observed. Measurements of air turbulence by the Freiberg institute for Musicians' Medicine suggest that air is not disturbed beyond the following distances: Flutes: 1.5m in front of the player/0.8m from the end of the flute Other woodwind: 1.5 m Brass: 2m from the bell	Medium	If distancing can't be maintained, brass and woodwind should not be used in the classroom. Water keys should not be vented directly onto floor. Each child should have their own paper towel.	Click here to enter a date.

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Singing in class/assembly	•Children /teacher	Airborne transmission	Teacher to be at least 3m from pupils. Open windows. Note: discouraging loud singing in favour of quality of sound in quiet singing will generate fewer bioaerosols. Note: extremes of diction (particularly plosives) generate higher volumes of bioaerosols, so songs will be chosen carefully.	Low	If 3m distance is not possible, teacher should wear a face-shield.	Click here to enter a date.
Surface transmission via equipment used for playing backing tracks or accompanying	•Teacher	Surface transmission	Cleaning of PC or CD player for backing track or piano/keyboard.	Low	Teachers should use their own laptop for playing tracks where possible.	Click here to enter a date.
Peripatetic instrumental/vocal lessons (ie 1:1 or small group)	•Children /teacher	Surface and airborne transmission	As far as possible, individual and small group lessons should be held in rooms that can be ventilated well. Minimum recommended social distancing (or 2m distancing for brass, flute and saxophone) must be maintained and groups may have to be split up.	Medium	Woodwind and brass tutors should insist on proper cleaning and drying of instruments at the end of lessons but should not allow students to blow or tip water out of instruments in the teaching room. Newspaper, paper	Click here to enter a date.

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					towels (or anti-bacterial paper) should be provided for venting of water keys and players should remove and dispose of their own at the end of the lesson.	

After completion retain one copy, return one copy to line management for information and any further action. **Remember** – where cost implication exceeds your resources copy to your Senior Management.

Date sent to Line Management

Review Date:				
Reviewed By:				

RISK VALUE CALCULATION (How risk is worked out)

The risk value of an incident/activity is based on allocating a **number 1 to 5** for two major factors. The (1) **LIKELIHOOD** that an incident will occur and the potential and the (2) **SEVERITY** of such an incident equals the Risk Value (RV).


Likelihood of Occurrence	Likely Risk	Potential Incident Severity	Severity Risk
Extremely Unlikely	1	Slight injury, no lost time, no first aid	1
Unlikely	2	First Aid Treatment	2
Likely	3	lost time(Up to 7days)	3
Extremely Likely	4	hospitalisation/more serious injury - broken bones, RIDDOR reportable	4

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Almost Certain	5	Fatality//serious long term health consequences (e.g. asbestosis)/paralysis/loss of sight	5
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Risk Rating						
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	0	1	2	3	4	5
Vs	Severity					

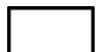
Risk Factor

 **13 > 25 pts = HIGH**

Action: Prohibit use. Take immediate action to reduce risk.

 **5 > 12 pts = MEDIUM.**

Action: Apply hierarchy of control measures & review regularly.

 **0 > 4 pts = LOW.** Action: No action required, audit. If border line enact stage 2 actions.

Factor

If after initial assessment the Risk Rating is **Medium or above**, additional actions must be taken as soon as practically possible to strengthen the Control Measures and reduce the level of risk. **The effectiveness of the new control measures will need to be re-assessed and the result recorded as a residual risk.**

Note that further long-term solutions may be needed to reduce the risk further if the residual risk remains medium or above.

I have read and understood the above/attached completed risk assessment

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CONTROL MEASURES

When considering control measures, you should do so in the following steps:

CONTROL MEASURE	MEANING	EXAMPLES
1. Elimination;	Totally eliminate the hazard – only move to option 2 if this cannot be used	Hazard: lone working. Eliminate by not allowing lone working. Hazard: working at height during maintenance. Eliminate by moving the maintenance control box to floor level.
2. Substitution;	Substitute for a less harmful material/process	Hazard: use of chemicals for stripping paint. Substitute with electric infrared heater. Hazard: work at height off ladders. Substitute with mobile tower
3. Engineering controls; (EC)	A physical modification or installing of equipment to prevent contaminants being released into the workplace. Can be non-ventilation controls, or ventilation controls	Hazard: cleaning with solvent on rag. EC: provide bin with lid for used rags Hazard: dust from woodworking machinery. EC: provide local exhaust ventilation system to capture the dust.
4. Signage/warnings and/or rules, training etc	Putting up signs, introducing safe systems of work/procedures/rules, or provide training This would also include company or statutory requirements e.g. 6 monthly inspection of lifting equipment, fire alarm testing	Hazard: HAVs. Procedures in place to measure trigger time and provide training. Warning signage Hazard: Lone working. Lone worker device provided/rules for staff on keeping diary up to date and checking registered before home visits. Hazard: DSE work. DSE policy, training, information, eye tests
5. Personal protective equipment.	LAST RESORT: Safety levels fall drastically when PPE is not used for the full exposure time. Must be suitable for the task and compatible with other PPE being worn and the employee's characteristics e.g. if a spectacle wearer, will need eye protection that goes over these.	Hazard: airborne e.g. chemicals, biological contaminants. PPE: e.g. filtering half mask Hazard: dropping item on foot. PPE: protective footwear Hazard: hand exposure to chemicals, hot surfaces etc. PPE: protective gloves (must be appropriate to the hazard)