

# Coronavirus Risk Register – risks of contracting COVID-19 associated with NMPAT activities

The risk register provided below together with the underlying assessments have been developed based on the following principles:

- That we will act together to ensure the safety and reassurance of all staff, children & young people.
- PPE will be recommended according to evidence of efficacy and assessment of clinical risk.
- PPE does not negate the need for appropriate social distancing and hand and respiratory hygiene.
- It is necessary to remain alert and recognise that all staff and pupils could be potentially carrying Covid-19.

Whilst the Covid-19 virus can cause serious illness, especially for vulnerable adults with underlying health conditions evidence suggests that for the majority (particularly children and young people) they will experience a mild to moderate illness.

NMPAT is broadly following the DfE guidance in relation to the full opening of schools which states that, given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. The government is asking schools to prepare to welcome all children back this autumn and NMPAT is preparing to provide as much of a music service as possible to all schools. While coronavirus (COVID-19) remains in the community, this means making judgments about how to balance and minimise any risks from coronavirus (COVID-19).

NMPAT endorses the July 2020 ISM Global Literature Review which states ‘With careful planning, creativity and support, it is clear that music education can and should continue. “We need music education now more than ever and we need to protect music programmes that are facing changes. Protecting music programmes protects students’ abilities to emotionally process what has been happening in the world around us.”’

Specific areas of identified risk have been grouped into the following categories:

1. Risks arising generally
2. Risks arising at the buildings at 125 Kettering Road
- 3. Risks arising from teaching in schools and school settings**
- 4. Risks arising from SEND and music therapy activities**
5. Risks arising from specific activities carried out by individuals – Individual teaching
6. Risks arising from specific activities carried out by individuals – Groups and Ensembles
- 7. Risk arising from specific instruments (including voice) and activities**
8. Risks arising at NMPAT’s Music Centres

The usual combination of impact and likelihood have been put aside for the purposes of the Coronavirus risk register. This is because the impact is binary – you either get COVID-19 or you don’t - but the consequences of contracting the disease seem to be more harmful in certain groups of people such as diabetics, vulnerable, extremely vulnerable people and pregnant women. Similarly, the consequences for children appear to be less harmful and yet the chances of children passing the virus on to others is not fully understood. For these reasons, we have chosen to attribute a range of numerical values, to the risk of passing on the virus, as our sole determinant of risk.

## Risk of passing on COVID-19 descriptors

Risk value Range	Risk	Elements
0 – 10	Low risk of transmission	Less than 5 people together; frequent cleaning; sanitization carried out often; physical barriers in place ; 2m social distancing maintained; people passing or working back-to-back
11 – 20	Moderate risk of transmission	Smooth surfaces; inherent transmission by touch alone; 5 to 9 people together; 1–2 metre distancing commonly experienced; people passing or working side-to-side; vulnerable but not shielding
21 – 30	High risk of transmission	Inherent transmission by breath and touch; shared items; many people together (>10); less than 1m distancing maintained; people passing or working face-to-face; highly vulnerable (shielding)

This document should be read in conjunction with the NMPATCOVID-19 safe in school settings – (In preparation – July 2020)

### 3. Teaching in schools and school settings

In all school settings, NMPAT staff will abide by the risk assessment requirements of the host school in addition to measures below.

There are three essential areas of risk:

- Maintaining appropriate social distancing
- Possible transmission of the virus by touch
- Possible transmission of the virus by aerosols

Main mitigations:

- Following DfE advice on distancing and good practice in educational settings eg: bubbles and group sizes
- Use of SurSol viricidal cleaner and disposable gloves – carried by NMPAT staff
- Use of portable clear screens to limit projectile dispersal of aerosols

Cleaning materials provided by the school will enable NMPAT staff to assist in maintaining the cleanliness of equipment and surfaces in teaching rooms.

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
3.1	Face-to-face music teaching	<ul style="list-style-type: none"> <li>• Potential to misunderstand or fail to follow the procedures operated by NMPAT or host schools</li> </ul>	25	5	<ul style="list-style-type: none"> <li>• Ensure that teachers are aware of the sources of information regarding virus transmission and risk</li> <li>• Ensure that teachers are familiar with NMPAT's procedures – 'COVID-19 Safe in School Settings'</li> <li>• Pro-actively obtain host organisation's procedures and review centrally</li> <li>• Write up specific instructions where significant differences in procedure exist. Notify relevant teachers</li> <li>• Make sure that RIDDOR accident reporting procedures (includes COVID-19) are followed</li> </ul>
3.2	Teaching room size	<ul style="list-style-type: none"> <li>• Room size too small to allow social distancing of 1m</li> </ul>	30	30	<ul style="list-style-type: none"> <li>• Identify problem to host school and offer on-line alternative if other venues are not available</li> </ul>
3.2a		<ul style="list-style-type: none"> <li>• Room size may be suitable to allow 1m+ mitigation</li> <li>• Social distancing inhibited by additional equipment</li> </ul>	25	5	<ul style="list-style-type: none"> <li>• Use NMPAT portable screen to reduce projectile transmission of aerosols unless 2m distance is available</li> <li>• Teacher to enter room first to ensure a safe working environment</li> <li>• Work with school to maximise available space</li> </ul>
3.3	Teaching room ventilation	<ul style="list-style-type: none"> <li>• Inadequate ventilation</li> <li>• Airborne particles and contamination</li> </ul>	25	5	<ul style="list-style-type: none"> <li>• Avoid high intensity/speed forced ventilation (unless filtered air)</li> <li>• Gentle through flow of air is preferred</li> <li>• Where there is no ventilation available. Identify problem to host school and offer on-line alternative if other venues are not available</li> <li>• In higher risk situations be prepared to use visor or face mask</li> </ul>
3.4	Teaching room hygiene	<ul style="list-style-type: none"> <li>• Room hygiene</li> </ul>	25	5	<ul style="list-style-type: none"> <li>• Teaching rooms to be cleaned daily as part of school cleaning regime</li> <li>• Chairs, music stands and other relevant surfaces to be cleaned in accordance with school protocols</li> <li>• Disposable gloves to be worn while cleaning</li> <li>• Teachers to carry personal supplies of SurSol for instruments and equipment</li> </ul>

3.5	Transmission of COVID-19 virus from teacher to student or vice-a-versa	<ul style="list-style-type: none"> <li>It may be very difficult to maintain 2m distancing</li> <li>Airborne particles and contamination</li> <li>Contaminated surfaces</li> </ul>	25	5	<ul style="list-style-type: none"> <li>Wash hands or sanitise hands frequently</li> <li>Regular room and surface cleaning</li> <li>Be prepared to wear face mask in under 2m situations and whenever moving about the school, including arrival and departure</li> <li>Wear visor for close (under 1m) situations</li> <li>Wear gloves when handling or adjusting student's instruments and materials</li> <li>Teachers to observe touched surfaces and wipe clean after use</li> <li>Use SurSol for instruments and student materials (except that wooden instruments must not be sprayed directly)</li> <li>Carry personal supplies of tissues/hand-wipes</li> <li>Carry personal supply of 'doggy bags' for safe disposal of used cleaning materials. Dispose of these bags at school premises</li> </ul>
3.6	Refreshments and extra equipment for teachers	<ul style="list-style-type: none"> <li>School refreshment facilities may be more restricted</li> <li>Teaching materials &amp; tools need to be transported</li> </ul>	10	0	<ul style="list-style-type: none"> <li>A greater need for self-sufficiency is likely</li> <li>Teachers to take their own refreshment supplies – thermos/container for drinks; boxes containing food supplies</li> <li>Wheeled suitcase or equivalent should be used</li> </ul>
3.7	Physical materials: Music notebooks, stationary, letters	<ul style="list-style-type: none"> <li>Handling student's sheet music and stationery</li> <li>Handling practice diaries</li> <li>Students using music provided by teacher</li> </ul>	11	0	<ul style="list-style-type: none"> <li>Use disposable gloves when handling student's materials</li> <li>Use own pencils/pens or other stationery</li> <li>Use gloves when writing in practice diaries</li> <li>Sheet music to be protected inside plastic wallets or quarantined for 24hrs after use; plastic wallets to be wiped clean after us</li> </ul>
3.7a		<ul style="list-style-type: none"> <li>Envelopes, and letters from parents may be contaminated</li> </ul>	11	5	<ul style="list-style-type: none"> <li>Use gloves for handling any materials from home</li> <li>Place incoming post &amp; materials in plastic folders and leave for 24 hours</li> </ul>
3.8	Instruments and cases	<ul style="list-style-type: none"> <li>Sharing of instruments</li> </ul>	30	0	<ul style="list-style-type: none"> <li>Instruments should be allocated to specific students and not shared</li> <li>Brass and wind instruments should NEVER be shared</li> <li>Where instruments have to be shared, they must be disinfected using SurSol or quarantined for the required period before use</li> </ul>
3.8a		<ul style="list-style-type: none"> <li>Surfaces may be contaminated</li> <li>Tuning, maintenance and adjustment needs to be performed</li> </ul>	21	5	<ul style="list-style-type: none"> <li>The application of SurSol to a wipe which is then used to wipe clean the touched areas (such as pegs) is acceptable but SurSol must not be sprayed directly onto the surfaces of wooden instruments</li> <li>Teachers must use gloves when handling student's instruments and cases</li> </ul>
3.8b		<ul style="list-style-type: none"> <li>Instruments issued, retrieved and transported for repair</li> </ul>	11	0	<ul style="list-style-type: none"> <li>Arrange collection and delivery per NMPAT usual procedures</li> <li>Transport instruments in the car boot wherever possible</li> <li>Place repair or replacement instruments in a bag suitable for the purpose. Bags can be sprayed with Sursol and allowed to dry (the active ingredient in the Sursol will kill coronaviruses.)</li> <li>Use gloves when handling instruments and cases</li> </ul>
3.8c		<ul style="list-style-type: none"> <li>Management of First Access stock</li> </ul>	11	0	<ul style="list-style-type: none"> <li>Follow NMPAT quarantine system</li> <li>Clean with SurSol except that wooden instruments must not be sprayed direct</li> <li>Establish an ID system – cleaned/not cleaned</li> <li>Bag up and identify bag contents for easy retrieval</li> </ul>
3.9	First Access Projects	<ul style="list-style-type: none"> <li>Proximity and group size</li> <li>Children swapping instruments</li> <li>Handling instruments/ adjusting/ repairing</li> <li>Demonstrations</li> </ul>	25	5	<ul style="list-style-type: none"> <li>Work with school to establish safe delivery environment for the project – eg: School Hall, smaller groups etc</li> <li>Instruments to be allocated to specific children, not shared</li> <li>Instruments to be cleaned and quarantined between projects</li> <li>Gloves and SurSol to be used when handling student instrument for tuning and maintenance</li> <li>Consider use of NMPAT portable screen to reduce projectile transmission of aerosols</li> </ul>

3.10	Working with children with SEN/D	<ul style="list-style-type: none"> <li>Specific risks working with children with additional needs</li> </ul>	25	5	<ul style="list-style-type: none"> <li>See Section 4 below</li> </ul>
3.11	Recital team visits NB: It is not anticipated that any recital team visits will be undertaken in the near future	<ul style="list-style-type: none"> <li>Multiple teachers visiting school</li> <li>Large audience in "assembly" format</li> <li>Contamination of facilities</li> <li>Potential projectile transmission of the virus</li> <li>Shared transport (teachers)</li> </ul>	30	0	<ul style="list-style-type: none"> <li>No Recital visits anticipated in the near future</li> </ul>

#### 4. Risks arising from SEND and Music Therapy activities

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
4.1	SEND or Therapy clients might contract COVID-19	<ul style="list-style-type: none"> <li>SEND or therapy clients do not know they have the virus</li> <li>SEND or therapy clients might be asymptomatic</li> <li>Symptomatic SEND or therapy clients may not report or have the capacity to report the fact</li> </ul>	20	11	<ul style="list-style-type: none"> <li>Rely on a triage system with SEND and Music Therapy schools [develop and write up guidelines]</li> </ul>
4.2	Face-to-face therapy delivery – including SEND and Music Therapy	<ul style="list-style-type: none"> <li>Close contact is an inherent risk – social distancing may be difficult to maintain</li> <li>Higher potential for contamination of instruments through salivation and reduced hygiene</li> <li>Misdirected coughing and heavy breathing potential – enhanced risk of airborne particle transmission</li> <li>Potential for uncontrolled, mistaken and offensive physical contact – e.g. spitting/seeking close personal proximity/touch</li> </ul>	30	15 – perhaps 10 with enhanced PPE	<ul style="list-style-type: none"> <li>Risk assess individual clients and make alternative arrangements if risk is too high</li> <li>Reduce the range of therapeutic instruments in use</li> <li>Clean instruments between clients</li> <li>Consider dedicated instruments</li> <li>Do not use wind instruments</li> <li>Clean chairs and relevant surfaces between clients</li> <li>Wear gloves</li> <li>Consider outdoor sessions (subject always to risk and hazard assessment)</li> <li>Use NMPAT screen</li> <li>Consider enhanced PPE (gloves/mask/visor/apron or gown) subject to guidance from host school. This may also involve donning and doffing procedures</li> <li>Seek enhanced support from host school in the form of an agreed management plan per client</li> </ul>
4.3	SEND or therapy client incident	<ul style="list-style-type: none"> <li>The client may have a seizure</li> <li>The client may have an uncontrolled outburst</li> <li>The client may have a physical reaction requiring restraint</li> </ul>			<ul style="list-style-type: none"> <li>Know the location of any panic buttons</li> <li>Make the client safe if possible</li> <li>Leave the room</li> <li>[Discuss further with host schools]</li> </ul>

## 7. Specific Instruments (including Voice)

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
7.1	Woodwind	<ul style="list-style-type: none"> <li>Adjustment and handling of student's reeds</li> <li>Reeds may be contaminated</li> </ul>	30	5	<ul style="list-style-type: none"> <li>Teachers must use gloves when handling student's reeds</li> <li>Students to buy their own reeds</li> <li>Students to be taught how to use their own basic reed adjusting tools – see instructional videos</li> <li>Tools such as plaques, pliers, reed knives, abrasive products, to be cleaned with with SurSol after every use</li> </ul>
7.1a		<ul style="list-style-type: none"> <li>Cleaning and removing clogging of keys/valves/slides and bends</li> </ul>			<ul style="list-style-type: none"> <li>Teachers must use gloves when handling student's instruments</li> <li>Instruments should be cleaned with SurSol using blue cloth and disposing of used cloth immediately after use</li> </ul>
7.1b		<ul style="list-style-type: none"> <li>Cross contamination through use of shared equipment: Headjoint, Mouthpiece</li> </ul>			<ul style="list-style-type: none"> <li>Teachers should never use a student's mouthpiece or headjoint</li> <li>If it is necessary to play a students instrument, the teacher should use their own mouth piece and headjoint and wear gloves</li> </ul>
7.1c		<ul style="list-style-type: none"> <li>Aerialisation of virus laden particles</li> </ul>			<ul style="list-style-type: none"> <li>NMPAT screens used to protect from projectile dispersal of the air</li> <li>Students play side to side – all blowing across instrument in the same direction</li> <li>Increased social distancing may be necessary</li> <li>Additional measures may be needed for flutes</li> <li>Further advice expected from DfE based un research currently being carried out</li> </ul>
7.1d		<ul style="list-style-type: none"> <li>Condensation</li> </ul>			<ul style="list-style-type: none"> <li>Water vapour condensate ('condensate') must not be drained to the open floor</li> <li>Students to be seated where possible (easier to collect condensate drains)</li> <li>Absorbent paper to be used (schools to make available); condensate to be drained onto absorbent paper; at the end of the lesson, student to gather absorbent paper; dispose into bin; floor to be sprayed with viricidal after lesson and wiped before next student starts</li> </ul>
7.2	Brass	<ul style="list-style-type: none"> <li>Oiling valves</li> <li>Lubricating trombone slides</li> <li>Lubricating tuning slides</li> </ul>			<ul style="list-style-type: none"> <li>Teachers must use gloves when handling student's instruments</li> <li>Clean and disinfect instruments with SurSol after every use. This may be sprayed directly onto surfaces and then wiped clean and dry</li> </ul>
7.2a		<ul style="list-style-type: none"> <li>Aerialisation and breath</li> </ul>			<ul style="list-style-type: none"> <li>NMPAT screens used to protect from projectile dispersal of the air</li> <li>Students play side to side – all blowing across instrument in the same direction</li> <li>Increased social distancing may be necessary</li> <li>Further advice expected from DfE based on research currently being carried out</li> </ul>
7.2b		<ul style="list-style-type: none"> <li>Releasing water vapour condensate using water keys/valve</li> </ul>			<ul style="list-style-type: none"> <li>Water vapour condensate ('condensate') must not be drained to the open floor</li> <li>Students to be seated where possible (easier to collect condensate drains)</li> <li>Absorbent paper to be used (schools to make available); condensate to be drained onto absorbent paper; at the end of the lesson, student to gather absorbent paper; dispose into bin; floor to be sprayed with viricidal after lesson and wiped before next student starts</li> </ul>
7.3	Strings	<ul style="list-style-type: none"> <li>Tuning pegs/adjusters need to be handled by teachers</li> </ul>			<ul style="list-style-type: none"> <li>Wear gloves when handling students' instruments</li> <li>Where necessary, SurSol may be applied to a cloth and then the cloth may be used to wipe pegs/neck/adjusters/bridges (applies to all NMPAT/School based instruments but not to privately owned or high value instruments). SurSol must not be sprayed directly onto the surfaces of wooden instruments</li> <li>Consider visor for frequent close proximity work</li> </ul>

7.4	Percussion	<ul style="list-style-type: none"> <li>• Cross contamination from shared use of equipment: <ul style="list-style-type: none"> <li>○ Use of spare beaters and sticks</li> <li>○ Shared beaters</li> <li>○ Drumhead contact – wrists and hands</li> <li>○ Drum handling</li> <li>○ Typically larger items of equipment/larger surfaces</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Sharing of equipment to be avoided wherever possible</li> <li>• Students to wash hands prior to activity</li> <li>• Students to clean with SurSol after each student</li> <li>• Teacher to clean spare beaters and sticks before and after use – teacher to wear gloves</li> </ul>
7.4a		<ul style="list-style-type: none"> <li>• Cross contamination from Handheld percussion such as tambourines and shakers</li> <li>• Typically small and fiddly items of equipment</li> </ul>			<ul style="list-style-type: none"> <li>• Students to wash hands prior to activity</li> <li>• Teachers to clean with SurSol after each student – teacher to wear gloves</li> </ul>
7.4b		<ul style="list-style-type: none"> <li>• Teacher modelling using the same equipment</li> </ul>			<ul style="list-style-type: none"> <li>• Use NMPAT screen</li> <li>• If modelling, ask student to move 2m away or place NMPAT screen so that 1m distancing is possible</li> <li>• Wear gloves or re-sanitise between demonstrations as necessary</li> </ul>
7.5	Guitar	<ul style="list-style-type: none"> <li>• Tuning pegs need to be handled by teachers</li> </ul>			<ul style="list-style-type: none"> <li>• Encourage students to tune their own instruments (app based solutions are available)</li> <li>• Teachers to wear gloves when handling students' instruments</li> <li>• Where necessary, SurSol may be applied to a cloth and then the cloth may be used to wipe pegs/neck/bridges (applies to all NMPAT/School based instruments but not to privately owned or high value instruments). SurSol must not be sprayed directly onto the surfaces of wooden instruments</li> </ul>
7.5a		<ul style="list-style-type: none"> <li>• School stock instruments may be contaminated</li> </ul>			<ul style="list-style-type: none"> <li>• Avoid using school stock unless these can conform to the NMPAT quarantine procedure (Quarantine label with date enabling a Quarantine period of 3 days)</li> </ul>
7.6	Keyboards Use of school pianos/keyboards	<ul style="list-style-type: none"> <li>• Contaminated keyboard</li> <li>• Modelling using the same keyboard</li> </ul>			<ul style="list-style-type: none"> <li>• Teachers to use own keyboards where possible</li> <li>• Student to sanitise their hands – teacher to observe student's actions during lessons and verify that sanitary conditions are maintained during the lesson</li> <li>• Wipe keyboard with cloth sprayed with SurSol</li> <li>• Teacher to wear gloves or re-sanitise between demonstrations as necessary</li> </ul>
7.6a		<ul style="list-style-type: none"> <li>• Physical proximity likely to be closer than other instrument teaching</li> </ul>	20	5	<ul style="list-style-type: none"> <li>• Use NMPAT screen</li> <li>• If modelling, ask student to move 2m away or place NMPAT screen so that 1m distancing is possible</li> <li>• Wear face mask if 2m cannot be maintained</li> <li>• Consider wearing full face visors</li> </ul>
7.7	Vocal	<p>One to one lessons:</p> <ul style="list-style-type: none"> <li>• Aerialisation of virus laden particles</li> </ul> <ul style="list-style-type: none"> <li>• Touching face</li> </ul>	20	5	<ul style="list-style-type: none"> <li>• NMPAT screens used to protect from projectile dispersal of the air</li> <li>• Students sing side by side – all singing in the same direction</li> <li>• Social distancing to be kept at 2m wherever possible</li> <li>• Further advice expected from DfE based on on-going research</li> </ul> <ul style="list-style-type: none"> <li>• Lip trilling to be avoided as a warm-up</li> </ul> <ul style="list-style-type: none"> <li>• Avoid asking students to touch their face as a teaching tool</li> </ul>
7.7a		<p>Choirs:</p> <ul style="list-style-type: none"> <li>• Aerialisation of virus laden particles</li> <li>• Touching sheet music</li> </ul>			<ul style="list-style-type: none"> <li>• All singers facing the same direction – 1m sideways separation – 2m separation between rows</li> <li>• Director 2m distant from the front row with a screen, or 3m without a screen</li> <li>• Further advice expected from DfE based on on-going research</li> <li>• Additional ventilation advised</li> </ul> <ul style="list-style-type: none"> <li>• Folders of music or lyric sheets to be put into folders 24hrs before rehearsal. Folders allocated to specific individuals</li> </ul>

7.7b	Class singing	<ul style="list-style-type: none"> <li>• Aerialisation of virus laden particles</li> </ul>			<ul style="list-style-type: none"> <li>• Advice as per choirs. Singing from desks is a way of measuring social distancing</li> <li>• Short bursts of singing is preferable to allow the air to ventilate between activity</li> <li>• Antiviral treatment of desks recommended after each singing session</li> </ul>
7.8	Classroom teaching	<ul style="list-style-type: none"> <li>• Shared instruments</li> </ul>			<ul style="list-style-type: none"> <li>• Shared instrument trolleys should not be used</li> <li>• Aim to use those instrument sets which are easy to clean and disinfect</li> <li>• Teaching assistants to follow existing school protocols which may include disinfecting sets between lessons</li> </ul>

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