



Risk Assessment Form



		LIKELIHOOD				
		VERY UNLIKELY	UNLIKELY	LIKELY	HIGH LIKELY	ALMOST CERTAIN
SEVERITY	NEGLIGIBLE	LOW	LOW	LOW	LOW	LOW
	MINOR	LOW	LOW	LOW	MEDIUM	MEDIUM
	SERIOUS	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
	SEVERE	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	VERY SEVERE	MEDIUM	MEDIUM	HIGH	HIGH	HIGH

Risk Assessment for (Activity/Process/Operation)

Service	Warwickshire Music	Team / Section			
Assessment Date	28 th September 2020	Review Date	4 weekly or following any significant changes to guidance	Reference Number	WMCOV002

What are the hazards <i>(i.e. what can cause harm)</i>	Who might be harmed and how? <i>(e.g. employees, pupils, members of the public, etc. and the significant risk(s))?</i>	What existing control measures are in place to reduce / prevent the risk? <i>(i.e. what are you already doing?)</i>	Considering existing controls, what is the current risk level <i>(i.e. high, medium or low – use the matrix above)</i>	Further Action to be taken to control the risk? <i>(i.e. only record action/additional controls measures you are going to implement)</i>	Assigned to	Completed by whom & when
Exposure to Covid19, risk of transmission, ill health	Employees (Teachers) and students	Managers will provide clear communication and signpost staff to the relevant Covid19 guidance including the risk assessments for each of the schools they visit. Teachers should not attend school if they (or anyone they live with) have Covid symptoms, they should isolate at home. If a teacher develops symptoms while at work, they should immediately inform the school,	Medium	Ensure staff are aware of the required actions on each individual schools' risk assessment. Make staff aware of relevant procedures.	Managers	Staff inset Email updates

		<p>avoid touching anything and go home.</p> <p>If a child develops symptoms, the lesson should be stopped and the school informed.</p> <p>Teachers to wear face coverings in line with school's risk assessment processes ie in corridors in secondary schools.</p> <p>Teachers must follow the latest guidance regarding wearing face masks and coverings, relevant to the setting they are working in: https://warwickshiregovuk.sharepoint.com/sites/Coronavirus/SitePages/Protecting%20yourself%20and%20caring%20for%20others/Face-coverings.aspx</p> <p>If wearing a face covering, please refer to the government guidance for the safe use and disposal of face coverings.</p> <p>Teachers to record in electronic diaries when they are doing face to face work in a school with the code F2F and date, location and time of the setting.</p> <p>Teachers will keep up to date registers of all students they have taught and sync registers at the end of each day</p> <p>Teachers must notify line manager of absence or self</p>				
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		<p>isolation and record this on Your HR.</p> <p>Teachers must follow the latest Test and Trace Guidelines</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/</p> <p>Teachers to follow latest guidance for schools and education settings</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Where a class, staff or pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer remote/on-line learning opportunities.</p>				
Movement of staff within and between schools	Employees, pupils, school staff	<p>All staff to maintain 2 metre distancing within each setting.</p> <p>Adaptations to timetables to reduce movement from school to school. (Maximum 2 schools per day)</p>	Medium		Managers	Senior Teachers/ teachers

		<p>Teachers to plan with the school the timetable for delivery ahead of the first school visit in order to adhere to school's bubble systems.</p> <p>Schools to conduct a site reintroduction with visiting music teachers on day one of the visit.</p> <p>Teachers will not be expected to collect students from classes if they do not arrive for their lesson.</p> <p>Teachers should wash or sanitise their hands on arrival and when leaving each school.</p> <p>Teachers will accurately record all school visits to schools in the outlook calendar using the code F2F to assist in track and trace should it be needed. Registers must always be kept up to date and synced daily to support the track and trace process.</p> <p>Adhere to all school sites signing in processes and where applicable use the updated QR code process, see guidance below.</p> <p><u>https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-</u></p>				
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		<u>support-nhs-test-and-trace#nhs-test-and-trace</u>				
Delivering Instrumental and group tuition		<p>The teacher must observe social distancing guidance by keeping 2 metres away from the pupil(s) Where possible, schools should provide floor markings for instrumental lessons to show pupils where to stand to maintain 2 metre distancing.</p> <p>Work with schools to ensure spaces are safe and lessons are taught in line with school 'bubble' procedures.</p>	Medium		Managers	
Singing, woodwind and brass tuition and group tuition	Teachers, pupils, school staff	<p>Singing quietly or using a microphone will help to mitigate risk. Microphones to be cleaned between use</p> <p>Risks from reeds and venting of spit valves will need to be mitigated ie floor surfaces cleaned and reeds replaced by student.</p> <p>Minimum of two metre distancing between all pupils and teacher at all times.</p> <p>Schools where possible to mark out 2 metre distancing in the allocated rooms.</p>	Medium		Teachers	

		<p>Singing, wind and brass playing should not take place in larger groups unless significant space, natural air flow and strict social distancing is in place.</p> <p>Schools to deploy staff to largest rooms possible for these activities with maximum ventilation</p> <p>In smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player and between singers and players and the teacher.</p> <p>Pupils should be positioned back to back or side to when playing or singing (rather than face to face)</p> <p>Position wind and brass players so that the air from the instrument does not blow into another player.</p> <p>Staff to adhere to guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools?s=09#music-dance-and-drama-in-school</p>				
Handling Equipment	Teachers, pupils, school staff	All staff to adhere to the latest guidance for handling musical instruments https://www.gov.uk/	Medium		Teachers	

		<p>https://www.gov.uk/government/guidance/working-safely-during-coronavirus-covid-19/performing-arts#arts-5-4</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#handling-equipment</p> <p>Handwashing Increased handwashing before and after handling equipment</p> <p>Avoiding sharing instruments</p> <p>Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>If instruments and equipment have to be shared, schools will be expected to disinfect equipment regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets.</p>				
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		<p>Have designated storage for large instruments</p> <p>Instruments and equipment such as keyboards, piano stools, drums and music stands need to be wiped down and cleaned after each session.</p> <p>Instruments should be cleaned by the pupil playing them where possible</p> <p>If staff members take sanitising wipes into schools/third party settings, they should out of courtesy let schools/third parties know. WCC sanitising wipes to only be used on WCC equipment. Schools are expected to clean their equipment.</p> <p>Handling scores/ Parts Limit the handling of music scores, parts and scripts to be limited to the individual using them. Students must write their own notes in practice diaries.</p>				
Lone working & out of hours working	Employees	<p>Employees to read Warwickshire's Working Safely, Lone Working guide https://api.warwickshire.gov.uk/documents/WCCC-774-139</p>	Medium			

		<p>Employees to complete on-line diaries to ensure colleagues and managers are aware of lone workers location.</p> <p>Employees to inform managers that they have returned to base or home on completion of task.</p> <p>Employees to have access to a mobile phone when lone working or working out of hours.</p> <p>Managers to operate an 'on call' system when employees are working out of hours.</p> <p>Information to be provided to employees at the start of each term so that they know who to contact and what action to take in an emergency.</p>		<p>WM to develop a contingency plan to deal with loss of communication with the lone worker.</p>		
First Aid Processes		<p>When working in schools staff to familiarise and follow the school's first aid procedures.</p> <p>A trained WM first aider must be present for all music centre activities and have access to first aid equipment.</p>	Medium			
Online teaching		All online lessons should be delivered by WM staff in	Medium			

		<p>accordance with the setting's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies.</p> <p>Staff will always use service owned technology and accounts for the delivery of remote lessons/tutorials.</p> <p>Applications that facilitate the recording of lessons will be used.</p> <p>The leadership team will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.</p> <p>If staff need to deliver lessons/tutorials on a one-to-one basis or communicate with vulnerable children who are not attending school via video chat, they will speak to parents/carers before lessons commence and at the end of lessons before logging off.</p> <p>WM will request and obtain written consent from parents/carers before staff communicate with children online.</p>				
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		<p>It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record that following normal safeguarding procedures.</p> <p>All such concerns must be brought to the attention of a DSL and dealt with by a DSL as per the main policy in the normal way. WM will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.</p>				
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Name of Assessor	Kate Bull	Signature	
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Name of Manager responsible for activity / process	Kate Bull	Signature	
	Sarah Tregaskis		Sarah Tregaskis

Risk Assessment Review Log

Only use this log to confirm that there have been no changes to the current assessment; otherwise an updated risk assessment must be done

Initial Review Date			
Assessor's Signature		Date:	
Signature of Responsible Manager		Date:	

Next Review Date	12 months from initial review		
Assessor's Signature		Date:	
Signature of Responsible Manager		Date:	

Initial Review Date	24 months from initial review		
Assessor's Signature		Date:	
Signature of Responsible Manager		Date:	

Initial Review Date	36 months from initial review		
Assessor's Signature		Date:	
Signature of Responsible Manager		Date:	

Initial Review Date	48 months from initial review		
Assessor's Signature		Date:	
Signature of Responsible Manager		Date:	

Guide to Completing the WCC Risk Assessment Process/Form

The WCC risk assessment process follows the Health & Safety Executive (HSE) general basic five steps principle. Your risk assessment must consider: a) all foreseeable hazards and risks, b) actual practice (what is currently happening, and not just what should be happening as recorded in procedures and manuals), c) routine and non-routine activities (e.g. event or school trip), d) emergency procedures, and e) unusual/adverse conditions, e.g. inclement weather.

The risk assessment process in a step-by-step guide for each stage is given below. Please note, the headings correspond with the headings on the risk assessment form itself.

Steps to Risk Assessment	
What should the risk assessment cover?	<p>Detail the particular work activity/process/ operation for which the risk assessment applies. Only record for those activities where a significant risk(s) has been identified as a potential consequence of undertaking that work.</p> <p>Insert all other relevant information onto the form, i.e. what activity the assessment relates to, the date you are undertaking the assessment, the planned review date (a minimum of annually), and your own reference number</p>
What are the hazards?	<p>First you need to work out how people could be harmed. Here are some tips to help you identify the ones that matter:</p> <ul style="list-style-type: none"> • Walk around your workplace and look at what could reasonably be expected to cause harm. Carefully observe the person or task being assessed. When doing this, don't forget to consider, preparation, normal operation; breakdown conditions; maintenance; cleaning; and emergency situations as appropriate. • Ask your employees or their representatives what they think. They may have noticed things that are not immediately obvious to you. • Check manufacturers' instructions or data sheets for chemicals and equipment as they can be very helpful in spelling out the hazards and putting them in their true perspective. • Have a look back at your accident and ill-health reports/records – these often help to identify the less obvious hazards. • Remember to think about long-term hazards to health (e.g. high levels of noise or exposure to harmful substances).
Who might be harmed? How might they be harmed?	<p>For each hazard you need to be clear about who might be harmed; it will help you identify the best way of managing the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (e.g. 'employees working in the store room' or 'pupils'). In each case, identify how they might be harmed, i.e. what type of injury or ill health</p>

might occur from that work activity. For example, ‘employees may suffer musculoskeletal injury from repeated lifting of boxes’. Consider the following:

- some workers have particular requirements, e.g. new and young workers, new or expectant mothers and people with disabilities or where there are language barriers, as they may be at particular risk.
- cleaners, visitors, contractors, agency staff, work experience, maintenance workers, volunteers, etc., who may not be in the workplace all the time;
- members of the public or others who could be hurt by your activities;
- if you share your workplace, you will need to think about how your work affects others present, as well as how their work affects your employees.

Remember, your risk assessment should only include what you could reasonably be expected to know – you are not expected to anticipate unforeseeable risks. Consider all elements of the process/operation/activity, the people at risk, the environment, equipment and emergency situation.

What existing control measures are in place to reduce/prevent the risk?

Firstly, look at what you’re already doing to control the risk and what measures you have in place and how the work is organised. The existing control measures must be accurate and in place at the time the risk assessment is produced to reflect actual practice. For example, control measures can include, the provision of equipment (e.g. to prevent manual handling), the provision of information, instruction and training, lone working procedure in place, etc.

Considering your existing (current) controls, what is the risk level?

Once all existing control measures have been identified the risk level should then be evaluated using the risk matrix below. This is to identify whether your current control measures are suitable and sufficient in reducing the risk to the lowest possible level. You will therefore need to decide how ‘likely’ it is that the harm will occur with the controls in place; and what the ‘likely severity’ will be. To calculate the risk you multiply severity x likelihood. Using the matrix, this will provide you with an outcome of either, ‘low’, ‘medium’ or ‘high’.

		LIKELIHOOD				
		VERY UNLIKELY <i>(freak event – no known history)</i>	UNLIKELY <i>(foreseeable under unusual circumstances)</i>	LIKELY <i>(having a greater-than- even chance of occurring)</i>	HIGH LIKELY <i>(to occur-foreseeable)</i>	ALMOST CERTAIN <i>(of occurring)</i>
SEVERITY	NEGLIGIBLE <i>(no real visible injury / illness)</i>	LOW	LOW	LOW	LOW	LOW
	MINOR <i>(no long-term effects, first-aid injury)</i>	LOW	LOW	LOW	MEDIUM	MEDIUM
	SERIOUS <i>(deep flesh wound, requires medical treatment)</i>	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH

			SEVERE <i>(over 7 day lost time injury and major/specified injuries)</i>	LOW	MEDIUM	MEDIUM	HIGH	HIGH							
			VERY SEVERE <i>(long-term injury/illness/fatality)</i>	MEDIUM	MEDIUM	HIGH	HIGH	HIGH							
	Based on your calculated risk level using the matrix refer to the table below:														
Do you need to do anything else to control the risk?	<table border="1"> <tr> <td style="background-color: #00FF00;">Low:</td> <td>It is unlikely that harm will be caused and the outcome would result in very minor injury/damage. No further controls are needed. However, consideration may be given to a more cost-effective solution or improvement that does not mean more cost. Monitoring is needed to make sure that the current controls are maintained and effective.</td> </tr> <tr> <td style="background-color: #FFA500;">Medium:</td> <td>There is the possibility that harm may occur. The level of harm will depend on your evaluation. You must consider whether the existing control measures are sufficient or if any further action could be taken to reduce the risk to a low level. The consideration of whether measures need to be implemented should be “as far as is reasonably practicable”. (The risk level may remain as Medium where the risk is inherent in a particular activity/process/operation).</td> </tr> <tr> <td style="background-color: #FF0000;">High:</td> <td>Certain or near certain that harm will result in serious injury/damage. The planned activity/process/operation must not continue. The risk assessment action plan must be completed to identify what further action will be taken to reduce the risk to an acceptable lower level.</td> </tr> </table>									Low:	It is unlikely that harm will be caused and the outcome would result in very minor injury/damage. No further controls are needed. However, consideration may be given to a more cost-effective solution or improvement that does not mean more cost. Monitoring is needed to make sure that the current controls are maintained and effective.	Medium:	There is the possibility that harm may occur. The level of harm will depend on your evaluation. You must consider whether the existing control measures are sufficient or if any further action could be taken to reduce the risk to a low level. The consideration of whether measures need to be implemented should be “as far as is reasonably practicable”. (The risk level may remain as Medium where the risk is inherent in a particular activity/process/operation).	High:	Certain or near certain that harm will result in serious injury/damage. The planned activity/process/operation must not continue. The risk assessment action plan must be completed to identify what further action will be taken to reduce the risk to an acceptable lower level.
	Low:	It is unlikely that harm will be caused and the outcome would result in very minor injury/damage. No further controls are needed. However, consideration may be given to a more cost-effective solution or improvement that does not mean more cost. Monitoring is needed to make sure that the current controls are maintained and effective.													
	Medium:	There is the possibility that harm may occur. The level of harm will depend on your evaluation. You must consider whether the existing control measures are sufficient or if any further action could be taken to reduce the risk to a low level. The consideration of whether measures need to be implemented should be “as far as is reasonably practicable”. (The risk level may remain as Medium where the risk is inherent in a particular activity/process/operation).													
High:	Certain or near certain that harm will result in serious injury/damage. The planned activity/process/operation must not continue. The risk assessment action plan must be completed to identify what further action will be taken to reduce the risk to an acceptable lower level.														

<p>Action to be taken</p>	<p>If you therefore deem further controls are necessary then the 'Further Action Column' must be completed. When considering controls, apply the principles of the hierarchy of control below to eliminate the risk where possible or reduce it to the lowest possible level:</p> <ul style="list-style-type: none"> • Eliminate - Can the hazard be removed completely? • Reduce/ substitute – try a less risky option, for example, substituting it for something less hazardous; reducing the number of personnel that come into contact with the hazard; reducing exposure time. • Isolate/ enclosure – prevent access to the hazard (e.g. separate person(s) from hazard using guarding or barriers between persons and traffic, etc) • Control – through the provision of information, instruction, training, safe systems of work/ procedures, etc. • Personal Protective Equipment (PPE) – is the last consideration of control as it does not contribute to a safer environment. All other options above should be considered and provided where possible. Personal protection may then be used as a means of protecting personnel from the risks that remain or as a back-up/addition to the measure provided (PPE includes safety footwear, safety goggles, hard hat, etc...). • Welfare facilities (e.g. first aid and washing facilities for removal of contamination). <p>Involve staff, so that you can be sure that what you propose to do will work in practice and won't introduce any new hazards.</p> <p>Please note, in this section you must only record those controls that you do not currently have in place. Detail what action needs to be taken (which may be a short term action until your long term action can be achieved), who is going to implement it. Once the action has been taken/implemented, state by whom and when it was completed, this demonstrates that the control is now an existing control. When you come to review your assessment formally (i.e. on its annual review cycle), you can add it to the existing control measure section.</p> <p>Remember, prioritise and tackle the most important things first.</p>
<p>Details and signatures</p>	<p>All completed risk assessments must be signed by the competent risk assessor and the manager responsible for the activity/ process/operation. This will demonstrate that the manager is in agreement with the significant risks that have been identified and the control measures that are in place to eliminate/reduce those risks.</p> <p>Also, as good practice, each assessment should be signed by the persons involved in the activity, where practical (if you wish to do this, a signature sheet has been provided with the risk assessment template).</p>
<p>Monitor and review</p>	<p>Monitor – on an ongoing basis monitor your work activities to ensure that the control measures you've implemented are working as planned.</p> <p>Review - Few work activities stay the same. Changes may bring in new equipment, substances, processes and procedures that could lead to new hazards. It makes sense, therefore, to review what you are doing on an ongoing</p>

	<p>basis. Within WCC this formal review is required every year, to ensure you are still improving, or at least not sliding back. When you review consider;</p> <ul style="list-style-type: none"> • have there been any changes? • are there improvements you still need to make? • have your employees spotted a problem? • have you learnt anything from accidents or near misses? • etc. <p>Make sure your risk assessment stays up to date.</p> <p>During the year, if there is a significant change, don't wait. Check your risk assessment and, where necessary, amend it. It is essential to consider the risk assessment as an integral part of your planning process.</p> <p>Only, use the review log provided to confirm that there have been no changes to the current risk assessment. This log needs to be dated and signed by the assessor and manager.</p>
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For information, there are different types of Risk Assessment:

Generic - Generic activities are those which although they are carried out at different times and locations, the hazards and risks are largely the same and do not change, however, the control measures you adopt may have to be different from those in the examples to meet the particular conditions in your workplace. For this type of activity a **Generic Risk Assessment** may be produced as a model, for guidance only. However, where generic assessments are produced, the assessor must:

- satisfy themselves that the 'generic' assessment is appropriate for the type of work and the situations and,
- adapt the 'generic' assessment to detail actual work situations and local circumstances, including any additional measures to cover all hazards and risks not referred to in the 'generic' assessment
- adapt the 'generic' assessment to consider the specific location and environment
- adapt the 'generic' assessment to consider the persons involved and who may be affected

Specific - Although generic risk assessments are useful as a guide to cover the common hazards and risks associated with routine activities, there are many activities where the hazards and risks are only applicable to that particular activity/process or circumstance. In these instances it will be necessary to undertake a **Specific Risk Assessment** to fully consider the nature of the risks and hazards the activity presents.

There are also occasions where there is a requirement in legislation to undertake a specific assessment where it is identified that there are hazards and risks specific to an individual person. For example, a new and expectant mother, or person with a disability.

These risk assessments should be undertaken involving the individual, where appropriate, to ensure that they are comfortable and satisfied with the control measures implemented.

There are other areas of health and safety that require specific risk assessments to be documented in a different format, for example:

- Manual handling operations (where identified as high risk activities)
- Use of Display Screen Equipment (DSE)
- Stress
- Use of hazardous substances (which requires a COSHH assessment [Control of Substances Hazardous to Health assessment]).

Each category above has its own separate WCC policy and risk assessment template which should be referred to and used when undertaking a risk assessment in these areas.

Ongoing/dynamic - Sometimes activities are undertaken where situations occur where there may be a change that could not be foreseen, for example an unpredictable situation, emergency situation, sudden change in environment, weather conditions, etc. An ongoing or dynamic risk assessment is a continuous process of identifying the hazards during that activity, assessing/evaluating the risk and taking immediate action to eliminate or reduce to an acceptable level, as far as is reasonably practicable.

