Staying COVID-19 Secure in 2020 Risk Assessment

Coronavirus (COVID-19): implementing protective measures in Dance and Drama settings

Name of School: Inspire Theatre Workshops Ltd

Name of Manager/Owner: Jennifer Macdonell

Postcode of premises: KY4 8DP

Disciplines offered: Group Dance - Modern, Group Dance - Jazz, Group Dance - Street & HipHop, Group Drama (Play-Based), Group Drama (Musical Theatre Based), Group Singing

Ages: 3-5yrs, 6-10yrs, 11-13yrs

Intended start date (based on continuing guidance): May 2021

Risk Assessment written by Alex Ralls (AIIRSM, TechIOSH) based on information provided.
Updated: Monday, 10 May 2021
Risk Assessment implemented by Jennifer Macdonell

Introduction

In all education, childcare and social care settings, preventing the spread of Coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

This Risk Assessment was undertaken based on information provided by Jennifer Macdonell on behalf of Inspire Theatre Workshops Ltd.

The possibility of delivering all/some classes virtually (using TEAMS or Zoom for example) has been considered and whilst some classes can continue to be delivered virtually the nature of the Dance and Drama business requires physical presence, where possible, to ensure technique is properly managed to prevent injury. Physical contact will be limited, or managed, in line with the control measures outlined in this document and Government guidance on 'Social Distancing'.

Any change resulting in the escalation of either the Severity Rating or Probability Rating of an identified hazard is to be reported to Jennifer Macdonell or an appropriate line manager at Inspire Theatre Workshops Ltd. The severity and probability definitions relating to this document can be found below.

It is assumed that this Risk Assessment forms part of Inspire Theatre Workshops Ltd's over-arching Risk Assessments, Operating Procedures and preventative measures used to minimise risk. It should not be viewed in isolation. Other documentation that should be considered, where applicable, includes;

https://www.gov.scot/collections/coronavirus-covid-19-guidance/
School Risk Assessments
School Operating Procedures
School Method Statements
Child Protection Policy
Space/Venue Handbook and RAMS

RISK TOLERANCE

LIKELIHOOD		1	2	3	4	5	6
ALMOST CERTAIN	6	6	12	18	24	30	36
VERY LIKELY	5	5	10	15	20	25	30
LIKELY	4	4	8	12	16	20	24
POSSIBLE	3	3	6	9	12	15	18
VERY UNLIKELY	2	2	4	6	8	10	12
UNFORESEEABLE	1	1	2	3	4	5	6
		1	2	3	4	5	6
		NEGLIGIBLE	MINOR	MODERATE	MAJOR	CRITICAL	CATASTROPHIC

SEVERITY

SEVERITY DEFINITIONS

NEGLIGIBLE: May lead to a miscommunication, no foreseeable risk of harm or discomfort, no damage.
MINOR: Superficial injury, temporary discomfort or distress, minor property damage.
MODERATE: Cuts, grazes or other injury which require on-site first aid, moderate property damage.
MAJOR: Minor fractures, requires hospital treatment, absence from work for 3 days or more, major property damage. (RIDDOR)
CRITICAL: Major fractures, ill health leading to disability or reportable disease (RIDDOR). critical property damage, e.g. structural.
CATASTROPHIC: Amputations, fatality, life shortening illnesses, catastrophic property damage.

TO CALCULATE RISK SCORE:

First..... Assess the likelihood of the hazard occurring.
Second...... Assess the severity of the hazard if it were to occur.
Third...... Calculate risk score using the matrix to the left. This is done by reading from the box at the intersection between your chosen severity and likelihood figures.

RISK TOLERANCE:

The Risk Tolerance is 9. Anything above this is deemed an unacceptable risk and appropriate control measures need to be applied in order to reduce the risk factor below 9.

General – Staff and Student Welfare (prior to attendance)									
Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Exposure from others due to: 1) Living with someone with a confirmed case of COVID-19. 2) Have come into close contact (within 2 metres for 15 minutes or more) with a confirmed case of COVID-19. 3) Being advised by a public health agency that contact with a diagnosed case has occurred.	Contracting and/or conveying COVID-19	All	4	4	16	• If instructed under 'Test and Protect' to follow government action of self-isolation and only to leave house on the following circumstances: for medical reason; to shop for necessary food supplies; for exercise once per day; and for essential works including those deemed 'key workers' • To continue following ongoing government guidance https://www.gov.scot/coronavirus-covid-19/ • Where possible to encourage staff and students to participate in the Government LFD testing programme (https://www.gov.scot/publications/coronavirus-covid-19-getting-tested/pages/no-covid-symptoms/), where they are not already being tested at school or work. • Stay at home and only attend hospital in an emergency. Do not attend GP surgery and phone NHS line (111) if further advice is required • Follow good NHS hygiene measures at all times • Avoid all visitors to your home unless they are providing a medical requirement • Do not approach delivery staff, allow packages to be left on the doorstep • Do not take any antibiotics as they do not work against viruses. • Where the child, young person or staff member tests positive, in liaison with HPE, the rest of their class or group within their school setting may be advised to self-isolate for 10 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. • Continue to offer classes virtually where possible in order that self-isolated students can continue to participate – thereby encouraging parents and students to 'do the right thing' and follow current advice.	2	4	8

| Persons classified as vulnerable | Contracting and/or conveying COVID-19 | Vulnerable persons | 3 | 6 | 18 | To ensure extremely vulnerable persons Solid organ transplant recipients. People with specific cancers: people with cancer who are undergoing active chemotherapy people with lung cancer who are undergoing radical radiotherapy people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment people having immunotherapy or other continuing antibody treatments for cancer people having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors people who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD). People with rare diseases that significantly increase the risk of infections (such as severe combined immunodeficiency (SCID), homozygous sickle cell). People on immunosuppression therapies sufficient to significantly increase risk of infection. Women who are pregnant with significant heart disease, congenital or acquired. Other people have also been classed as clinically extremely vulnerable, based on clinical judgement and an assessment of their needs. GPs and hospital clinicians have been provided with guidance to support these decisions. are following current advice https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 Managers should stay in touch with vulnerable or extremely vulnerable staff who are staying at home by phone to ensure they are well and to prevent them from feeling isolated | 2 | 5 | 10 |

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Staff or students with individual Risk Assessments (i.e. disability, young persons or new/expectant mothers)	Contracting and/or conveying COVID-19	Identified individual	3	4	12	• Existing individual Risk Assessments have been reviewed as necessary and additional measures put in place for those at enhanced risk of contracting and/or conveying COVID-19. • Where it isn't possible to ensure adequate protection for a vulnerable member of staff, they have been advised not to attend work and to remain on Furlough (where this is possible). • Where it isn't possible to ensure adequate protection for a vulnerable student, they have been advised not to attend class.	2	4	8

General – Staff and Student Travel to/from School									
Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Exposure to COVID-19 due to use of public transport and/or shared family transport	Contracting and/or conveying COVID-19	All	4	4	16	• All persons to limit their use of public transport to/from class. Where travel is essential to use private dual occupancy where possible. • Reduce the amount of time using public transport and to implement social distancing where possible (2m clearance from persons and not to travel in groups of more than 2 unless it is immediate family) • Encourage staff, parents, children and young people to walk or cycle to their classes where possible • Ensure staff, parents, children and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel.	2	4	8
Exposure to COVID-19 due to failing to plan parking and drop off measures	Contracting and/or conveying COVID-19	All	4	4	16	• Plan parents' drop-off and pick-up protocols that minimise adult to adult contact • Children (6+) and Young people to be dropped by parents who should remain in their car and watch them walk to the entrance to be greeted by a member of staff. • Parents of children aged 3-5yrs are to park and walk their child to the entrance to be handed over to a member of staff (remaining 2m from other families). • Where necessary parent is to remain with their child and accompany them to the class as a family unit. • Parents are to wear face coverings/masks during drop-off and pick-up • All young people over the age of 6 to wear a 3-ply	2	4	8

					disposable mask in preference to a personal cloth face covering/mask on arrival and whilst moving around the venue (except when physically active in class) https://www.gov.scot/publications/coronavirus-covid-19-public-use-of-face-coverings/ • Parents should be encouraged to use the Protect Scotland App; however, records of attendance will be maintained for the purposes of Track and Trace for a minimum of 21 days. • Tell parents that if the child needs to be accompanied to their classes, only one parent, in mask, should attend • Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) • Make it clear to parents that they cannot gather at studio door, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • Verbal confirmation will be sought from parent or carer of 3-7yr olds that they have not been displaying any signs or symptoms of COVID-19. Older students will be asked for verbal confirmation on arrival that they feel well.	

Staff Training									
Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Teaching and coaching staff failing to act appropriately (infection control)	Contracting and/or conveying COVID-19	All	3	4	12	• All staff have been trained in the signs and symptoms of COVID-19 • Staff have been consulted and informed about the plans (for example, safety measures, reporting requirements, timetable changes and staggered arrival and departure times), including discussing whether additional training would be helpful. • Staff have been spoken to about correction methods (where these would normally be done with considered physical contact) and delivering guidance at a distance	1	4	4

Venue, support staff, and delivery workers failing to act appropriately (infection control)	Contracting and/or conveying COVID-19	All	3	4	12	• Communicate early with venue, contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food suppliers and hygiene suppliers • Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.	1	4	4

Venue – Spaces/Studios									
Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score

Ingress/Egress to site leading to lack of infection control	Contracting and/or conveying COVID-19	All	3	4	12	• Where possible to implement the following practices:
						  o Space/Studios to be accessed directly from the outdoors.
						  o Stop all non-essential visitors (includes parents, carers and visiting tutors where the skill can be delivered 'in house')
						  o Introduce staggered class start and finish times to reduce congestion and contact at all times
						  o Monitor site access points to enable social distancing – you may need to change the number of access points, either increase to reduce congestion or decrease to enable monitoring
						  o Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
						  o Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
						  o Require all staff and students to wash their hands for 20 secs or clean with anti-bacterial gel before entering or leaving the space
						  o Allow plenty of space (two metres) between people waiting to enter studio(s)
						  o Regularly clean common contact surfaces in reception, offices and studios (such as drama
							2	4	8

						blocks, pianos, chairs and barres), particularly during peak flow times ○ Whilst in general groups should be kept apart, brief, transitory contact where unavoidable, such as passing in a corridor, is low risk.		
Inadequate cleaning of space(s)	Contracting and/or conveying COVID-19	All	3	4	12	• Follow the COVID-19: cleaning of non-healthcare settings guidance • Regularly clean common contact surfaces in reception, offices and studios (such as drama blocks, pianos, chairs and barres), particularly during peak flow times • Cleaning frequently touched surfaces using standard products, such as detergents and bleach • Remove unnecessary items from studio environments where there is space to store it elsewhere • Remove soft furnishings and any items that are hard to clean (such as gym mats, props or those with intricate parts) • Ensure adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance	2	4	8
Lack of ventilation of space(s)	Contracting and/or conveying COVID-19	All	3	4	12	• Where possible, all spaces should be well ventilated using natural ventilation (opening windows). • Increase ventilation (to ideally maximum) within enclosed spaces and ensure air handling systems are not occupancy driven (over-ride where possible). • Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.	2	4	8
Lack of Hand Washing	Contracting and/or conveying COVID-19	All	3	4	12	• Staff and students to frequently wash their hands with soap and warm water for 20 seconds and dry thoroughly (ideally every 60mins). Review the guidance on hand cleaning • Staff and students to clean their hands on arrival at the school	2	4	8

						• Ensure help is available for children and young people who have trouble cleaning their hands independently • Consider how to encourage young children to learn and practise these habits through drama games, songs and repetition.			
Lack of provision of effective Hand Gel	Contracting and/or conveying COVID-19	All	2	4	8	• Ensure that hand gel (minimum 60% ethanol or 70% isopropanol) is available where hand-washing facilities are not readily accessible. • Staff and students to clean their hands with hand gel on arrival at the school entrance	1	4	4
Toilet facilities – high risk contact areas	Contracting and/or conveying COVID-19	All	3	4	12	• Ensure that toilets do not become crowded by limiting the number of staff or students who use the toilet facilities at one time. • Dedicate a toilet for use by Dance and Drama students where facilities are accessed by other persons such as members of the public and venue staff – consider Child Protection implications. • Display signage to the above effect.	2	4	8
Failure of Respiratory hygiene	Contracting and/or conveying COVID-19	All	3	4	12	• Avoiding touching your face/eyes/nose/mouth with unwashed hands and cover your cough or sneeze with a tissue then throw it in the bin ('catch it, bin it, kill it'). • Monitoring of younger students to ensure they follow the above. • Provision of sufficient bins and waste receptacles around the school/studio(s) • Provision of boxes of tissues around the school/studio(s)	2	4	8

Lack of signage leading to a failure to follow guidance	Contracting and/or conveying COVID-19	All	3	4	12	• Display the following, where appropriate, around the school and studios;
						   o Catch It, Bin It, Kill It
						   o Social Distancing
						   o Use Hand Gel
						   o Please Wash Your Hands For 20 Sec
						   o Your Nearest Sanitisation Point Is
						   o Hand Sanitisation Point Right Arrow
						   o Hand Sanitisation Point
						   o Hand Sanitisation Point Left Arrow
						   o No Entry
							2	4	8

						○ Downstairs Only ○ Up Stairs Only ○ Maximum Occupancy of <insert> People			
Ill student, child or member of staff	Contracting and/or conveying COVID-19	All	4	4	16	• If a student or child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • If a child or student becomes unwell with symptoms of coronavirus while in their class and needs direct personal care until they can return home a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a dynamic risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.	2	4	8
Lack of provision of First Aid or failing to consider implications on first aid and medical provision.	Contracting and/or conveying COVID-19	All	3	3	9	• Consider if it is appropriate to increase first aid provision whilst the Coronavirus (COVID-19) risk is present. • Consider the scheduling of higher risk activities and potential demands on emergency services. • First aid boxes should be checked regularly to make sure that they are fully stocked and, where possible, they should include resuscitation face shields.	1	3	3

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
						• First aiders should all be briefed to check the latest Government guidance on cardiopulmonary resuscitation - https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov			
Lack of Waste Management	Contracting and/or conveying COVID-19	All	2	4	8	• Ensure that bins for tissues are emptied throughout the day.	1	4	4

Delivery of classes

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score

Class timetable- lack of planning	Contracting and/or conveying COVID-19	All	4	4	16	• Decide which lessons or activities will be delivered (this may be a reduced timetable offering non-contact activities initially – i.e. Modern and individual dance lessons but not Pas De Deux)
						• Reduce and control any activities that result in air droplets travelling excessive distance (i.e. Vocal Projection, Singing and Breathing exercises).
						• Where such activities are introduced in line with guidance introduce further controls such as;
						  o Individual lessons
						  o Smaller group sizes
						  o Group lessons delivered in one direction with minimum distancing rather than in a circle
						  o Increase distance between the vocalist and piano/teacher beyond 2m
						• Refer to Devolved and Local guidance regards singing
						• Consider if any activities could take place outdoors (such as Street Dance, open-air drama/plays)
						• Use the timetable to reduce movement around the school/studio(s)
						• Consider how to keep small groups of students together throughout the day and to avoid larger groups of students mixing
						• Ensure that students are in the same small groups at all times each day, and different groups are not
							2	4	8

						mixed during the day, or on subsequent days. (This may mean that a student may not undertake all of the classes they would normally wish to). • Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising that there will be some subject specialist rotation of staff (for example Singing teachers). • Refer to Government guidance relevant to schools where appropriate			
Excess class capacity resulting in ineffective social distancing	Contracting and/or conveying COVID-19	All	3	4	12	• Where working with over 12's limit studio capacities to: |	Low intensity*	High Intensity^	 |---|---|---| | Studio 1	15	13	 Please visit the following link to ensure your capacities are up to date: https://artssafetymanagement.co.uk/capacity-calculator/. Calculated in accordance with https://sportscotland.org.uk/media/6007/gyms_gyfffs_info_sheet.pdf • See page 15 for Tier capacity guidance • Classes to be delivered by one person or as small number of persons as possible without compromising safety or child protection measures. • Phased increasing of class numbers to take place to ensure that policies and procedures are robust. To run 'tester' classes with maximum of 6 students initially and slowly increase to the maximum outlined above. • Mark up the space/studio(s) with tape to maintain adequate distance in line with current guidance. • NOTE - social distancing guidance was revised to be 1m+ ONLY with mitigating controls AND where a distance of 2m cannot be achieved. As further guidance is released as above for studio-based activities capacities may be updated in compliance with latest guidance.	2	4	8

Concurrent class start and finish times resulting in ineffective social distancing	Contracting and/or conveying COVID-19	All	3	4	12	• Introduce staggered start and finish times to reduce congestion and contact at all times.	2	4	8
Use of sound systems and live music	Contracting and/or conveying COVID-19	All	4	4	16	• Encourage using Bluetooth to play music from the sound system in order to minimise contact with studio equipment • Sound equipment should be cleaned before and after use with an anti-viral wipe • Consider the volume of music. The louder the music, the louder the instructor will have to project, potentially causing droplets to travel further • Live musicians (such as Ballet Pianists) should be assigned to a consistent studio since disinfecting instruments (such as pianos) may be difficult.	2	4	8
Overuse or unnecessary use of Changing facilities	Contracting and/or conveying COVID-19	All	4	4	16	• Students arrive for class 'ready to go' and as such minimise use of changing and toilet facilities.	2	4	8

Warm up and physical activities requiring contact with the studio floor	Contracting and/or conveying COVID-19	All	4	4	16	• All students should wear appropriate shoes for all Classes – no bare feet
						• Floors and any other areas touched by anyone should be cleaned before the next class at a minimum.
						• Across the Floor
						   o Students should avoid following right behind each other; it is safer to work next to each other. If dancers travel directly behind each other, they are in the slipstream where droplets remain suspended. To avoid contact, students need to allow even further distance.
						   o Students should maintain 2 metre distance apart standing side by side in one line and allow each group to complete the combination to the end of the room before the next group starts.
						• Dancers should be reminded to maintain a distance of at least 2 metres when waiting to go across the floor and after completing the combination.
							2	4	8

13

Partner work	Contracting and/or conveying COVID-19	All	4	4	16	• Eliminate any 'partner' work for the immediate future. • Limit the frequency of working within 2-metres to an absolute minimum and ensure it is for strictly low intensity, sporadic work where exposure to this distance is less than 15 mins. NB – partner work involving students from the same household (if applicable) is permitted.	2	4	8
Shared equipment (i.e. Props, Acro equipment, Ballet Barres etc)	Contracting and/or conveying COVID-19	All	3	4	12	• Seek to prevent the sharing of equipment where possible. Where this isn't possible shared equipment and surfaces should be cleaned and disinfected more frequently as per the above.	2	4	8

Personal protective equipment (PPE) including face coverings and facemasks

Wearing a face covering or face mask in schools or other education settings is not recommended when undertaking exercise of strenuous activity but should be worn by Over 6's at all times when arriving at, moving around or departing from the premises. Face coverings may be beneficial for short periods indoors (as above) where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example in corridors, on public transport or in some shops.

Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings whilst undertaking exercise of strenuous activity. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.

Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

You should **have a process for when face coverings are worn within your setting and how they should be removed – *particularly when removing them to participate in dance or singing classes for example*.** You should communicate this process clearly to children and young people, staff and visitors and allow for adjustments to be made for children and young people with SEND who may be distressed if required to remove a face covering against their wishes. The safe wearing of face coverings requires the:

• cleaning of hands before and after touching – including to remove or put them on
• **safe storage of them in individual, sealable plastic bags between use**

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:

• children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
• if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

* Capacity for low impact work (i.e where the respiratory rate remains relatively normal e.g drama and low impact dance work)
^Capacity for high impact work (i.e where the respiratory rate is increased beyond normal)

	Level 0	Level 1	Level 2	Level 3	Level 4
Physical distancing and bubbles	Subject to the requirements below gymnastics/**dance** can take place indoors and outdoors within 'bubbles'. Those aged 12 and over are required to physically distance before and after the activity. A bubble can consist of a max of 30 people including all coaches, **dancers/**gymnasts, accompanying adults and volunteers at any one time. OUTDOOR Multiple bubbles can occur at the same time, each with up to 30 people, up to a maximum of 200 people per day				Scottish Government household number rules apply for informal exercise and recreation. OUTDOOR organised activity & sport Age 11 and under: Maximum 30 people including coaches Over 12s & adults: Maximum 15 people including coaches
	INDOOR Multiple bubbles **of upto 30** can occur at the same time, within the venue/risk assessment capacity requirements (9sqm/person)				INDOOR Gym/**Dance** facilities closed No indoor activity permitted
Contact within bubbles (where no contact is permitted, 2m physical distancing is required)	Contact permitted between all	INDOOR Age 17 and under: Encourage social distancing where possible Age 18+: Non-contact only, physical distancing required OUTDOOR Contact between gymnasts permitted at all ages. Only permitted activity • Activities centred around fitness, conditioning, and flexibility • Low level dance, ballet and choreography		INDOOR Age 17 and under: **Encourage social distancing where possible** Age 18+: Non-contact only. Individual exercise only. No group sessions or contact. OUTDOOR Age 17 and under: **Encourage social distancing where possible** Age 18+: Non-contact only, physical distancing required	INDOOR Gym/**Dance** facilities closed No indoor activity permitted OUTDOOR Age 11 and under: **Encourage social distancing where possible.** Over 12s & adults: Non-contact only Only permitted activity • Activities centred around fitness, **conditioning, and flexibility** • Low level dance, ballet and choreography

COVID-19 Risk Assessment Addendum – Singing (Group and One to One)

It is assumed that this Risk Assessment is an addendum to the COVID-19 Risk Assessment and mitigation already in place.

Objective: To minimise the risk of transmission whilst undertaking activities that result in the cumulation of aerosol transmission (i.e. Vocal Projection, Singing and Breathing exercises)

This is an initial Risk Assessment based on the initial phase of the recommended guidance. Further guidance will be issued when there is sufficient scientific evidence to support a move.

Vocal Projection, Singing and Breathing exercises, especially in groups, were considered to be higher risk activities because of the potential for aerosol production and the absence presently of developed scientific analysis to assess this specific risk. The DCMS commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed them to reconsider appropriate mitigations. **Both professionals and non-professionals can now engage in singing**, wind and brass in line with this guidance.

However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk and as such our capacity calculations take this into account. The DCMS are continuing to develop more detailed understanding of how to mitigate this potential aggregate risk.

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MODERATE: Cuts, grazes or other injury which require on-site first aid, moderate property damage.
MAJOR: Minor fractures, requires hospital treatment, absence from work for 3 days or more, major property damage. (RIDDOR)
CRITICAL: Major fractures, ill health leading to disability or reportable disease (RIDDOR). critical property damage, e.g. structural.
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RISK TOLERANCE:

The Risk Tolerance is 9. Anything above this is deemed an unacceptable risk and appropriate control measures need to be applied in order to reduce the risk factor below 9.

Singing (Group and One to One)									
Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score

Delivery of activities that result in air droplets travelling excessive distance (i.e. Vocal Projection, Singing and Breathing exercises)	Contracting and/or conveying COVID-19	All	4	4	16	• Normal breathing should be encouraged over forced breath cues as studies have indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk
						• Reduce and control any activities that result in forced breath cues (i.e. Vocal Projection, Singing and Breathing exercises).
						• Where such activities are delivered introduce further controls such as;
						  o Home based/remote singing lessons
						As guidance progresses consider
						  o Individual singing lessons
						  o Small group sizes (in line with this risk assessment and guidance)
							2	4	8

Lack of screening prior to an activity with a cumulative enhanced risk	Contracting and/or conveying COVID-19	All	5	4	20	• Refer to "Exposure from others due to: 1) Living with someone with a confirmed case of COVID-19. 2) Have come into close contact (within 2 metres for 15 minutes or more) with a confirmed case of COVID-19. 3) Being advised by a public health agency that contact with a diagnosed case has occurred. In the main Risk Assessment • Refer to "Persons the NHS has identified as vulnerable" in the main Risk Assessment	4	4	16
Arriving and Departing from Singing lessons/sessions	Contracting and/or conveying COVID-19	All	4	4	16	• Refer to the main COVID-19 Risk Assessment • Remove any non-essential common areas such as waiting rooms. • Consider the taking of temperatures on arrival at the session to confirm whether a low-grade fever (37.8+) is present. • Require the individual to complete a COVID-19 symptom	2	4	8

						questionnaire prior to the session commencing			
Lack of extended Social Distancing	Contracting and/or conveying COVID-19	All	4	4	16	• Limiting the number of performers as far as possible (with **non-professionals** being restricted by rules on meeting people outside your home) • Organising and designing repertoire, rehearsals and training to avoid situations where performers cannot socially distance, wherever feasible. • Consider the use of technology solutions to reduce interactions and ensure social distancing (for example for castings, rehearsals, training and examinations). • To comply with the studio capacities as outlined in the initial Risk Assessment and available on the http://www.alexralls.co.uk/capacity-calculator/ • For singing delivered face-to-face and without mitigations a minimum of 2 metres+ is required between each singer, and between singers and any other people such as accompanists, teachers or examiners • Non-professionals should not engage in activities that may lead to social distancing being compromised. • For singers working with other individuals, positioning side-to-side or back-to-back and avoiding singing face-to-face even when following the minimum required distance of 2m+	2	4	8
Lack of ventilation	Contracting and/or conveying COVID-19	All	4	4	16	• Ensuring activity takes place outside wherever possible, including performance, but be aware of wind direction • If singing indoors, limiting the numbers to account for ventilation of the space and the cumulative aerosol effect • Taking steps to improve ventilation as far as possible and whenever possible, both through the use of mechanical systems and opening windows and doors • To comply with the studio capacities as outlined in the initial Risk Assessment and available on the http://www.alexralls.co.uk/capacity-calculator/ which take ventilation in to account	2	4	8

Lack of use of booths, barriers or screens	Contracting and/or conveying COVID-19	All	3	4	12	• Considering the use of booths, barriers or screens if possible between individual singers and any other people such as accompanists, teachers or examiners	2	4	8
Use of music, scores etc	Contracting and/or conveying COVID-19	All	3	4	12	• Each singer should have their own music and should ideally keep it between rehearsals. If words or music are projected, that is ideal.	1	4	4
Performance in front of an audience	Contracting and/or conveying COVID-19	All	4	4	16	• Ensure compliance with current guidance prior to considering whether a performance would be appropriate. • Limit the duration of social interaction opportunities ie performances as far as possible • Limit the number of audience members, noting that capacity should be maintained at a level that allows 2m social distancing to be maintained • Encourage audiences to support the overall safety of the event, including discouraging activities which can create aerosol (such as shouting, chanting and singing along), seating individuals rather than allowing them to stand (to help maintain social distancing) and the other mitigations outlined in guidance and this risk assessment.	2	4	8

Where appropriate refer to Music Unlocked: Guidance for Schools and Music Providers https://www.musicmark.org.uk/wp-content/uploads/Guidance-for-Schools-August-2020.pdf and https://www.musicmark.org.uk/wp-content/uploads/Guidance-for-Providers-August-2020.pdf

NOTE
Public health is devolved in Northern Ireland, Scotland and Wales; this guidance should be considered alongside local public health and safety requirements and legislation in Northern Ireland, Scotland and Wales. For advice to organisations in other parts of the UK please see guidance set by the Northern Ireland Executive, the Scottish Government, and the Welsh Government. While this guidance applies to England, you should always consider whether there are local restrictions in place in your area. If you live or work in an area that is experiencing a local COVID-19 outbreak and where local restrictions have been imposed, different guidance and legislation will apply. Please consult the local restrictions pages to see if any restrictions are in place in your area.

COVID-19 Risk Assessment Addendum – Mental Health

It is assumed that this Risk Assessment is an addendum to the COVID-19 Risk Assessment and mitigations already in place.

Objective: To minimise the negative impact of COVID-19 on Mental Health

Different groups of people in the UK are experiencing the coronavirus (COVID-19) pandemic and the lockdown very differently. One area of concern is the impact of the pandemic on mental health and how this is affecting some groups much more than others.

Those in the performing arts industries are likely to be at enhanced risk of developing Mental Health issues. This is due to the significant number of professional Artistes who have found themselves to be without work and the nature of the industry being a 'release' or coping mechanism from everyday life. Evidence suggest that groups have not been equally impacted; young adults and LGBTQIA+ community – groups with worse mental health pre-pandemic – have been hit hardest.

In addition to presenting new or enhanced risk factors, the pandemic has diminished many of the coping mechanisms people typically use, such as attending their weekly dance and drama classes.

It is vital for educational establishment to create a mentally healthy community that support their staff & students.

Students – Children & Young People		
Hazard	Risk	Control Measure
Lack of support for Mental Health	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Create & encourage a positive learning environment that promote mental wellbeing • Review safeguarding policy to ensure mental health is included • Display Mental Health information resources from recognised organisations (esp. local resources) focusing on children & young people • Ensure resource material are in easy to understand formats for younger children • Check in with parents to ensure they are supported and have resources should they need them • Reduce stigma and discrimination around mental ill health within the school through activities/occasional focus day • Students will be provided with access to support throughout & after the Covid-19 pandemic • Ensure staff can provide Mental Health First Aid should students present signs of distress
Low morale/ stress/anxiety	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Promote a positive culture of trust that encourage children & young people to talk to staff should they have any worries/needs • Find ways to celebrate success, like awards • Ensure staff praise students whenever possible • Encourage positive and inclusive language to be used • Ensure staff understand how to spot signs of stress/anxiety within young children & youth so early intervention & support can be provided (Course Suggestion – Youth Mental Health Awareness Course) • Early open conversation with parents should signs of mental ill health is spotted so a support system can be established, both for the individual student and their parent
Students feel bullied, harassed or excluded	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Monitor students' behaviour. Young children in particular may not know how to deal with bullying and it requires adult/staff's help • Ensure Bullying & Harassment policy is being followed • Ensure support is available should any students are being bullied/harassed
Students feel unsupported in the School	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Monitor students' behaviour. Young children in particular may have difficulties expressing their emotions and it requires adult/staff's encouragement to voice their needs • Make students are aware of support available within the organisation (e.g. teachers) and support outside of the business (e.g. GP Counselling) • Encourage a direct dialogue channel with students' parents should either staff or parents are worried about the students so early intervention can take place • Create positive changes to conversations around Mental Health • Conduct anonymous evaluation surveys

Students feel unsure about changes happening in the school and how they may be affected (likely as a cause of changes to the business model or timetable)	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Ensure good communication with parents and students throughout period of change and as you return to the studio in a COVID world • Provide support to parents so they feel safe which will have a positive influence to how their child feel returning to studio • Provide visual guides to students, particularly younger one, so they know what to expect before they return to studio. For example, a video demonstrating the arrival protocol with social distanced drop off or a video tour of the new studio set up • Ensure parents and students have the opportunity to raise concerns/ views, e.g. a video call to student with anxiety before returning to studio to reassure them mitigations that have been added to create a COVID secure environment • Monitor absences/changes in behaviour • Take into consideration presenteeism and how you can identify it
Lack of self esteem leading to disordered eating and self harm	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Create & encourage a positive learning environment that promotes mental wellbeing • Promote the use of activities which focus on developing self-esteem and self-belief (often building on strengths and encouraging success) and encourage positive group feedback • Ensure staff understand how to spot signs of disordered eating and self-harm within young children & youth so early intervention & support can be provided (Course Suggestion – Youth Mental Health Awareness Course or Mental Health First Aider course)
Lack of support for students with mental ill health	Experience a worsening of an existing mental health issue	• Create a procedure to keep individual safe should they experience an episode/crisis and to include this in your first aid policy • Open door policy for students with trained persons (school counsellor/Mental Health First Aider) so individual can approach and be listened to as and when needed • Ensure support information is readily available on notice board/school intranet • Encourage individual needed to seek appropriate professional health • Encourage a support system within the establishment • Encourage a direct communication channel between parents & school should either parties are worried about the students so early intervention can take place • Encourage regular check-ins with a mentor or buddy (e.g. Wednesday morning coffee) • Additional support for those returning to the studio after long absence (such as COVID-19) • Encourage self-care practice
Lack of support for students with physical and/or learning disabilities	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Ensure sufficient physical support is available to the individuals • Encourage a support system within the establishment • Encourage a direct dialogue channel with students' parents should either parties are worried about the students so early intervention can take place • Encourage regular check-ins with a mentor or buddy (e.g. Wednesday morning coffee) • Additional support for those returning to the studio after long absence • Monitor any changes in behaviour/early signs of mental health issues so early intervention can be provided

Adults & Staff		
Hazard	Risk	Control Measure
Lack of support for Mental Health	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Senior Management will promote mental wellbeing, including support for those in SMT roles • Staff will be provided with access to support throughout & after the Covid-19 pandemic • Display mental health information and resources from recognised organisations in staff room (esp. local resources) • Reduce stigma and discrimination around mental ill health within the school • Open-door policy to encourage communication • Line managers to be trained as Mental Health First Aiders or at least be Mental Health aware. • Line managers will offer additional support to staff who are affected by Coronavirus or has a family member affected • Reference https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/ and www.hseni.gov.uk/stress
Staff not properly qualified or experienced for their role	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Ensure staff are not under-qualified or overqualified for their teaching, academic or administrative role (particularly student dance teachers) • Provide additional training, e.g. managing young people, running a safe dance studio • Encourage non-judgemental dialogue so staff can seek support
Issues with physical working environment (temperature, light, ventilation etc.)	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Make physical adjustments where necessary - enable staff to adjust lighting, temperature, ventilation within studio and admin spaces • Ensure hazards are controlled • Encourage rest/lunch breaks between classes • Promote self-care
Low morale	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Promote a positive culture of trust • Find ways to celebrate success (Award nights, outdoor theatre trips (indoor when possible), staff meals out) • Ensure staff know how to praise colleagues • Encourage positive and inclusive language to be used by staff
Staff feel bullied, harassed or excluded	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Write a Bullying & Harassment policy and communicate to all teams and ensure policy is followed • Create a procedure where individuals are accountable for bullying/harassment actions • Ensure support is available should any staff are being bullied/harassed • Consider diversity and equality training
Lack of support, or fear about raising issues amongst staff	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Encourage positive and constructive conversation between all staff • Create a procedure for staff to raise issues with the School manager • Investigate all issues and take appropriate action as soon as possible

Staff feel unsupported in the School	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Make staff aware of support available within the organisation (e.g. line managers, Mental Health First Aiders) and support outside of the business (e.g. Counselling, occupational health, Health and Safety Officer) • Encourage staff to take Mental Health Awareness or Mental Health First Aid Course • Create positive changes to conversations around Mental Health
Staff feel unsure about changes happening in the Dance School and how they may be affected (likely as a cause of changes to the business model or timetable)	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Ensure good communication with staff throughout period of change and as you return to the Studio in a COVID world • Consult with staff at an early stage of transition, explaining what will happen and when • Ensure staff have the opportunity to raise concerns/ views • Monitor absences/changes in behaviour • Take into consideration presenteeism and how you can identify it • Ensure staff have appropriate training or support during times of change • Allocate a team member that all staff can approach throughout the change period • Ongoing communication between management and wider team
Lack of support for Staff with mental ill health	Experience a worsening of an existing mental health issue	• Create a procedure to keep individual safe should they experience an episode/crisis and to include this in your first aid policy • Open door policy for staff with trained persons (school counsellor/Mental Health First Aider) so individual can approach and be listened to as and when needed • Ensure support information is readily available on notice board/school intranet • Encourage individual needed to seek appropriate professional health • Encourage a support system within the establishment • Encourage a direct communication channel between parents & school should either parties are worried about the students so early intervention can take place • Encourage regular check-ins with a mentor or buddy (e.g. Wednesday morning coffee) • Additional support for those returning to the studio after long absence (such as COVID-19) • Encourage self-care practice
Lack of support for Staff with physical and/or learning disabilities	Development of mental health difficulty or experience a worsening of an existing mental health issue	• Ensure sufficient physical support is available to the individuals • Encourage a support system within the establishment • Encourage regular check-ins with a mentor or buddy (e.g. Wednesday morning coffee) • Additional support for those returning to the studio after long absence • Monitor any changes in behaviour/early signs of mental health issues so early intervention can be provided

Helpful Resources

Applause for Thought (for Arts Industry MHFA England training rates)	applauseforthought@outlook.com	
Mind	www.mind.org.uk	0300 123 3393
Rethink	www.rethink.org	0121 522 7007
MHFA England	www.mhfaengland.org	0203 928 0760
Creative Response	www.creativeresponsearts.org	0125 271 6876
Anxiety UK	www.anxietyuk.org.uk	08444 775 774
British Association for Counselling & Psychotherapy Register	www.itsgoodtotalk.org.uk	01455 883 300
Fit for Work	www.fitforwork.org	0800 032 6235