

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

The risk register provided below together with the underlying assessments has 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.

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 in relation to online teaching
9. Risks arising at NMPAT’s Music Centres
10. Risks arising in relation to Early Years settings

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 NMPAT COVID-19 safe in school settings – guidelines for NMPAT teaching staff attending school

1. General including non-teaching

2. Working at 125 Kettering Road

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 the measures set out below. This section 3 together with sections 4, 7 & 8 will be made available to all schools prior to the start of the school year and upon request thereafter

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 virucidal cleaner and disposable gloves – carried by NMPAT staff
- Enhanced hygiene practices
- 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">• Potential to misunderstand or fail to follow the procedures operated by NMPAT or host schools	25	5	<ul style="list-style-type: none">• Ensure that teachers are aware of the sources of information regarding virus transmission and risk• Ensure that teachers are familiar with NMPAT's procedures – 'COVID-19 Safe in School Settings'• Request host organisation's procedures and review centrally. MM review to be conducted – 6 schools have provided their RA's as of 26/8• Write up specific instructions where significant differences in procedure exist. Notify relevant teachers

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
					<ul style="list-style-type: none"> In the event of a member of staff contracting COVID-19, this becomes a 'reportable event' under the RIDDOR part of health and safety regulations. Reporting procedures (both PHE and HSE) must be followed
3.2	Teaching room size	<ul style="list-style-type: none"> Room size too small to allow social distancing of 1m 	30	30	<ul style="list-style-type: none"> Identify problem to host school and offer on-line alternative if other venues are not available
3.2a		<ul style="list-style-type: none"> Room size may be suitable to allow 1m+ mitigation Social distancing inhibited by additional equipment 	25	5	<ul style="list-style-type: none"> Use NMPAT portable screen to reduce projectile transmission of aerosols unless 2m distance is available Teacher to enter room first to ensure a safe working environment Work with school to maximise available space
3.3	Teaching room ventilation	<ul style="list-style-type: none"> Inadequate ventilation Airborne particles and contamination 	25	5	<ul style="list-style-type: none"> Avoid high intensity/speed forced ventilation (unless filtered air) Avoid recirculated air where a gentle through flow of fresh air is preferred Where there is no ventilation available. Identify problem to host school and offer on-line alternative if other venues are not available In higher risk situations be prepared to use visor or face mask
3.4	Teaching room hygiene	<ul style="list-style-type: none"> Room hygiene 	25	5	<ul style="list-style-type: none"> Teaching rooms to be cleaned daily as part of school cleaning regime Chairs, music stands and other relevant surfaces to be cleaned in accordance with school protocols Teacher to wear disposable gloves for any cleaning Teachers to carry personal supplies of SurSol for instruments and equipment
3.5	Transmission of COVID-19 virus from teacher to student or vice-a-versa	<ul style="list-style-type: none"> It may be very difficult to maintain 2m distancing Schools will be operating bubbles and teachers will need to work across bubbles where schools permit this Airborne particles and contamination Contaminated surfaces 	25	5	<ul style="list-style-type: none"> Wash hands or sanitise hands frequently Regular room and surface cleaning by teacher and/or students Be prepared to wear face mask in under 2m situations and whenever moving about the school, including arrival and departure or whenever following government guidelines or school guidelines. Some schools may require the wearing of masks and others may discourage this unless local conditions dictate their use. Wear visor for close (under 1m) situations Wear gloves when handling or adjusting student's instruments and materials Teachers to observe touched surfaces and wipe clean after use Use SurSol for instruments and student materials (except that wooden instruments must not be sprayed directly) Carry personal supplies of tissues/hand-wipes

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
					<ul style="list-style-type: none"> Carry personal supply of 'nappy/doggy bags' for safe disposal of used cleaning materials. Dispose of these bags at school premises
3.6	Refreshments and extra equipment for teachers	<ul style="list-style-type: none"> School refreshment facilities may be more restricted Teaching materials & tools need to be transported 	10	0	<ul style="list-style-type: none"> A greater need for self-sufficiency is likely Teachers to take their own refreshment supplies – thermos/container for drinks; boxes containing food supplies Wheeled suitcase or equivalent should be used
3.7	Physical materials: Music notebooks, stationary, letters	<ul style="list-style-type: none"> Handling student's sheet music and stationery Handling practice diaries Students using music provided by teacher 	11	0	<ul style="list-style-type: none"> Use disposable gloves when handling student's materials Use own pencils/pens or other stationery Ask students to write in their own practice diaries or teacher to use gloves when writing in practice diaries Sheet music to be protected inside plastic wallets or quarantined for 24hrs after use; plastic wallets to be wiped clean after use
3.7a		<ul style="list-style-type: none"> Envelopes, and letters from parents may be contaminated 	11	5	<ul style="list-style-type: none"> Use gloves for handling any materials from home Place incoming post & materials in plastic folders and leave for 24 hours
3.8	Instruments and cases	<ul style="list-style-type: none"> Sharing of instruments 	30	0	<ul style="list-style-type: none"> Instruments should be allocated to specific students and not shared Where instruments have to be shared e.g. keyboards, they must be disinfected using SurSol or quarantined for the required period before use
3.8a		<ul style="list-style-type: none"> Surfaces may be contaminated Tuning, maintenance and adjustment needs to be performed 	21	5	<ul style="list-style-type: none"> Teachers must use gloves when handling student's instruments and cases The application of SurSol to a wipe which is then used to wipe clean the touched areas (such as pegs) is acceptable. SurSol must not be used on wooden instruments
3.8b		<ul style="list-style-type: none"> Instruments issued, retrieved and transported for repair 	11	0	<ul style="list-style-type: none"> Arrange collection and delivery per NMPAT usual procedures Transport instruments in the car boot wherever possible Use gloves when handling instruments and cases
3.8c		<ul style="list-style-type: none"> Management of First Access stock 	11	0	<ul style="list-style-type: none"> Follow NMPAT quarantine system Clean with SurSol (except wooden instruments) Establish an ID system – cleaned/not cleaned Bag up and identify bag contents for easy retrieval
3.9	First Access Projects	<ul style="list-style-type: none"> Proximity and group size Children swapping instruments Handling instruments/ adjusting/ repairing Demonstrations 	25	5	<ul style="list-style-type: none"> Work with school to establish safe delivery environment for the project – eg: School Hall, smaller groups etc Instruments to be allocated to specific children, not shared Instruments to be cleaned and quarantined between projects Gloves and SurSol to be used when handling student instrument for tuning and maintenance

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
					<ul style="list-style-type: none"> Consider use of NMPAT portable screen to reduce projectile transmission of aerosols
3.10	Working with children with SEN/D	<ul style="list-style-type: none"> Specific risks working with children with additional needs 	25	5	<ul style="list-style-type: none"> See Section 4 below
3.11	Recital team visits	<ul style="list-style-type: none"> Multiple teachers visiting school Large audience in “assembly” format Contamination of facilities Potential projectile transmission of the virus Shared transport (teachers) 	30	0	<ul style="list-style-type: none"> No Recital visits are scheduled in September or October

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"> SEND or therapy clients do not know they have the virus SEND or therapy clients might be asymptomatic Symptomatic SEND or therapy clients may not report or have the capacity to report the fact 	20	11	<ul style="list-style-type: none"> Rely on a triage system with SEND and Music Therapy schools and confirmation by the schools that individuals showing symptoms are not allowed in school and are self isolating [develop and write up guidelines]
4.2	Face-to-face therapy delivery – including SEND and Music Therapy	<ul style="list-style-type: none"> Close contact is an inherent risk – social distancing may be difficult to maintain Higher potential for contamination of instruments through salivation and reduced hygiene Misdirected coughing and heavy breathing potential – enhanced risk of airborne particle transmission Potential for uncontrolled, mistaken and offensive physical contact – e.g. spitting/seeking close personal proximity/touch 	30	15 – perhaps 10 with enhanced PPE	<ul style="list-style-type: none"> Risk assess individual clients and make alternative arrangements if risk is too high Teach and remind clients (where possible) about maintaining social distancing and not to touch staff and other clients Teach and remind clients about the importance of regular hand washing and avoiding touching of face, mouth and nose Reduce the range of therapeutic instruments in use Clean instruments between clients Clean sensory equipment between clients Consider dedicated instruments Do not use wind instruments Clean chairs and relevant surfaces between clients Wear gloves Be particularly rigorous regarding regular and thorough handwashing and the avoidance of touching one’s own face, mouth or nose Consider outdoor sessions (subject always to risk and hazard assessment) Singing or chanting should be conducted at low volumes (shouting and loud singing is more risky) Use NMPAT screen

				<ul style="list-style-type: none"> • Consider enhanced PPE (gloves/mask/visor/apron or gown) subject to guidance from host school. This may also involve donning and doffing procedures • Seek enhanced support from host school in the form of an agreed management plan per client. This should include the sharing of individual behaviour management plans where these are available.
4.3	SEND or therapy client incident	<ul style="list-style-type: none"> • The client may have a seizure • The client may have an uncontrolled outburst • The client may have a physical reaction requiring restraint 		<ul style="list-style-type: none"> • Know the location of any panic buttons • Make the client safe if possible • Leave the room • [Discuss further with host schools]

This section should be read in conjunction with section 3 – risks arising from teaching in schools and school settings

5. Individual Teaching [TBD]

6. Groups and Ensembles [TBD]

7. Specific Instruments (including Voice)

The risks identified in this section 7 together with the mitigations are subject to further specific advice from DfE. This section was last updated on 25th August 2020

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"> Adjustment and handling of student's reeds Reeds may be contaminated 	30	5	<ul style="list-style-type: none"> Teachers must use gloves when handling student's reeds Students to buy their own reeds Students to be taught how to use their own basic reed adjusting tools – see instructional videos Tools such as plaques, pliers, reed knives, abrasive products, to be cleaned with with SurSol after every use
7.1a		<ul style="list-style-type: none"> Cleaning and removing clogging of keys 	30	5	<ul style="list-style-type: none"> Teachers must use gloves when handling student's instruments
7.1b		<ul style="list-style-type: none"> Cross contamination through use of shared equipment: Headjoint, Mouthpiece 	30	10	<ul style="list-style-type: none"> Teachers should never use a student's mouthpiece or headjoint If it is necessary to play a students instrument, the teacher should use their own mouth piece and headjoint and wear gloves
7.1c		<ul style="list-style-type: none"> Aerialisation of virus laden particles 	20	5	<ul style="list-style-type: none"> NMPAT screens used to protect from projectile dispersal of the air Students play side to side – all blowing across instrument in the same direction Increased social distancing may be necessary Additional measures may be needed for flutes Further advice expected from DfE based on research currently being carried out. Latest (25/8) government advice advises no additional risks are associated with wind, brass and singing
7.1d		<ul style="list-style-type: none"> Condensation 	25	5	<ul style="list-style-type: none"> Water vapour condensate ('condensate') must not be drained to the open floor but onto absorbent paper instead Students to be seated where possible (easier to collect condensate drains) Absorbent paper can be used to clear condensate falling from instruments (schools to make available); where condensate falls on the floor, floor to be sprayed with virucidal and wiped before next student starts
7.2	Brass	<ul style="list-style-type: none"> Oiling valves Lubricating trombone slides Lubricating tuning slides 	30	5	<ul style="list-style-type: none"> Teachers must use gloves when handling student's instruments
7.2a		<ul style="list-style-type: none"> Aerialisation and breath 	20	5	<ul style="list-style-type: none"> NMPAT screens used to protect from projectile dispersal of the air Students play side to side – all blowing across instrument in the same direction Increased social distancing may be necessary Further advice expected from DfE based on research currently being carried out

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
7.2b		<ul style="list-style-type: none"> Releasing water vapour condensate using water keys/valve 	25	5	<ul style="list-style-type: none"> Water vapour condensate ('condensate') must not be drained to the open floor but onto absorbent paper instead Students to be seated where possible (easier to collect condensate drains) Absorbent paper can be used to clear condensate falling from instruments (schools to make available); where condensate falls on the floor, floor to be sprayed with virucidal and wiped before next student starts
7.3	Strings	<ul style="list-style-type: none"> Tuning pegs/adjusters need to be handled by teachers 	25	5	<ul style="list-style-type: none"> Wear gloves when handling students' instruments Consider visor for frequent close proximity work
7.4	Percussion	<ul style="list-style-type: none"> Cross contamination from shared use of equipment: <ul style="list-style-type: none"> Use of spare beaters and sticks Shared beaters Drumhead contact – wrists and hands Drum handling Typically larger items of equipment/larger surfaces 	25	5	<ul style="list-style-type: none"> Sharing of equipment to be avoided wherever possible Students to wash hands prior to activity Students to clean equipment with SurSol after each session Teacher to clean spare beaters and sticks before and after use – teacher to wear gloves
7.4a		<ul style="list-style-type: none"> Cross contamination from Handheld percussion such as tambourines and shakers Typically small and fiddly items of equipment 	25	5	<ul style="list-style-type: none"> Students to wash hands prior to activity Teachers to clean with SurSol after each student – teacher to wear gloves
7.4b		<ul style="list-style-type: none"> Teacher modelling using the same equipment 	25	5	<ul style="list-style-type: none"> Use NMPAT screen If modelling, ask student to move 2m away or place NMPAT screen so that 1m distancing is possible Wear gloves or re-sanitise between demonstrations as necessary
7.5	Guitar	<ul style="list-style-type: none"> Tuning pegs need to be handled by teachers 	25	5	<ul style="list-style-type: none"> Encourage students to tune their own instruments (app based solutions are available) Teachers to wear gloves when handling students' instruments
7.5a		<ul style="list-style-type: none"> School stock instruments may be contaminated 	25	0	<ul style="list-style-type: none"> Avoid using school stock unless these can conform to the NMPAT quarantine procedure (Quarantine label with date enabling a Quarantine period of 3 days)
7.6	Keyboards Use of school pianos/keyboards	<ul style="list-style-type: none"> Contaminated keyboard Modelling using the same keyboard 	25	5	<ul style="list-style-type: none"> Teachers to use own electronic keyboards where possible Student to sanitise their hands – teacher to observe student's actions during lessons and verify that sanitary conditions are maintained during the lesson Wipe keyboard with cloth sprayed with SurSol Teacher to wear gloves or re-sanitise between demonstrations as necessary
7.6a		<ul style="list-style-type: none"> Physical proximity likely to be closer than other instrument teaching 	20	5	<ul style="list-style-type: none"> Use NMPAT screen or visor If modelling, ask student to move 2m away or place NMPAT screen so that 1m distancing is possible

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
					<ul style="list-style-type: none"> Wear face mask if 2m cannot be maintained Consider wearing full face visors
7.7	Vocal	One to one lessons: <ul style="list-style-type: none"> Aerialisation of virus laden particles Touching face 	20	5	<ul style="list-style-type: none"> NMPAT screens used to protect from projectile dispersal of the air Students sing side by side – all singing in the same direction Social distancing to be kept at 2m wherever possible Further advice expected from DfE based on on-going research Lip trilling to be avoided as a warm-up Avoid asking students to touch their face as a teaching tool
7.7a		Choirs: <ul style="list-style-type: none"> Aerialisation of virus laden particles Touching sheet music 	20	5	<ul style="list-style-type: none"> All singers facing the same direction – 1m sideways separation – 2m separation between rows Director 2m distant from the front row with a screen, or 3m without a screen Further advice expected from DfE based on on-going research Singing volume to be dictated by room size – smaller rooms require quieter singing Additional ventilation advised Folders of music or lyric sheets to be put into folders 24hrs before rehearsal. Folders allocated to specific individuals
7.7b	Class singing	<ul style="list-style-type: none"> Aerialisation of virus laden particles 	20	5	<ul style="list-style-type: none"> Advice as per choirs. Singing from desks is a way of measuring social distancing Short bursts of singing is preferable to allow the air to ventilate between activity Antiviral treatment of desks recommended after each singing session
7.8	Classroom teaching	<ul style="list-style-type: none"> Shared instruments 	25	5	<ul style="list-style-type: none"> Shared instrument trolleys should not be used Aim to use those instrument sets which are easy to clean and disinfect or use table top objects e.g. pencils, as sound makers Teaching assistants to follow existing school protocols which may include disinfecting sets between lessons
		•			•

8. Risks arising in relation to on-line teaching in schools

The risks identified in this section 8 must be read in conjunction with NMPAT's policies relating to Child Safety.

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
8.1	Platform suitability	<ul style="list-style-type: none"> The delivery platform may not facilitate safe use NMPAT approved platforms only to be used 	20	5	<ul style="list-style-type: none"> NMPAT has evaluated Microsoft Teams, Zoom and Google classroom and no other platforms may be used Set up protocols for the use of Zoom and Teams and Google have been established. These are designed to ensure the safe operation of the 'meeting space' between the teacher and the student Disable: chat, file transfer, feedback to Zoom, remote control, arrive before host Enable: waiting room Instructions for the setting up and use of each platform are written up and distributed to schools and to parents/guardians of the students Teaching staff may only use NMPAT email addresses and NMPAT approved delivery platforms. Teaching staff are forbidden to use their own personal email accounts for on-line delivery purposes
8.2	Lesson initiation	<ul style="list-style-type: none"> Unauthorised lessons might be initiated Authorized lessons might be initiated at the wrong time 	20	5	<ul style="list-style-type: none"> A member of the school staff must be made aware of the timetable for school based lessons and should be present at the beginning of each session Lesson initiation should be done between the teacher and the school representative NMPAT teachers are forbidden to have unsanctioned contact or contact outside agreed timetables
8.3	Lesson delivery	<ul style="list-style-type: none"> School representatives may not be aware that a lesson with an individual student has commenced Lesson quality may be disturbed and safeguarding may be compromised Inappropriate clothing/background/room settings Screen sharing may disclose inappropriate material Students may leave your sightline or switch off their camera 	20	5	<ul style="list-style-type: none"> School staff are encouraged to 'look in' on lessons as they are held. This is for safeguarding and technical support purposes. NMPAT teaching staff must have an active mobile contact number for school staff for use in an emergency or where a safeguarding issue has arisen On-line teaching sessions to be recorded and retained for one month Personal devices should have notifications turned off Audio and video settings should be set as per NMPAT detailed guidance for each platform Teachers must wear clothing as if they were teaching in a school environment

Risk	Nature of activity; hazard or risk	Hazards identified	Initial risk estimate	Residual risk estimate	Risk mitigation
		<ul style="list-style-type: none"> Students may become ill or distressed during the lesson 			<ul style="list-style-type: none"> Teachers must deliver sessions from a neutral setting, free of inappropriate art work, distractions and intimate items. Teaching must not be conducted from a bedroom. Consider use of standard Zoom backgrounds Students must be located in an appropriate room according to school guidelines. If receiving lessons at home (e.g. due to bubble operation), students must be appropriately dressed as if for school and must not be taught if they are located in their bedroom. Material required for the lesson should be loaded into memory and all other programmes must be closed prior to screen sharing Care must be taken if sharing YouTube content that any associated adverts are age appropriate for the student If students leave your sight line or switch off their camera, ask them to return to shot or switch on their camera and remind them that you may have to stop the lesson if they don't keep within your view or if they behave in an inappropriate manner. In the case of an ill or distressed student, make immediate contact by mobile with the school representative or parent/guardian as necessary
8.4	School on-line guidelines	<ul style="list-style-type: none"> NMPAT may not be aware of the guidelines issued by individual schools 	20	0	<ul style="list-style-type: none"> NMPAT teachers to be provided with a copy of the on-line guidance issued by each school.
8.5	Parental/guardian consent	<ul style="list-style-type: none"> Parents or guardians may not be aware that on-line teaching is being conducted Parents or guardians may not give their permission for the delivery of on-line tuition On-line delivery to home settings for whatever reason 	20	0	<ul style="list-style-type: none"> Schools to be responsible for obtaining specific consent to the delivery of on-line tuition In direct billing schools, parental consent to be obtained directly from the parent/guardian through their own email addresses Lists of consents obtained to be maintained by the school. No child may be taught unless they appear on the list of consented on-line teaching Where school lessons are delivered to a home setting (perhaps a child illness or 'bubble maintenance', parents must have consented to a home contact and contact can only be made via the parent who must be present at the start and end of each lesson
8.6	Safeguarding	<ul style="list-style-type: none"> Teachers may become aware of child safeguarding matters There may be an on-line disclosure by a child 	5	0	<ul style="list-style-type: none"> Normal child safety procedures to be followed. School safeguarding representative and NMPAT safeguarding representative must be notified as normal.