



## COVID-19 Checklist

### for young people's arts education activity

Arts participation is vital to young people's education, enriching their development across their creative, learning and wellbeing needs. Daisi is working with you to create safe opportunities for you to meet the cultural education needs of your children and young people.

Daisi is adhering to government guidance regarding COVID-19 safety measures and ensuring that required measures are woven into our existing practice and processes. We have been working throughout lockdown to amend and innovate our offer in order to create new arts participation opportunities that are suitable and safe in the current context.

Daisi's existing processes for safe delivery include:

1. **written contract** between every artist and every setting before activity takes place. This includes a requirement for planning conversations, and to prepare a risk assessment and share with delivery partners prior to activity
2. safer **recruitment process**
3. dedicated **Daisi project manager** for each and every activity
4. **risk assessment** template
5. **CVAPP** document (Child and Vulnerable Adult Protection Policy and Procedures) to be signed and returned by all those who deliver a Daisi contract (e.g. a Daisi artist)
6. **fleet of policies** available on the Daisi website at <https://daisi.org.uk/about-daisi/daisi-policies>
7. Continuing Professional Development (**CPD**) and **training** opportunities

To this we have **added**:

- ★ **COVID-19 Checklist** for Daisi artists, partners and collaborators (see below)
- ★ **Updated Risk assessment templates** including COVID-19 items and On-line delivery items
- ★ **New Digital delivery section** added to Daisi **CVAPP** document (Child and Vulnerable Adult Protection Policy and Procedures, see pages 11-13)

### COVID-19 Checklist for Daisi artists, partners and collaborators

area	considerations	key items checklist
Face to Face	Daisi is committed to working within government guidelines, putting the	1. Ensure that you have a <b>dedicated safeguarding conversation with your Daisi project manager</b>

<p>(i.e. live/in person)</p>	<p>safety of young people, their teachers and leaders, our staff, artists and collaborators, and our wider communities, first.</p> <p>We know that these government guidelines are regularly amended according to the changing situation of the COVID-19 pandemic.</p> <p>We know that there are also a number of national bodies providing regularly updated guidance with respect to specialist fields, such as particular art forms.</p> <p>All Daisy face to face activity will take into account the above guidance during the activity's instigation, planning and delivery. All activity will also, as per Daisy normal practice, be developed in close partnership with the school, college, youth centre or other organisation with whom we are working to ensure that it is in line with that centre's current COVID-19 safety policies.</p>	<p>during the planning stages of your face to face activity.</p> <ol style="list-style-type: none"> <li>2. <b>Use current government and national body guidelines during your planning.</b> For example, guidance on: social distancing; working in groups or 'bubbles'; maximum number allowed in group; attendance of other adults/parents; use of art materials, instruments and equipment; wearing of PPE; hand washing, hygiene and cleaning; special considerations regarding types of activity such as those that normally involve touch, or singing.</li> <li>3. Work closely with delivery partner (e.g. school/youth club/artist) to ensure <b>the setting's COVID-19 safety policy</b> is fit for purpose, and being implemented.</li> <li>4. <b>Comply with national guidance and with the delivery partner's policy in terms of your own activity prior to the workshop.</b> For example, do not attend any planned face to face workshop if you have any COVID-19 symptoms, are waiting for a COVID-19 test result, or someone you are living with is self-isolating due to a positive COVID-19 test result or is waiting for a COVID-19 test result. Expect a lengthy questionnaire from the delivery partner on these personal risk issues prior to and at point of entry</li> <li>5. Include items in your <b>risk assessment</b> which are specific to COVID-19 safety guidance, and <b>share and discuss risk assessments with all delivery partners</b> and especially the school, college or youth service with whom you are working. Risk assessment templates can be found <a href="#">here</a></li> </ol>
<p>On-line activity (face to face virtually i.e. on-screen)</p>	<p>Daisy's participation activity via digital platforms is expanding. This is a process that has been underway at Daisy for some time, but is also accelerating due to the need to reach young people and collaborate with partners during COVID-19.</p> <p>Tailor-making activity for the specific needs of participants and their context is always at the heart of Daisy planning. On-line engagement is no different in</p>	<ol style="list-style-type: none"> <li>1. Ensure that you have a <b>dedicated safeguarding conversation with your Daisy project manager</b> during the planning stages of your on-line activity</li> <li>2. Ensure planned digital platform is <b>age appropriate</b></li> <li>3. Create and use <a href="#">on-line safety agreements</a> for participants</li> <li>4. Work closely with delivery partner (e.g. school/youth club/artist) to ensure the setting's <b>digital policy</b> is fit for purpose, and being implemented. For example, this will consider things like: dress code; open-door arrangements; adults in the room arrangements; process for</li> </ol>

<p>this respect. However, we know that for some Daisi artists, partners and collaborators on-line engagement is relatively new so we need to take extra care to highlight safeguarding considerations, as well as quality of experience considerations.</p> <p>Daisi is working closely with our collaborators and partners to research and develop models of on-line and blended arts participation opportunities that create quality experiences and place utmost importance on safety, just as is the case in our face to face work.</p> <p>Daisi always works in partnership when delivering arts participation. Schools, colleges and youth services have robust systems in place to support young people and their wider community on-line. Daisi's first step as our on-line provision grows is therefore to ensure that any on-line engagement draws upon this good practice and is planned and delivered within the policies of the school, college or youth service with whom we are working.</p>	<p>addressing issues that arise during a workshop where you are not physically in the room with the young person; what is and isn't appropriate to put in the chat; use of full names or not etc. (<a href="#">see page 12 section 1.11 Working safely with young people on-line in Daisi's Child and Vulnerable Adult Protection Policy and Procedures</a>)</p> <p>5. Include items in your <b>risk assessment</b> which are specific to on-line engagement, including safety, and <b>share and discuss risk assessments with all delivery partners</b> and especially the school, college or youth service with whom you are working. Risk assessment templates can be found <a href="#">here</a></p> <p>6. Refer to <b>Digital section of Daisi's Child and Vulnerable Adult Protection Policy and Procedures</b> for more details about considerations when working with young people on line (<a href="#">see page 12 section 1.11 Working safely with young people on-line</a>)</p>
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## Key Resources

(where current guidance is updated by government and national bodies)

Coronavirus (COVID-19) Government guidance

[Government guidance for the general population](#)

[Government guidance for education and childcare - teachers, school leaders, carers, parents and students](#)

[Government guidance for holiday, after school clubs, and other out of school settings](#)

National body guidance related to specific art forms

[Music](#) - guidance for schools and music providers during the Coronavirus (COVID-19) outbreak

[Dance](#) – guidance for dance practitioners during the Coronavirus (COVID-19) outbreak. There are also [webinars](#) available to support practitioners wanting to return to dance.

[General Arts](#) - guidance from the Cultural Learning Alliance, looking at what Government guidance means for arts subjects during the Coronavirus (COVID-19) outbreak

Live performance: The Department for Digital, Culture, Media and Sport announced on 14 August that live indoor performances in front of a socially-distanced audience could re-start

<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts>

Resuming singing, woodwind and brass playing indoors: They also provided updated [guidance](#) on how to resume singing, woodwind and brass playing indoors with mitigating measures. This advice is based on the results of a UK Government-commissioned study [Perform](#) and the study by SOBRADA which found the risks of Covid transmission for singing and playing are similar to those for speaking at a similar volume.

#### Digital and online safety guidance

[Digital Cultural Network \(Arts Council\)](#) - practical support for the arts and culture sector

[Childnet International](#) - online safety guidance for young people, teachers and professionals

[NSPCC/O2 Net Aware](#) - a guide to keeping children and young people safe online

[Child Exploitation and Online Protection Command \(CEOP\)](#) - guidance on what to do if a young person is worried about how they have been communicated with online

[UK Youth](#) – a guide to delivering digital youth work during the Coronavirus (COVID-19) outbreak

#### Cultural Learning Alliance

The Cultural Learning Alliance is a good source of information and interpretation specifically for the cultural learning sector. The following link takes you to a narrative page on Reopening schools and out of school settings: what government guidance means for arts subjects, within which there are further links to all the main government guidance pages.

<https://culturallearningalliance.org.uk/updated-reopening-schools-and-out-of-school-settings-what-government-guidance-means-for-arts-subjects>

#### Space for Learning: Covid Secure guidance for museums, galleries, heritage and performing arts sites

<https://spaceforlearning.org.uk/covid-guidance/> The Clore Duffield Foundation, Group for Education in Museums (GEM), Engage (the network for gallery education), and the Theatre Education Forum (TEF) have worked together to draw up guidance on how learning spaces in museums, galleries, heritage and performing arts sites can be 'Covid Secure' when they reopen, and to consider how their programming will need to change and adapt.

## National Youth Agency

The National Youth Agency (NYA) offers youth sector specific advice and guidance. The guidance supports organisations, leaders, volunteers and young people to remain safe when engaging in youth sector activities.

## Daisi's partnership with artists

Daisi develops and delivers arts participation activity in collaboration with local, professional artists from a wide range of art forms. Artists work with Daisi in a freelance capacity. Hence, during this period of COVID-19 safety measures, Daisi artists continue to have personal choice regarding whether or not they are available for any particular Daisi project. This includes personal choice regarding whether or not they are available for projects involving face to face activity in schools and other settings.

## Risk assessments

Arts participation is a vital part of children's learning. It is just as vital now, during COVID-19, as it was before, and has a major role to play in supporting young people and their communities as they re-connect with each other, with their schools and youth services, and with their local cultural opportunities.

With creative thought and adaptation, and close collaboration between artists and schools or other youth settings, arts participation activity with children can be carefully planned and delivered safely. It is the case that some particular activities are not expected to be considered safe for some time, but there are many others that can be done.

Sharing a risk assessment process (that factors in current COVID-19 rules and guidance) with all those involved in a proposed activity is fundamental.

Daisi's risk assessment template includes our normal template with the addition of COVID-19 specific items. Find Daisi template risk assessment [here](#).

For Music activity you can use the Devon Music Education Hub's [risk assessment](#). Music activity has been identified as having its own set of risks during COVID-19, for example due to the potential use of shared instruments, and concerns about transmission through activities such as singing. Music Mark (the strategic lead organisation who lobby for and support high-quality music education for all children and young people on behalf of their members) are undertaking ongoing research into music making activity and COVID-19, and have produced *Music Unlocked: Guidance for schools and music providers*. Music Mark are reviewing this guidance as often as more research comes to light. Therefore, for music activity we recommend using Music Mark's risk assessment templates which you can find by visiting Devon Music Education Hub here: <https://www.babcockldp.co.uk/support-services/music>

*\*\*\*While these templates include suggested control measures and prompts to consider, please note that a template cannot cover every possible individual case. You will need to adapt them to fit your specific circumstances.*