

COVID-19: Return to educational establishments

Dance Guidelines

Version **8.0**

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Version	Date	Summary of changes
V 1.0	21/09/20	First version of the document.
V 2.0	30/10/20	The revised text is highlighted in yellow.
V 3.0	02/11/20	Various updates in line with Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools document (30 October 2020).
V 4.0	22/02/21	Various updates in line with ' Prioritising the return of senior phase learners - Education Scotland Technical Guidance ' and Coronavirus (COVID19): Advisory Sub-Group on Education and Children's Issues – advice on mitigations to minimise transmission during phased return to in-person learning - gov.scot (www.gov.scot) documents.
V 5.0	03/03/21	Update in line with Coronavirus (Covid-19): Advisory Sub-Group on Education and Children's Issues minutes
V 6.0	08/03/21	Update in line with Coronavirus (COVID-19): guidance on schools reopening - gov.scot (www.gov.scot) and Guidance-for-in-school-and-remote-learning-03-03-2021.pdf
V 7.0	22/03/21	Coronavirus (COVID-19): timetable for easing restrictions 16 March 2021
V 8.0	07/04/21	Update in line with Updated Coronavirus (COVID-19): guidance on reducing the risks in schools 24 March 2021. The revised text is highlighted in yellow.

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1. Overview and purpose

These guidelines must be used alongside the recently published [Updated Coronavirus \(COVID-19\): guidance on reducing the risks in schools](#) 24 March 2021 and [Coronavirus \(COVID-19\): timetable for easing restrictions](#) documents.

It is anticipated that children and young people will have full-time, in-school learning after the Easter break.

Schools should ensure that arrangements for individual subjects stay within the existing schools guidance and accompanying mitigations.

2. How to use these guidelines

This document reflects the latest scientific evidence and advice. A risk-benefit approach to decision making can be helpful while understanding that no risk can be reduced to zero.

The guidelines are designed to promote a consistent and equitable approach against the context of the current pandemic. Local authorities and schools will understand best how they can be applied in their settings. They should do so in a way that prioritises the health, safety and wellbeing of all children, young people and staff, and ensure that the risk mitigation measures set out in this document are implemented effectively. It has been written to stimulate conversations on how dance can be safely and effectively delivered.

3. Key Messages from the COVID-19 Sub-advisory Group¹

[Updated Coronavirus \(COVID-19\): guidance on reducing the risks in schools](#) provides guidance to ensure a safe and supportive environment for learning and teaching during the coronavirus pandemic. On the basis of the scientific advice,

¹ This advice is current on this date. The advice is reviewed periodically and may change as evidence is published and more about the virus is understood.

physical distancing requirements in primary schools remain unchanged. There is no requirement for physical distancing between children in primary schools. 2 metre distancing between adults not from the same household should be maintained. There should be 2 metre distancing between adults and children whenever possible.

All secondary learners will return to full-time schooling after Easter, subject to continued suppression of the virus. This will involve the removal of strict 2 metre physical distancing between pupils in secondary schools and these schools and local authorities should consider how, alongside this, they can strengthen other mitigations such as ventilation and the use of outdoor learning.

As an additional measure, face coverings should now be worn at all times by staff and young people in secondary schools; including S1-S3 learners (not just the senior phase) in classrooms, in communal areas and when moving about the school.

In relation to the [Coronavirus \(COVID-19\): timetable for easing restrictions](#) (April 4, 2021) document, and considering the recent scientific evidence, the sub group has concluded that the key indicative dates most relevant to dance are:

Key Indicative Dates:

	Indoors	Outdoors	
ELC and Primary	5 April Not permitted	5 April Children can participate in contact and non-contact physical activities	
	26 April Children can participate in individual non-contact activities	26 April Children can participate in contact and non-contact physical activities	
	17 May Children can participate in group non-contact activities	17 May Children can participate in contact and non-contact physical activities	

	Indoors	Outdoors	
Secondary	5 April Not permitted, except for the purpose of assessment to ensure certification in the senior phase – see note ‘Certification in Senior Phase’ below.	5 April Young people can participate in contact and non-contact physical activities	
	26 April Young people can participate in individual non-contact activities.	26 April Young people can participate in contact and non-contact physical activities	
	17 May Young people can participate in group non-contact activities	17 May Young people can participate in contact and non-contact physical activities	

The dates are dependent on the suppression of the virus and the continued rollout of the vaccine.

Certification in Senior Phase

The sub-group considered the issue of dance for the purpose of assessment to ensure certification in the senior phase. The view was that relaxing the mitigations would not be appropriate at this stage, particularly as the science would suggest an increased risk of transmission among young people during physical exertion indoors.

However, the sub-group was prepared to agree that in exceptional circumstances where, for example, snow precludes it taking place outdoors, dance for the purpose

of assessment could be allowed indoors provided that all other appropriate mitigations were in place regarding ventilation and hand and respiratory hygiene etc.

The sub-group recognised the importance of dance for the health and wellbeing of young people, and would keep the issue under review.

All dance practitioners, including external and private providers working within schools, should follow these guidelines.

4. Practical Considerations

1	Minimising contact between individuals and groups <ul style="list-style-type: none">• Wherever possible, efforts should be made to keep children and young people within the same groups.• School staff and other adults in the school should continue to apply strict 2 metre distancing when with other adults and with pupils.• Face coverings should now be worn at all times by staff and young people in secondary schools; including S1-S3 learners (not just the senior phase) in classrooms, in communal areas, changing rooms and when moving about the school.• There is a legislative exemption for exercise in respect of wearing a face covering. This is consistent with the advice from WHO.²
2	Changing Rooms <ul style="list-style-type: none">• Changing rooms are an area of increased risk of transmission. When considering their use schools should ensure that they implement pragmatic and proportionate control measures which reduce risk to the lowest reasonably practical level, for example:<ul style="list-style-type: none">○ changing rooms are as well ventilated as possible○ close attention to cleaning surfaces after use.• If changing rooms are not used:<ul style="list-style-type: none">○ consideration should be given to alternative places for storing learners' belongings, for example, assigning each learner their own space;○ young people should be encouraged to arrive at school in their dance attire on days when dance lessons will take place and, where possible, wait until they get home to change.

² <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters#exercising>

<p>3</p>	<p>Equipment & the Theatre Arts</p> <ul style="list-style-type: none"> • Activities where there is no sharing of equipment are safer than those that do, therefore activities that minimise the use of equipment should be delivered. • There should be no sharing of costume, or hair & make-up products. • If any equipment has been shared as part of the activity, this should be carefully sanitised before next use/between each lesson. • Learners should wash their hands before and after touching shared equipment, for example, mats, props, set, and other music equipment. (see Hygiene Measures section below) • Consider keeping extra equipment on hand so that teaching time is not lost to re-clean equipment. • One person should take responsibility for controlling the music during the lesson, rather than multiple people.
<p>4</p>	<p>Hygiene measures</p> <ul style="list-style-type: none"> • Senior leaders should ensure that spaces being used for dance activity are linked to the enhanced cleaning programme across the school. • Commonly touched objects: Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools Para 44 states: ‘Local authorities and schools should ensure that an enhanced environmental cleaning regime is in place. The regime put in place should be in line with Health Protection Scotland Guidance for Non-Healthcare Settings’. This specifies in particular: <ul style="list-style-type: none"> • Equipment: Para 47 states: ‘Careful consideration should be given to the cleaning regime for specialist equipment (for example, in practical subjects or for children with additional support needs), sensory rooms, practical subjects with specialist equipment... etc. to ensure safe use’. <p>Personal Hygiene:</p> <ul style="list-style-type: none"> • Hand-washing facilities or hand sanitiser stations should be available and easily accessible at entry/exit points, when children and young people move between groups and when entering or leaving a facility. • Hands should be washed and dried thoroughly or sanitised before and after the activity.

	<ul style="list-style-type: none"> • There should be no handshakes at the beginning or end of any activity. • There should be no sharing of water bottles.
5	<p>Learning, Teaching & Assessment.</p> <ul style="list-style-type: none"> • Where possible, learners should face either the same direction or away from each other, to mitigate the risk of breathing on each other. • When creating choreography, choreographers should utilise choreographic devices and consider spatial elements, mainly proxemics and formations which do not require contact between dancers. • Group choreography, or working in teams (N5 - two dancers; Higher - up to a maximum of four dancers) should follow updated SQA documentation which allows candidates to perform in their own choreography this session to reduce the number of dancers working together. • For group choreography, learners should stay within the area they have been allocated and should not cross into another group's area. If there are more groups than there are adequate group work areas, this might mean that groups will have to rotate between doing theory-based tasks, and utilising the dance space for practical work. • Dancers should be walking through the creative process to learn choreography until safe to fully perform candidate choreographies • In-class performances, including solo dance technique rehearsals, duet or group choreography rehearsals, and rehearsals utilising theatre arts at Higher, should continue to be recorded as part of normal learning and as part of a virtual portfolio. This can provide support for the development of dance skills and provide latest and best evidence of the level achieved by a learner. • Instructions should be given to choreographers that remind them to avoid shouting or speaking to their dancers with a loud volume over music, as shouting or speaking loudly is a higher risk activity. • All learners should be encouraged to use a quiet volume or normal voice. As a result, music might need to be adjusted to play at a quieter volume.

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Other considerations

- Greater emphasis should be placed on ventilation, by keeping windows open as much as possible, and doors open when feasible and safe to do so.
- Scientific advice and research also indicates that indoor spaces where there is likely to be an enhanced aerosol generation rate (for example, indoor dance when permitted) should aim to ensure ventilation is sufficient to maintain CO2 concentrations at lower levels (a figure of 800ppm is provided), and should also include additional mitigations such as face coverings for audiences and restricting the size of groups and duration of activities. This advice will be factored into consideration of any wider advice on restart of these activities.
- School operators (e.g. local authorities, leisure trusts, third parties, etc.) should also be aware of additional [Coronavirus \(COVID-19\): guidance on sport and leisure facilities - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-guidance-on-sport-and-leisure-facilities/pages/1-1-introduction.aspx) which may be applicable within school buildings, for example, community use of gyms, fitness rooms, sports halls etc.
- Clearly communicate the route and rules with learners ahead of every location, movement and transition.
- Use learner voice to reflect on how well protocols are being followed and how practice can be improved.
- If possible, create a virtual/visual tour of structures and routines and share with learners, staff, parents/carers.
- Consider using physical and visual aids to define space and modify layouts, for example, tape, rope or chalk on required surfaces/walls.

5. Risk assessment

[Coronavirus \(COVID-19\): Guidance on reducing the risks from COVID-19 in schools includes information on risk assessment.](#)

It is a legal requirement that local authorities and head teachers ensure that risk assessments are conducted or updated to reflect the revised planning assumption of a phased return to in-school learning. All risk assessments should be reviewed regularly as circumstances change to ensure that the safety and wellbeing of children, young people and adults is not compromised.

6. Physical Activity and Expressive Arts

Physical activity and expressive arts bring many benefits to children and young people – including for health and wellbeing; social, physical and cognitive development; creativity, communication, team working, and discipline. These activities are also important routes to equity and inclusion, and are the basis of further education and employment for many. For all these reasons, it is important to find safe ways of undertaking some form of these activities within dance wherever possible, until they can be recommenced safely in full.

7. Conclusion

Changes in incidence of COVID-19, and the potential impact on the practical, experiential learning in dance will be kept under review and updated when necessary. Local authorities and schools will also need to be able to adapt to local issues, for example, outbreaks or local increases in cases of COVID-19, and follow any locally-determined advice and guidance.

Dance can only take place as outlined in the key indicative dates table in section 3 of this document. Appropriate mitigating actions must also be in place to ensure the safety of all children, young people and staff.

External and private providers working within schools should follow these guidelines.

Safer workplaces guidance can be found on our returning to work safely webpage: <https://www.gov.scot/publications/coronavirus-covid-19-returning-to-work/pages/employers/>

In particular, providers are encouraged to follow the relevant links below.

8. Appendix

These policy documents currently provide a frame of reference for Scottish education. More detail, particularly about wider school issues can be found in the official Scottish Government advice which can be found here:

- [Updated Coronavirus \(COVID-19\): guidance on reducing the risks in schools](#) 24 March 2021
- [Coronavirus \(COVID-19\): timetable for easing restrictions](#) 16 March 2021
- [Coronavirus \(COVID-19\): guidance on schools reopening - gov.scot \(www.gov.scot\)](#) 8 March 2021
- [Guidance-for-in-school-and-remote-learning-03-03-2021.pdf](#)

- <https://www.gov.scot/publications/coronavirus-covid-19-advisory-sub-group-on-education-and-childrens-issues-minutes-9-february-2021/>
- [‘Prioritising the return of senior phase learners - Education Scotland Technical Guidance’ 15 February 2021](#)
- [Coronavirus \(COVID19\): Advisory Sub-Group on Education and Children’s Issues – advice on mitigations to minimise transmission during phased return to in-person learning - gov.scot \(www.gov.scot\) 15 February 2021](#)
- [Coronavirus \(COVID-19\): Guidance on reducing the risks from COVID-19 in schools](#)
- The Coronavirus (COVID -19) guidance for sport and leisure: <https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-sport-and-leisure-facilities/>
- The Coronavirus (COVID-19): general guidance for safer workplaces: <https://www.gov.scot/publications/coronavirus-covid-19-general-guidance-for-safer-workplaces/>;
- The Coronavirus (COVID-19): small and micro businesses guidance: <https://www.gov.scot/publications/coronavirus-covid-19-small-and-micro-businesses-guidance/>;
- The Coronavirus (COVID-19: guidance for the performing arts and venues sector: <https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-the-performing-arts-and-venues-sector/>;
- Where children are being taught, the Coronavirus (COVID-19): organised activities for children provisional guidance: <https://www.gov.scot/publications/coronavirus-covid-19-organised-activities-for-children/>

These sets of guidance will be updated in response to changing circumstances and scientific advice, and providers are advised to check the guidance regularly.