CORONAVIRUS (COVID-19)

EDUCATION RESTART
GUIDANCE FOR SCHOOLS AND EDUCATIONAL SETTINGS IN NORTHERN IRELAND

4th Edition

Department of Education
www.education-ni.gov.uk
Ministerial Foreword

As we enter a phased return to schools moving into Phase 2 of the Executive’s Pathway out of Restrictions, published on 2 March, i.e. the partial return to classroom teaching from Monday 8 March, this reiterates the Executives determination to have education as one of their key priorities.

I firstly wanted to repeat my gratitude to all educational staff for their continued resilience and diligence in providing pupils with an education over the year, your ingenuity in delivering remote learning for our pupils under these difficult circumstances has not gone unnoticed.

Whilst new variants have been identified there are few changes to the mitigations which are currently in place as WHO and PHA have advised that the wash, mask and space still remain the most effective measures in preventing the spread. Data now shows schools are a safe place to be.

We cannot however relax and must reinforce our resolve to continue to ensure that these measures are constant and remind pupils and parents alike when on school premises that the mitigations in place should be adhered to.

Likewise when our pupils leave the school gates the message should be clear that COVID-19 Guidance should be followed, and just because we are back in school doesn’t mean a return to normality in the community.

This fourth edition of the guidance has been updated taking account of the latest data and information available to us. There is additional information which deals with the mental wellbeing of pupils as we return to schools and an acknowledgement of the challenges our young people have faced.

My Department’s guidance continues to be informed by advice provided by the Chief Medical Officer and Chief Scientific Advisor and the Scientific Advisory Group for Emergencies (SAGE) and is based on the scientific and public health advice available at the time of writing. It will continue to be monitored and amended to reflect any updates to public health guidance as the pandemic continues.

PETER WEIR MLA
Coronavirus (COVID-19): Guidance for Schools and Educational Settings in Northern Ireland

Published on 5 March 2021

TABLE OF CONTENTS

Ministerial Foreword .................................................................................................................. 1
Key Changes .............................................................................................................................. 5
Introduction ............................................................................................................................. 7
  Summary of Key Scientific and Public Health Advice .......................................................... 8
  COVID-19 Risk .................................................................................................................... 9
  Key COVID-19 Symptoms .................................................................................................. 9
  Social Distancing in Education Settings ........................................................................... 10
  New StopCovid NI Proximity App ..................................................................................... 11
  Test, Trace and Protect ....................................................................................................... 12
How to Use this Guidance ...................................................................................................... 13
  Key Principles ..................................................................................................................... 13
  Scientific and Medical Advice ........................................................................................... 13
  Public Health Measures ..................................................................................................... 14
  Risk Assessments ................................................................................................................ 14
  Remote Learning ................................................................................................................ 15
  Home Tuition ......................................................................................................................... 15
  Clear Communication ......................................................................................................... 15
Section 1 - Social Distancing ..................................................................................................... 16
  Methods of Social Distancing .............................................................................................. 17
  Increasing Separation .......................................................................................................... 18
  Self-Contained Cohorts (Protective Bubbles) ................................................................. 19
  Social Distancing When Delivering 1:1 Care .................................................................... 20
  Social Distancing in Boarding Schools ............................................................................ 20
  Social Distancing For Wraparound Care and Extended Schools .................................. 20
  Social Distancing for Contractors and Deliveries ............................................................ 20
  Practical Approaches to Social Distancing – Use of Indoor Spaces ............................... 22
  Ventilation ........................................................................................................................... 23
  Decreasing Physical Interaction ......................................................................................... 25
  Circulation / Transitions ..................................................................................................... 25
Section 7 - Pupil Attendance

Pupils who are shielding or live with someone who has been told to shield

Recording Attendance

Section 8 - People Who Become Symptomatic Onsite and Operation of the Test and Trace system

Test, Trace and Protect

Non Compliance with Test Trace and Protect

Section 9 - Communications

Parents and Carers

Children and Young People

Section 10 – Pupil Wellbeing and Support

Emotional Health and Wellbeing in Education Framework

Vulnerable Children and Young People

Safeguarding and Child Protection

Annex A - Using Face Covering in schools for hearing impaired children and young people
Key Changes


- Introduction – update of paragraphs 18&19 on page 10&11 regarding school behaviour policy to clarify consideration should be given to appropriate sanctions including suspension and expulsion for non-compliance with COVID-19 related school policies.

- Section 1 – Clarification that:
  - tele-conference or video-conference must be used for all parent-teacher meetings
  - Open Nights/Days are not permitted
  - All in school meetings with more than six adults must be held by tele-conference or video-conference. (Page 17 - see table and paragraph 9 & 10)
  - Physical attendance by staff at external training events should be strongly discouraged.

- Section 1 – Clarification that it is recommended that schools prohibit attendance of spectators at school based sports and cultural events (Page 18 - see table and paragraph 9)

- Section 1 – Clarification on educational visits and school trips (Page 19 paragraph 10)

- Section 1 - has been updated meetings within schools and overseas educational visits (Page 17, paragraphs 9-10)

- Section 1 – Expanded advice on ventilation (Page 24 paragraph 25-31)

- Section 2 – has been updated guidance on the use of face coverings on public transport and school transport (Page 37, paragraph 34)

- Section 3 - has been updated to provide clarification on the circumstances when a close contact may have occurred in transport settings. (Page 43, paragraph 28)

- Section 3 - has been updated with guidance on the use of face coverings on public transport and school transport for primary and post-primary pupils (Pages 40 - 43, paragraphs 7, 16 and 20)
• Section 3 - has been updated with guidance on public transport and school transport for persons developing symptoms (Page 43 paragraphs 28)

• Section 8 – has been updated to clarify staff and pupils are expected to follow advice and self isolate immediately they become aware of being in close contact with a confirmed COVID-19 case. (Page 62, paragraphs 7 and 8)

• Section 8 – has been updated to clarify action when a child refuses to, or is physically unable to, take a COVID-19 test. (Page 65, paragraphs 14 and 15)

• Section 8 - has been updated with guidance on Test Trace and Protect (Pages 63 - 66, paragraphs 7, 8 10, 11 and 14)

Changes in March 2021

• Section 2 – has been updated to advise the compulsory use of face coverings by children and adults in post primary schools (various pages and paragraphs reflecting the move from ‘recommended’ to ‘must be worn’. Page 39 (paragraph 36) relates to dealing with face coverings for hearing impaired children and young people and an Annex A has been added to the end of the document.

• Section 6 – has been revised to refer to the new Absence, Pay and Staffing Guidance Relating to Coronavirus (COVID-19), which issued to Principals in February and a new Initial Teacher Education (Student Teachers Placements) page 55 (paragraphs 5-6) has been added

• Section 7 – Pupil Attendance has been revised to link to the Department of Health’s website in order that the latest information will be available rather than updating the guidance continually as advice is amended (page 56).

• Section 8 – Test, Trace and Protect in People Who Become Symptomatic Onsite and Operation of the Test and Trace system has been linked the Public Health Agency website guidance to refer to the latest updated guidance (page 58).

• Section 10 – a new section has been added to include guidance relating to Pupil Wellbeing and Support (see pages 61 and 62).

• Section 8 – Protective Isolation changes to wording to reflect current policy – (Pages 57-58)
Introduction

1. This guidance was originally developed for education settings, to support the safe re-opening of schools in line with the Northern Ireland Executive’s “Coronavirus Executive Approach to Decision-Making” published on 12 May 2020. This updated guidance was prepared in March 2021 and is based on the latest medical and scientific evidence. It will be kept continually under review as the science and public health guidance changes.

2. The aims of this guidance are to:

   - provide clarity with regard to practical approaches for a safe re-opening of schools; and

   - promote consistency of approach across Northern Ireland, whilst ensuring appropriate local flexibility for education settings and staff to adapt and adopt approaches that best suit their communities’ needs and seek to maximise the safety of staff, children, young people and their families.

3. The guidance, developed as part of an overall Education Restart Programme, has been co-designed by the Department of Education and school leaders. A consultation group comprising Managing Authorities, sectoral support bodies and trades unions has also met as part of an ongoing process of engagement that began in March 2020 and continues.

4. This guidance is informed by the cumulative body of work undertaken by these groups. The guidance has also been informed by advice provided by the Chief Medical Officer and Chief Scientific Advisor based on the scientific and public health advice available at the time of writing. It should be read and applied in conjunction with the latest public health guidance available here.

5. Where this guidance states that Managing Authorities and schools:

   - “should” do something, there is a clear expectation that it should be done;
   - “may” or “may wish” to do something, the relevant sections have been included as examples of relevant practice that can be considered if appropriate. Local variations are likely.; and
   - “must” or “strongly recommended”, it is expected that schools will implement these changes.

6. Nothing in this guidance affects the legal obligations of education settings with regard to health and safety and public health. Education settings must continue to adhere to all such duties when implementing this guidance. Under the Coronavirus Act 2020, they must have regard to the advice relating to coronavirus from the
Chief Medical Officer for Northern Ireland. In the event of any conflict between any applicable legislation (including health and safety legislation) and this guidance, the applicable legislation must prevail.

**Note:** Wider legislative changes made by the Northern Ireland Executive may impact on school settings and the Department of Education will monitor and provide advice as required.

**Summary of Key Scientific and Public Health Advice**

7. To promote transparency with regard to the scientific, public health and wider policy judgements that have informed the approach set out in this guidance, the guidance links to published scientific and public health advice.

8. A paper prepared by the Children’s Task and Finish Group (TFC) and the Government Office for Science (GOS), published in December here endorsed by SAGE in February 2021, set out its assessment of some of the risks of re-opening schools given new variant.

9. The key messages include:

   - There is relatively low immediate risk to children’s health from SARS-CoV-2 (high degree of confidence), with evidence indicating that children/adolescents have lower susceptibility to SARS-CoV-2 infection (low confidence) and clinical disease (high confidence) than adults.

   - There is some (but limited) evidence that children play a lesser role in transmission than adults.

   - In countries where schools have been open for some time, data suggests, in most cases, that school opening has made little difference to community transmission.

10. The SAGE\(^1\) paper highlighted the need to balance the public health risks relating to the re-opening of schools with the risks associated with continuing to keep schools closed (mental health and well-being risks and impact on attainment).

11. The fight against COVID-19 has had, and will continue for some time to have, profound implications for society as a whole. Despite these challenges, the Northern Ireland Executive has and will continue to prioritise education for our children and young people. This guidance has been prepared to deliver on that intent and provide an environment that is safe for our children, education workforce

\(^1\) **Scientific Advisory Group for Emergencies (SAGE)**
and wider population recognising that to balance that greater restrictions have been placed on other elements of society.

**COVID-19 Risk**

12. The risk of the disease being transmitted is higher the closer the contact, the greater the exposure to respiratory droplets (for example from coughing), or the longer the duration of the contact. A ‘Close Contact’ as per Public Health guidance is defined as follows:

   and:
   a. Lives in the same household
   b. has travelled in a car with the case OR
   c. has been within 2 metres of a case for more than 15 minutes or
   d. has been within 1 metre of a case for any length of time and had face-to-face contact including:
      i. being coughed on
      ii. having a face-to-face conversation
      iii. having skin-to-skin physical contact

13. A person who has been close to a confirmed case from 2 days before the person was symptomatic to 10 days after the onset of symptoms. Passing in corridors and short periods of contact does not therefore present a significant risk to staff or pupils, however, it is compulsory that face coverings are used in post-primary schools. Extra consideration should be given to interactions between adult staff which must be minimised in areas such as staff common rooms. Face coverings must be worn by adults where they cannot keep at 2m distance and are interacting with other adults or young people. The use of a face covering is to mitigate transmission to others, but it will not prevent a person being identified as a close contact if they meet any of the definitions above and a risk assessment must still be carried out to identify close contacts.

**Key COVID-19 Symptoms**

14. The main symptoms of COVID-19 are:

   • a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature), or;
   • a new, continuous cough – this means coughing a lot for more than an hour, or three or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual), or;
   • a loss of or change n sense of smell or taste.
Social Distancing in Education Settings

15. The Executive, on 6 August 2020, agreed that the stringent application of social distancing requirements between pupils would be relaxed from 17 August. Public Health guidance with respect to social distancing of 2 metres (2m) remains in place between adults and as far as possible between adults and pupils. Schools should endeavour strenuously to implement as much social distancing as is practical where physical capacity and curriculum delivery permit.

16. Protective bubbles will be used as a key mitigating action where possible. The protective bubble arrangements will be used to segment pupils into a consistent group or groups as far as is practicable. The approach will vary depending on age group. In pre-school, primary, Education Other Than At School (EOTAS) centres and special schools, it is envisaged that in most cases a class will act as a single consistent bubble with minimal prolonged interaction with other classes.

17. Following engagement with public health colleagues, educational practitioners, and a consultation group comprising trades unions, Managing Authorities and sectoral bodies, it is recommended that:

- Anyone displaying any of the key COVID-19 symptoms must not attend school, with schools vigorously implementing this guidance. They should stay at home and book a test - [here](#).

- Primary school children return to full time education with a ‘protective bubble’ strategy implemented as a key mitigating action. A class will act as a single consistent group or bubble, with minimal prolonged interaction with other classes within the school. Social distancing within classes should be maximised based on physical capacity.

- At Post-Primary level, the nature of curricular delivery makes it more difficult to implement a single consistent class group or bubble. We expect this to be adhered to as much as possible in Years 8 – 10. However, in some schools it is recognised that limited mixing into different class groups to adhere to legal requirements for practical subjects will be necessary.

- For Years 11-14 at Post-Primary schools it is recognised that a single consistent class group will not be possible, as pupils will be in mixed classes (and different classrooms, e.g. for practical classes) based on their choice of examination courses, but schools will be encouraged to keep movement and interactions within these year groups to a minimum. It is recognised some pupils will be accessing provision through Area Learning Communities and the Department would expect a child-centred approach to decision making to ensure pupils are not, if at all possible, disadvantaged. Schools should implement as much social distancing as is possible for these year groups.
• Schools should avoid prolonged interactions between classes or different year groups (for example in canteens or assembly halls). Schools must also ensure that pupils do not congregate in areas such as toilets, common rooms or study rooms for long periods. Face coverings must be worn in post-primary settings for use in corridors and confined communal areas (including toilets) where physical distancing is particularly difficult to maintain.

• The use of consistent groups or bubbles is not an “all-or-nothing” approach and will bring public health benefits even if logistics mean that that this measure can be implemented only partially (for example, with groups maintained for the majority of the day but some limited mixing into wider groups permitted for practical subjects, Area Learning Communities or transport).

• Schools should continue to contingency plan for the delivery of remote learning in the event of local or wider school closures, or that a class or group of pupils need to self-isolate. Schools should be mindful of the impacts on teacher workloads, and take into account the guidance on teacher time budgets in TNC 2020/01.

• Where a child is medically advised not to attend school from the commencement of the 2020/21 term, parents should consult with their school Principal and present a valid, up to date school absence letter from the child’s consultant and, as required, contact the Education Authority regarding education provision for these pupils.

New StopCovid NI Proximity App

18. The StopCOVID NI Proximity App was released in July 2020 to assist in stopping the spread of COVID-19 in Northern Ireland, by anonymously contacting people who have been in close contact with someone who has tested positive for COVID-19. All staff are strongly encouraged to download this free application to help reduce the spread of COVID-19 and should comply with any notifications to self isolate delivered via the App. A version of the app is also available for anyone aged 11 years and older, who are residents of Northern Ireland, and use of this for appropriate age groups should be encouraged. The App can be downloaded here which also contains further information.

19. Staff and pupils should be mindful that the app uses the location of each phone to identify contacts. This means that phones stored on handbags, lockers and school bags may inadvertently identify the user as a close contact. Phones should therefore be carried at all times and not left in lockers or bags stored away from the person. Staff and pupils should be encouraged to ‘pause’ the app when they are not carrying their phone with them to limit such unintended notifications.
Test, Trace and Protect

20. Accurate recording of attendance using SIMS and records of group movements in classes and lunch groups may prove helpful to schools to manage staffing concerns in circumstances where a member of staff or a child should develop symptoms of the virus while in the school setting. It is important this record includes all those attending schools which may include HSC staff who may be supporting children within the school environment. The protective bubble strategy aids this. The Department of Health’s Test, Trace and Protect strategy requires early identification and isolation of such cases, rapid testing, tracing of close contacts and early, effective and supported isolation to break transmission chains.

Pupil Behaviour

21. Schools should consider reviewing their pupil behaviour policy, in consultation with staff, pupils and their parents/carers, for the safety of all students and staff. For example, schools may wish to set out in detail their expectations on pupils in relation to hand-washing, hygiene, social distancing, bubbles, arrival, departure and moving around the school.

22. The policy should make provisions for the sanctions that will be applied including suspension and expulsion, if a pupil refuses to adhere to the school’s safety measures or behaves in a way that puts themselves or others at risk, such as spitting or deliberately coughing at pupils or staff.

Parental Support

23. Parents have a key role in making schools safe and should:

- Promote compliance with school guidance / guidance /rules including on both public transport and dedicated school transport.
- Ensure compliance with PHA guidance of child isolating due to:
  - The child having COVID-19 symptoms, in which case parents should book a test and support the child to isolate along with all of their household while awaiting test results
  - The child being identified as a close contact, either as a household member of a symptomatic or confirmed case, or as a close contact of a case not in their household
  - The child having returned to Northern Ireland from another country and isolating in line with NI Direct Travel advice and regulations
- Inform their child why they should comply with guidance.
How to Use this Guidance

This guidance provides an overarching framework for schools and education settings in Northern Ireland, with the aim of ensuring broad consistency and equity across local areas. It should be read in conjunction with the Department’s Guidance to Support Safe Working in Educational Settings published on 23 June 2020 and wider COVID-19 related guidance issued by the Public Health Agency.

1. There should be close engagement and partnership working wherever appropriate between:
   - Managing Authorities, Boards of Governors (BoGs) (including in their role as an employer);
   - school leadership teams, teaching and non-teaching staff, support staff and trades unions;
   - parents and carers; and
   - children and young people.

2. In accordance with relevant legislation and guidance, trades unions have been consulted on and involved in the development of risk assessment templates for use across schools. These have been provided by Education Authority (EA) and are available here.

3. This guidance will be kept under review to keep abreast of updates from advice provided by the Public Health Agency and NI Executive restrictions and regulations.

4. For further advice and support on any aspect of this guidance principals should contact their C-19 Link Officer, the EA dedicated COVID-19 helpline, or the FAQ section of the EA website. The C-19 Link Officer will act as the lead contact to ensure that queries are dealt with efficiently.

5. The EA’s Youth Restart Page - Youth Online contains further guidance relevant to Youth Services.

Key Principles

6. The following key principles and requirements are generally relevant to the practical implementation issues covered by this supporting guidance and should be considered by Managing Authorities and schools.

Scientific and Medical Advice

7. Opening of educational settings during the pandemic should take full account of scientific and medical advice as provided by the Scientific Advisory Group for
Emergencies (SAGE) in the UK, from other jurisdictions where available and directly from our Chief Medical Officer and Chief Scientific Advisor that it is safe to proceed.

Public Health Measures

WHEN SCHOOLS FOLLOW THE GUIDANCE SET OUT HERE THEY WILL EFFECTIVELY REDUCE RISKS IN THEIR SCHOOL AND CREATE AN INHERENTLY SAFER ENVIRONMENT.

8. There should be comprehensive implementation of complementary public health measures whilst, wherever possible, ensuring educational continuity. These include:

- social distancing, where measures fall into two broad categories:-
  - increasing separation; and
  - decreasing interaction;

9. Other mitigating action which should be employed include:

- Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school. In this situation, the whole household must self-isolate and a test arranged for symptomatic individuals via here. Self-isolation should continue for the whole household until the result is known, and continued for the period recommended if the result is positive.
- Where recommended, use of face coverings in schools.
- Clean hands thoroughly more often than usual.
- Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.
  - Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- Minimise contact between individuals and maintain social distancing wherever possible.
- Where necessary, wear appropriate personal protective equipment (PPE).
- Engage with the PHA Test and Trace process and follow recommendations of StopCOVID NI Proximity App.
- Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- Contain any outbreak by following local health protection team advice.

Risk Assessments

10. Risk assessments of individual settings should be undertaken to ensure that health and safety legislation and guidance is fully adhered to. These should be kept
simple and accessible. It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn’t one, a representative chosen by staff. As an employer, you cannot decide who the representative will be. To support this, the Education Authority have developed good practice risk assessments which have been shared across education settings via existing communication channels.

11. Risk Assessments must be reviewed regularly and updated every time there is a change in circumstance. E.g. moving from remote learning to phased reopening. Risk Assessments for schools can be found [Qualitative Risk Assessments](#) and [Quantitative Risk Assessments](#).

**Remote Learning**

12. There may still be a need for schools to provide remote learning for some particularly clinically vulnerable children or whilst a class or large group of pupils are required to self-isolate.

13. Further guidance on supporting remote learning has been provided by the Department [here](#).

**Home Tuition**

14. On 22 September, further restrictions were placed on households in Northern Ireland. Educational services to children at home such as the services of a home tutor are permitted under the exemption “…the services of any trade or profession at the private dwelling”. Further guidance is available [here](#).

**Clear Communication**

15. Ongoing communication and dialogue with all trades unions, staff, Boards of Governors (BoGs), parents/carers and pupils should be carefully considered when implementing this guidance, to ensure confidence in the revised arrangements across all school users. The channels of communication (existing or otherwise) through which trades unions, staff, BoGs, pupils and parents/carers can raise concerns about the implementation of safety measures in individual settings should be made clear.

16. It will be vital to have clear public health messaging and to specifically highlight safety and hygiene requirements to parents and pupils returning to school. This is to ensure that the virus is kept out of schools and the risk of transmission minimised.
### Section 1 - Social Distancing

<table>
<thead>
<tr>
<th>Social Distancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social distancing requirements between pupils were relaxed by the Stormont Executive in Northern Ireland from 2 metres to 1 metre with restrictions from 29 June 2020. The Stormont Executive agreed that people should keep 2 metres distance where possible, but from 29 June 2020 can come within no less than 1 metre where appropriate mitigations can be made but will remain in place between adults (at 2m) and, as far as is practicable between adults and pupils.</td>
</tr>
</tbody>
</table>

| Decreased Interaction – where social distancing cannot be applied, children should be kept in a small group (‘Protective Bubble’) to decrease interaction up to and including Year 10. |
| For pupils in Years 11-14 social distancing should be adhered to as far as is possible whilst maintaining effective curriculum delivery. There should be limited interactions between different year groups. For younger pupils, whilst not a requirement, social distancing should be encouraged and facilitated where practicable as part of other mitigating measures. |

| Schools must not bring classes together for whole school or year group assemblies. |
| While travel in corridors is viewed as low risk, schools should encourage a ‘one way’ system to maintain distancing. |

| In post-primary settings, face coverings must be worn in corridors, classrooms and confined communal areas (including toilets). |
| Parents and carers should be discouraged from congregating at school gates, perhaps with staggered start and end times. |

| Parents/guardians should maintain a safe social distance of 2m from others not in their household when dropping off or collecting children at school gates. |
### Social Distancing

When providing one-to-one care for SEN or vulnerable pupils, adult to adult social distancing should be maintained at all times. It is important in cases where staff are working closely with children e.g. in carrying out Aerosol Generating Procedures that the necessary PPE is used in line with guidance.

One-to-one care or support between staff and pupils e.g. teaching assistants – where social distancing measures can’t be maintained, then face covering +/- PPE e.g. FRSM and visor should be used as determined by a risk assessment.

However, where staff consistently remain with a pupil or a class they should likewise be viewed as part of the protective bubble and social distancing between those adults and children can be relaxed.

As part of the child’s care there may be HSC staff visiting schools, these staff will have been offered vaccination. Whilst they continue to wear PPE in line with HSC Trust policy they will also work within the schools COVID-19 management arrangements.

- tele-conference or video-conference must be used for all parent-teacher meetings
- School open days / evenings are not permitted
- All in school meetings with more than six adults must be held by tele-conference or video-conference.
- Face to face meeting must not exceed 6 adults and must comply fully with current health advice on social distancing.
- Physical attendance by staff at external training events should be strongly discouraged. However, attendance at statutory training sessions which have been thoroughly risk assessed and cannot be facilitated online remains appropriate

Spectators (i.e. Parents, siblings and carers) should be advised they must not attend school sporting or cultural events

### Methods of Social Distancing

1. Social distancing measures fall into two broad categories:-
   - increasing separation; and
bullet decreasing interaction.

2. Social distancing applies to staff, older pupils, parents (and any others who may attend the school) and any external contractors or delivery people. It is essential that all these groups are taken into consideration. Special considerations apply to those who are clinically vulnerable.

3. Social distancing should be considered in all relevant areas of schools, including classrooms, indoor and outdoor spaces and those not used for learning and teaching, e.g. pupils’ cloakrooms, entrance halls, staff rooms, resource areas, kitchens and caretaker areas. It is essential that social distancing is appropriately adhered to in areas where staff may congregate such as staff rooms, kitchens and bathrooms/toilets. Face coverings must be worn in post primary settings for use in corridors and confined communal areas (including toilets) where physical distancing is particularly difficult to maintain.

4. The implementation of social distancing will look different across the various ages and stages of learning. For instance, how social distancing is implemented for very young children, for children with complex needs or disabilities and for pupils in different Key Stages may vary.

5. For children and young people in Special Schools with the most complex additional support needs, schools should involve lead professionals and parents to decide how best to continue supporting them.

**Increasing Separation**

6. The default position for schools is that adults should be supported to stay 2m apart. For children and young people the requirements for social distancing can be relaxed but a protective bubble strategy should be applied for Years 1-10. Nevertheless, as far as is practicable social distancing should be maintained between adults and children. For pupils in Years 11-14 social distancing arrangements between pupils should be adhered to as far as is possible and as permitted by delivery of the curriculum with limited interactions between different year groups. For younger pupils, whilst not a requirement, social distancing should be encouraged and facilitated where practicable as part of other mitigating measures (see Section 5 on Curriculum Delivery).

7. The requirement for social distancing reflects precautionary judgements based on public health advice at the time of writing. As the situation evolves, such requirements may be further amended. Education settings should implement measures with a view to being able to ease them as soon as it is safe to do so, to ensure the maximum benefit from in-setting learning is gained as early as possible.
8. While they should be avoided wherever possible, brief interactions within social distancing guidance, such as limited numbers of people passing each other in corridors where one way systems are not possible or, walking through learning spaces to go to the toilet (for example), are considered low risk and are permissible though wearing a mask in post-primary settings is strongly recommended. Use of floor markings in relevant spaces may help minimise the extent of such encroachments.

9. In light of the recent changes to Public Health guidance tightening controls on social interaction, tele-conference or video-conference must be used for parent-teacher meetings, school training events and all in school meetings. Face to face meetings must not exceed six adults and must comply fully with current public health advice on social distancing. Likewise, to ensure robust compliance with social distancing guidance, settings should prohibit spectators (i.e. Parents, siblings and carers) from attending schools sports events and cultural events.

10. Domestic (UK) overnight and overseas educational visits have been paused and should not be arranged. This advice remains under review. Schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEN connected with their preparation for adulthood (for example, workplace visits or travel training). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-19 secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult existing health and safety guidance on educational visits when considering visits.

**Self-Contained Cohorts (Protective Bubbles)**

11. In circumstances in which the guidance on social distancing cannot reasonably be applied, an additional risk mitigation approach should be adopted. This involves organising children and young people into groups (‘protective bubbles’) with consistent membership, which are appropriate to the size of the setting. With the changing public health position this can be extended to treating a full class as a ‘bubble’. We expect that this approach may be useful in all year groups up to and including Year 10.

12. When adopting this approach, every effort should be made to decrease interactions between groups and, if workable, ensure social distancing is considered within such groups and adhered to between such groups at all times.
Once put in place, membership of groups should not change (until further easing of measures is possible based upon the public health situation). The cleaning, hygiene and health and safety measures set out in Section 2 of this guidance should, as in all cases, be followed carefully. Social distancing of 2m between the adult staff working with such groups and between staff and children should be maintained as much as possible.

13. Every effort should be made to support young people to continue to observe social distancing. Older children should be organised into small, consistent groups and assigned clearly defined zones or spaces within which they should endeavour to observe social distancing as far as practicable (e.g. a marked-off area of an outdoor space). This approach has the benefit of ensuring that social distancing continues to be followed by older pupils whenever practicable, but that when circumstances are such that accidental encroachments are likely to take place, such interactions are limited to a small number of consistent individuals.

Social Distancing When Delivering 1:1 Care

14. Provision of one to one care and support is integral to the delivery of quality education and support to some of our most vulnerable pupils. Whilst adult to adult social distancing should be maintained at all times, where staff consistently remain with a pupil or a class they should likewise be viewed as part of the protective bubble and social distancing between those adults and children may be relaxed. In such cases adults may not be used to provide cover in another bubble, unless an appropriate isolation period has taken place. Any such staff who wish to avail of face coverings while they carry out this role are free to do so and for any contact that has been risk assessed as requiring PPE, this will be provided. Supplementary guidance for Special Schools is available here.

Social Distancing in Boarding Schools

15. Boarding schools and residential facilities will have their own particular challenges. Supplementary guidance for Boarding Schools is available here.

Social Distancing For Wraparound Care and Extended Schools

16. The “journey back to normality” for schools does not mean that they operate on a business as usual basis from day one; however, wraparound support such as school breakfast clubs and after school child care arrangements should be paused until after 12 April 2021, other forms of pastoral care can be delivered and have the potential to greatly assist children and young people (particularly those from disadvantaged backgrounds) with their return to school.
17. Wraparound support and Extended Schools provision should operate using social distancing guidance as far as is possible and comply with any additional guidance provided by the Department of Health.

18. Extended Schools (ES) should consider how such supported provision might be designed or adapted to target those children and young people most in need or at risk of underachievement, including how best to address any direct impacts arising from COVID-19. In preparing ES Action Plans for the year ahead, schools should adopt a flexible approach as far as possible while ensuring they are adhering to the guidance. The EA will provide updates on the Extended Schools website.

Social Distancing for Contractors\(^2\) and Deliveries

19. Where any work is being carried out within the school setting, contractors should adhere to the principles of social distancing. If this is not possible, then consideration should be given to possible mitigation measures to minimise the closeness and duration of time that is spent within 2m. A risk assessment should be undertaken.

20. Where contractors are required to undertake facilities management/repair tasks in an establishment, they must undertake these works in accordance with the latest regulations. If spaces are to be used in different ways from those originally designed/intended and with less/more overall footfall, consideration should be given to the ongoing management of these spaces.

21. Procedures should be put in place for deliveries to minimise person-to-person contact. Deliveries should be timed to avoid drop off/pick up times, with methods devised to reduce the frequency of deliveries, e.g. ordering larger quantities less often. Settings should consider providing appropriate hand hygiene facilities at drop off points, with clear signage on access rules. Given that these will involve face-to-face conversation, face coverings should be worn regardless of duration and ensure adequate social distance is maintained. If a visitor (e.g. equipment rep) is required to come into the school, in the best interests of the child, then this is appropriate and should be supported. It is however important that they adhere to public health guidance, work within the measures put in place by the school to manage the spread of COVID and where necessary use the relevant level of PPE.

---

\(^2\) Including but not exclusive to works contractors, school invigilators, access arrangements providers, visiting examiners / moderators.
Practical Approaches to Social Distancing – Use of Indoor Spaces

22. Education settings should consider the following practical approaches to ensuring the effective implementation of social distancing strategies.

23. It is important to note that these are intended as high-level descriptions of potential practical approaches. They are not intended as a checklist of approaches and should not be treated as such. The complexities of implementing these approaches in different schools and localities is not underestimated. The impacts of different approaches on staffing requirements, the challenges inherent in reducing interactions for certain age groups (e.g. very young children) and other key issues all require careful consideration to ensure successful implementation.

- The Executive has agreed that strict social distancing requirements between all pupils will be relaxed but 2m should remain in place between adults and, as far as is practicable, between adults and pupils.

- For younger children, consideration may be given to how to create zones within facilities to maintain small groups of pupils and reduce interactions between them. In these circumstances, consideration should be given to the allocation of resources to the same group or class, rather than sharing across groups or classes.

- Careful consideration should be given to the removal of unnecessary items in the classroom to maximise capacity and decrease the number of items requiring cleaning as well as supporting social distancing. Utilisation of existing waste management arrangements should be considered to dispose of any surplus items, unwanted material or defunct equipment to promote space availability and hygiene. The storage of these items should be considered at a local/individual setting level, with support from Managing Authorities where necessary. Schools will need to be pragmatic around any equipment or material needing removed. In what is hoped to be a limited requirement, any material or equipment removed, existing storage spaces must be used and should NOT be put in areas containing electrical equipment, combustible materials, or impair any corridors, exits doors or fire escape routes. It is unlikely that any ‘new’ storage facilities will be made available due to lead-in time, physical space restrictions and statutory approvals required.

- To provide capacity to accommodate social distancing approaches for adults and older pupils, a flexible approach to the use of all existing spaces within the usual setting may be taken. Appropriate consideration should be given to staffing and supervision if this approach is adopted. For example, breakout space, dining space, libraries and indoor sports spaces may be utilised as learning and teaching areas to either accommodate part classes working remotely from teachers or to relocate whole class groups to larger spaces.
• Very large spaces may be repurposed to accommodate multiple groups, for example, by repurposing a dining hall or assembly hall to provide general classroom accommodation. Where this is absolutely necessary, schools should consult with school caterers to ensure the safe provision of school meals in these circumstances. Temporary screens may be used to divide the space to provide appropriate separation between groups. If this approach is adopted, thought should be given to alternative approaches to the safe provision of lunches, physical education (PE) or other activities usually undertaken in such spaces. This may, for example, require increased use of outdoor amenities.

• The health and well-being of pupils and staff, and the provision of positive learning and teaching environments, is paramount when repurposing any space to provide additional capacity.

• Appropriate³ floor markers should be considered to ensure pupils queue apart from each other. Staggered lunch breaks should also be considered.

• All staff rooms, bases and offices should be reconfigured to ensure the social distancing rule of 2m, or whatever government guidance prevails around social distancing, is maintained.

• Ensure that any social distancing measures still allow for hygiene measures to be implemented.

24. Indicative examples of re-configured classrooms and internal school areas are provided as illustrative documents⁴. These are for demonstration purposes only. School design is not the same across all school stock, with some schools having more individual classrooms and others more breakout/social space.

**Ventilation**

25. Emerging evidence points to the importance of good ventilation in reducing transmission through aerosols and airborne particles. The use of ventilation, whether natural or by mechanical means, should therefore be maximised as far as practicable.

26. Where applicable, ventilation systems should be checked or adjusted to ensure they do not automatically reduce/increase ventilation levels due to differing occupancy levels. Recirculation of air between spaces, rooms or zones occupied by different people should be avoided. It is important that where users can

---

³ Including for visually impaired
⁴ Indicative examples of re-configured classrooms and internal school areas (1) Indicative examples of re-configured classrooms and internal school areas (2)
intervene in the control of mechanical ventilation systems they are made aware of the benefit of these for reducing the circulation of infectious material.

27. The opening of doors and windows should be encouraged to increase natural ventilation and also to reduce contact with door handles. However, propping open of doors into corridors, external doors, security access systems and any other fire safety doors is prohibited. It should be sufficient for windows to be open dependent on climates and for existing mechanical ventilation where desired to achieve thermal comfort, but users will need to achieve a balance between maximising ventilation and achieving a tolerable working temperature.

28. To ensure the health, safety and welfare of staff and pupils the ambient temperature in a workplace should not be below 16°C. In cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space.

29. To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be considered where appropriate:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)
- providing flexibility to allow wearing additional, suitable indoor clothing
- rearranging furniture where possible to avoid direct drafts

Heating should be used as necessary to ensure comfort levels are maintained, particularly in occupied spaces.

30. A ventilated space should be available for pupils (with appropriate supervision) / staff who become symptomatic to wait in until they can be collected or safely get home.

31. Education settings may wish to draw on the broad principles illustrated in these examples to help inform bespoke local solutions. There should be no restriction on how spaces are configured to best support the educational needs of learners whilst adhering to social distancing and health and safety requirements. Education settings will be best placed to consider the right approach for their own individual circumstances. Guidance and discussion on good ventilation produced by SAGE and CIBSE is available here:

- SAGE guidance on ventilation
- CIBSE ventilation guidance
Decreasing Physical Interaction

32. In addition to spatial solutions to maintain social distancing between individuals and/or small groups, the spread of the virus can be minimised through reducing the number and frequency of physical interactions between individuals (staff and pupils). This is particularly relevant in Post-Primary schools, as Primary pupils will tend to spend most of their time with one group of peers and one/two adults. Face coverings must be worn in post-primary settings when moving in corridors or confined communal areas where physical distancing is difficult to maintain.

33. All education settings should consider appropriate approaches to minimising physical interactions between individuals/small groups in schools, including at social and dining times. Pupils should be encouraged to remain onsite for lunch wherever possible, to minimise unnecessary interactions with others off the school premises.

Circulation / Transitions

34. Some approaches to timetabling, circulation of school populations and transitions between different parts of the school day that Managing Authorities and schools can consider include:

- **Limiting Teacher and Pupil Movement** – To minimise the need for large numbers of pupil transits, it may be beneficial to keep groups of pupils as much as possible in one location and have teachers move to them (it is recognised pupils will need access to specialist equipment for the effective delivery of practical subjects). This would require careful consideration, particularly with classes in the senior school, to align with subject choices and the stage of development for each individual. Reducing the amount of pupil circulation minimises contact with frequently touched surfaces such as door handles, which can help reduce virus spread. Consideration may need to be given to supervision arrangements as teachers move between classes. If teacher movements are not considered feasible, particularly with senior classes, careful consideration should be given to timetable arrangements (see below) to reduce the number of movements by pupils in a day.

- **One-way Systems** – Many schools currently manage their pupil circulation by adopting one-way systems in corridors and on stairs. This may help avoid bottlenecks and ease travel around the school.

- **External Circulation** – As part of an amended circulation strategy, it may be beneficial to encourage the use of external areas to move between parts of the building. This would reduce the density of use of the internal areas and also provide some movement and fresh air. Appropriate solutions would be specific
to each location. Increasing the use of outdoor spaces as learning environments could link with this strategy and the addition of sheltered areas could serve as expanded social zones during breaks. Safety in all weathers and security issues would require consideration in each location.

- **Soft Changeovers** – Regardless of the number of transitions in a school day, the density of use of circulation space may be reduced by having soft changeovers. Consideration may be given to a “no bell” strategy, which allows a degree of flexibility on class start/finish times and avoids the intensity of flow which many schools experience. It also provides a calm and managed experience which better prepares staff and pupils for the next session.

- **Signage/Communication** – Appropriate signage or verbal communication about the system adopted may need to be implemented if it differs from previous arrangements at the setting. Where available a public address system may support this.

- **Timetabling** – Creative timetabling has the potential to reduce physical contact and thereby the transmission of infection. Some approaches that education settings may consider include the following:
  
  o Prior to the COVID-19 outbreak, some post-primary schools were adopting a “big block” timetable to reduce the number of transitions in the school day. This minimises disruption and also reduces the amount of set up/clean up time in practical subjects.  
  
  o Time-tabling may also be considered at a more holistic level to take account of time spent using indoor, outdoor and within digital environments. For example, each pupil could have allocated time learning in each of these environments, reducing the capacity requirements placed on indoor facilities. This would be particularly helpful in primary schools.

- **Drop Off/Pick Up** – The arrangements for parents to drop off and collect children/young people require careful consideration, to ensure that large gatherings of people can be avoided and social distancing maintained. Parents should not enter school buildings unless required. Some approaches that Managing Authorities and schools may consider include the following:
  
  o Staggered drop off/pick up times or longer drop off windows, so that not all children arrive onsite at one time.  
  
  o If the school has additional access points, consideration may be given to whether it would be beneficial to open these to reduce congestion.
o Consideration may be given to where children go as they arrive at the setting. This could include going straight to their small groups’ designated learning space/classroom, which could be indoors or outdoors.

o If parents or carers are dropping off younger children, they should be discouraged from gathering outside the school and should maintain distancing of 2m, as far as practicable, when dropping off their children. Appropriate markings may be introduced at the school gates/in car parks.

o For those arriving by car, parents may be encouraged to park further away from the school and then walk with their children (‘park and stride’) to avoid congestion or alternatively use active travel routes where feasible. Car sharing with children of other households should be avoided.

o Where learning spaces can be accessed directly from outside, this should be encouraged to decrease interactions between individuals in circulation spaces.

o Particular consideration should be given to the arrangements for parents of children with complex needs or disabilities, who may normally drop their children off within the school building.

• **Evacuation Procedures** – If the layout of the setting is changed, and/or circulation routes or entry/exit points are altered, consideration should be given to evacuation procedures (e.g. in the event of a fire or other incident). Evacuation points should also be considered to ensure appropriate social distancing arrangements are maintained between individuals/groups as far as practically possible. This should be included as part of the risk assessment for the setting. Evacuation arrangements for children with complex needs or disabilities should be reviewed in light of any changes.

• **Induction/Orientation** – Managing Authorities and schools should consider how they will support staff and children to orientate themselves to the revised layouts and circulation patterns described above. They may wish to consider the following approaches:

  o A map could be displayed in the educational setting detailing entry/exit points and new circulation patterns, for use by pupils, staff and parents, drawing on learning from the retail sector. Clear signage and colour coding on walls and floors could be implemented to help with way finding, along with taping off of specific areas.

  o Appropriate visuals will be particularly important for younger children and for some children with additional support needs. These will need to be clear and child friendly to enable them to be understood by as many children as
possible. These could include signs in braille (with appropriate arrangements made for hygiene) or signs that display meaningful symbols. Any signage that involves direct interaction from pupils will need to be cleaned regularly and further methods of communication should also be considered.

- Some new schools utilise 3D digital models or 360 photography/videos to allow remote familiarisation prior to occupation. This approach may be considered for pupils to help them orientate new layouts. This would also be useful for those in transition, e.g. P7 to Year 8 in the event they have missed the opportunity for transition visits prior to schools closing.

- For children with SEN, schools should work in partnership with parents, lead professionals, children and young people to establish what support and plans need to be put in place to meet their needs for both learning at school and at home. Enhanced transitions may be considered for children such as through visual representations and plans of social distancing in their schools.

Social Time and Dining

35. Education settings may wish to consider the following potential approaches to minimising interaction at social and dining times and dealing with associated logistical issues. Arrangements in each setting may depend on whether the dining hall is used as an additional learning space and/or whether food is being prepared on the premises. Further information is available in the School Meals Catering Services at Section 4.

- Limiting the number of staff using staffrooms and bases at any one time. Numbers will naturally be less than usual if staggered lunch/break times are implemented; and
- Discouraging sharing of cutlery/crockery.

Space Utilisation

36. Education settings should seek to maximise the ability of their existing space to accommodate pupils by:

- Rearranging teaching spaces to minimise the risk of transmission and infection by:
  - Spacing seating as widely as possible within a teaching space;
  - Facing children to the front of the classroom as much as possible;
  - Assigning pupils to particular desks; and
- Giving consideration to maximising space for individual pupils by removing non-essential furniture from teaching spaces.

- Considering flexible use of existing non-teaching space (where it is appropriate to do so). Examples may be repurposing resource areas, halls or sports halls.

37. Where schools wish to maximise the use of existing space or reduce the number of surfaces to be cleaned within the classroom, consideration may be given to removing surplus free-standing furniture. If there is not considered to be sufficient suitable storage space within the premises, consideration may also be given to gaining access to additional spaces on a short term basis. This could include use of conveniently located public, private or third sector estate. If additional facilities are required by schools for the conduct of examinations, these need to be approved by the Joint Council for Qualifications (JCQ) Centre Inspection Service. Consideration of the use of outdoor spaces may also be appropriate at certain times in the school year where weather permits. Schools should contact their managing authority for advice and guidance before entering into any such arrangements.

38. It is acknowledged that in many settings it will not be possible to fully implement the social distancing protocols in place at a given time, however, schools should work to rearrange, repurpose or expand their existing space as best possible in order to accommodate pupils in as safe a manner as possible within the constraints of their buildings.

39. Use of any additional spaces should not be detrimental to the ability to clean or provide social distancing and should have adequate toilet facilities and handwashing/hygiene provision.

**Use of Outdoor Spaces**

40. In parallel with the indoor environment, education settings should consider appropriate use of the outdoor environment to enrich the learning experiences of children. Evidence suggests that outdoor environments can limit transmission, as well as more easily allowing for appropriate social distancing between children and staff.

41. However, where some level of shelter is required the periodic use of the school building should be considered. With any repurposing of space, particularly in respect of any greater use of outdoor spaces for learning, schools must ensure that pupils with complex needs or disabilities are not disadvantaged.

42. Use of outdoor equipment with multiple touch points should be discouraged, and if outdoor equipment is being used, schools should follow hand hygiene guidance.
and ensure that multiple groups do not use it simultaneously, as well as considering appropriate cleaning by staff using it through disinfectant spray and paper towels, between groups of children using it. Advice on the managing playgrounds and outdoor gyms is available at here.

**Childcare provision**

43. All registered childcare providers have been provided with detailed guidance on the provision of safe childcare, which is available to read here. Many parents rely on childcare provision, whether on school premises or elsewhere, to provide wrap-around care for their children while they are at work. Schools can play an important role in supporting pupils and parents by engaging positively and collaborating with local childcare providers to ensure that children can be dropped off and picked up in a safe and organised manner.

44. As with schools, childcare providers will be operating protective bubbles as a key mitigating action where possible, alongside other measures such as enhanced hand hygiene and cleaning practices and active engagement with Testing and Tracing.

45. The purpose of ‘protective bubbles’ is to limit the number of different interactions in any single day. This will reduce the risk of transmission and improve the ability to focus the tracking and tracing of the virus in circumstances where there is a positive test. In most cases, it is recognised that children attending childcare providers will be placed in a different (but consistent) bubble from the bubble established by their school. Registered childcare providers will keep their own records for track and trace purposes, and it will be important that in the event of a pupil being exposed to, or testing positive for the virus, that parents are advised to alert their childcare provider.

46. Some childcare providers operate from school premises. Where a school or pre-school setting shares facilities such as their entrance, exit or general facilities including toilets and kitchen facilities with a childcare provider, they should consider the following:

- early discussion with the leader or manager to agree use of the premises;
- consider potential implications of other services’ operating model;
- maintaining physical distance with other users; and,
- arrangements for use of outdoor spaces.
## Section 2 - Hygiene and Physical Protection

<table>
<thead>
<tr>
<th>Hygiene and Physical Protection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children must wash hands as soon as they arrive at school and regularly through the school day. Use of hand sanitiser alone as children enter school is not recommended.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Protective Equipment (PPE) will only be required in a very small number of cases e.g. dealing with intimate needs/ giving medication. HSC staff supporting children in the educational setting may be wearing PPE in line with HSC Trust guidance.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Face coverings must be worn by adults and are compulsory for pupils/young people in post-primary schools (including independent and grant aided schools) in classrooms and when moving about the school in corridors and confined communal areas (including toilets) where physical distancing is particularly difficult to maintain. PPE should not be worn by children.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All cleaning will be carried out in accordance with PHA Guidance. Routine general cleaning should take place at least daily.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular cleaning of door handles, desk tops etc. will take place throughout the day.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools should remove unnecessary items from classroom e.g. soft toys, and other learning materials that are hard to clean.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced cleaning must be carried out following an outbreak of COVID-19.</td>
<td></td>
</tr>
</tbody>
</table>
Personal Hygiene

1. Regular and thorough attention to hygiene is essential to deter the spread of the virus. Schools should encourage all staff, pupils, volunteers, contractors, service users and visitors to maintain personal hygiene throughout the day and that there are adequate handwashing facilities accessible to all children. The safe and practical use of toilets and hand-wash facilities should be considered by each school.

- Children must wash their hands thoroughly on arrival at the education setting and this must be a repeatable discipline throughout the day;
- frequent washing (in tepid/lukewarm water) for 20 seconds and drying thoroughly (preferably with a disposable paper towel / not shared towel), particularly when entering/leaving the building and always before/after eating as set out by PHA; note that sanitiser is not a substitution for hand washing and young pupils will require supervising / assistance with hand washing;
- encouraging pupils/staff to avoid touching their faces including mouth, eyes and nose; and
- using a tissue or elbow to cough or sneeze and use bins that are emptied regularly for tissue waste.

2. Regular reminders and signage should be applied to build awareness and maintain personal hygiene standards throughout the day.

3. Adequate facilities should be available for hand hygiene, including handwashing facilities that are adequately stocked and alcohol based hand rub at key areas (e.g. entry and exit points).

4. Where existing facilities do not have hand basins at entry/exit points, settings should provide hand sanitisers to facilitate initial entry to the building and then immediately direct users to the nearest hand basin facilities to enable washing of hands. Help should be given to those pupils who struggle to wash their hands independently.

5. Bins with bags should be provided in classrooms and in other key locations around the site for the disposal of tissues and any other waste. Consideration should be given to their disposal including double bagging and emptying.

6. A good supply of disposable tissues should be available to implement the ‘catch it, bin it, kill it’ approach in each classroom.
School Uniforms

7. While Coronavirus can land on fabrics and remain for some time, schools are not a high risk environment and while all children and where possible young people should be encouraged to wear clean uniform or fresh clothes each day, this is not essential and schools should be mindful of their school community and avoid creating additional pressure/expense on parents.

Cleaning

8. Schools continue to be safe places of work and study. Measures are in place throughout the year to ensure statutory and technical compliance across all schools in line with statutory requirements and health and safety guidance. Schools will generally have systems in place to ensure the safe operation of schools and building supervisors are familiar with the processes every year in re-opening for the new terms.

9. Consideration should be given to the cleaning strategy to be adopted in the school. This may be an extension of the cleaning regime, with desk surfaces, chairs, doors, light switches, banisters, sinks and toilets being cleaned more regularly. There should be routine cleaning and disinfection of frequently touched objects and surfaces (e.g. telephones, keyboards, door handles, desks and tables). It should be noted that normal cleaning activity should be sufficient and that hand hygiene is the most effective method of combating the spread of the virus.

10. Any cleaning measures will only support reducing the risk of transmission where hand hygiene and hand washing are adhered to. Materials such as disinfecting spray and paper towels are readily available and if so desired by those using equipment, these can be used to easily spray and wipe surfaces.

11. Normal cleaning products used throughout the year are sufficient in supporting hand hygiene and the ‘catch it, bin it, kill it’ measures. Whilst there are no cleaning products available that have been tested and proved to definitively eradicate COVID-19 viral strains, the standard range of cleaning materials used in schools such as ‘Shield’, ‘Protect’, ‘Milton’ and on occasion ‘chlorine solution tablets’ are readily available and support hygiene measures. Bleaching agents (such as sodium hypochlorite or a chlorine dioxide solution) are not recommended in the school setting, however, on occasions these can be deployed to address more specific cleaning requirements such as where bodily fluids on surfaces are present. All cleaning products must be stored and used in relation to the Material Safety Data Sheet in accordance with Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003.

13. Where possible, work-stations should be allocated consistently to the same staff and children rather than having spaces that are shared. Make sure that each workstation is wiped down and disinfected before the next person uses it.

14. Resources which are not easily washable or wipe-able should not be shared between classes or bubbles and if necessary removed from classrooms. When operating in consistent class bubbles, such as primary school foundation stages, such materials can be used when they are only used within an individual bubbles and are not shared in any way between bubbles. In settings with a morning and afternoon session resources will need to be cleaned between sessions.

15. All settings should be aware that where a confirmed COVID-19 case is identified within a bubble, any material that cannot be effectively cleaned will need to be quarantined for 72 hours or disposed of.

16. Surfaces in dining halls should be wiped down and disinfected in between each sitting. Cleaning of the staff areas should be considered as part of the overall cleaning strategy. Staff should use their own cup/cutlery and ensure these are cleaned straight after use. Any crockery and cutlery in shared staff kitchen areas should be cleaned with warm general purpose detergent and dried thoroughly before being stored for re-use.

17. Building Supervisors may wish to consider continuous cleaning of toilets and wash facilities. Clear signage regarding the washing of hands after using the toilet should be displayed and appropriate hand drying equipment (hand dryer/paper towels) should be provided.

18. Clean work vehicles (such as mini-buses, etc.), between different passengers or shifts, as appropriate.


20. Should a COVID-19 confirmed case occur, the EA cleaning service should be notified. Following notification the normal process is undertaken of identifying the relevant location/s within the school where any incidence of COVID-19 is likely to have happened. An enhanced clean of the location will be conducted with staff

---

5 Please note that this applies to all schools including GMI and VGS
using appropriate PPE and the location can then be used again safely. A normal cleaning regime then resumes thereafter.

21. As well as adapting the physical space and decreasing interactions in the education setting, Managing Authorities and schools should consider key practices in respect of hygiene and facilities management. All cleaning must be carried out in accordance with the PHA guidance to support safe working in educational settings in Northern Ireland. It is essential that a system to confirm regular cleaning (frequency and standard) should be implemented.

Use of Personal Protective Equipment (PPE) / Face Coverings

Use of Personal Protective Equipment (PPE)

22. The PHA has published guidance to support safe working in educational settings in Northern Ireland. This advises that routine use of PPE within education settings is not required other than for certain tasks deemed to be of higher risk of transmission.

23. PPE is only needed in a very small number of cases. These are;

- working with children, young people and pupils whose care routinely already involves the use of PPE, due to their intimate care needs; and
- giving children medication.

PPE in the following situations means:

- fluid-resistant surgical face masks;
- disposable gloves;
- disposable plastic aprons; and
- eye protection (for example a face visor or goggles).

24. Where PPE is recommended, this means that;

- a facemask should be worn if a distance of 2m cannot be maintained from someone with symptoms of COVID-19 (symptomatic children should not be in school);
- if contact is necessary, gloves, an apron and a facemask should be worn; and
- if a risk assessment determines that there is a risk of fluids entering the eye (e.g. from coughing, spitting or vomiting), eye protection should also be worn.

25. When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on donning (putting on) and doffing (taking off) PPE safely to reduce the risk of contamination.
Face masks:
- MUST cover both nose and mouth;
- MUST be changed when they become moist or damaged;
- MUST be worn once and then discarded – hands must be cleaned after disposal;
- MUST NOT be allowed to dangle around the neck; and
- MUST NOT be touched once put on, except when carefully removed before disposal.

26. Children should not wear PPE.

27. Educational settings should develop a clear procedure, in addition to following the strategic guidance outlined here, for what staff should do if a pupil starts to display symptoms of COVID-19 when at school, including guidance on the appropriate use of PPE adhering to the above PHA guidance.

28. PHA guidance makes clear that staff should continue to use PPE in line with current health and safety policies and risk assessments. Staff should only wear PPE when it is appropriate to the task they are undertaking. The exception is where, following an individual or organisational risk assessment it is found that a higher level of contamination, such as respiratory secretions, may be present or the risk assessment identifies that there is an identified need for PPE, then it should be readily available and provided in line with guidance. Staff within catering teams may need to use PPE regularly as they will be serving meals to children and young people across a range of ‘protective bubbles’.

29. The EA is leading on procurement of suitable quantities of PPE for educational settings and further advice will be provided directly by the EA.

Face Coverings

30. There is a clear distinction between PPE and face coverings. PPE is specialist medical grade equipment that has been and will continue to be used when working with some pupils whose hygiene or care needs involve the possible spread of liquids or aerosol dispersion such as vomiting or spitting. The guidance on the use of PPE is led by the underlying health need of the pupil and is unchanged. Public Health guidance recommends that face coverings are used in particular circumstances - short periods in enclosed spaces where social distancing is not possible. Coronavirus (COVID-19) usually spreads by droplets from coughs, sneezes and speaking. These droplets can also be picked up from surfaces, if you touch a surface and then your face without washing your hands first.

31. The best available scientific evidence is that, when used correctly, wearing a face covering may reduce the spread of coronavirus droplets in certain circumstances, helping to protect others while also providing some protection to the wearer.
Because face coverings are mainly intended to protect others, not the wearer, from coronavirus (COVID-19) they are not a replacement for social distancing and regular hand washing. The wearing of a face covering will not automatically exempt an individual from being identified as a close contact, if they come into contact with a positive case and other close contact definitions are met as outlined previously.

32. Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and should be replaced carefully.

33. This advice covers all education settings including EOTAS, Special Education provision and boarding schools.

34. In light of the latest scientific advice from the World Health Organisation, and from the Chief Medical Officer and Chief Scientific Officer, the advice on the use of face coverings within education settings, unless a reasonable excuse applies under public health guidance is as follows:

- In Primary schools children are recommended not to use face coverings because of the range of mitigation measures schools have in place, the reduced rate of transmission to and from children of this age.

- In post primary education settings it is recommended safest practice for teachers, classroom assistants to wear face coverings when a physical distance of 2 metres from other staff and students cannot be maintained.

- It is compulsory for post primary pupils to wear face coverings in school and at drop off pick up areas unless an exemption applies.

- Face coverings must be worn by adults and are compulsory for pupils/young people in post-primary schools (including independent and grant aided schools) in classrooms and when moving about the school in corridors and confined communal areas (including toilets) where physical distancing is particularly difficult to maintain.

- In line with the current arrangements for public transport, it is mandatory for all pupils of post primary age to wear a face covering on public transport or school transport unless they have a reasonable excuse not to. Examples of reasonable excuses can be found here and include physical or mental impairment or disability, and causing severe distress. It is also strongly recommended that all primary aged pupils, regardless of age, should wear a face covering on all public transport and school transport services for the journey to school where it is appropriate for them to do so and they are able to handle them as directed.
• Outside of classrooms, face coverings must be worn by adults and pupils where they cannot keep 2m distance and are interacting face-to-face with other adults and/or children and young people; and, by all adults visiting the school site.

• Face coverings must be worn for activities that entail large numbers of staff or pupils within an enclosed space where social distancing is not possible.

• Pupils must use face coverings during the routine school day, it is considered best practice for teachers and support staff to wear them Schools should also be aware that some persons (including children) are exempt from wearing face coverings and this should be treated sensitively. No one should be excluded from school for failure to have or wear a face covering.

• Face covering for teachers is a permitted expense under COVID-19 expenditure.

**Using Face Coverings**

35. It is vital that clear instructions are provided to staff and children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. The key points are as follows:

• Face coverings should not be shared with others.

• Before putting on or removing the face covering, hands should be cleaned by washing with soap and water or hand sanitiser.

• Make sure the face covering is the right size to cover the nose, mouth and chin. Children should be taught how to wear the face covering properly, including not touching the front and not pulling it under the chin or into their mouth.

• When temporarily storing a face covering (e.g. during classes), it should be placed in a washable, sealed bag or container. Avoid placing it on surfaces, due to the possibility of contamination.

• Re-usable face coverings should be washed after each day of use in school at 60 degrees centigrade or in boiling water.

• Disposable face coverings must be disposed of safely and hygienically. Children and young people should be encouraged not to litter and to place their face coverings in the general waste bin. They are not considered to be clinical waste in the same way that used PPE may be.
• Further information on face coverings can be found [here](#).

**Face coverings in schools for hearing impaired Children and Young People**

36. The EA’s Sensory Service has provided information and advice on the impact of wearing face coverings in schools for hearing impaired children and young people [Annex A].

**Visors**

37. Visors only protect the eyes and are only required where there is a risk of splashing. They are therefore only recommended for basic PPE when worn with a mask, plastic apron and gloves, as they do not offer the same protection as a mask or face covering which cover the nose and the mouth.

38. They offer little protection worn on their own and are not recommended for routine use in schools. Staff remain free to procure and wear them at their own expense.
Section 3 - School Transport

1. The following guidance has been developed in line with advice from the Public Health Agency. It will be kept under review and updated as necessary.

2. The Education Authority is responsible for ensuring the provision of all home to school transport. This is provided on either dedicated school transport services or on public transport services. Dedicated school transport includes EA yellow buses, Translink buses that are only used by pupils and not used by the general public, privately operated bus services that are only used by pupils and taxis. Public transport services are scheduled bus and train services that are used by both pupils and the general public. This document draws a clear distinction between the guidance for those using dedicated school transport and those using public bus/train services.

Key Messages

3. To ensure the overall safety of the school population, children showing any symptoms of COVID-19 should not travel to school.

4. The Education Authority is working collaboratively with transport providers such as Translink to maximise capacity across the home to school transport network. Home to school transport, either on public bus services or on dedicated transport services, should only be used where there is no alternative available.

5. All pupils should therefore seek to use alternative methods of travel in particular:
   - **Active travel** such as walking and cycling, where it is safe to do so. Using active travel for pupils’ journey to school carries the lowest risk of transmission of COVID-19 and will bring a range of health benefits as part of a healthier lifestyle. Department for Infrastructure travel guidance - [Safer travel guidance for public transport users, walkers, cyclists, drivers](#) provides a range of advice and information on how to safely use active travel methods.
   - **Use of “Park and Stride” facilities**: acknowledging that many parents may wish to bring their children to school, many towns now have Park and Stride facilities or other parking facilities whereby parents could park and walk with their children to school providing it is safe to do so, or alternatively drop their child at the park and ride facility and the child will either walk to school on their own or as part of a “walking bus” which schools are encouraged to facilitate.

6. For those children who have no alternative but to use the home to school transport service then the EA will make transport available as far as possible. Where
children travel on dedicated school transport a series of mitigation measures will be put in place. These are outlined later in this section.

7. **It is mandatory for all post-primary aged pupils to wear a face covering on both public transport and school transport services.** It is also strongly recommended that all primary aged pupils regardless of age should wear a face covering on both public transport and school transport services where it is appropriate for them to do so and they are able to handle them as directed.

8. Good hand hygiene practices must be adhered to at all times and these are detailed on the [PHA website](#).

9. Schools are encouraged to work with the EA and Translink to determine how they might assist to **minimise pressure on the school and public transport network**. They should explore, for example, what steps could be taken to minimise the number of staff and pupils travelling on public transport services at peak times and maximise the use of existing buses by coordinating start and finish times in an area. This is particularly important for those who have no alternative to using public bus services, especially Metro services. Translink is planning to run additional dedicated school buses on routes where there is a large number of members of the public wishing to use Translink’s peak time public bus services. Some pupils will continue to be provided with a pass for use on Translink’s public bus services.

10. Schools may also wish to give consideration to their arrangements for pupils when disembarking from vehicles arriving on the school site and should make available access to waste disposal and handwashing facilities for EA transport colleagues where required.

11. Despite all the actions referenced in this guidance, there may be instances when parents/carers and children are delayed in getting to school due to transport issues and schools are encouraged to show understanding in such instances.

**Dedicated Home to School Transport**

12. This section applies to all **dedicated home to school transport**. By this, we mean bus and taxi services which exclusively carry children and young people travelling to school and other education institutions, including those with a transport escort. This includes services commissioned or provided by either the Education Authority or by schools or other educational establishments.

13. Pupils on all buses should always seek to maintain a social distance from others wherever possible, however the **guidance for public transport on social distancing will not apply on dedicated school transport**. All other mitigating
measures below will apply. Further information on pupils minimising contact and mixing is shown in mitigating measure(s) later in this section. **Pupils using public bus/train services will continue to follow the social distancing guidelines that apply to all passengers.**

14. The Department considers that this is an appropriate balance because:

- The overall risk to children and young people from COVID-19 is considered to be low.

- Pupils will usually face forward on a vehicle except in a small number of cases such as some pupils with special educational needs.

- Pupils on dedicated school transport do not mix with the general public on those journeys.

- Dedicated home to school transport often carries the same group of children and young people on a regular basis, and those children may also be together in school.

- The predictability, of dedicated school transport, which public transport does not afford, will allow for planning so that protective measures can be put in place.

15. Where capacity on a vehicle allows for additional space to be put between pupils, that should be done, however it is recognised that this will not always be possible. Where it is not possible, other measures to protect pupils, outlined below, will be implemented.

**Home to School Transport on Public Transport Services**

16. The Department for Infrastructure’s [Safer travel guidance public transport users, walkers, cyclists, drivers](#) documents state that when travelling, users should keep two metres social distance at all times - where that is not possible, they should try to keep at least one metre, taking suitable precautions such as wearing a face covering. All pupils should seek to socially distance on all public transport and school transport services if it is possible to do so. The wearing of a face covering on both forms of transport is mandatory for those of post-primary age and strongly recommended for those of primary school age for those who are able to do so.

17. Under the current social distancing guidelines, it is unlikely that there will be capacity to provide all eligible pupils with a seat on a public transport service. The Department of Education and the Education Authority are currently exploring all options for minimising the disruption that this may cause, including the provision of more dedicated school bus services. **Parents, children and young people**
are strongly encouraged to consider alternatives to using public transport, to plan their journey to and from school and to use active travel methods such as walking or cycling.

18. Further information in relation to school transport for special schools is available here.

Measures to Protect Pupils on Dedicated and Public Transport Services

19. There are a range of measures that have been taken by the EA and by transport providers to minimise the risk to pupils. These measures can be applied to both dedicated and non-dedicated home to school transport services. The EA will also ensure that it takes account of the individual needs of pupils with special educational needs and work with the parents and schools in considering the implementation of these measures for these pupils.

Use of face coverings

20. Following a decision by the Executive guidance on 29 October 2020, it is now mandatory for all those of post primary age to wear a face covering when travelling on all public transport and school transport. Those who have a physical or mental illness or impairment, or a disability that means that they cannot put on, wear or remove a face covering are exempt, as are all primary aged children. Further details can be found here. While it is not mandatory for primary school pupils to wear face coverings it is strongly recommended that all primary pupils should wear a face covering on all public transport and school transport for the journey to school where they are able to do so.

21. Face coverings should not be worn 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. They should also not be used by some children and young people with special educational needs who may become distressed.

22. Schools should also consider a process for removing face coverings for pupils and staff when they alight from home to school transport or arrive at school and communicate it to them clearly. This process should enable them to wash their hands immediately on arrival (as is the case for all children and young people), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again. A further face covering should be used when travelling home on public transport.
Minimise contact with individuals who are unwell

23. Anyone with symptoms of COVID-19 or awaiting a test result must follow the Public Health Agency guidance ‘COVID-19: Information for the Public’. This includes parents ensuring that their child(ren) do(es) not travel to or attend school if they or a member of their household has symptoms.

24. If a child or young person develops symptoms whilst at school, he/she should be collected by their parents and must not travel on home to school transport including public transport.

25. Parents should ensure their child knows that if they become aware of COVID-19 symptoms while on board a vehicle, they should inform the transport driver or escort (if there is one on board their vehicle) and school staff immediately upon arrival at school.

26. Drivers and escorts will be provided with PPE as recommended by Public health advice to complete their duties. This will be dependent on the pupils being transported and any requirements for close contact. If a driver and/or transport escort have concerns that a child may be showing symptoms or awaiting the results of a COVID-19 test, they should make the child’s school aware of these concerns as soon as possible. The school should then follow the procedures detailed at Section 8 in responding to a child who may be showing COVID-19 symptoms.

27. If requested by the PHA’s Contact Tracing Service, the EA should seek to identify pupils who may have travelled on the same home to school transport vehicle for tracing purposes. It is recognised however that this may not be possible for pupils using Translink services.

28. Children, young people, drivers and transport escorts who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate, until the individuals test result is known. If the individual tests positive, then all close contacts (regardless of presence of symptoms) will be required to self-isolate for 10 days from last contact.

If an individual develops symptoms of COVID-19 they should self-isolate immediately and book a test. If a close contact develops symptoms during their self-isolation period they should arrange a COVID-19 test, if this is positive they should extend their self-isolation period by an additional 10 days or a member of their household develops symptoms or are awaiting the results of a COVID-19 test or they have been advised to self-isolate by PHA.

Should a pupil test positive they will be asked about their journey to school. Any close contacts identified on home to school transport will be notified.
Good hygiene measures

29. It is the responsibility of parents to ensure that all children and young people travelling to school clean their hands before they leave their home. Where transport providers have made hand sanitiser available on board a vehicle, all pupils should use it upon entering a vehicle and when arriving at school and again when leaving school, boarding a vehicle and arriving home.

30. Parents should ensure that their children carry tissues on home to school transport and that their children are aware of the need to follow the PHA’s “Catch it, bin it, kills it” messages.

31. In order to reduce the potential risks associated with pupils sharing food or drinks on board a school transport vehicle, no pupil should eat or drink on board unless it is for a medical reason.

32. When the EA is considering the safeguards to put in place in order to support children and young people with special needs and the staff working with them, it will take into account that some of these pupils may struggle to maintain as good hygiene practices as their peers.

33. It is important to maximise the ventilation of fresh air (from outside the vehicle) on dedicated school transport vehicles, particularly through opening windows and ceiling vents. Mechanical ventilation may be used if available, however air recirculation will be avoided where possible.

Vehicle cleaning

34. The EA will work with transport operators to agree the arrangements for cleaning vehicles. Operators should maintain routine hygiene standards for buses delivering home to school transport. This should include instigation of cleaning standards and protocols covering when and how frequent cleaning of high frequency touch points should be undertaken or any other mitigating options put in place to limit the spread of COVID-19.

Minimising contact and mixing

35. The EA will work with schools and transport operators to consider how mixing might be minimised on dedicated school transport. Children should, as far as possible, sit beside their siblings on a bus and/or be grouped together by year group or school. The same children always sitting together would help to minimise the number of contacts each child has. Schools and families/children should work with the EA and Translink to try to facilitate pupils sitting on a vehicle in the same groups wherever possible. However, it is recognised that vehicle capacity and the complexity of some home to school transport arrangements mean there will often
be limits to the extent to which grouping can be arranged. It is therefore acknowledged that there may be mixing of wider groups on home to school transport.

36. On many dedicated school transport services, pupils from more than one school will be on board. Where it is not possible to have only pupils from one school on a dedicated school vehicle, or to socially distance or group these pupils, the mitigation measures put in place should minimise risks to pupils.

37. Schools should consider how they can put in place appropriate queuing or other arrangements needed for picking up and dropping off children at school.

**Education Authority Operational Guidance**

38. The Education Authority will provide more detailed operational guidance to staff, parents/carers, pupils, and operators that is consistent with the guidance from other government departments and bodies such as the Department for Infrastructure and the Public Health Agency.

39. Guidance will address areas such as:
   - What is expected from parents;
   - What is expected from pupils;
   - What they can expect from the EA

40. The EA will ensure there is clear communication of guidance to schools, parent/carers and pupils; and will also work collaboratively with Translink and private operators to ensure information is consistently and effectively communicated.
Section 4 – School Meals Catering Services

1. School meal services play a vital part in the health and wellbeing of children and young people and support their ability to make the most of the education opportunities provided to them.

2. Given the importance of nutritious school meals in enabling pupils to concentrate and learn when at school, there is a legislative requirement for the provision of school meals in accordance with the arrangements issued by the Department which can be found here. A school meal must be adequate in quantity and quality so as to be suitable as the main meal of the day. As we all generally expect our main meal to be a hot one it is therefore expected that a hot meal will be available for free school meals pupils and other pupils who wish to avail of them. This is particularly important for pupils entitled to free school meals for whom this might be their only meal that day. Initially there may be a reduced choice of menu available however the aim is to provide hot food menus offering a choice, served in school dining halls as before. Schools, which have not done so already, should move as soon as possible to the provision of a hot meals service available to all pupils.

Nutritional Standards

3. All food provided in schools must be in keeping with the Nutritional Standards for School Lunches and Other Food and Drinks in School Guidance. These standards require drinking water (tap water) to be provided free with lunch every day and that pupils should have easy access at all times to free, fresh, preferably chilled, drinking water in schools.

Special Dietary Requirements

4. Schools and school caterers will need to ensure that pupils with special dietary requirements or allergies are catered for as per the Education Authority’s Guidance for the provision of special diets in schools.

5. Communication between schools, parents and the catering staff remains paramount, and it is recommended that meetings continue for all pupils requiring a medically prescribed diet but carried out remotely (for example, by telephone or conference call).

6. Particular care needs to be taken to check whether any pupils have allergies or special dietary requirements before food is provided. This procedure should be agreed in advance with the Unit Catering Manager, included in the relevant risk assessment and suitable to the style of service being utilised.
Delivery of meals

7. It is not anticipated that all schools will be able to maintain class bubbles during break and lunch times. Some schools may wish to consider staggered break and lunch times, etc. if this can be accommodated. Schools and school caterers should work closely to agree local solutions to ensure the safe delivery of school meals. This is particularly important where schools are considering repurposing the dining hall. Where possible, children, young people and parents/carers should be involved in these discussions. To protect the environment, reduce costs and improve the dining experience normal crockery and cutlery will be used where possible.

8. Where a risk assessment indicates that the provision of a hot meal in the dining hall is not possible, eating in the classroom and/or the provision of a cold packed lunch can be considered. However it should not be assumed that hot meals cannot be provided safely in classrooms. It is important that schools and school caterers work closely to agree pragmatic local solutions to ensure the safe delivery of hot school meals. In this scenario the use of disposable packaging and cutlery may be required.

COVID-19 Measures

9. School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus: Re-opening and adapting your food business during COVID-19.

10. Catering staff should have access to appropriate PPE in addition to the normal disposable gloves and aprons usually available. Sanitiser should be available for Catering Staff, delivery persons and visitors to kitchens. Surfaces in dining halls should be wiped down and disinfected in between each sitting. Pupils should be encouraged to wash their hands before entering the dining hall or eating their meal in another designated room.

11. Whilst it is not possible to eradicate cash handling arrangements at this time, it is suggested that anyone counting cash or banking cash can do so wearing gloves.

12. Online payment systems and biometric systems of payment will continue to operate in the usual way and hand sanitising measures will be available for any touch points for biometric systems, where required.

Other considerations

13. Breakfast Clubs in schools should be paused until after the 12 April 2021.
14. Schools may wish to consider introducing a stay on-site policy during lunch time. Such considerations should be discussed with catering staff to ensure it is manageable.

15. Schools also need to be conscious that teachers are not contractually required to carry out mid-day supervision, unless employed under a separate contract.

16. If children and young people go offsite for lunch, they should follow the rules in place for wider society, for example wearing a face covering when entering a shop. Risk assessments should consider procedures for when children and young people leave and return to school premises, including hand hygiene.
Section 5 - Curriculum Delivery

Curriculum in Pre-Schools and Primary Schools

1. In pre-school and primary school, it is envisaged that in most cases a relatively straightforward approach can be adopted which will allow for full delivery of the Northern Ireland Curriculum: a class will act as a single consistent group or bubble, with minimal prolonged indoor interaction with other classes within the school.

2. The requirement for strict social distancing between pupils has been relaxed. Young children particularly at pre-school and the Foundation Stage cannot reasonably be expected to remain apart from each other throughout the day. Furthermore, efforts to ensure strict adherence to such measures could be confusing and upsetting for some children at this developmental stage, who are likely to have limited understanding of the rationale for social distancing or the wider public health situation. At this age, children should, insofar as is possible, be given opportunities to be actively involved in practical, play-based learning in a stimulating environment.

3. The Department's Guidance on Planning for the Foundation Stage Curriculum highlights a number of additional practical steps schools can take which will assist in mitigating against the spread of infection at this age.

4. At Key Stage 2, most older children will have a better understanding of the current public health context and schools can encourage distancing where possible and practical.

5. However, for older children too, engaging activities with opportunities for collaboration, play and creativity are critically important. Practical, “hands-on” learning and activities, experiments and investigations are an important part of the curriculum across all Areas of Learning. Schools will appreciate that children should, therefore, continue to have opportunities for practical, experiential learning within the classroom.

6. The delivery of Physical Education (PE), which is a compulsory element of the primary curriculum, is an area where schools may have particular concerns at this time. Schools will appreciate the positive impact that physical exercise can have on young people’s health and wellbeing. A broad, well-balanced, quality PE programme will support the development of physical skills, thinking skills and personal capabilities as well as improving mental health and emotional wellbeing. Some children may not have undertaken physical exercise for many months and PE may be the only opportunity they are provided for regular exercise. Therefore, the Department would envisage that from September all children will continue to have regular access to PE within the curriculum. It is recommended that pupils
are taught at least two hours of PE a week and where at all possible schools should endeavour to deliver this recommendation.

7. For most children and young people, the health benefits of participating in regular exercise far outweigh any potential risks. In the delivery of PE schools will have due regard to wider public health requirements and the guidance provided by individual sporting governing bodies around safe delivery.

8. Schools may wish to consider allowing children to come to school in their PE uniform or for younger children to simply wear trainers on relevant days to minimise the need for changing.

Curricular Delivery in Post-Primary Schools

9. The Department would emphasise that it is extremely important that pupils at post-primary school continue to have access to subject specialists and enjoy the full breadth and balance of the curriculum. For some subjects, it may of course be possible for teachers rather than pupils to move between classrooms in order to minimise movement.

10. Post-primary schools should encourage pupils to keep their distance where and when possible within capacity and delivery restraints. However, strict social distancing requirements have been relaxed between pupils in schools and should not be a barrier to the delivery of practical subjects. The practical elements of a wide range of subjects ensure that pupils have access to specialist equipment and high quality teaching and continue to develop essential skills across all Areas of Learning.

11. Schools know the importance of practical work which provides opportunities for experiential learning, increasing independence and group work, as well as the skills which are core to many subjects and a key component of many qualification assessments. In practical subjects, good hygiene practices will be a key risk mitigation measure. Regulations on maximum class sizes in practical subjects remain in place.

12. PE is a compulsory element of the curriculum at both Key Stages 3 and 4. As in primary schools, therefore, the Department would envisage that from September all children will continue to have regular access to PE within the curriculum. Schools will appreciate the positive impact that physical exercise can have on young people’s health and wellbeing. This is why the government has permitted the resumption of sporting activities outside schools. In the delivery of PE and wider sporting activities, schools should have due regard to wide public health requirements and the guidance provided by individual sporting governing bodies around safe delivery.
13. Schools may wish to consider allowing children to come to school in their PE uniform on relevant days to minimise the need for changing.

**Years 8-10**

14. At post-primary school, the nature of curricular delivery clearly makes it more difficult to implement a single consistent class group or bubble. It may be possible, however, in some schools to achieve this for Years 8-10. Schools are, therefore, encouraged where possible to consider whether they can configure classes to maintain the same class grouping for all subjects in Years 8-10 as a risk mitigation measure.

15. However, it is accepted that schools will require limited mixing into different class bubbles/groups to adhere to legal requirements for practical subjects. Additional bubbles should be consistent to maximise the benefits of segmentation. Similarly, a year group may come together for outdoor PE or games.

**Post-14 Curriculum**

16. As schools are aware, the Entitlement Framework is the child-centred, post-14 curriculum which aims to provide access for pupils to a broad and balanced range of qualifications to enable them to reach their full potential no matter which school they attend or where they live. It provides a legal guarantee that all pupils have access to a minimum of twenty-one courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied.

17. For Years 11-14, in the context of this legal framework, the need to ensure appropriate progression pathways and the continuation of current examination courses, it is recognised that a single consistent class group will not be possible. Pupils will be in mixed classes based on their choice of courses. Schools should, however, try to avoid prolonged indoor interactions between different year groups (for example in canteens or assembly halls) as much as possible.

18. Some young people access qualification courses in other schools or Further Education Colleges through Area Learning Communities. It is for local Area Learning Communities to ensure practical and manageable arrangements for delivery of these qualifications. The Department would expect a child centred approach to decision making whereby young people, particularly those who are part way through courses, should not if it all possible be disadvantaged.
Remote Learning

19. If an individual child has to self-isolate for a designated period due to COVID-19, parents should talk directly to their school about provision of education material.

20. Schools should continue to contingency plan for the delivery of remote learning in the event of local or wider school closures, or that a class or a large group of pupils within the class need to self-isolate. In the current public health context, schools will wish to have detailed plans in place.

21. The Department’s Circular (2020/05) Guidance for Schools on Supporting Remote Learning provides advice and guidance to schools on supporting remote learning. It outlines a range of key principles for the development of a remote learning programme.

22. A small number of children will be advised by their clinical team not to attend school. Where a child has been medically advised by a consultant not to attend school during 2020/21, parents should consult with their school Principal and, as required, the Education Authority regarding education provision for these pupils.

Blended Learning

23. Blended learning is distinct from remote learning and involves a combination of in-class and remote learning. It is defined as:

   An approach to education whereby schools will combine classroom based teaching and learning methods within school, with a range of remote learning in order to deliver the Northern Ireland curriculum.

24. Again, schools should continue to contingency plan for a blended approach to learning whereby pupils attend school on a part-time basis. This may be necessary in the event, for example, that the public health context requires schools to reintroduce strict social distancing. Detailed guidance on planning for a blended approach to curriculum delivery is provided in the Department’s Circular (2020/06) Curriculum Planning 2020/21.

25. Schools must also ensure that any new working practices as a result of blended learning are consulted on with school trade union representatives and any work required is included on the individual teacher’s time budget.

---

6 This is likely to involve engaging with pupils on an ongoing basis through the wide range of e-learning platforms available, as well as providing hard copy or emailed resources.
Section 6 – Workforce

Absence, Pay and Staffing Guidance Relating to Coronavirus (COVID-19)

1. Detailed Absence, Pay and Staffing Guidance Relating to Coronavirus (COVID-19) updated 11/02/2021 has been developed for Principals and line managers to support staff returning to schools.

2. This Guidance can be accessed via the following link: Absence, Pay and Staffing Guidance Relating to Coronavirus (Covid-19) the guidance includes key considerations and responsibilities and sets expectations on how to support staff. It should be used to supplement any specific guidance and social distancing protocols linked to schools and it recognises that for the majority of school based staff it may not be feasible to work from home.

3. The Guidance applies to employees subject to NJC/JNC and TNC terms and conditions including substitute teachers and non-teaching staff providing emergency cover for the period of time they have been engaged to work.

4. Absence, Pay and Staffing Guidance Relating to Coronavirus (COVID-19) updated 11/02/2021 provides advice to Principals and line managers on the following:

3.0 Definition of COVID-19 Symptoms

4.0 Pay and Absence Scenarios

   Scenario 1. No COVID-19 Symptoms and no contact with a positive case
   Scenario 2. Employee or a member of their household display symptoms of COVID-19
   Scenario 3. A Positive COVID-19 Test
   Scenario 4. Employee is advised to self-isolate due to being in a vulnerable health group
   Scenario 5. Staff who have a child who is required to self-isolate a result of COVID-19
   Scenario 6. Employee is directed by their Principal/Line Manager not to attend their place of work due to a temporary closure relating to COVID-19
   Scenario 7. Test and Trace and Protect requirement to self-isolate
   Scenario 8. Requirement to quarantine due to travel outside of the UK and Ireland
5.0 Other Important Information
5.1 Concerns about remaining or returning to the work place
5.2 Clinically Extremely Vulnerable groups
5.3 Clinically Vulnerable groups (including Pregnancy and risk)
5.4 Employees with Disabilities
5.5 Providing Evidence in relation to COVID-19
5.6 Black, Asian and Minority Ethnic Communities (BAME)
5.7 Staff In None Of The Above Categories, Who May Refuse To Return To The School Despite Being Able To Do So

6.0 Guidance for Principals/ Line Managers on supporting carers to return of remain in the work place

7.0 Staff / Children Experiencing Symptoms In School

8.0 Return To Work Support Meetings

9.0 Social Distancing Responsibilities

10.0 Supporting “Healthy Minds” At Work

11.0 Staff Responsibilities

12.0 Flexible Working Policies And Procedures

13.0 Further Concerns Or Guidance

Useful Contacts And Links

**Initial Teacher Education (ITE) - Student Teacher Placements**

5. In relation to student teacher placements, the four Higher Education Institutions (HEIs), which provide ITE programmes in Northern Ireland, have been in contact with schools to discuss placements for the current academic year (2020/21). A closely controlled approach is being taken which will enable placements to continue safely and ensure that students are suitably prepared.

6. The HEIs will have already liaised with each host school prior to placements taking place and agreed detailed hosting and student assessment arrangements. Additionally, every school should have its own control measures in place and student teachers are expected to follow these along with current Government and Public Health Agency COVID-19 guidance.
Section 7 - Pupil Attendance

Pupils who are shielding or live with someone who has been told to shield

Schools should follow latest guidance on attendance for children and young people who have health conditions, who live with people with health conditions or who are pregnant, guidance from the Department of Health can be found [here](#).

Recording Attendance

1. Specific guidance in respect of pupil attendance whether at school or at home is set out in DE Circular 2020/08 - Attendance guidance and absence recording by schools and associated addendum.

2. Decisions regarding the recording of pupil attendance will be down to schools and the individual circumstances of each child. If evidence cannot be provided in terms of either the specific medical condition or that learning is being completed then school should record attendance as an unauthorised absence (Codes { or }, or D, H or N) where appropriate.

3. We would suggest that registration of pupils working from home would happen once a day (rather than twice a day) for example provided that work was being completed as required. **We appreciate that for some schools, this may be very challenging therefore schools may have to rely on a combination of their professional judgement and pupil’s work on whether or not pupils have engaged with learning at home.**
Section 8 - People Who Become Symptomatic Onsite and Operation of the Test and Trace system

1. All members of the educational establishment including staff and pupils should be continually supported to understand the symptoms to look for and clear advice should be provided on how to respond if symptoms become apparent while on-site. A series of flowcharts have been developed and are available here.

2. If anyone becomes unwell with a new, continuous cough or a high temperature/fever or anosmia (a loss or a change in your normal sense of smell), in an educational setting, they and any members of their household within that school setting must be sent home and advised to follow the PHA guidance for households with possible coronavirus infection. Settings should keep a full record of such actions and request a parent / carer / guardian record their acknowledgement of this action.

3. If, however, a child does not have symptoms of COVID-19 but has other flu or cold-like symptoms, such as a runny nose, they do not need to be tested and do not need to self-isolate. The child can go to school if fit to do so.

Protective Isolation

4. Isolation is a routine public health practice used to protect the general public and school population by preventing exposure to people who have or may have a contagious disease. Isolation separates sick people with a contagious disease from people who are not sick.

5. A child awaiting collection should be protectively isolated and moved, if possible, to a room where they can be quarantined behind a closed door (for example a school first aid room). In addition:

- Schools should be mindful of appropriate safeguards to ensure that students are isolated in a non-threatening manner, within the line of sight of adults, and for very short periods of time.
- Appropriate adult supervision must be provided at all times.
- The room should have adequate ventilation and, where windows facilitate being opened, they should be opened to increase air circulation.
- If it is not possible to fully isolate the child in a separate room, as a protective measure for them and others, they should be moved to an area which is at least 2m away from other people.
- Schools should actively plan for this eventuality and a risk assessment should be undertaken to address this.
• Schools must fully document this process to ensure a record is held of who made the decision, where isolation occurred, who was contacted, who provided supervision and who picked up the child.

• If the child needs 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 before being used by anyone else.

• PPE should be worn by staff caring for the child while they await collection if direct personal care is needed and a distance of 2m cannot be maintained (such as for a very young child or a child with complex needs).

• If the child is seriously ill or injured or their life is at risk, call 999. Do not visit the GP, pharmacy, urgent care centre or a hospital.

6. If a member of staff (who was wearing the appropriate PPE and adhering to the social distancing guidelines) has helped someone with a new, continuous cough or a high temperature or loss of taste/smell, they do not need to go home unless they develop symptoms themselves. PPE will only exempt an individual from being a close contact if disposable gloves, disposable apron, surgical mask +/- eye protection is worn and if the individual was trained in appropriate donning and doffing of said PPE.

If there has been any breeches in PPE or if there has been direct skin to skin contact and the child returns a positive COVID-19 test, then the staff member will be identified as a close contact and will be required to self-isolate.

7. They should wash their hands thoroughly for 20 seconds after any contact with someone who has developed symptoms. Cleaning the affected area with available cleaning products, followed by disinfection after someone with symptoms has left will reduce the risk of passing the infection on to other people.

Test, Trace and Protect

8. The PHA have a dedicated schools team to support schools and pre-schools in preparing and managing their response to cases and clusters of COVID-19. Detailed information relating to schools can be found here.

Non Compliance with Test Trace and Protect

9. Regrettably there are likely to be some staff members and/or pupils who for personal reasons do not wish to comply with the public health guidance in relation to COVID-19 including choosing not to follow the advice to get tested or self-isolate. Equally some SEN pupils may be physically unable to take a COVID-19 test.

10. Where it is clear to a Principal that such an individual has been:

• in a location that requires 10 days quarantine on return (10 days self-isolation is required for all individuals travelling to or returning to Northern Ireland) or,
• a close contact of a confirmed case; or,
• displaying clear COVID-19 symptoms;

In line with their general duty of care for all pupils and staff, the Principal should inform them that they cannot attend the school until the required period of self-isolation has been completed and remind pupils and parents of the Pupil Behaviour and the Parental Support required in line with the introduction section of this guidance. Where such an individual attends school they should be isolated in line with the above guidance on protective isolation and be sent home from the school.

Where an individual is displaying symptoms of COVID-19 but will not or cannot have a test, the Principal should discuss the situation with the PHA education team for further advice.
Section 9 - Communications

1. Education settings should ensure regular, timely and clear communication with their school communities about the approach they are adopting to schooling in line with the Education Restart Programme and supporting guidance.

Parents and Carers

2. The main concerns for parents and carers are likely to be the safety and wellbeing of their children in schools as well as practical considerations on how the new arrangements will work, especially for working parents. As part of this, it is important to consider appropriate dialogue and engagement with the Parent Council / associations and any wider parent forums.

3. Two-way communication is vital. The gathering of questions, issues or concerns from parents and carers will be just as important as clear communication to parents and carers about how things will work.

4. It must be made clear that parents should not send their children to school if they or anyone in their household display any COVID-19 symptoms, and whilst waiting for the results of a COVID-19 test.

   If a parent or child develops symptoms of COVID-19 the whole household should self-isolate and the symptomatic person should be tested. The whole household self-isolates until the test result is known.

Children and Young People

5. Schools and settings have arrangements for good quality dialogue and communication with pupils which they may wish to develop further to inform them and engage with them about the new arrangements. A variety of methods can help to gather pupil views, questions and issues and can help to clarify and address difficulties prior to return. Pupil Councils, pupil panels and other pupil voice arrangements remain very important at this time. General advice on good principles and methods for learner participation is available from the EA as well as a range of third sector organisations.
Section 10 – Pupil Wellbeing and Support

1. This is a unique and unprecedented time for our children & young people, some of whom may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for our vulnerable children, who may have already experienced trauma in their lives, including those with a social worker, children looked after and young carers. It is important that we help these children & young people recover emotionally in order that they feel happy, safe and able to engage in their learning on their return to school.

2. Circular Number 2021/03 provides practical support for the return of Years 1 to 3 to face-to-face learning and highlights that the emphasis at present is on reassuring children and their parents and on supporting children to reconnect socially, build positive relationships and engage enthusiastically with learning as they return to the school environment.

3. School leaders and teachers can use their knowledge and professional expertise to adapt their usual plans and practice to suit their own unique circumstances, informed by their inherent understanding of the children in their school community and can be found here.

4. As pupils begin to return to school after almost three months, the importance of supporting their emotional health and wellbeing cannot be overemphasised, helping them to be engaged and motivated to learn and ensuring they have the tools and skills they require for their learning.

5. One of the most significant consequences of remote learning has been the lack of social development that comes with being part of the school community. Positive relationships are vital for child development. Children may have experienced a variety of loss during the pandemic, including the loss of relationships with their peers.

6. Schools will wish to provide opportunities to:
   - Allow pupils to share their experience of school closure and express their feelings, ideas, concerns and positive experiences;
   - Rebuild, re-establish and reconnect relationships and friendships;
   - Reassure the children & young people that any gaps in their skills and knowledge are understood by teachers;
   - Understand how to engage with learning and how to learn; and
   - Build their confidence as learners.
Emotional Health and Wellbeing in Education Framework

7. The Department has recently published its Children & Young People’s Emotional Health and Wellbeing in Education Framework which aims to support educational settings to promote emotional health and wellbeing. A number of initiatives are being implemented through this Framework which will provide support to educational settings over the coming months. The first of these include:

- a **Wellbeing Hub** which includes a range of resources and links to support children’s health and wellbeing [here](#).
- the **REACH Programme** which provides schools with support to promote good mental health; and
- **Text-a-Nurse** advice service, provides 11-19 year olds with a secure and confidential text messaging service with a school nurse for advice and support.

8. Additional support is also available through the Independent Counselling Service for Schools (ICSS) at post primary level, detail of which can be accessed via the following link [here](#).

Vulnerable Children and Young People

9. Additional guidance tailored specifically to Vulnerable Children and Young People is available [here](#).

10. The Department’s publication, Putting Care into Education will be useful in supporting our more vulnerable children & young people and understanding the impact of trauma, in particular on those who are currently or have previously been looked after can be found [here](#).

Further information is also provided on the EA’s website at: [here](#). This includes the relevant pupil wellbeing information for school staff including the wellbeing hub at: [here](#).

Safeguarding and Child Protection

11. Where there is a concern that a pupil is in need or suffering, or likely to suffer harm, follow your child protection policy and the Departmental publication ‘Safeguarding and Child Protection in Schools – A Guide for Schools’ at the following link: [here](#).

Consider any referral to statutory services (and the police) as appropriate.

---

7 Children and Young People Emotional Health and Wellbeing Education Framework.
Annex A

Use of Face Coverings in Schools in Relation to Hearing Impaired Children & Young people

This document is intended to provide information and advice on the impact of wearing face coverings in schools for hearing impaired children and young people.

Whilst we are concerned about the communication challenges that face coverings present for our children and young people who are hearing impaired; we also respect that people may choose or be advised to wear them for their own protection, or for the protection of others.

This advice is intended to go some way towards mitigating against the challenges experienced by hearing impaired children and young people in schools when face coverings are worn by staff and peers.

Face coverings are a challenge for children and young people with hearing loss. They:
- Obstruct access to lip-reading and gesture
- Distort speech
- Speech can be unintelligible
- Creates feeling of isolation

Hearing impaired children and young people (CYP) are telling us that they are experiencing high levels of stress as a result of teachers wearing face coverings in school. Some hearing impaired CYP are also telling us that they would prefer not to attend school if face coverings are worn due to the challenges in communication and feelings of isolation.

Clear face coverings and face visors/shields

Hearing impaired children are not a homogenous group. Their hearing loss may range from mild to profound. Some may communicate orally whilst other may use sign language. Many use hearing technology to support access to learning. Clear face coverings should be explored as an alternative to fabric face coverings. However, whilst these may work well for some children, it should be emphasised that this will not be effective for all.

- All face coverings and visors degrade the speech quality of the speaker by muffling high frequency speech sounds.
- Cloth face coverings muffle speech and provide no visual support to communication.
- It can be difficult to lip read if the clear face covering has fogged up or if there is light reflection.
- There is no particular strategy that addresses the challenges around face coverings in a way that works for all hearing impaired children.
Where face coverings are being worn or are required, clear face coverings are clearly preferable to fabric or opaque masks. However, clear face coverings do not mitigate the need to take other reasonable adjustments to ensure hearing impaired children are not disadvantaged.

- Possible reasonable adjustments and mitigating steps that can be taken might include:
- An increased focus on the listening environment, minimising all unnecessary background noise. Steps should be taken so that hearing impaired children are taught in classrooms with the best possible listening conditions.
- Seat pupils who are hearing impaired at the front of the room, ideally as close to you as socially distancing permits.
- Face pupils who are hearing impaired when speaking to them.
- Reduce the background noise as much as possible.
- Make sure you have the attention of the pupils who are hearing impaired before beginning to speak.
- Talk slowly, but do not shout, over-emphasise or exaggerate your words.
- Ensure only one person speaks at a time.
- Provide vocabulary lists/key points of lesson content in advance. This will allow the hearing impaired pupil to be familiar with the language used in the lesson and aids listening and understanding.
- Allow time for processing information.
- Check comprehension with open questions.
- Repeat/rephrase remarks if not understood.
- Ensure any hearing devices are being worn and are working.
- Ensure the effective use of radio aids if a child uses this technology. Radio aids transmit the teacher’s voice directly to the child’s hearing aid or cochlear implant.
- Research suggests that the use of a lapel microphone can be effective in improving verbal communication when the speaker is wearing a face covering.
- Steps should be taken to ensure radio aids are cleaned when passed between the child and teacher. Cleaning should be done with care to avoid potential damage to the device.
- If feasible, consider live captioning, so that what you say is displayed on the board/screen. Teachers of the Deaf can provide advice on this.

Given the fact there is no perfect solution, education settings should carry out individual assessments to consider the impact on a hearing impaired child of any decision to wear face coverings in the classroom. This should include an assessment of the difficulties that a face covering introduces for a child’s understanding of speech and/or ability to communicate. Qualified Teachers of the Deaf have a key role to play in advising on reasonable adjustments and mitigating steps. They should be involved in any plans when assessing the need for mitigating steps for individual hearing impaired CYP.

The views of hearing impaired children and their families should be sought throughout in any individual assessments.
If you have any queries or concerns in relation to hearing impaired children and the use of face coverings – please do not hesitate to contact EA Sensory Services

EA Pupil Support Sensory Service