

School Contingency Plan (COVID-19)

Reviewed: August 2020
Next Review: August 2021

Index

1. Context and Scope	3
2. Tiered Restrictions (DfE)	4
3. Remote Teaching and Learning (National Expectations)	5
4. Remote Teaching and Learning (Music Stuff)	6-8
5. Phased (Interim) Closure Arrangements (Music Stuff)	9
6. Staff Isolation/Absence Management	10-11
 Appendices:	 12-18
Appendix A: Face Coverings (Fact Sheets)	13-16
Appendix B: Face Coverings (Poster)	17
Appendix C: Remote Learning: Step-by-Step Flow Chart	18

1. Context and Scope

This document is intended to provide a framework to ensure continuity of education in the case of self-isolation of multiple pupils, or staff, or local outbreaks related to COVID-19. Whilst our aim is to have all pupils back in school; we also need to plan for the possibility of a local lockdown and how we will ensure continuity of education.

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice.

In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. However, there may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area. The Department of Health and Social Care (DHSC) has published an overview of the tiers of intervention for education settings when managing local outbreaks and implementing restrictions.

Section 3 of this document contains the government's 'tiered restrictions' model. The tiers only apply to schools in an area of local restriction; furthermore, the current expectation is that alternative providers such as Music Stuff and MS PRU will remain open, even on the most severe tiered restriction level (4).

The DfE has stated that "In the event of local restrictions on education settings being required, we will publish further operational guidance for education settings in the affected area, in order to notify them of restrictions and support them to implement their contingency plans in their local context." Based upon the information currently available, we do not foresee alternative education provision being closed; however, due to the previous implications of the national lockdown, this document will be intended to consider if:

- There is a local outbreak and we are asked to close temporarily for most pupils like during the initial school closures in March; or
- Individuals or groups of pupils/staff need to self-isolate, but the rest of the school is still open

This document will outline our remote learning offer, and the measures we intend to implement to effectively meet the aforementioned challenges; thus, ensuring continuity of education. This document is not intended to present all of the control measures within our school; addendums to school policies, and Music Stuff's risk assessment and associated documentation cover this. This policy should be considered alongside national/local guidance, MS PRU policies, Music Stuff policies (curriculum, marking and feedback etc.), Music Stuff's risk assessment (and associated documentation), curriculum recovery plans; and the COVID-19 addendums of Music Stuff's child protection and safeguarding policy, and B4L policy.

2. Tiered Restrictions (DfE)

TIER	WHAT IT MEANS	ACTIONS WE WILL TAKE
1	<p>All schools will remain open for all pupils.</p> <p>Everyone will be asked to wear face coverings when moving around communal areas in school where it's difficult to maintain social distancing, unless they're exempt from wearing one.</p>	<p>Face coverings:</p> <p>All pupils will be asked to wear face coverings (during unstructured time). We'll share factsheets on face coverings with parents and staff so that everyone knows what to expect. (Appendix A).</p> <p>We'll put up a poster (Appendix B) in areas of the school, such as in entrance/exit points, classrooms, and staffrooms so that people know how to properly apply and remove their face coverings.</p>
2	<p>Early years settings, primary schools, alternative provision (AP) providers, special schools and other specialist settings will remain open for all pupils.</p> <p>Secondary schools:</p> <ul style="list-style-type: none"> • Will remain open full-time for vulnerable pupils and the children of key workers. • All other pupils will move to a rota model, combining on-site provision with remote learning. • Will maintain the same rules on face coverings as in tier 1. 	<p>Face coverings:</p> <p>The face covering actions from Tier 1 will apply.</p> <p>Secondary schools:</p> <p>As an AP provider we will be expected to remain open; however, there is clarification needed to be sought in relation to pupils who are dual rolled with secondary schools (alternative to permanent exclusion) that implement tier 2+ measures.</p> <p>Interim measures:</p> <p>In consultation with MS PRU and the LA; Music Stuff may implement interim timetabling arrangements to reduce and control class sizes. Remote learning will support this (please see section 4).</p>
3	<p>Early years settings, primary schools, alternative provision (AP) providers, special schools and other specialist settings will remain open for all pupils.</p> <p>Secondary schools:</p> <ul style="list-style-type: none"> • Will remain open full-time for vulnerable pupils, the children of key workers and selected year groups (the DfE will identify these). • Will provide remote education for all other pupils • Will maintain the same rules on face coverings on-site as in tier 1 	<p>Face coverings:</p> <p>The face covering actions from Tier 1 will apply.</p> <p>Secondary schools:</p> <p>As an AP provider we will be expected to remain open; however, there is clarification needed to be sought in relation to pupils who are dual rolled with secondary schools (alternative to permanent exclusion) that implement tier 2+ measures.</p> <p>Interim measures:</p> <p>In consultation with MS PRU and the LA; Music Stuff may implement interim timetabling arrangements to reduce and control class sizes. Remote learning will support this (please see section 4).</p>
4	<p>AP, special schools, and other specialist settings will remain open full-time for all pupils.</p> <p>All other schools:</p> <ul style="list-style-type: none"> • Will only remain open for vulnerable pupils and the children of critical workers • Will provide remote education for all other pupils • Will maintain the same rules on face coverings on-site as in tier 1 	<p>Face coverings:</p> <p>The face covering actions from Tier 1 will apply.</p> <p>Secondary schools:</p> <p>As an AP provider we will be expected to remain open; however, there is clarification needed to be sought in relation to pupils who are dual rolled with secondary schools (alternative to permanent exclusion) that implement tier 2+ measures.</p> <p>Interim measures:</p> <p>In consultation with MS PRU and the LA; Music Stuff may implement interim timetabling arrangements to reduce and control class sizes. Remote learning will support this (please see section 4).</p>

3. Remote Teaching and Learning (National Expectations)

The DfE has published how it expects schools to design their remote learning offer; what it has also made clear is that school should:

‘consider these expectations in relation your pupils’ age, stage of development and SEND, and try to avoid making significant demands for parents’ help or support’.

This statement is particularly pivotal to Music Stuff due to the nature of the provision, specifically the needs of the pupils within the school community. Music Stuff exclusively educates pupils who have been excluded or at risk of permanent exclusion from mainstream schools; all pupils broadly fit the definition of SEND (to various degrees), and a substantially higher proportion of pupils are eligible for FSM or have social care intervention in comparison to national mainstream averages. Pupils are admitted to Music Stuff at any time during an academic year and are often referred following a serious behavioural incident in their previous provision/school. Most pupils are not achieving the same level as their age-related peers, due to various factors (as referenced above).

Therefore, the expectations detailed below provide the foundation for the design of our offer but will obviously be considered and adapted to suit the bespoke needs of Music Stuff. Section 4 details how Music Stuff has applied these expectations to suit the context of the school.

When teaching remotely, the DfE will expect schools to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

4. Remote Teaching and Learning (Music Stuff)

Context:

There are no expectations for how many weeks of remote learning we need to plan for, but as most pupils will self-isolate for 14 days, we will plan with consideration for this. In the event of a longer closure, there will always be two weeks of work ready to distribute. This section is intended to illustrate the features of Music Stuff's remote learning offer, which will complement the scenarios detailed within 5 and 6 should they occur. All pupils accessing remote learning will still be able to achieve merits and rewards in line with the school's B4L policy.

Remote Learning Offer:

Area	Music Stuff (Specific) Actions	Responsible
Screening and Administration	<ul style="list-style-type: none">Following admission to Music Stuff, pupils personal and social development will be RAG rated by the Learning Centre Manager. This will be updated every two weeks, pupils on a RED will be added to the vulnerable list.All pupils subject to a CPP or have a SEND code of K4 or EHCP will be added to the vulnerable list.<ul style="list-style-type: none">Full support and consideration for the remote learning of SEND will be below.During (or as soon as possible after) admission, the following information will be sought:<ul style="list-style-type: none">Does the student have access to a mobile phone with (enough) data?Does the student have access to a laptop, PC or other device? If so, does the device have Microsoft Office?Does the student have internet that is reliable?Do parents or student have access to an email address?Following admission, each student will be provided with an email address.The information regarding the pupil's technology access will be stored centrally and securely. This information will be reviewed at least half termly, or in the event of a change; the information will be shared with MS PRU.	Learning Centre Manager Administration Manager
Safeguarding	<ul style="list-style-type: none">Pupils will be contacted each day by a non-teaching centre staff member. The staff member will always request direct contact with the pupil; not just parent/carer. During the call centre managers will query the following:<ul style="list-style-type: none">If contact is unable to be made with the pupil, why not?If pupils/families are feeling ok?Are there any concerns?	DSL/DDSL Headteacher Learning Centre Manager

	<ul style="list-style-type: none"> • All contact will be recorded using the school's contact logs; additional specialist logs will be completed to compliment PRU, Music Stuff, LA, and national guidance. • Staff members will attempt an AM phone call; in the event of no-contact a PM call will be attempted. • If no-contact is made with pupils on the vulnerable list, then this must be escalated immediately to the PSO and Music Stuff SLT. • If no-contact is made with all other pupils on two consecutive days, then this must be escalated to the PSO and Music Stuff SLT. 	Administration Manager
Digital Learning (Accessibility)	<ul style="list-style-type: none"> • The digital (remote) learning will be facilitated using Seesaw an online platform to promote student engagement in school and at home. The system has been designed to provide a confidential, and secure teaching and learning offer between teachers, pupils and families. • Seesaw is a remote learning app available on all digital devices (mobile and PC based). • Staff training and CPD on how to effectively use the Seesaw program, will be provided to all staff; refreshers will take place each term. • Students will be given demonstrations and opportunities to familiarise themselves with the program in lessons. • Where possible teachers will incorporate the program within lessons to embed understanding. • How-to guides and logins (QR codes) will be visually displayed in classrooms and provided to pupils (individually) to ensure accessibility. • How-to guides will be shared with families to introduce Seesaw (the remote/online learning platform) via post; phone calls will be made to secure parent/carers understanding. Video links of how to use the platform will be accessible from the school's website. <p>Seesaw has three distinct domains:</p> <ol style="list-style-type: none"> 1. Classroom QR Code: This enables a teacher to share information and work on a whole (group) basis. Videos, photos, demonstrations can be added to this. This will be used in lessons to develop an understanding of how to use the platform. 2. Family QR Code: This provides access to parents/carers who may wish to monitor/view their child's work and progress. They can write comments on this, and support pupils who may struggle to use the platform through this domain. This is intended to be used by parents/carers who wish to offer support and engage with their child's learning. 3. Home learning QR Code: This is the only individual QR code; pupils will be assigned an individual code to enable them to access their differentiated work. This will be the platform where pupils engage in their learning and access support from their teachers. <ul style="list-style-type: none"> ○ Where pupils have specific learning needs that hinder engagement; additional support will be provided from the Deputy Headteacher (SEND); as this bespoke, pupils/families who require this support will have adequate intervention on a case-by-case basis. 	Headteacher Deputy Headteacher (SEND) Teachers

Non-Digital Learning (Accessibility)	<ul style="list-style-type: none"> Teachers are preparing home-learning resources every two weeks; these consider what the teacher is going to be covering during this period... e.g. the next two weeks. In the instance a pupil is required to isolate and does not have access to technology (unable to use our digital learning offer), then a home-learning resource pack will be delivered within 24 hours. Teachers will contact pupils at least once a week to support engagement and understanding of the materials. This will coincide with the daily manager calls to support wellbeing and safeguarding. <ul style="list-style-type: none"> Core curriculum teachers (Maths, English, and Science) will be assigned this responsibility. 	Headteacher Learning Centre Manager Teachers
Remote Learning: Marking and Feedback	<p>Digital:</p> <ul style="list-style-type: none"> Teachers have private access to monitor and track progress/skills through their administration account. Teachers are assigned their own account. Dependent on the circumstances, there will be regular marking and feedback provided from subject specialist teachers via the Seesaw app. <ul style="list-style-type: none"> The frequency of marking and feedback is dependent on whether an individual pupil or whole group is isolating. If a whole group is isolating, then the teacher/s will engage with the platform on a daily basis. In the event that the teacher still has to maintain full teaching responsibilities in school, then we expect teachers to be engaging with pupils on the platform twice weekly. Via Seesaw, teachers will provide feedback through likes (acknowledgement), written comments, voice notes, task/skill extension, and individual teacher shared messages. Pupils will get notifications when work has been assigned and marked; they are then able to respond. <p>Non-Digital:</p> <ul style="list-style-type: none"> A paid (return addressed) envelope will be included with home-resource learning packs; this will enable the pupil to post back their work at the end of the week for marking and feedback. Although a pupil may not have sufficient resources to access Seesaw; they may have the ability to send photographs of completed work to the school's mobile phone; this will be encouraged. In the instance that work is returned verbal feedback will be provided from the teacher, and follow-on work/tasks will be provided where appropriate. 	Headteacher Deputy Headteacher (SEND) Teachers Learning Centre Manager

5. Phased (Interim) Closure Arrangements (Music Stuff)

Context:

The following restrictions are intended to be implemented in the event that Music Stuff can not offer full-time provision; this may be because it is unsafe to do so, or that there is insufficient staff to maintain the proper functioning of the school. Decisions to implement a phased closure is at the discretion of the school's Headteacher (only) and will be done in consultation with MS PRU and other associated partners. Section 4 covers the arrangements for remote learning; these will compliment both phase 1 and phase 2.

Phase	Music Stuff (Specific) Actions	Responsible
1	<p>Partial School Closure:</p> <ul style="list-style-type: none"> The Headteacher will inform MS PRU's SLT, PSO/S, and any other necessary stakeholders immediately after a decision to implement the measure has been made. All parents/carers will be made aware of the implementation of the interim measure, and the scheduling arrangements for their child. Pupils split into AM/PM groups; thus, reducing the potential risks incurred from managing larger groups. This is especially exasperated if centre teams are reduced due to staff absence. Pupils in an AM group will receive a Y receive mark for the PM session; pupils in the PM group will receive a Y registration mark for the morning. In line with the remote learning offer (section 4), work will be provided to cover any periods of authorised absence. 	<p>Headteacher</p> <p>Learning Centre Manager</p> <p>Teachers</p>
2	<p>Full School/Centre Closure:</p> <ul style="list-style-type: none"> The Headteacher will inform MS PRU's SLT, PSO/S, and any other necessary stakeholders immediately after a decision to implement the measure has been made. All parents/carers will be made aware of the implementation of the interim measure; they will be signposted to the remote learning offer available All pupils will receive a Y mark for AM/PM sessions. Remaining staff (within the bubble) will be expected to support in the facilitation of the remote learning offer (section 4). Additional actions may be necessary within school; so, unless staff have been specifically told to remain at home they should come into centre prepared to complete their usual shift. 	<p>Headteacher</p> <p>Learning Centre Manager</p> <p>Teachers</p>

6. Staff Isolation/Absence Management

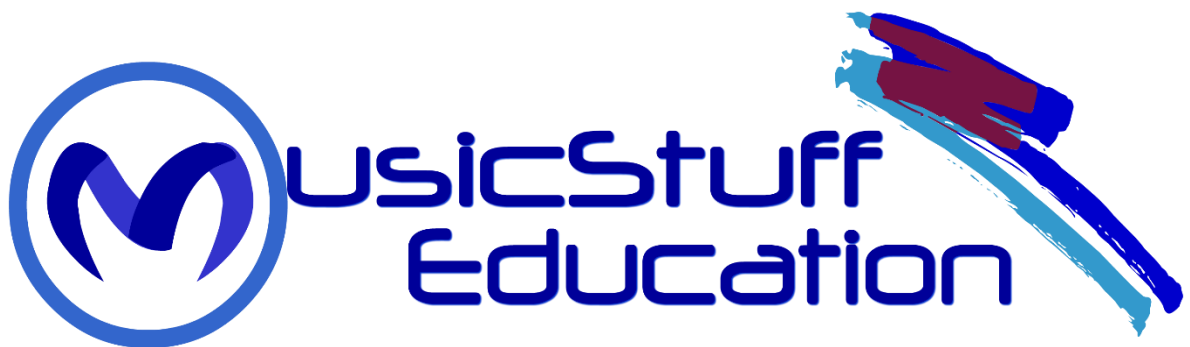
Context:

Music Stuff is split across five sites; in order to preserve a continuity of education, 'bubbles' have been formed. As teachers and SLT work peripatetically there is an increased risk that transmission could be spread across sites; in the worse case scenario of a peripatetic staff member being diagnosed with the virus, then multiple centres (all direct and proximity contacts) would have to close for 14 days. To avoid (the aforementioned) serious disruption to the school, there is a bubble of KS4 staff and KS3 staff; additionally, no staff travel between centres on any given day. For a comprehensive list of preventive measures, intended to reduce the possibility of cross contamination, please refer to the school's RA.

Staff Isolation/Absence Planning (where it may impact on the continuity of education):

Situation	Actions for Centre/School	Actions for Staff	Responsibility
Symptomatic teacher having to self-isolate, awaiting test results.	<ul style="list-style-type: none"> Unless there are other staff absences then usually the expectation will be for centre staff to cover the lesson. Flexibility will be shown towards the structuring of the day: <ul style="list-style-type: none"> There are two teachers timetable in any centre, on any given day. The second teacher in the centre (non-absent) may teach a whole group; thus, not splitting the group that day. This is dependent on numbers and ensuring appropriate social distancing can still be maintained. Letters will be provided to direct contact and proximity contacts within the school, alerting them of the actions taken, and explaining the next steps. 	Provision of normal duties: <ul style="list-style-type: none"> The staff member will not be expected to teach virtually and will be treated like any other staff member off sick. Work is planned and shared via the school's virtual drive; physical (lesson) resources are prepared two weeks in advance to enable to facilitation of mid-term plans.	Teacher
		Health and wellbeing: <ul style="list-style-type: none"> Music Stuff's Headteacher (Matthew McCann), who is also the school's COVID-19 Lead should be informed of the absence at the earliest opportunity. MM will keep a daily dialogue with the staff member, supporting and monitoring their health and wellbeing. This may include: <ul style="list-style-type: none"> Support with accessing a test. Informal check-ins. Support with guidance and expectations.	Staff Member (Sick) Headteacher Administration Manager
Multiple symptomatic teachers having to self-isolate, awaiting test results.	In addition to the above actions, MM will consider implementing phase 1 (school-day partitioning) or phase 2 (centre closing); phase 1 (P1) and P2 are covered in section 5 of this document. The arrangements of P1 and P2 will be strictly followed by the impacted centre/s to maintain the continuity of education.	The actions detailed above will be followed for all absent staff.	Staff Member (Sick) Headteacher

	<p>MM will consider the following variables when making a decision of whether to implement P1 or P2:</p> <ul style="list-style-type: none"> • Staff members available within the bubble. • Ability to maintain RA with reduced staff. • Ability of maintaining essential school (functioning and policy) arrangements with reduced staff. 		Administration Manager
Symptomatic Learning Centre Manager having to self-isolate, awaiting test results.	<p>A learning centre manager is responsible for the day-to-day pastoral and behaviour management of pupils who attend the site. Wherever possible:</p> <ul style="list-style-type: none"> • An assistant manager will cover the centre manager's absence. • In the event that a centre manager's absence could have a detrimental impact on the maintenance of the school's RA and/or functioning, then P1 will be implemented to support the period of cover. 	The actions detailed above will be followed for all absent staff.	<p>Staff Member (Sick)</p> <p>Headteacher</p> <p>Administration Manager</p>
Individual within the bubble tests positive for COVID-19	<ul style="list-style-type: none"> • Immediately following the diagnosis; the Headteacher will commence phase 2 arrangements (full centre closure); for any centres the staff member has been. • Contacts within the bubble will be advised in writing, and a period of isolation (14 days) will commence from the last contact they had with the staff member. • MM will be responsible for fulfilling the school's obligations in line with national and LA guidance. 	<p>The actions detailed above will be followed for all absent (sick) staff.</p> <ul style="list-style-type: none"> • Staff who are isolating due to contact (non-symptomatic) with a confirmed case, will be expected to support remote learning arrangements as detailed in section 4. • A non-contact staff member will be responsible for the delivery of work packs to isolating pupils who have cannot access Seesaw. • Isolating (non-symptomatic) staff contacts will be expected to check-in twice daily by 9.00AM and 12.30PM through the school's dedicated Microsoft Teams group. 	<p>Staff Member (Sick)</p> <p>Headteacher</p> <p>Administration Manager</p> <p>Isolating (non-symptomatic) Staff</p>
Non-symptomatic contacts (teachers) isolating.	<ul style="list-style-type: none"> • MM will monitor the period of absence; 14 days from the last contact of a confirmed case. • MM will ensure arrangements are readily prepared to provide virtual lessons. • Consideration for implementing P1 will be given; dependent on how many other staff are isolating at any given time. 	<ul style="list-style-type: none"> • Isolating (non-symptomatic) contacts will be expected to check-in twice daily by 9.00AM and 12.30PM through the school's dedicated Microsoft Teams group. • Teachers will support centre staff in preparing resources to facilitate teaching and learning. • The teacher will be invited to a Microsoft Teams video meeting 10 minutes before the lesson; the teacher will be expected to teach the class through the video, which will be displayed on a large screen monitor. 	<p>Headteacher</p> <p>Administration Manager</p> <p>Isolating (non-symptomatic) Teacher/s</p>



**School Contingency Plan
(COVID-19)
Appendices:**

Face coverings in schools: how to make it work

Here's what you and your child can expect now secondary pupils will need to wear a face covering when moving through shared areas at school.

When will my child need to wear a face covering at school?

Your child will need to wear a face covering at our school:

- From when school starts in September. We've decided to introduce this measure because we feel it's appropriate to keep everyone safe at school, based on the latest guidance

Where exactly will my child need to wear it in school?

- They'll need to wear it when they move through shared indoor areas of the school where it's difficult to stick to social distancing. This includes corridors, recreational areas and other small rooms.
- If your child travels to school by bus or taxi, your child must wear a face covering.
- They **won't** need to wear a face covering outside or in their classroom

What will my child need?

Your child needs to come to school with:

- A **face covering**. We'd recommend a reusable one so that they can use it more than once, as they'll need to take it on and off several times during the school day. If this isn't an option, they'll need to bring in several single-use face coverings each day. Their face covering should be secured to their head using ear loops only
- A **sealable plastic bag** to keep their face covering in when they're not using it so that it doesn't contaminate (or get contaminated by) other surfaces in school

Where can I get a face covering?

- Reusable and single-use face coverings are available to buy in shops or online
- We do have a supply in school, but this is limited.
- We've attached instructions from the government on how to make a cloth face covering
- Supervise your child if they'll be making it themselves

How should my child use their face covering?

- Watch [this video](#) from the World Health Organisation with your child so they know how to wear their face covering safely. We'll watch this in class too
 - Their face covering needs to cover their nose and mouth when they're wearing it
 - They shouldn't touch the front of the face covering or the part that's touched their mouth or nose
 - They should wash their hands before and after touching the face covering, including to take it off or put it on. They should store it in an individual, sealable plastic bag between uses
 - If it becomes damp, they shouldn't wear it, and they should replace it carefully
 - Single-use face coverings should be disposed of after use (**not** in a recycling bin)
-

How often will it need to be washed?

- Reusable face coverings will need to be washed at the end of each day, ready for your child to wear the next day
 - If your child has taken a spare reusable mask from school, this will also need to be washed before they use it again
 - You can wash and dry reusable face coverings with normal laundry – follow the washing instructions for the fabric and use normal detergent
-

What if my child is exempt from wearing a face covering?

- They won't need to wear one in school
 - Please let us know by contacting the Learning Centre Manager if your child [is exempt](#) so that we don't ask them to wear a face covering
-

What about my younger child?

- This guidance on wearing face coverings doesn't apply to children under the age of 11
-

What if my child forgets their face covering?

- We'll have a small supply of spares available at school
- To be safe in the knowledge that everyone has one, please make sure your child has their own so that we can keep our supply of spares for emergencies

Sources

This factsheet was produced based on the following sources. All information is correct as of 11am Thursday 3 September.

- [Face coverings in education](#), GOV.UK – DfE
- [Face coverings: when to wear one and how to make your own](#), GOV.UK – DfE
- [Guidance for full reopening](#), GOV.UK – DfE

Face coverings in schools: how to make it work

Here's what to expect now our school is introducing face coverings in shared areas for secondary pupils and staff.

When will I need to wear a face covering at school?

You'll need to wear a face covering in school:

- From when school starts in September. We've decided to introduce this measure because we feel it's appropriate to keep everyone safe at school, based on the latest guidance

Where exactly will I need to wear it in school?

- You'll need to wear it at all times throughout the day; teachers are permitted to wear an alternative covering (visor), or limit their use of face coverings, if it inhibits teaching.
- You **won't** need to wear it outside, although it is recommended.

What will I need?

All staff will need to come to school with:

- A **face covering**. We'd recommend a reusable one so that you can use it more than once, as you'll need to take it on and off several times during the school day. If this isn't an option, you'll need to bring in several single-use face coverings each day
- A **sealable plastic bag** to keep your face covering in when you're not using it, so that it doesn't contaminate (or get contaminated by) other surfaces in school

Where can I get a face covering?

- Reusable and single-use face coverings are available to buy in shops or online
- We are happy to supply temporary or reusable coverings on request.
- We've attached instructions from the government on how to make a cloth face covering

How do we need to use them?

- The face covering needs to cover your nose and mouth when you're wearing it
- You shouldn't touch the front of the face covering or the part that's touched your mouth or nose

- You should wash your hands before and after touching the face covering, including to take it off or put it on. Store it in an individual, sealable plastic bag between uses
- If it becomes damp, you shouldn't wear it, and you should replace it carefully
- You must throw it away in a bin (**not** a recycling bin) if it becomes damaged or is single-use
- If it's a reusable mask, you'll need to wash it at the end of the day before use the next day. Follow the washing instructions for the fabric. You can use your normal detergent, and you can wash and dry it with other laundry

How can we keep pupils safe?

- Make sure your classroom has a lidded bin (**not** for recycling) where pupils can safely dispose of their damaged or single-use masks
- Share [this video](#) from the World Health Organisation with pupils in class so they know how to wear their face coverings safely

What if I or a pupil are exempt from wearing a face covering?

- You or they [won't need to wear one](#) in school
- Parents have been asked to inform a member of SLT or a Learning Centre Manager if their child is exempt

What about younger pupils?

- This guidance on wearing face coverings doesn't apply to children under the age of 11

What if a pupil forgets their face covering?

- We'll have a small supply of spares available at school
- To be safe in the knowledge that everyone has one, please remind pupils at the end of each day to bring their face covering in the next day. That way, we can keep our supply for emergencies

Sources

This factsheet was produced by The Key for School Leaders, based on the following sources. All information is correct as of 11am Wednesday 26 August.

- [Face coverings in education](#), GOV.UK – DfE
- [Face coverings: when to wear one and how to make your own](#), GOV.UK – DfE

How to use Face Coverings



Coronavirus
COVID-19
Public Health
Advice

ALWAYS CLEAN YOUR HANDS BEFORE **AND** AFTER WEARING A FACE COVERING

Correct Covering

Medical masks should be reserved for health workers or patients in treatment.

If you have been advised to wear a medical mask, always have the coloured side showing and the metal band at the top of your nose.



Check Your Fit

Check that the face covering is made from a fabric that you are comfortable wearing.



Check that it is easy to fit and completely covers your nose and mouth, all the way down under your chin.

Tighten the loops or ties so it's snug around your face, without gaps. If there are strings, tie them high on top of the head to get a good fit. Do not touch or fidget with the face covering when it is on.

DO NOT:
Wear the face covering below your nose.



DO NOT:
Leave your chin exposed.



DO NOT:
Wear it loosely with gaps on the sides.



DO NOT:
Wear it so it covers just the tip of your nose.



DO NOT:
Push it under your chin to rest on your neck.



FOLLOW THESE TIPS TO STAY SAFE:

ALWAYS wash your hands before and after handling your face covering.

ALWAYS change your face covering if it is dirty, wet or damaged.

Carry unused face coverings in a sealable clean waterproof bag, for example, a ziplock.

Carry a second similar type bag, to put used face coverings in.

CHILDREN UNDER 13 should not wear face coverings.

ALWAYS wash cloth face coverings on the highest temperature for cloth.

Safe Removal



Use the ties or ear loops to take the face covering off.

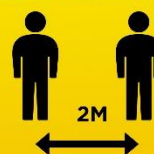
Do not touch the front when you take it off.

Disposing Of Single-Use Mask



Always dispose of single-use masks properly in a bin.

Don't forget to clean your hands and keep social distance.



Stay safe. Protect each other.



Rialtas na hÉireann
Government of Ireland

Remote Learning: Step-by-Step Flow Chart

Context:

In the event of a pupil/pupils needing to self-isolate this step by step plan for remote learning should be followed.

