



Department  
for Education

# **Contingency framework: education and childcare settings**

**February 2022**

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## Summary

On 21 February the Prime Minister set out the next phase of the Government's COVID-19 response. COVID-19 continues to be a virus that we learn to live with, and the imperative is to reduce the disruption to children and young people's education.

The contingency framework describes the principles of managing local outbreaks of coronavirus (COVID-19) (including responding to variants of concern) in education and childcare settings, covering:

- good baseline infection prevention and control which can provide protection against infection and associated education disruption
- the types of measures that settings should be prepared for
- who can recommend these measures and where
- when measures should be lifted
- how decisions are made

Local authorities, directors of public health (DsPH) and their teams, and the UK Health Security Agency (UKHSA) health protection teams should follow the principles and can recommend measures described in this guidance in individual education and childcare settings as part of their outbreak management responsibilities. Where there is a need to address more widespread issues across an area, ministers will take decisions on an area-by-area basis.

## Who is this guidance for?

This guidance is for the following settings.

Early years settings, including:

- all providers on the Ofsted early years register
- providers registered with an early years childminder agency
- all pre-reception early years provision in maintained, non-maintained and independent schools

Schools, including:

- primary schools (including reception classes)
- middle or upper schools
- secondary schools (including school sixth forms)
- special schools, including non-maintained special schools
- special post-16 providers
- 16 to 19 academies
- independent schools

Alternative provision (AP), including:

- pupil referral units
- AP academies
- AP free schools

Further education (FE) providers, including:

- sixth-form colleges
- general FE colleges
- independent training providers
- designated institutions
- adult community learning providers
- special post-16 institutions

Higher education providers (HE), including:

- universities
- specialist and independent HE providers

Out-of-school settings and wraparound childcare, including:

- breakfast clubs
- after-school clubs
- holiday clubs
- other out-of-school settings (including providers of wraparound childcare for children over the age of 5)

Summer school provision, which may be arranged or hosted by a range of organisations including:

- secondary schools
- special schools
- pupil referral units
- alternative provision

Holiday activities and food programmes, during the Easter, summer and Christmas school holidays. There are a wide variety of organisations and individuals involved in the delivery of the holiday activities and food programme and other out-of-school settings, including but not limited to:

- schools
- private providers
- charities
- youth clubs

- community groups

This guidance is also for local authorities, DsPH and health protection teams (HPTs).

This guidance should be read alongside the detailed guidance for education and childcare settings and providers operating during COVID-19:

- [actions for early years and childcare providers during the COVID-19 pandemic](#)
- [schools COVID-19 operational guidance](#)
- [further education COVID-19 operational guidance](#)
- [providing apprenticeships during the COVID-19 pandemic](#)
- [COVID-19: actions for out-of-school settings](#)
- [SEND and specialist settings: additional COVID-19 operational guidance](#)
- [higher education COVID-19 operational guidance](#)

## Changes to the previous version

Changes to the guidance since its 21 January 2022 publication include amendments throughout to reflect the Government's ['Living with COVID-19 announcement'](#). Readers should note specific changes to:

- [Baseline measures](#)
- [When settings should consider extra action](#)
- [People that are vulnerable to COVID-19 \(formerly 'shielding' section\)](#)
- [Measures that settings should plan for](#)

## Introduction

The government has made it a national priority that education and childcare settings should continue to deliver face-to-face, high-quality education and childcare to all children and young people as we learn to live safely with COVID-19.

Given the protections the country has built through vaccinations and new treatments, England is now in a position to move into a new phase of managing COVID-19.

This means that from 24 February the legal requirement to self-isolate has been removed. From 21 February we are no longer advising regular asymptomatic testing in most education settings, and COVID-19 will be increasingly managed in line with other infectious diseases through public health guidance. There is no change to testing arrangements for staff and secondary age students and above in special schools, alternative provision, and SEND/AP units within schools and colleges who will continue to be offered twice-weekly testing. Staff and secondary aged students in open and secure children's homes are also advised to continue regular twice weekly testing,

Measures affecting education and childcare may still be necessary in some circumstances as we move into the next phase of our response, for example:

- to help manage severe operational impacts or identified health risks of a COVID-19 outbreak within a setting
- as part of a package of measures responding to a variant of concern (VoC) or to extremely high prevalence of COVID-19 in the community
- to prevent unsustainable pressure on the NHS

All education and childcare settings should already have contingency plans (sometimes called outbreak management plans) detailing how they would exceptionally and temporarily reintroduce any measures described in this document to manage risk and minimise disruption to face-to-face education and childcare.

# Principles

## Prioritising education

The overarching objective is to maximise the number of children and young people in face-to-face education or childcare and minimise any disruption, while protecting those most vulnerable to increased risk from COVID-19.

The impacts of having missed face-to-face education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing COVID-19 risk should be weighed against any educational drawbacks and the additional measures described in this guidance should be considered only in exceptional circumstances and be time limited, to minimise disruption to face-to-face education and protect the most vulnerable.

Decision-makers should endeavour to keep any additional measures in education and childcare to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so.

Attendance restrictions should only ever be considered as a last resort - neither contacts or siblings of positive cases should under normal circumstances be asked to isolate.

The government will try to give as much notice as possible of any changes to the way settings should operate.

## Collaboration

Multi-agency collaboration and communication is important in ensuring consistency in approach across England wherever issues occur, so that no group of children, pupils or students is unfairly disadvantaged.

Local authorities, DsPH and HPTs, and DfE's regional schools commissioners (RSCs) should maintain close working relationships through their regional partnership teams (RPTs).

These teams are made up of:

- UKHSA regional directors
- contain regional convenors
- UKHSA regional leads



Where decisions about measures in education and childcare settings are made at a national level, DfE will work with the Department of Health and Social Care (DHSC), the UKHSA, the Chief Medical Officer, and other government departments, as well as relevant local authorities and DsPH. The government will review the available evidence and take into account the judgement of public health professionals.

## Roles and responsibilities

Local authorities, DsPH and HPTs are responsible for managing localised outbreaks. They play an important role in providing support and advice to education and childcare settings.

Local authorities, DsPH and HPTs can work with their regional partnership teams (RPTs) to escalate issues from the local level into the central local action committee command structure. RPTs support local areas in managing outbreaks and provide advice and insights from across the country to the Chief Medical Officer and the Secretary of State for Health and Social Care to inform decision making.

Through the local action committee command structure, ministers consider and take decisions on measures on an area-by-area basis in light of all available evidence, public health advice and the local and national context.

In rare circumstances, it may be necessary to escalate issues to ministers through other central government committees (for example incident management teams), but this should be by exception only.

## Baseline measures

The [operational guidance](#) sets out the infection prevention and control measures that all education and childcare settings should have in place as good practice. These measures will help to manage COVID-19 risk.

This includes:

1. Pupils, staff and other adults with COVID-19 symptoms, a positive test result, or who are a close contact of a case should follow the guidance for [people with COVID-19 and their contacts](#).
2. Pupils and staff should return to school as soon as they can, in line with the guidance for [people with COVID-19 and their contacts](#). Schools and colleges will need to be prepared to implement high-quality blended learning arrangements so that any child or student who is well enough to learn from home can do so.
3. All education and childcare settings should continue to ensure good hygiene for everyone, maintain appropriate cleaning regimes, keep occupied spaces well ventilated,

and follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

4. Settings should continue to encourage [coronavirus \(COVID-19\) vaccination](#) uptake for eligible students and staff.

## Contingency planning

All education and childcare settings should already have contingency plans (sometimes called outbreak management plans) detailing how they would exceptionally and temporarily reintroduce any measures described in this document to minimise disruption to face-to-face education and protect the most vulnerable to COVID-19.

Resilience and planning for COVID-19 remains important. Settings do not need to reformat their existing contingency plans to specific templates, but the plans should be kept robust and up to date in light of the advice set out here.

A good plan should cover:

- roles and responsibilities
- when and how to seek public health advice
- details on the types of control measures you might be asked to put in place (described in [measures that settings should plan for](#) and [operational guidance](#))

For each control measure you should include:

- actions you would take to put it in place quickly
- how you would ensure every child, pupil or student receives the quantity and quality of education and support to which they are normally entitled
- how you would communicate changes to children, pupils, students, parents, carers and staff

## When settings should consider extra action

The [operational guidance](#) sets out the measures that all education settings should have in place to manage COVID-19 risk day-to-day. For most settings, it will make sense to think about taking extra action if they face severe operational disruption to face-to-face education.

The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned.

For most education and childcare settings, these include:

- a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection
- evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19
- a cluster of cases where there are concerns about the health needs of [vulnerable staff or students](#) within the affected group

For special schools, alternative provision, SEND/AP units within schools and colleges, open and secure children's homes and settings that operate with 20 or fewer children, pupils, students and staff at any one time:

- 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period and/or there are concerns about the health needs of vulnerable individuals within the affected group

Identifying a group that is likely to have mixed closely will be different for each setting. [Examples are available for each section](#), but a group will rarely mean a whole setting or year group.

Settings can seek public health and operational advice by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements.

Higher education providers should continue to liaise with their DsPH. If and when outbreaks occur that require public health support, providers should work with their local HPTs to identify any additional measures to put in place.

## **Actions to consider**

When the thresholds are reached, education and childcare settings should review and reinforce the hygiene and ventilation measures they already have in place. There is more detail on these in [Annex A](#) and in the guidance for each sector.

Settings should consider whether to seek additional public health advice if they have met the thresholds set out above and are considering additional measures, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements.

A director of public health, their team, or a HPT may give settings advice on whether to take extra action, reflecting the local situation. If they judge that additional action should be taken, they might advise the setting to take some or all of the [other measures](#) described in this document, for example, extra testing.

All settings should make sure their contingency plans cover how they would operate if any of the [measures described](#) were recommended for their setting or area.

## **People that are vulnerable to COVID-19**

Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be clinically extremely vulnerable (CEV) will not be advised to shield again.

The situation is now very different to when shielding was first introduced. We understand a lot more about the virus and what makes someone more at risk from severe disease

from COVID-19. The vaccine continues to be successfully rolled out, and other treatments and interventions are becoming available.

Individuals previously identified as CEV are advised to continue to follow the same guidance as the general public on [how to stay safe and help prevent the spread of COVID-19](#). Individuals with a weakened immune system should follow DHSC and UKHSA advice for [people whose immune system means they are at higher risk from COVID-19](#).

The risk to children and young people of severe disease from COVID-19 is very low compared to adults, even for those with chronic conditions. All children and young people over 5, including those who have been identified by their medical team as being [at higher risk](#), are eligible for COVID-19 vaccinations. They should attend their education setting unless advised otherwise by a health care professional or medical team.

Individuals should consider advice from their health professional on whether additional precautions are right for them.

# Measures that settings should plan for

## Managing events

Contingency plans should include a range of options that education settings can implement where necessary to manage severe operational impacts or identified health risks of a COVID-19 outbreak. This could include actions to limit:

- residential educational visits
- open days
- transition or taster days
- parental attendance in settings
- live performances in settings

Local authorities, DsPH and HPTs may recommend these precautions in individual settings or across an entire area.

## Testing

All settings should ensure their contingency plans reflect the possibility that a DPH or HPT might advise rapid lateral flow device (LFD) testing by some staff, pupils and students (secondary age and above). This may temporarily be advised for an individual setting or in areas of high prevalence by DsPH as part of their responsibilities in outbreak management.

DsPH advice could also include the temporary reintroduction of onsite LFD testing for specialist education and childcare settings across areas that have been designated as enhanced response areas where settings and DsPH decide it is appropriate.

Any additional testing measures would need to be agreed with settings and we encourage DsPH to consult settings and work with them to identify what support may be needed to do this, including test kit supply.

Specialist education and childcare settings should consider how onsite LFD testing could be implemented in a way that does not negatively impact the education they provide to their pupils and students. DsPH should keep DfE and UKHSA informed of all cases where they are considering recommending onsite LFD testing for an education setting, via their RPT and RSC.

Pupils, staff and other adults with a positive test result should follow [UKHSA guidance](#) on whether to stay at home and avoid contact with other people.

## Face coverings

In England, face coverings are no longer required by law. In education and childcare settings, face coverings are not advised for pupils, staff and visitors in communal areas, or classrooms and teaching spaces.

Face coverings in communal areas may temporarily, and exceptionally, be advised by DsPH:

- for an individual setting, as part of their responsibilities in outbreak management
- for settings across areas where DfE and public health experts judge the measure to be proportionate, based on the evidence public health experts share with the DfE and specific local public health concerns. For example, where the area has been designated as an enhanced response area, and where COVID-19 risk may put exceptional local pressure on the healthcare system. This is a temporary measure.

Face coverings in classrooms and teaching spaces may temporarily, and exceptionally, be advised by DsPH for an individual setting, as part of their responsibilities in outbreak management.

Face coverings in classrooms and teaching spaces should only ever be recommended across an area if it has been designated as an enhanced response area by the Local Action Committee command structure.

Children of primary school age and early years children should not be advised to wear face coverings. No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering. Any guidance should allow for circumstances where people are not able to wear face coverings.

In all cases any educational and wellbeing drawbacks in the recommended use of face coverings should be balanced with the benefits in managing COVID-19 risk. Where recommended, the use of face coverings should be kept under regular review and lifted as soon as the evidence supports doing so.

Further information on things to consider when face coverings have been recommended can be found in [Annex B](#).

## Attendance restrictions

High-quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort:

- for individual settings, on public health advice in extreme cases of operational disruption to staffing or where other recommended measures have not mitigated against risks to face-to-face education
- across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS

In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.

Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending.

## **Other considerations where attendance has been restricted**

### **Remote education**

High-quality remote learning in schools, further education, and higher education settings should be provided for all pupils and students if:

- they have tested positive for COVID-19 but are well enough to learn from home
- attendance at their setting has been temporarily restricted

On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers where they are able to attend. If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority. Full detail on remote education expectations and the support available to schools and FE providers is available at [get help with remote education](#).

### **Education workforce**

If restrictions on child, pupil and student attendance are ever needed, leaders of childcare and education settings will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely.

Employers should be able to explain the measures they have in place to keep staff safe at work.

### **Safeguarding and designated safeguarding leads**

There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners:



- local authorities
- clinical commissioning groups
- chief officers of police

If attendance restrictions are needed in any education or childcare setting, we would expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe, particularly as more children and young people may be learning remotely.

All settings must continue to have regard to any statutory safeguarding guidance that applies to them, including:

- [keeping children safe in education](#)
- [working together to safeguard children](#)
- the [early years foundation stage \(EYFS\) framework](#)

Out of school settings should also review [keeping children safe in out-of-school settings: code of practice](#).

Early years providers, schools, out-of-school settings and FE providers (ideally led by the designated safeguarding lead (DSL) or a deputy) should review their child protection policy so that it reflects the local restrictions and remains effective.

It is expected that schools, out-of-school settings and FE providers will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools and FE providers there may be operational challenges to this. In such cases, there are 2 options to consider:

- a trained DSL (or deputy) from the early years setting, school, out-of-school settings or FE provider can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

## **Vulnerable children and young people**

Where [vulnerable children](#) and young people are absent, education settings should:

- follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns

- encourage the child or young person to attend educational provision, working with the local authority and social worker (where applicable), particularly where the social worker and the virtual school head (where applicable) agrees that the child or young person's attendance would be appropriate
- focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home
- have in place procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so

If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.

## Transport

Transport services to education settings should continue to be provided as normal where children are attending education settings. The [guidance on transport to schools and colleges during the COVID-19 pandemic](#) remains in place.

## School and FE meals

Schools should provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.

Schools should also continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school because they have had symptoms or a positive test result themselves.

Further information is available in the [guidance on providing school meals during the COVID-19 pandemic](#).

FE providers should continue to support students who are eligible for, and usually receive, free meals, even if students are studying remotely due to COVID-19. This includes students in further education, who are newly eligible.

There is further [guidance on free meals in further education-funded institutions](#).

## Educational visits

Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should consider carefully if the educational visit is still appropriate and safe. Only students who are attending the setting should go on an educational visit. Education

settings should consult the health and safety guidance on educational visits when considering visits.

# Annex A: guidance for education and childcare settings on managing COVID-19 cases from February half term 2022

Wherever additional measures are considered, the objective is to maximise the number of children and young people in face-to-face education or childcare and minimise any disruption, while protecting the most vulnerable to COVID-19.

There is strong [evidence](#) that children and young people are much less susceptible to severe clinical disease than older people and that there are significant disadvantages to children and young people associated with missed and disrupted education.

It is of course acknowledged that this evidence may change with the emergence of new variants of concern (VoCs). The government will continue to advise baseline measures and provide thresholds at which help can be sought and extra measures may be introduced. Local spikes in COVID-19 will usually be best managed through a dynamic risk assessment approach. Attendance restrictions are unlikely to be a proportionate response to the level of risk that COVID-19 currently poses to children and young people, and public health authorities would only consider them as a last resort if all other risk mitigations proved insufficient to prevent severe operational impacts or identified health risks of a COVID-19 outbreak.

In light of this, all education and childcare settings should revisit their contingency plans based on the advice in this guidance. There is no expectation that education and childcare settings should create new documents or reformat any existing plans to specific templates, but plans should be robust and up to date.

## Close mixing

Identifying a group that is likely to have mixed closely will be different for each setting. Below are some examples.

For early years, this could include:

- a childminder minding children, including their own
- childminders working together on the same site
- a nursery class
- a friendship group who often play together
- staff and children taking part in the same activity session together

For schools, this could include:

- a form group or subject class

- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activity

For boarding schools, this could include:

- staff and children taking part in the same class or activity session together
- children who share the same common space in a boarding house
- children who have slept in the same room or dormitory together

For FE, this could include:

- students and teachers on practical courses that require close hands-on teaching, such as hairdressing and barbering
- students who have played on sports teams together
- students and teachers who have mixed in the same classroom

For wraparound childcare or out-of-school settings, this could include:

- a private tutor or coach offering one-to-one tuition to a child, or to multiple children at the same time
- staff and children taking part in the same class or activity session together
- children who have slept in the same room or dormitory together

For higher education institutions, this could include:

- students in the same household, sharing living, washing and cooking facilities
- students who take part in sporting or social activities together
- students taking part in the same seminar or group learning activity such as a presentation

## Annex B: In circumstances where face coverings are recommended

Where face coverings are recommended, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.

The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.

Face visors or shields can be worn by those who are exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

There are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances. Some people are less able to wear face coverings, and the reasons for this may not be visible to others. In relation to education settings, this includes:

- People who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability
- People for whom putting on, wearing or removing a face covering will cause severe distress
- People speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate
- To avoid the risk of harm or injury to yourself or others

All employers have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff.

You also have a duty to make reasonable adjustments for disabled children, pupils and students to support them to access education successfully. Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.

No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.



Department  
for Education

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