### Appendix 2. GRADE ratings and detailed data

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Study</th>
<th>Characteristics</th>
<th>Results</th>
<th>GRADE-rating</th>
<th>Final GRADE</th>
</tr>
</thead>
</table>
| Learning delay           | Maldonado & De Witte, 2020                 | Standardized tests in children in the last grade primary school. Comparing cohort 2020 to previous cohorts 2015 to 2019 | Learning loss in 2020
Social science: 0.33 SD
French: 0.3 SD
Dutch 0.29 SD
Math: 0.19 SD
- results were robust across different models
- inequality within and between schools rose | Observational research
No serious limitations
No serious indirectness
No serious inconsistency
No serious imprecision
Large effect (+0.5)
Residual confounding (+0.5) | Moderate certainty |
| Child abuse (different sources 2020 vs 2019) | 1. Child Focus                             | Number of reports on images of sexual abuse              | During lockdown 679 reports vs 256 during same months in 2019 (+165%) | Observational research
No serious limitations
No serious indirectness
No serious inconsistency
No serious imprecision | Low certainty |
|                          | 2. CLBch@t                                 | Number of chats on abuse at helpline for students        | During lockdown 79 reports vs 61 during same months in 2019 (+30%)    |                                                                              |                      |
|                          | 3. helpline 1712                           | Number of persons contacting this helpline on abuse      | During lockdown +44% reports compared to same months in 2019           |                                                                              |                      |
| Child abuse (Sept 2020 vs May 2020) | 4. helpline (sexual abuse of children)     | Number of persons contacting this helpline (nupraatikerover.be) | In May 2020 100 reports vs 65 in September 2020 (+54%)                 |                                                                              |                      |
| COVID infections          | National surveillance data; CLB for teachers | Number of persons with a positive test reported in paper |                                                                        | Observational research
No serious limitations
Serious indirectness
No serious inconsistency | Very low certainty |
<table>
<thead>
<tr>
<th>Mental health children</th>
<th>'Grote Corona Studie'</th>
<th>Survey among children</th>
<th>reported in paper</th>
<th>No serious imprecision</th>
<th>Observational research</th>
<th>No serious limitations</th>
<th>Serious indirectness</th>
<th>Very low certainty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CLBch@t</td>
<td>Number of chats</td>
<td>Per 14 days (May vs September): depression: 16 vs 5 anxiety: 16 vs 9 suicidal thoughts: 18 vs 15  Per 6 months (2020 vs 2019) depression: 169 vs 82 anxiety: 139 vs 35 suicidal thoughts: 190 vs 137</td>
<td>No serious inconsistency</td>
<td>Serious imprecision</td>
<td>No serious inconsistency</td>
<td>Serious indirectness</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(May vs September 2020) (Lockdown 2020 vs same months 2019)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child neglect</td>
<td>CLB reports</td>
<td>Interventions because of physical or mental neglect</td>
<td>In 2020, +32%</td>
<td>No serious limitations</td>
<td>Serious indirectness</td>
<td>No serious inconsistency</td>
<td>No serious imprecision</td>
<td>Very low certainty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1: Data from Sept 2020 vs May 2020 yield very similar results compared to data from 2020 vs 2019
2: In May 2020 multiple corona measures were in place; with this data we cannot disentangle the effect of closing schools only on these outcomes
3: Data May vs September 2020 is based on low numbers