

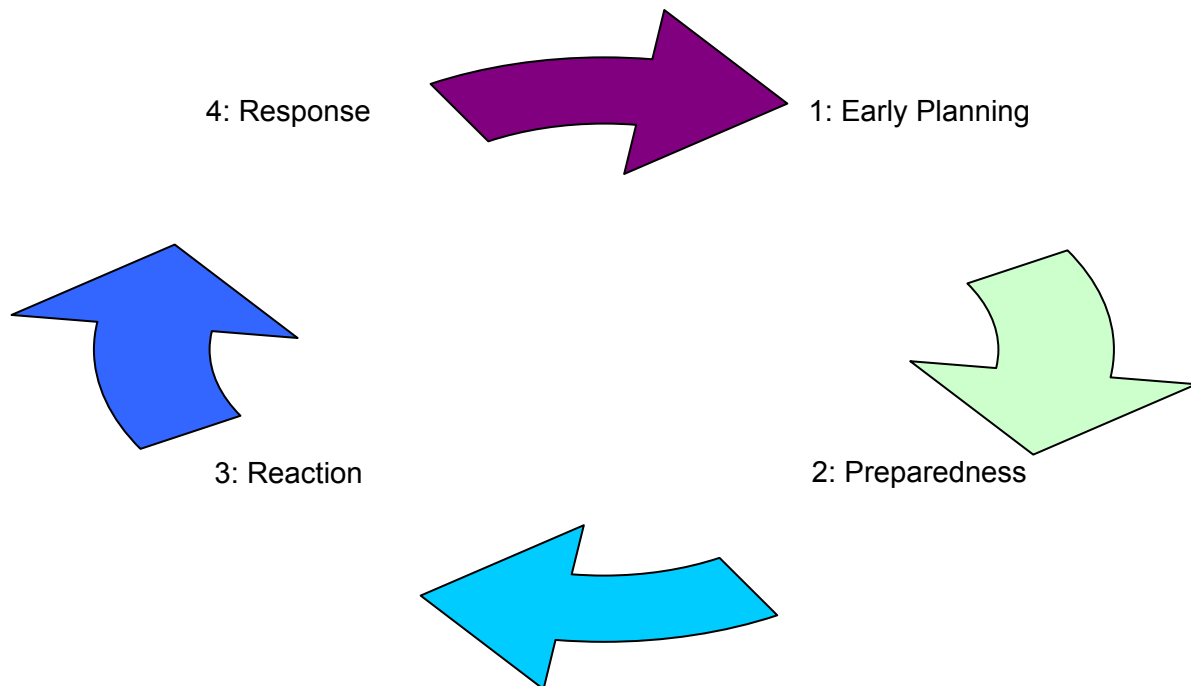
# **Pandemic Flu Planning Model Plan/Checklist for Schools**

This model plan is designed to accompany the DfES issued guidance to schools, available at [www.teachernet.gov.uk/humanflupandemic](http://www.teachernet.gov.uk/humanflupandemic) . It is intended to help your school and is not a mandatory requirement. We anticipate that most users will wish to download it and keep it on-line, and can then modify it to fit in with any existing contingency plans. You may wish to insert hyperlinks to any school documents you hold on the internet or to your local authority's website. DfES will add more information to the website mentioned above as we take work forward on this issue.

Enclosed are two checklists outlining key actions so you can monitor progress; however some may need to be carried out by your local authority, who should be working with schools on planning, and some by schools of different types – for instance independent schools and boarding schools will have different responsibilities (see annex v: for specific advice relating to boarding schools).

These two checklists set out what you should be looking to do now. We have further checklists of action to be taken when a pandemic seems more imminent, and will issue these at the appropriate time (see Annex i for the phases identified by the World Health Organisation (WHO); the length of the phases can vary significantly – we have been in Phase 3 for an extended period, but other phases could be much shorter, lasting from a couple of weeks to a few months).

Not everything found here will apply to every school but is intended as a planning aid which can be added to, or shortened according to your circumstances. We recommend that you review your plans on an annual basis.



[Note: If you wish to complete the checklists below electronically, to put an X in a box, double-click on the box and change the Default Value to Checked]

## 1. Early Planning : WHO phases 1 – 4 (see annex i)

Completed	In Progress	Not Started		Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1	Read the guidance, available at <a href="http://www.teachernet.gov.uk/humanflupandemic">www.teachernet.gov.uk/humanflupandemic</a> and share it with others in your school – including staff and governors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2	Identify who would make any decision on whether to close (and reopen) the school in the case of government advice, staff absence or to prevent the spread of infection (see annex iii for further information).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3	Determine who is the Local Authority (LA) liaison on this issue. [If your LA has a relevant web-page, insert hyper-link here]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4	Read the DfES infection control guidance when it is published early 2007 – will be at <a href="http://www.teachernet.gov.uk/humanflupandemic">www.teachernet.gov.uk/humanflupandemic</a>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5	Check whether your school is suitably equipped with materials needed to implement infection control measures (e.g. tissues and tissue disposal, hot water and soap).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6	Check cleaning arrangements / contracts and whether special provision could be provided during a pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7	Develop communication and dissemination plans for staff, students, and families, including information about possible closures, any timetable changes, and – where relevant - transport changes. <sup>1</sup>

<sup>1</sup> Possible avenues of communication may include automated phone messages, phone trees, e-mail, Web sites, text-messaging and local media outlets.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Consider allocating some curriculum time to pandemic flu.
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## 2. Preparedness: WHO phases 1 - 4

Completed	In Progress	Not Started	In addition to the steps listed above:	Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Compile a list of key contacts; including your LA liaison, your local strategic coordinating group (SCG) and others.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Check and update pupil and parent/carer contact details. Consider also compiling home email addresses for students and parents/carers who have access to the internet at home.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Consider how you might operate in the event of key staff absence (including both teaching and ancillary staff). Review arrangements for covering teaching and non teaching duties.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Consider the allocation of responsibilities, duties and cover arrangements during a pandemic, including who would take key decisions in the event of leadership team absence.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Review procedures for communicating with staff, students, and families.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Consider pastoral needs of the students and staff during a pandemic; are there staff training needs that could be met now?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Identify the languages spoken by the student population and their families, and discuss with LA how the information might be made available in those languages. Also consider the needs of blind and deaf students or others with special educational needs.	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8 Preplan; develop template letters, both for closure and reopening.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9 Consider developing and testing communications mechanisms in the possible event of school closure e.g. Telephone trees and text messaging services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10 Consider compiling a pool of parents / volunteers (who are CRB checked) who could be used to supervise children in times of significant absence.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.11 Investigate options with your LA about how students might work from home during a pandemic.

## ANNEX i: WHO pandemic phases and UK ALERT LEVELS

Inter-pandemic Period		
1	No new influenza virus subtypes detected in humans	UK not affected UK has strong travel/trade connections with affected country UK affected
2	Animal influenza virus subtype poses substantial risk	
Pandemic Alert Period		
3	Human infection(s) with a new subtype, but no new human to human spread to a close contact	UK not affected  UK has strong travel/trade connections with affected country
4	Small cluster(s) with limited human-to human transmission but spread is highly localised, suggesting that the virus is not well adapted to humans	
5	Large cluster(s) but human-to-human spread still localised, suggesting that the virus is becoming increasingly better adapted to humans	UK affected
Pandemic Period		
6	Increased and sustained transmission in general population	<b>UK Alert level</b> <b>1</b> Virus/cases only outside the UK <b>2</b> Virus isolated in the UK <b>3</b> Outbreak(s) in the UK <b>4</b> Widespread activity across the UK
Post Pandemic Period		
	End of pandemic Return to inter-pandemic period	

**ANNEX ii: Key contacts**

<b>NAME / POSITION</b>	<b>CONTACT DETAILS</b>
<b>Local Authority Liaison</b>	
<b>Supply Agencies</b>	

### Annex iii – Communications Channels

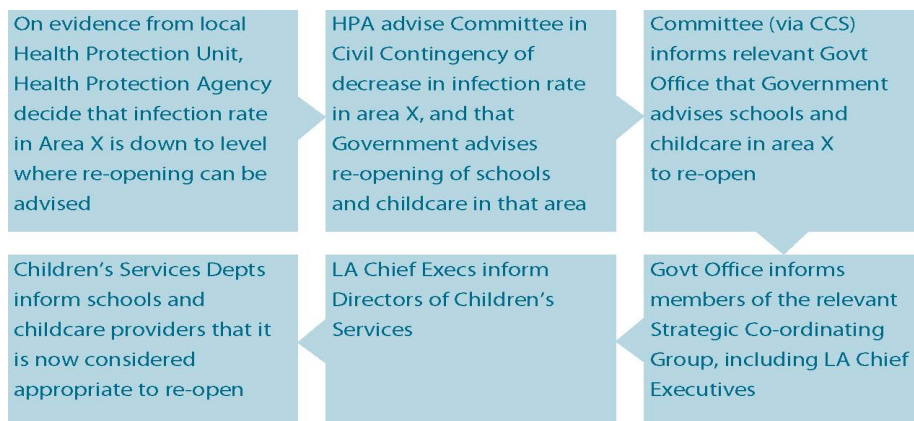
1. Principle decision taken on whether schools and childcare settings should close (based on medical evidence).



2. If principle decision to close has been taken, informing schools and childcare providers when the pandemic has reached an area.



3. Re-opening after closure.<sup>2</sup>



<sup>2</sup> It is possible that partial reopening would be advised first (e.g. for children who had been infected and recovered).

## Annex iv: Further Information and links

Schools and Children's services guidance documents:

[www.teachernet.gov.uk/humanflupandemic](http://www.teachernet.gov.uk/humanflupandemic)

Government wide planning available from the Department of Health:

[www.dh.gov.uk/pandemicflu](http://www.dh.gov.uk/pandemicflu)

Regional preparedness contacts are at:

[www.gos.gov.uk/prepemergencies/preparedness/?a=4249](http://www.gos.gov.uk/prepemergencies/preparedness/?a=4249)

[6](#)

DfES / DH guidance on managing medicines in schools and early years settings:

[www.publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-1448-2005](http://www.publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-1448-2005)

This has a chapter on dealing with medicines safely, including emergency procedures (e.g. staff should never take a child to hospital in their own car; it is safer to call an ambulance). Also see DfES guidance on First Aid:

[www.teachernet.gov.uk/wholeschool/healthandsafety/firstaid](http://www.teachernet.gov.uk/wholeschool/healthandsafety/firstaid)

Advice on supporting a school where a pupil has died is at:

[www.teachernet.gov.uk/wholeschool/healthandsafety/pupildfatality](http://www.teachernet.gov.uk/wholeschool/healthandsafety/pupildfatality)

General background: NHS leaflet for families available from DH on 08701 555 455 or [dh@prolog.uk.com](mailto:dh@prolog.uk.com), or at: [www.dh.gov.uk/pandemicflu](http://www.dh.gov.uk/pandemicflu)

Information targeted at parents will be at: [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk) or

[www.direct.gov.uk/Parents/fs/en](http://www.direct.gov.uk/Parents/fs/en)

The Health Protection Agency website contains more information on relevant issues, including explaining the difference between avian, pandemic and seasonal flu: [www.hpa.org.uk/infections/topics\\_az/influenza/default.htm](http://www.hpa.org.uk/infections/topics_az/influenza/default.htm)

## **Annex v: Advice for boarding schools**

In past flu pandemics infection rates in closed communities such as boarding schools have been significantly higher than attack rates in the general community. We also recognise that boarding schools face logistical tasks additional to those in day-schools, in the event of school closures; issues may be different for different groups, e.g. maintained boarding schools, or special schools. We urge boarding schools to put in place contingency plans for closure including dispersal of pupils, and to revise these urgently when a pandemic is imminent.

Boarding schools should consider to what extent they can supply an education service remotely. Schools should strongly advise all families of their pupils who are based outside the UK to put in place a guardianship arrangement and those guardians are aware of their responsibilities, in the event that their child is unable to return home in a pandemic which might involve the closure of boarding schools.

Where a pupil from an overseas family has no guardianship arrangement in the UK, the school should, at the start of WHO alert phase 4 (see annex i), ask the parents whether they wish immediately to repatriate the pupil. Any pupil remaining in the UK into phase 4 would risk being unable to travel overseas at phase 5 or phase 6, due to possible disruption of international travel.

If a pandemic were to arrive in an area during term-time, and if a school closed following Government advice, some pupils may be unable to travel home and may not have guardianship arrangements in place. In these circumstances the school should continue to accommodate those pupils, and should split them into small groups to limit social mixing, this would also require the school to consider its staffing plans.

If a pandemic starts during a school holiday and schools do not re-open because of Government advice to close, pupils should remain with their families. If a holiday period starts during a pandemic, schools might require guardians to take care of any pupil unable to return home.

DfES will publish infection control guidance later in 2006 for boarding schools on the same web pages as this guidance: [www.teachernet.gov.uk/humanflupandemic](http://www.teachernet.gov.uk/humanflupandemic).

We advise independent boarding schools to check whether their insurance cover (or their contractual agreements with parents) includes the refund of fees if pupils have to return home or to guardians. Schools' ability to provide some remote learning may be a factor in this.