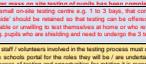


**Section 3 - On site and Home Mass Asymptomatic Testing for Secondary and SILC settings - daily serial testing for close contacts is not to be undertaken at the present time unless part of the NHS evaluation programme.**

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| Area of control | Control Measures | Additional / altered measures / notes | Implemented by / Initials | Date Completed |
|-----------------|------------------|---------------------------------------|---------------------------|----------------|
|-----------------|------------------|---------------------------------------|---------------------------|----------------|

**Secondary and SILC schools - not changing to twice weekly testing for staff 3/4 days apart (where possible) and 3 tests (1-5 days apart) for pupils on return to school followed by twice weekly home testing. Detailed guidance is available on the DfE Schools Portal.**

| On Site Mass Testing               |  |  |  |  |
|------------------------------------|--|--|--|--|
| ST 1. Setting Up the Testing Area. | 1.1  | <b>Assess and identify the staff and areas to be tested.</b><br>Identify which staff and pupils have given consent for tests to be carried out. Persons should be encouraged to undertake testing as it is an additional control measure on top of those already in place. However, consent is voluntary and can be withdrawn by the individual or parent / carer at any time and they should not be distressed or forced to use the tests. Staff and pupils attending school who do not consent to the test can still attend school as normal if they do not have symptoms of COVID-19.   |  |  |
|                                    | 1.1.1  | Identify the number of testing bays and testing personnel likely to be needed. Use the data obtained from step 1.1.1 in the workplace toolkit. This can then be used to identify the personnel resources required.   |  |  |
|                                    | 1.1.2  | Identify appropriate staff / volunteers to carry out the roles required. Consideration should be given to their suitability for the role e.g. protecting health conditions, vulnerable family members.   |  |  |
|                                    | 1.1.3  | Staffing levels should be sufficient to allow breaks for staff and / to reduce risk of stress due to delays.   |  |  |
|                                    | 1.1.4  | Identify if more than 1 suitable dedicated testing areas in the school. Testing areas require:<br>a. Adequate space to follow the layout recommendations for the testing areas, both each bay and associated support stations in the "How to Guide". This includes allowing for safe movement between registration desks, testing bays, a row or rows, entry and exit points and a socially distanced waiting area (if required). You may be able to use a space adjacent to and connected to the school main entrance.<br>b. Adequate ventilation (in line with Section 2 of this risk assessment) and lighting. Consider if additional task lighting is required for those processing the tests and / or other roles in the testing area.<br>c. A non porous floor and readily cleanable surfaces. Temporary floor coverings could be used if available.<br>d. Privacy - it should not be possible for passers by / staff and pupils in other areas to see persons being tested or staff and other roles in the testing area.  |  |  |
|                                    | 1.2  | <b>Prepare testing facilities</b><br>Set up the testing area in accordance with the "How to Guide". It is recommended bays are marked and the bay number is written on the test to be entered on the school records so that any issues with high numbers of inconclusive tests e.g. faulty batches, staff testing issues can be identified and traced.<br>It is recommended signage and floor marking is used to identify the entrance and exit, one way system and the surface of the bay if screens are not used. It is also recommended the floor is marked in front of each testing bay where the person being tested can stand whilst waiting to be processed.<br>Testing areas should be set up and prepared with the facilities outlined in the How to Guide.<br>Suitable seating should be available if persons testing the tests need to wait to do the test in a seated position. Any seating provided must be readily cleanable and be cleaned before and after each session.<br>Consider if additional signage, facilities are required for persons undertaking the test.<br>Floor or marking system may be used for signage purposes to use when setting up the test.<br>To promote a culture of privacy to persons undertaking the test consider the use of opaque or tinted partitions or screens around the testing area and should be at adequate height to avoid privacy and must be readily cleanable. Wipeable sheathing could be used to cover screens / tables that you may already have in school for use as screens.<br>Clearly marked signs and team names for the site use of staff working in the testing area should be available. Staff using these should still follow social distancing, hand hygiene and the Use it Once & Dispose rule.<br>Depending on the size of / length of time the testing area is in operation, it is advised break areas for the site use of staff working in the testing area may be needed so they do not need to go into the main school staff rooms where they are involved in testing. This should be cleaned regularly in line with the enhanced cleaning programme in school. The number of persons using these areas at any one time should be limited and follow the guidelines for staff rooms / communal areas in the How to Guide.<br>In addition to or instead of screens at each bay, if they are used to provide a large check visible to the processing staff to assist in the timing of the test development. Processing staff should write the area of the test on the test or on a PPE sheet.<br>It is recommended bins are provided to each bay and each station in the testing area to ensure waste is easily and correctly disposed of. Bins should be labelled or hard operated. See also the How to Guide.<br>Consider pre-making up testing kits / processing bins and placing in relevant locations. It may also help to pre-make up gloves to help staff separate while they are processing. For example:<br> |  |  |
|                                    | 1.2.1  | Consider the use of separate containers for the results for test results waiting entry onto the DfE log and school log and those that have already been entered. For example:<br>   |  |  |
|                                    | 1.2.2  | Other areas on site where results have been communicated.<br>It is advised results waiting entry onto the DfE log and school log and those that have already been entered. For example:<br>  |  |  |
|                                    | 1.3  | Staff competency / confidence before the actual testing begins should be assessed. The checks on the school portal could be used to assess with this. Any areas for improvement should be addressed.   |  |  |
|                                    | 1.3.1  | Staff competency at their roles should be assessed at regular intervals throughout the process e.g. weekly. The checks on the school portal could be used to assess with this. Any areas for improvement should be addressed.  |  |  |
|                                    | 1.3.2  | Checks of supplies should be undertaken at the end of each session to ensure there are adequate supplies of all essential materials for the testing activities for the next testing session.<br>At the end of each day for the following day:<br>a. All staff / volunteers involved in the testing process must complete the online training assessment on the school portal for the roles they will be undertaking. In order to provide flexibility to the process of testing and support for those in a non-essential role for multiple roles e.g. registration, sample processing, data entry. Only staff who have passed the assessments should commence testing and school support are responsible for ensuring this is the case.<br>b. Carry out several dummy runs before starting the testing for real. This will enable testing staff to gain competency / confidence before the actual testing begins.<br>c. Consider the time taken to complete testing and how long it takes to undertake the awaiting process at test start compared to staff that are non-familiar with it. This may impact on how many tests can be carried out each day and the need for staff identified to take these tests.<br>d. Staff processing / handling the tests should wear IR masks and eye protection / face shields, disposable gloves and aprons. Cloths must be changed after each test and the next changed at the end of each session including after breaks.<br>e. Staff undertaking cleaning of the area should wear IR masks and eye protection / face shields, disposable gloves and aprons. This should be changed at the end of each session including breaks and immediately after changes in activities.<br>f. All other staff working in the testing area e.g. co-ordinating supplies and opening, registering and recording should wear IR masks and all break and use and replace these in the with Door 11 PPE in Section 2 of the RA and at the end of each session including breaks.<br>g. Persons taking the test should wear a face mask / face covering at all times except when they are physically carrying or the test or biomarker / being assisted by staff on the test.<br>h. Staff directly assisting persons to undertake tests should wear IR masks and eye protection / face shields and disposable gloves and aprons. These should be changed between each person being tested.<br>i. All testing areas must not leave the testing area without removing and disposing of their PPE appropriately or before donning any new PPE required in areas of the school outside of the testing area.<br>j. Bins on Site.<br>k. The recommended actions pre-register pupils who have consented to the test on the DfE portal before they attend the testing area.   |  |  |
|                                    | 1.3.3  | Persons taking the test should wear a face mask / face covering at all times except when they are physically carrying or the test or biomarker / being assisted by staff on the test.  |  |  |
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|---|--|---|---|-----|--|--|
| ST 8. Conducting the on site tests        | 6.2  | To inform staff and pupils and to allocate anxiety around the testing process it is recommended staff and pupils are provided with information about the process and the chance to raise any specific questions / concerns. Consider using the videos and materials on the school portal, the videos / photographs from other schools or leaflets for learning, providing your own video / photographs of the process / testing area. If pupils have higher anxiety it is possible to carry out 1:1 controlled walk through of the area. All staff and pupils / parents / carers should be provided with the advice statement.  |   |     |  |  |
|   | 6.3  | Assessment staff or pupils need assistance with administering the test or taking part in the process if a pupil with SEN who may need emotional / reassurance support. Trained staff are available with the test if they are unable to conduct the test themselves. Assisted swabbing should be performed the usual for someone who is unable to self-swab does not need to be done by a clinician. There is testing and guidance on how to perform assisted swabbing on the DfE school portal. Any staff carrying this out should be appropriately trained and briefed for the person being assisted and be familiar with the process and the person they are assisting. They may also be concerned about their own assistance / process on-site which may be a concern for them. They should be supported to overcome this. | Amended   |     |  |  |
|   | 6.4  | Inform staff and pupils to notify a named person in school if they have any particular concerns / issues relating to the timing of the test that they may require assistance with e.g. contacting the school on 01203 625300 or 01203 625300 ext 100.   |   |     |  |  |
|   | 6.5  | Consent to be tested can be withdrawn at any stage including during the test. This includes verbal withdrawal. No staff or pupils should be forced or coerced in any way to undergo the tests.  |   |     |  |  |
|   | 6.6  | Where a school finds it may not be appropriate or safe to test a pupil who has parental / carer consent they should discuss this with the parent / carer and act where possible.  | Amended   |     |  |  |
|   | 6.7  | All staff and pupils can now be part of the on site or home testing programmes. Staff are expected to ensure that pupils are supported to take part in the testing.   |   |     |  |  |
|   | 6.8  | Staff and pupils that have had a positive PCR test in the last 30 days are exempt from taking a LFT test in the 30 day period after the PCR test. Full guidance for how this could be applied retrospectively can be found in Bulletin 06/2021. Staff that have had the Covid-19 vaccine can still test on the LFT programme.   | Amended   |     |  |  |
|   | 6.9  | It is recommended that pupils to be tested are given an appointment time / time slot to attend or (if the number of days and waiting space allows) this may be a group time. If pupil testing starts from home the pupils that cannot test should be as convenient as possible when they arrive at school and they should be directed to the testing area in the school.  | Amended   |     |  |  |
|   | 6.10   | All persons taking tests should be advised to maintain strict social distancing between those taking the test and to avoid contact with anyone who is showing symptoms of COVID-19 (including a fever and/or persistent cough) or they have returned within 14 days from a part of the world affected by the virus or have been in close contact with someone who is displaying symptoms.   |   |     |  |  |
|   | 6.11   | Where possible, testing should be carried out in the morning to allow the greatest amount of time that persons who test positive will have had with other staff / pupils and to allow the re-taking of specimens to be more easily managed.   |   |     |  |  |
|   | 6.12   | During the test, the testing area should be controlled and social distancing between those taking the test and between staff and pupils should be observed where possible.  |   |     |  |  |
|   | 6.13   | Persons being tested should wash their hand / sanitise immediately before / upon entering the testing area.   |   |     |  |  |
|   | 6.14   | Persons undertaking the test should be informed they must sanitise their hands before they remove their face coverings, before / after they carry out the test and before and after an during their face coverings. Removal / no-during of face coverings should be carried out in the testing bay and not while they are waiting to enter the bay or after they have exited.   |   |     |  |  |
|   | 6.15   | Persons being tested should be asked to read the testing instructions and / or have them explained to them prior to taking the test. This should be done before they remove their face coverings.   |   |     |  |  |
|   | ST 9. General  | 6.16  | It is recommended that the processing staff open the correct end of the swab package and used it in a short distance before handing the swab package to the person being tested. This will help avoid the strong end of the swab being handled. Where possible a combined nose and throat swab should be taken. However, a person-centred approach should be used to assess which sample to take from each child or young person. A child or young person may feel uncomfortable taking a throat swab due to their hearing difficulty in understanding instructions, needing to keep their mouth open during the period of swabbing or they are having a strong gag reflex. In such cases where a combined nose and throat swab is not possible, a nose swab from both nostrils can be taken. Details of the correct swabbing technique are available in the test packs which will be provided. |     |  |  |
| 6.17                                      |  | Once the test swabbing has been undertaken it is recommended the processing staff place the swab with the seal end to the table in front of the person carrying the test for them to place the seal into swab and down. Holding onto the seal while they place the test swab into it may prevent accidental spillage and the need for the swab to be re-done.   |   |     |  |  |
| 6.18                                      |  | If at any point during the test, the swab end touches any surface apart from the well it is being deposited into, or any part of the person being tested other than those required for swabbing, the swab should be discarded and a new swab used.  |   |     |  |  |
| 6.19                                      |  | Once the processing staff have confirmed the swab is safely in the well the person being tested should be asked to leave the testing area and avoid the results.  |   |     |  |  |
| 6.20                                      |  | The swab should be handled and disposed in the safe and contained in the Drop & Go bins.  |   |     |  |  |
| 6.21                                      |  | People should be encouraged to wear a face mask and maintain government guidance amongst away as only a very small proportion of people who do not have coronavirus will receive a positive result (false positive) from a LFT. When a pupil has tested positive for coronavirus (COVID-19), they need to be sent home. The parent or carer should be contacted to make arrangements for the pupil to journey home as soon as possible. They may walk or cycle if it is possible for them to do so and they are able to keep a safe distance from others. They must not travel on public transport, in non-essential circumstances, where it is not possible for the parent or carer to make arrangements for the pupil's journey home, home to school transport may be provided.   |   |     |  |  |
| 7.1                                       |  | Schools should undertake close contact tracing and inform contacts they may need self isolation.  |   |     |  |  |
| 7.2                                       |  | Wherever possible, schools should ensure that the testing area is well ventilated and that the testing area is well ventilated.   |   |     |  |  |
| 7.3                                       |  | Wherever possible, schools should ensure that the testing area is well ventilated and that the testing area is well ventilated.   |   |     |  |  |
| 7.4                                       |  | Health checks: the individual should make a LFT as soon as possible and relevant action should be taken when a result is obtained. Parents do not need to isolate while awaiting the results.   |   |     |  |  |
| 7.5                                       |  | If the second test is needed or valid the person should take a PCR test and relevant action should be taken when a result is obtained. Parents do not need to isolate while awaiting the results.   |   |     |  |  |
| 7.6                                       |  | Close Distancing: strict distancing in the testing area should maintain an 1m distance from other staff and persons attending the testing area whenever practicable. It is appreciated that for some roles the testing area and all other pupils in the process this may not be possible at the time.   |   |     |  |  |
| 8.1                                       |  | Regular sanitising and surface cleaning should be carried out by the testing area staff.  |   |     |  |  |
| 8.2                                       |  | Regular sanitising and surface cleaning should be carried out by the testing area staff.  |   |     |  |  |
| ST 9. Hygiene / cleaning                  |  | 9.1   | After taking the test the individual should open down the table, ensure any areas touched are antiseptic. This should be overseen by the processing staff or staff assisting with test administration. If someone using the bay are not capable of doing this, there are duties as to the thoroughness of the cleaning these areas should be cleaned / wiped by testing centre staff using the appropriate PPE as identified above.   |     |  |  |
|   | 9.2  | Cleaning should be carried out regularly following schools cleaning procedures, especially frequent touch-points as detailed in Section 5 of the risk assessment. Cleaning should be undertaken at the end of each session.   |   |     |  |  |
|   | 9.3  | Surfaces - any surfaces should be cleaned up immediately and thoroughly by staff in appropriate PPE. Tables on the affected area should be wiped and staff is able to continue.   |   |     |  |  |
|   | 9.4  | Once the area has had the final thorough clean of the day it should be secured and access restricted to authorised persons only.  |   |     |  |  |
| ST 10. Record keeping / Reporting.        | 10.1   | Schools must keep records of: a) the consent forms and any withdrawal of consent; b) their own records of the results of tests; c) when a child or young person has required assistance with handling and a parent or member of staff has assisted or performed the swabbing.   |   |     |  |  |
|   | 10.2   | Records must be kept in accordance with GDPR requirements.  |   |     |  |  |
|   | 10.3   | There is an example register on the School Portal. Schools can amend and tailor this to their own needs, however they will continue to use the template.  |   |     |  |  |
|   | 10.4   | All positive results should also be reported as usual via the PCIP D1 Form to DCS Alert if a child has a positive result.   |   |     |  |  |
| <b>Home Mass Testing</b>                  |  |   |   |     |  |  |
| ST 11. Organising the home testing system | 11.1   | Staff and pupils should be provided with the advice statement prior to staff and pupils and advice comes from the school portal. Information leaflets, lists to check the how to test video and access to the internet content on the school portal to order to make an informed decision regarding consent for weekly home testing. It is recommended this is done as a group or staff meetings / video time for those pupils / school for group consent processes and it could be done via virtual staff meetings with time during / after for staff / pupils to ask questions / raise any issues or concerns. For staff, as the test results keep groups of staff and of some length it is recommended this is not done face to face to minimise the risk of transmission / potential contacts.                            | New   |     |  |  |
|   | 11.2   | Staff and pupils should be informed that if they continue to testing they may carry out the testing at the time agreed with the school. Failure to participate in the tests at, must give the teachers to anyone else and must upload their results and inform the school as soon as possible.  | New   |     |  |  |
|   | 11.3   | Identify and record which staff and pupils have given consent to carry out home weekly testing. Staff should be encouraged to undertake testing as it is an additional control measure on top of those already in place, however, consent is voluntary and can be withdrawn by the individual at any time and they should not be directed or forced to take the tests. Staff / affected school who do not consent to the test can still attend school as normal if they do not have symptoms of Covid-19.   | New   |     |  |  |
|   | 11.4   | Set up a system to manage the distribution of test packs and the results of testing carried out.  | New   |     |  |  |
|   | 11.5   | One or more COVID-19 assessment criteria are identified and they may need to be supported by a separate Regulator Assessor. The roles each person will carry out should be identified and: a) communicated with staff and pupils and addressing any personal issues / concerns with b) who is distributing the correct number of kits to staff and pupils, ensuring they have the right consent and are aware of the process.   | New   |     |  |  |
|   | 11.6   | c) who is the point of contact for staff and pupils if they have incidents when testing at home and who is supporting any inquiries and concerns the process. The incident form is the 'first line of enquiry'. d) who is recording, recording and collating home results including recording any positive results to DCS Alerts via the DfE on line.   | New   |     |  |  |
|   | 11.7   | It is recommended staff and pupils / relevant supporting testing area make aware of who has responsibility for each of these roles so they can report results and raise any issues / questions with the appropriate person.   | New   |     |  |  |
|   | 11.8   | Use of a collection point is advised for the distribution of the test packs / decide how to distribute packs. Any space used should be big enough to allow social distancing for the numbers permitted to enter the space at any one time and be able to be accessed by pre-arranged individuals at the staff room. The temperature of the area should be between 16°C and 20°C. For schools with a covered reception desk with a secure office space this may be a suitable option to use, but be aware of the risks.  | New   |     |  |  |
|   | 11.9   | Testing kits should be stored between 15°C and 30°C.  | Old   |     |  |  |
|   | 11.10  | Testing kits should be stored in a cool, dry place, protected to avoid accidental damage.   | New   |     |  |  |
|   | ST 12. Storage and management of Testes Materials / Facilities for use | 12.1  | Testing kits should be stored between 15°C and 30°C.  | Old |  |  |
|   |  | 12.2  | Testing kits should be stored in a cool, dry place, protected to avoid accidental damage.   | New |  |  |



| Testing area                            | Item  | Description   | Frequency | Notes | Other |
|---|---|---|-----------|-------|-------|
| ST 13. Testing area                     | 12.3  | Checks of supplies should be regularly undertaken to ensure there are adequate supplies of all relevant materials for the testing or the collection and packs consolidated as required  | New       |       |       |
|   | 13.1  | The tests should only be offered to staff and pupils who attend school setting and not those not attending (learning from home) etc. Staff and pupils are expected to sign for the receipt of their test kit.   | New       |       |       |
|   | 13.2  | If you have regular contracted staff, therapists, volunteers on site e.g. chesses and cabers, permanent teachers etc... you could include them in your testing offer if the amount of kit you have been provided with allows for this. This would need to be done in consultation with the contractor / managers and test results would need to be shared between both parties. These persons would be expected to follow the same procedures as your own staff.  | New       |       |       |
|   | 13.3  | All staff and pupils consenting to testing should test twice a week, as the tests work best when taken on consecutive days. This will ensure you are able to track the test results.  | New       |       |       |
|   | 13.4  | Test kits should be issued to staff and pupils in advance of the collection of their test kits to avoid any disruption to the school. You may wish to consider staff to take their testing kit to school in advance where you are based and pupils directly during the registration process in classrooms. Staff identifying / collecting test kits must ensure face masks / face coverings, maintain a 2m distance and hand sanitise before / after handling kits.   | New       |       |       |
|   | 13.5  | When testing test kits the issuer must complete the test kit log - see record keeping below.  | New       |       |       |
|   | 13.6  | Test kits should be issued with the most up to date instructions for Use (either the current time validity may not have the most up to date instructions included). It is recommended staff and pupils also carry a copy of the instructions and to place on the cubicle internal surface if there is one so staff and pupils can all access the instructions if they loose the kit.  | New       |       |       |
|   | 14.1  | When testing at home, pupils aged 18 and over should self-test and report the result, with assurance if needed. Pupils aged 12-17 should self-test and report with adult supervision. This could be completed at school if necessary. When testing at home, children aged 11, who attend a secondary school should be supported by an adult.  | New       |       |       |
|   | 14.2  | Tests should be taken twice a week at intervals of 2 or 4 days apart e.g. Sunday and Wednesday or Thursday. Consider identifying set days for staff and pupils to undertake their tests. It is recommended one of the days is the first day they are in school each week - the day before. This may mean the same set day for all staff or different set days depending on the working patterns of staff.   | New       |       |       |
|   | 14.3  | Consider the time consenting staff and pupils will take the test. This may be, for example, in the morning to increase the chance of being successful. Consider taking the test at (or close to) school dismissal to avoid time for the school to take action to close contacts / manage attendance in the event of a positive result and for staff and pupils to have the time to make a test if they get sent home.   | New       |       |       |
|   | 14.4  | Staff and pupils that have had a positive PCR test in the last 90 days are exempt from taking a LFD test in the 30 period after the PCR test. If a person has had the PCR test required retrospectively can be found in Bulletin 06/2021. Staff that have had the Covid-19 vaccine can still take the LFD test consistently.  | New       |       |       |
|   | 14.5  | The LFD test kit should be stored between 2°C and 30°C. However the device and reagents must be stored between 15°C and 30°C during use so if they are stored somewhere colder than 15°C they should be moved to a room temperature area for around 30 minutes before use. Staff and pupils should do not eat at least 30 minutes after eating or drinking anything before starting the test.   | New       |       |       |
|   | 14.6  | To take the test they should be washed in the last 24 hours. If this is the case they should clean the kit and take a test when the 24 hours has elapsed if possible being in mind the need to take the 2 tests 2-4 days apart. If only one result has been they can send the other result. To finish the other result if they have a nose piercing or if both nostrils are precut, remove the nose plug. Do both nostrils if they cannot take a nose plug e.g. they have had a tracheostomy or similar. Do both if they cannot do nose plugging. Do both nostrils if you cannot take a nose plug e.g. they have had a tracheostomy or similar. Do both if you cannot do nose plugging. | New       |       |       |
| 14.7                                    | If a test result is inconclusive / Void the individual should take another LFD test as soon as possible using a new kit but not using anything from the first kit. If both tests are void the individual should report the result as a PCR test.  | New   |           |       |       |
| 14.8                                    | The testing site should not have any open flames or any equipment should be covered with a proper cover. If the solution included the throat and nose sample, the area should be covered as possible after a positive or negative result staff and pupils should upload their results to the NHS app at any point throughout the test kit (or by contacting 119). They must also return the sample to the designated location at the identified time. | New   |           |       |       |
| 14.9                                    | Staff and pupils should report any issues with testing to the contractor e.g. unable to take the test, missing / broken / damaged items, unable to log results with NHS, void results. The school can monitor and / or their own the NHS app helpdesk or 119 as identified in the NHS in Guide.   | New   |           |       |       |
| ST 15. Test results and actions to take | 15.1  | <b>Positive result</b> - individual and their household should wear self-isolation straight away and the school should use a PCR test to confirm the result.  | New       |       |       |
|   | 15.2  | Once a valid sample of people who do not have coronavirus will receive a positive result (false positive) from a LFD test. For the reason household contact isolation and the tracing and location of close contacts of the positive cases should take place at the point of a positive LFD test and should not wait for the PCR result.  | New       |       |       |
|   | 15.3  | If the PCR test is negative the individual, household and close contacts can end isolation unless <b>isolation rules</b> - individual and household can continue as normal unless they have symptoms of coronavirus.  | New       |       |       |
|   | 15.4  | <b>Inconclusive / Void result</b> - the individual should take another LFD test as soon as possible using a new kit but not using anything from the first kit. However staff and pupils should be asked to have a PCR test. They do not need to isolate either awaiting the results if they are inconclusive.   | New       |       |       |
|   | 15.5  | Schools should keep records of: a) the consent forms and any withdrawal of consent b) the test kit distributed (a test kit log including staff and pupil signatures on collection and c) their own records of the results of tests.   | New       |       |       |
| ST 16. Record keeping / Reporting       | 16.2  | Records must be kept in accordance with GDPR requirements.  | New       |       |       |
|   | 16.3  | The test kit log and the test results register (TR) must be separate documents. There are samples of each in the template version of the School Portal. Schools can amend and tailor these to their own needs provided they still capture the data identified in the template.  | New       |       |       |
|   | 16.4  | The data in the LFD test kit log should not be kept in the log for longer than 12 months from the date on which it is collected. Please note that the Department of Health and Social Care may request data from the test kit log at any time within the 12 month period. The test results register should be kept for a month after the test date.   | New       |       |       |
|   | 16.5  | All positive results given where a corresponding PCR test is negative should be reported as usual via the NHS app or Form 6466 (see NHS app / NHS website for details).   | New       |       |       |
| ST 17. Waste Disposal                   | 17.1  | Used test kits should be disposed of in the waste bags provided in the test kit and then put in with the general waste bag.   | New       |       |       |