



# Oak-Tree Group of Schools

# Record of Risk Assessment

School (if school specific)

**OAK-TREE SCHOOLS - GENERAL**

Room/Area/Task being assessed	<b>COVID-19: LATERAL FLOW TESTING IN SCHOOLS &amp; HOME</b>	Name of Assessor & Role	<b>MIKE ISBELL Group Ops Manager</b>	Date First Issued	<b>13/01/2021</b>
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Last Review/Amendment Date	<b>23/02/21</b>	Next Scheduled Review Date	<b>05/03/21</b>	Reviewed by	<b>Mike Isbell</b>
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**Note: All new changes since the previous version are in red for ease of reference.**

List what could cause harm	Staff/ pupils etc	Initial Risk Rating			How will the risk be minimised (actions taken to eliminate or reduce)	Residual Risk Rating		
		L	S	RR		L	S	RR
<b>Hazards Identified</b>	<b>People at Risk</b>				<b>Risk Control Measures</b>			
<b>STAFFING, TRAINING &amp; SUPERVISION</b>								
Lack of staff to enable implementation of the in-school testing programme.	Staff/Pupils	4	4	16	<ul style="list-style-type: none"> <li>- Early identification of staff volunteering to undertake the testing programme</li> <li>- Determine the role each staff member is to fulfill in order to deliver the testing requirements.</li> </ul>	1	4	4
In-school tests not supervised or conducted by trained staff.	Staff/Pupils	4	4	16	<ul style="list-style-type: none"> <li>- Identify the staff to be trained and ensure that they have completed the 6 online training modules</li> <li>- Maintain copies of their completed training certification</li> <li>- Only staff that have completed the training can conduct and supervise testing</li> <li>- Group Ops Manager (having completed training modules) to implement and supervise the delivery of testing to ensure the efficacy of the testing programme at each school.</li> </ul>	1	4	4
Inadequate recording of testing.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Ensure the school records are updated on the same day that tests are undertaken.</li> <li>- Team leader to conducted periodic checks to ensure records are correct</li> <li>- Spreadsheets containing the recorded data to be Quality Assured by HQ on a weekly basis</li> </ul>	1	4	4

Insufficient staff available (depending on throughput: Team Leader, Test Assistant, Processor, Coordinator, Registration Assistant, Results Recorder, Cleaner)	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- No testing to be undertaken until there are sufficient staff members identified and trained to fulfill the roles.</li> <li>- Following the implementation guidelines, where applicable utilise staff to fulfill more than one role during the testing programme.</li> </ul>	1	4	4
Training time and content inadequate (3 hrs with introduction video, on-line training and assessment plus rehearsal.)	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- All staff members that are involved in testing are to have completed all six of the online training modules and provided certified evidence before they can play a part in the programme.</li> <li>- Support the modules provided with 'on the job' training and supervision provided by those deemed most competent.</li> <li>- Seek additional online training content as the programme develops in order to further upskill those delivering the testing in school</li> </ul>	1	4	4
<b>COMMUNICATION</b>								
Explanatory Test & Trace letters / emails not sent to parents / pupils and staff.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Clarify timescales for the sending of letters to parents</li> <li>- Clarify timescales for the sending of letters to staff</li> </ul>	1	4	4
No school "COVID-19 Testing Privacy statement".	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Use the template to develop the privacy statement and attach to emails sent to parents and staff</li> </ul>	1	4	4
"COVID-19 Testing Privacy statement" not communicated to staff, parents, pupils and governors.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Send privacy letter statement to staff and parents and post on the Oak Tree Group website</li> </ul>	1	4	4
Test & Trace data not recorded securely or consideration given to deletion after 14 days.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Scrutinise and approve the system for the recording of data.</li> <li>- Implement a process for the deletion of recorded data after the 14 day period as prescribed</li> </ul>	1	4	4
Those that have had "close contact" with someone tested positive for COVID-19 do not know they are able to return to school if they agree to a test once a day for 7 days, and the test is negative.	Staff/Pupils	4	4	16	<ul style="list-style-type: none"> <li>- Ensure this information is available to staff both within the guidebook available at each school</li> <li>- The guide is also be posted on the staff noticeboard in a laminated format</li> <li>- The procedure for daily to be communicated to staff once identified as a close contact.</li> </ul>	1	4	4
Age-appropriate consent for testing (under / over 16) not properly completed.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Introduce a process for acquiring parental approval for the testing of pupils within the school setting.</li> </ul>	1	4	4
Test instruction posters, booklets, FAQ and briefings not readily available and apparent.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Ensure this information is available to staff both within the guidebook available at each school</li> <li>- The guide is also be posted on the staff noticeboard in a laminated format</li> </ul>	1	4	4
Process for informing parents / pupils / staff not understood and implemented.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- The delivery of this information is to be centrally coordinated at Oak Tree HQ and distributed via the Group Managing Principal to avoid the possibility of confusion and mis-information.</li> </ul>	1	4	4
Consent forms are not available and properly completed?	Pupils/Parents	3	4	12	<ul style="list-style-type: none"> <li>- Introduce a process for acquiring parental approval for the testing of pupils within the school setting.</li> </ul>	1	4	4

Incorrect result communication. Wrong samples or miscoding of results	Pupils/Staff	3	4	12	<ul style="list-style-type: none"> <li>- 2 identical barcodes are provided to subject at check in</li> <li>- The subject registers their details to a unique ID barcode before conducting the test</li> <li>- Barcodes are attached by trained staff.</li> <li>- Barcodes are checked for accuracy and recorded onto the spreadsheet</li> <li>-</li> </ul>	1	4	4
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## SOCIAL DISTANCING

Inadequate room within the testing area causing the proximity of testers and those being tested to maintain social distancing at all times when self-testing is being undertaken.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- If this is identified as an obvious confirm then the room must be deemed unsuitable for testing and an alternative location identified.</li> </ul>	1	4	4
Test process not maintaining social distancing where appropriate, good hand and respiratory hygiene or keeping occupied spaces well ventilated.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Maintain an open and well ventilated site as far as is reasonable to do so.</li> <li>- Testing within schools not to exceed more than 2 tests undertaken at any one time</li> <li>- Should a queue for testing form, this is to be managed away from the testing area to avoid the possibility of transmitting the virus.</li> </ul>	1	4	4
Test chair(s) in the swabbing bays not a minimum of 2m apart	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Manage the smaller spaces more appropriately by conducting one test at a time to reduce the footfall in a testing area</li> <li>- If the 2 metre distance cannot be achieved then utilize screens to maintain adequate separation between those being tested.</li> </ul>	1	4	4
Orderly entry, processing, appropriate SD and exit movement apparent.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Ensure that clear directions of travel are displayed.</li> <li>- Ensure that routes of travel within testing areas are maintained as far away from the testing areas to avoid the possibility of contamination</li> </ul>	1	4	4

## HYGIENE & CLEANING PRACTICES AT TESTING LOCATION

Identified testing site not suitable for conducting the testing programme in a hygienic manner due to the set up/content of the room	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Group Health &amp; Safety Manager to assist In the selection of the designated location.</li> <li>- Re-arrange the room if appropriate to do so removing unwanted items to improve hygiene controls.</li> <li>- If a selected site proves to be inadequate following trials, relocate to a more suitable location prior to the rollout of the testing programme.</li> </ul>	1	4	4
Insufficient supplies of hygiene materials and not readily available, suitably stored or located.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- The appointed Team Leader to inspect the operation prior to the scheduled testing being carried out to ensure adequate supplies of all hygiene and testing materials are present.</li> <li>- Liaise with the Group Operations Manager regarding the placing of orders for additional test kits and supplies.</li> </ul>	1	4	4
Staff assisting with taking and processing swabs not wearing appropriated PPE.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Ensure adequate PPE is available at all times.</li> <li>- Team Leader to undertake regular spot checks to confirm that the required PPE is being worn at all times.</li> </ul>	1	4	4
Test site flooring is not non-porous.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Where this is a concern, supply and fit an area of non-porous flooring in order to easily clear up spills that occur during testing</li> </ul>	1	4	4

Processing bays not properly cleaned and waste (including clinical waste) is not properly disposed.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Team Leader to ensure that cleaning items and the bags for disposal are provided</li> <li>- Provide refresher and continually test the knowledge of those conducting the testing to ensure that they are always mindful of the prescribed hygiene and cleaning practices.</li> </ul>	1	4	4
<b>TESTING PROCEDURES (IN SCHOOL)</b>								
Inability to deliver the twice-weekly testing regime	Staff	3	4	12	<ul style="list-style-type: none"> <li>- Ensure that trained staff (those that have completed the online training modules) are placed on a rota that facilitates twice-weekly testing</li> <li>- The chosen location for testing must be dedicated to this function to avoid disruption</li> <li>- Ensure test kits and other items are in plentiful supply.</li> </ul>	1	4	4
Returning to the workplace having self-isolated due to someone in bubble testing positive with the possibility of asymptomatic transmission.	Staff / Pupils	3	4	12	<ul style="list-style-type: none"> <li>- To ensure that a staff member returning to the workplace is not bringing the virus into the workplace unknown (asymptomatic), the staff member will be asked to volunteer to take a test before commencing duties.</li> </ul>	1	4	4
Process of swabbing not following training and / or updated guidance.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Make available the guidance instructions are readily available for easy reference</li> <li>- Team leaders to observe the testing process to ensure correct procedures are being followed.</li> <li>- Pace of testing regulated to ensure that the testing is conducted correctly.</li> <li>- Test results to be delivered as stipulated within the guidelines. Avoid feedback of early result indicators as these may prove incorrect.</li> </ul>	1	4	4
Those tested positive not clearly informed of 'next steps' : Self-isolation PCR test Outcomes following a positive/negative PCR test	Staff/Pupils	2	4	8	<ul style="list-style-type: none"> <li>- Team leader / supervisor to isolate the individual and clearly explain what the next steps are</li> <li>- Provide the 'at-home' PCR test kit and point to the instructions contained within the kit</li> <li>- Suggest the alternative of attending a local testing centre near their home which may yield a quicker result</li> <li>- Outline 'what happens next' for both a positive &amp; negative test</li> </ul>	1	4	4
Key room layout requirements not fully met.	Staff/Pupils	4	4	16	<p>Consideration: <i>Due to the size of rooms being allocated for the purpose of LFD testing, it may not be possible to comply with all of the key layout requirements as prescribed. Where this is the case, tailor the testing programme to suit the space.</i></p> <ul style="list-style-type: none"> <li>- Where possible conduct one test at a time within the test location.</li> <li>- Ensure that the prescribed 'set-up' can be achieved to a reasonable standard</li> <li>- Reject the room and seek an alternative location if required.</li> </ul>	1	4	4
Test site Registration, Swabbing, Recording and Processing Desks and waiting areas not on a one-way system.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Where practical, implement a one-way system using both signage where possible and verbal commands to manage the flow of staff adequately.</li> <li>- Ensure that whatever the set-up of the test site, the possibility for contamination of the testing site is managed appropriately.</li> <li>- Wherever possible, conduct testing one at a time to further reduce the possibility of contamination.</li> </ul>	1	4	4

Lack of Privacy for those undertaking testing	Staff/Pupils	2	4	8	<ul style="list-style-type: none"> <li>- Waiting area for those undertaking the test to be outside the testing location</li> <li>- Window and doors providing viewing opportunities to be covered or screening within the test site provided as laid out in the guidelines.</li> </ul>	1	4	4
No clear division and demarcation between swabbing and processing area.	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Ensure individual desks are assigned for these processes and where practical, place barrier or screens between these area for clear separation.</li> </ul>	1	4	4
Test subjects able to enter the processing area	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Ensure that those being tested are unable to approach or enter the processing area through the effective use of barriers.</li> <li>- Communicate clearly at the time of testing the direction of travel in the test area.</li> </ul>	1	4	4
Insufficient hygiene protocols in place to ensure the efficacy of the testing programme	Staff/Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Ensure sanitisers, tissues, waste disposal are all in position and readily available</li> <li>- Ensure the cleaning protocols pre, during and post testing are strictly adhered to in order to reduce the risk of contamination.</li> <li>- Ensure that a stock of replacement items are readily available and stored in an hygienic location</li> </ul>	1	4	4
Candidates attending the school for interview potentially bringing the virus onto the premises unchecked.	Staff/Pupils	3	4	12	<p>Consideration: While we continue to enforce the protocols as directed in the Covid 19 Generic Risk Assessment regarding on-site visitors, we recognise that staff recruitment and retention remains ongoing throughout the pandemic.</p> <ul style="list-style-type: none"> <li>- Candidates attending the schools for on-site interviews will be requested to voluntarily undertake a lateral flow test prior to commencing their interview. This will form part of the interview process for as long as we are directed to administer in-school testing.</li> <li>- Should a candidate refuse to take the test then we must ensure that all measure that apply to visitors on-site are adhered to irrespective as to how this may effect the interview process.</li> </ul>	1	4	4
<b>TESTING PROCEDURES (AT HOME)</b>								
Staff failing to correctly implement the home testing programme due to misunderstanding of instructions.	Staff	3	4	12	<ul style="list-style-type: none"> <li>- Use the current in-school testing programme to train all staff to self-administer tests at home</li> <li>- Ensure that home test packs have the correct instructions for home-testing. (source and provide the latest version).</li> <li>- Communicate the availability of the online (You Tube) training videos.</li> </ul>	1	4	4
Pupils failing to correctly implement the home testing programme due to misunderstanding of instructions.	Pupils	33	34	912	<ul style="list-style-type: none"> <li>- Use the current in-school testing programme to train all staff to self-administer tests at home</li> <li>- Ensure that home test packs have the correct instructions for home-testing. (source and provide the latest version).</li> <li>- Communicate the availability of the online (You Tube) training videos.</li> </ul>	11	34	34

Lack of test kits to undertake a programme of twice-weekly home-testing.	Staff/Pupils	2	4	8	<ul style="list-style-type: none"> <li>- Regularly review the distribution log keeping details up to date.</li> <li>- Allocate the responsibility for keeping the log to a Admin Staff Member.</li> <li>- Ensure that additional supplies of test kits are ordered in advance.</li> </ul>	1	4	4
Incorrect/Insufficient recording of results	Staff/ Pupils	3	4	12	<ul style="list-style-type: none"> <li>- Provide initial training to support the self-help training guide included with home-test kits.</li> <li>- Communicate the availability of the online (You Tube) training videos.</li> </ul>	1	4	4

## HEALTH AND SAFETY CONSIDERATIONS


### POTENTIAL HAZARDS: - The following checklist may be helpful in identifying potential risks

Electrical	Lighting	Fixtures /Fittings	Heating
Sockets , Switches Cables, Plugs, Extension Cables, Appliances (PAT tested), cookers,	Glare, Lights & Bulbs, Reflection	Desks, Chairs, Shelving, Worktops, Sinks, Coat Pegs, Storage, Pin Boards, Projectors	Radiators, Fan Heaters, Cooling Fans,
Slips/Trips/Falls	Ergonomics	Handling/Lifting	Communication
Carpets, Tiles, Cables, Tables, Chairs, Surfaces, Obstacles	Display Screen Equipment , Chair, Room Layout, Movement of Staff & Pupils, Working Environment	Shelf Heights, Equipment, Packages, Weight	H&S Notices in place, Warning Notifications
Eating /Drinking	Chemical	Operation of Equipment	Fire Hazards
Drinking Water, Food Storage, Hot Water Supply. Allergens	Storage, Safe Use, COSHH, PPE	Competence of use, training needs, Supervision	Combustible Materials, Waste Paper Heat Source(see electrical) naked flames

### Using numerical values to calculate the levels of risk. L (likelihood) x S (Severity) = RR (Risk Rating)

L = Likelihood	S = Severity	RR = RISK RATING
1 = Extremely Unlikely	1 = None/Minor Harm	1-4 Very Low These risks are considered acceptable. 5-10 Low No additional controls required, maintain current controls. 11-15 Medium Consider measures to reduce risks if practicable. 15-20 High Urgent implementation of additional control measures. 20 + Very High Unacceptable risk. Substantial Improvement in Risk Controls necessary to reduce the risk to an acceptable level
2 = Unlikely	2 = Moderate Harm	
3 = Likely	3 = Serious Harm	<b>Definitions:</b> <b>Risk Assessment</b> - A systematic examination of identified risks

4 = Extremely Likely	4 = Major Harm	<b>Hazard</b> <b>Harm</b> <b>Likelihood</b> <b>Severity</b> <b>Risk</b> <b>Controls</b> <ul style="list-style-type: none"> <li>- Something that has the potential to cause harm</li> <li>- The damage that a hazard may cause, physical/psychological when involving people</li> <li>- The chance that a hazard realises its potential to cause harm</li> <li>- Extent of injury, damage etc.</li> <li>- The probability of a hazard actually causing harm</li> <li>- Measures introduced to reduce to an acceptable minimum, the possibility of harm to persons</li> </ul>
5 = Almost Certain	5 = Catastrophic/Fatal	