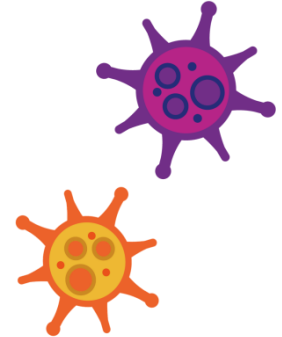


# Hampshire and Isle of Wight COVID-19 saliva testing programme

**UNIVERSITY HOSPITAL SOUTHAMPTON  
NHS FOUNDATION TRUST**

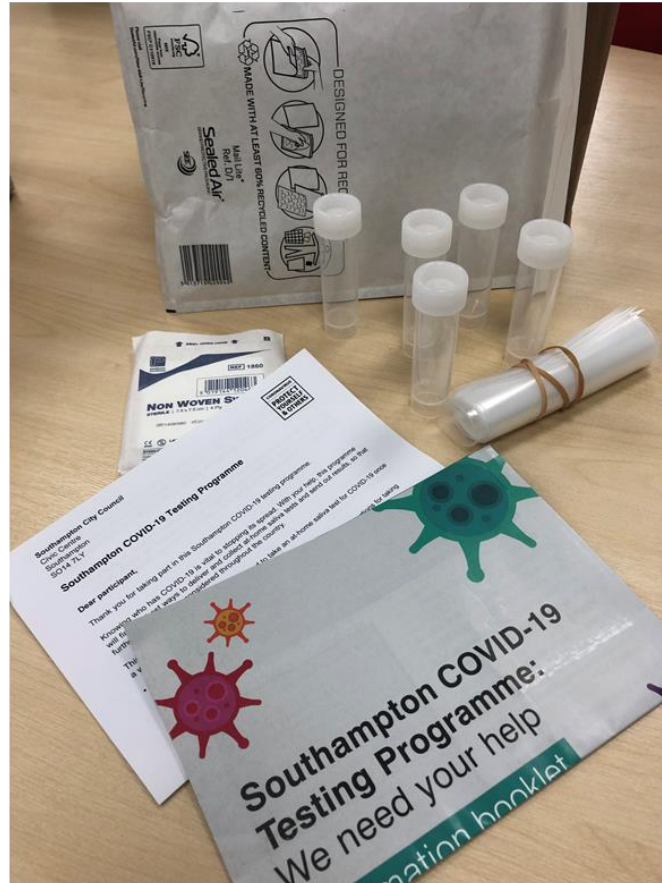
**COVID-19 SALIVA LAMP TEST PHASE 3 ENGAGEMENT:  
Onboarding Presentation – Schools and Colleges**



**Andrew Flockhart, Interim Head of Public Engagement**

# We have demonstrated feasibility of a simple, scaleable & cheap saliva self-collection programme

>25,000 adults/children, >88,000 tests; sample analyzable in 99.7% of tests



## How to take your test

**Important:** You should take your test as soon as possible after you wake up and before you have anything to eat, drink or brush your teeth. After you've taken the test please keep the bag somewhere cool or in your refrigerator until you are ready to return it or it is collected.



1 First, wash your hands with soap and water for **20 seconds**, then rinse and dry them properly.



2 Now, unscrew the lid of the pot.



3 To help you create enough saliva for the test, imagine you are eating, and move your mouth as if you are chewing. This will help the build-up of saliva.



4 Tilt your head forward to allow your saliva to collect in the front of your mouth.



5 Transfer the saliva from your mouth into a clean teaspoon (washed with water, not detergent, then dried).



6 Carefully pour this from the spoon into the pot provided.



7 We need just under half a teaspoon of saliva (**about 2ml**) to do the test, so please try to provide at least this amount.



8 Screw the lid tightly back on to the pot.

**Important:** If your saliva contains blood or food, please take another sample using a different pot.



9 Attach the sample pot label (**label 1**) vertically to the outside, avoiding any overlap so that all details including the barcode can be seen clearly.



10 Seal the pot inside a clear bag provided along with a piece of the absorbent material included, do **not** wrap it around the pot.



11 Wash your hands and the teaspoon with soap and water for **20 seconds**, rinse and dry well.



12 Place the bag containing the pot in the second bag provided, and seal this securely, with as little air inside as possible. Stick the bag label (**label 2**) to the outside of this bag.

**Important:** Follow the instructions in your letter on how to return your test

Hampshire and Isle of Wight Saliva Testing Programme

# Southampton pilots - what we've learned

- Saliva Direct RT-LAMP is a valid test; cheaper, quicker, easier & more acceptable than swabs, & with no swab/reagent supply constraints
- We have been able to deliver an automated, joined-up experience for collecting data, matching data, ordering tests, receiving results & returning them to participants direct, GP records & NHS Test & Trace
- Insights into operational challenges, behaviours, communications, etc which can contribute to effective implementation of a wider roll-out - systems need to be smooth/simple as glitches put people off
- We can work effectively across stakeholders to deliver a common goal, with rapid notification, isolation & tracing in positive cases (97% same day)
- The pilot has now been extended to testing of UoS students & some staff, together with four Southampton schools

---

[www.southampton.gov.uk/coronavirus](http://www.southampton.gov.uk/coronavirus)

---

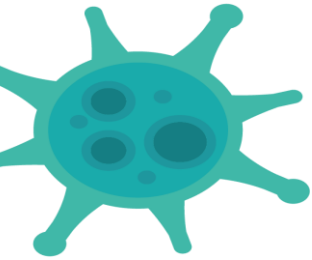
UNIVERSITY OF  
Southampton

NHS

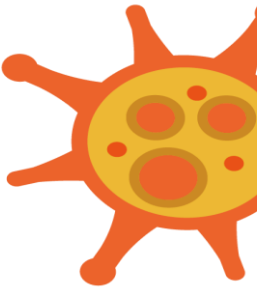
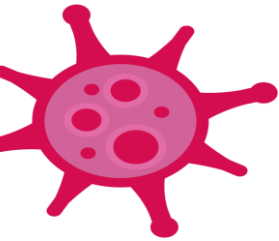
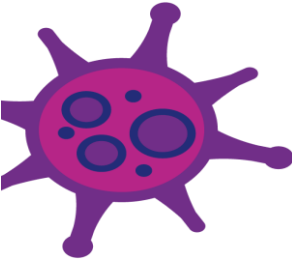
 SOUTHAMPTON  
CITY COUNCIL

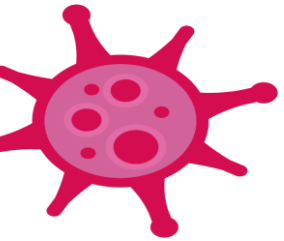
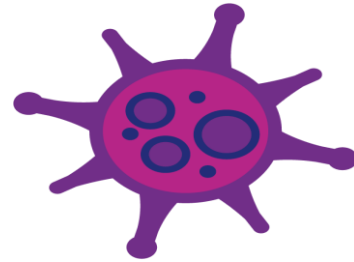
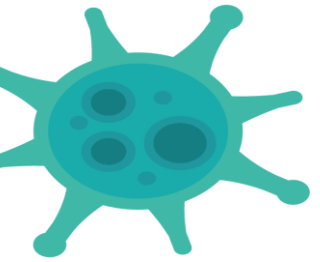
Hampshire and Isle of Wight Saliva Testing Programme

# Direct costs of lockdowns on our school community

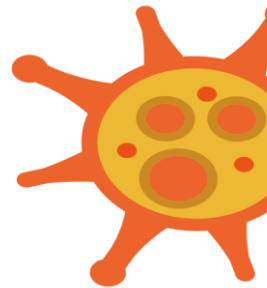


- **Social isolation:** Schools are hubs of social activity and human interaction. When our schools closed, many children missed out on social contact that is essential to learning and development.
- **Interrupted learning:** Schools provides essential learning, sequenced to allow students to remember more. When our schools closed, we were unable to maximise learning for growth and development. The disadvantages are disproportionate for those who come from the most disadvantaged backgrounds, who tend to have fewer educational opportunities beyond school.
- **Poor nutrition:** Many of our children rely on free or discounted meals provided at schools for food and healthy nutrition. When our schools closed, despite our best efforts, nutrition was compromised.
- **Parents unprepared for distance and home schooling:** When our schools closed or students are asked to self isolate, parents are often asked to facilitate the learning of children at home and many struggled to perform this task for a number of reasons.
- **Confusion, stress and uncertainty for teachers:** When schools close, especially unexpectedly and for unknown durations, teachers are struggle with adapting routines that have been established for years. Remote and online teaching, whilst developing is not the same as being in the classroom and this frustrates teachers who want to be back where they belong.





Enhance existing control measures  
Blended approach between Mass Population Testing and Vaccine Delivery.



## Hampshire and Isle of Wight Saliva Testing Programme



# Initial Concerns

- 1) The potential intrusiveness of the test – was it going to be like the swab test?
- 2) The efficacy of the test result – the % of false negatives or the % of false positives.
- 3) The potential impact of tests results on the education provision at the school.
- 4) The potential logistical and administrative burden on facilitating the tests on the school; leadership of the school and other staff.
- 5) The potential of a lack of control of the process - it being done unto, rather than with.
- 6) The potential reputational damage to the school of identifying asymptomatic cases against other schools where this would not be picked up; where it would be business as usual.

# Clear Expectations – minimising the burden on schools and colleges.

We saw our responsibilities as:

Organising the classes so that the educational materials could be delivered before the testing.

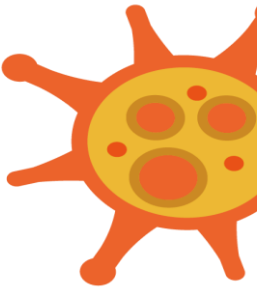
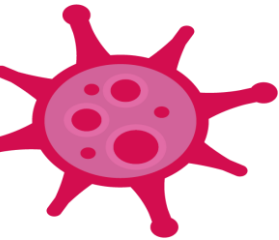
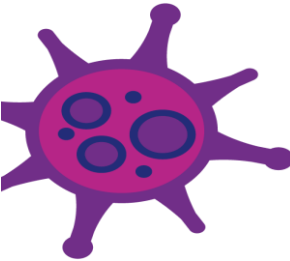
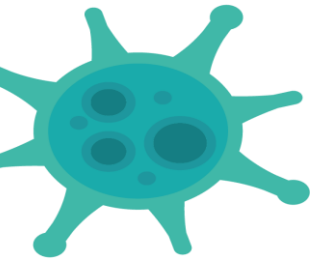
Ensuring letters got out promptly.

Gently encouraging pupils and staff to bring back their tests.

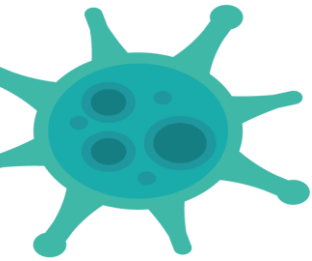
Ensuring pupils safely brought the tests back and deposited them in the boxes as per their day.

Ensuring efficient pick up by the courier on a daily basis.

Picking up and dealing with cases as per PHE guidance.



# Impact



80% uptake on average on a weekly basis

Reduced rate of transmission within school – identify and close down – more children in school

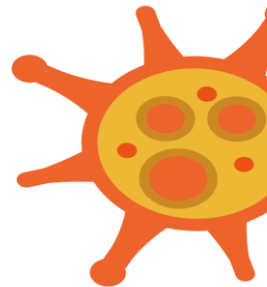
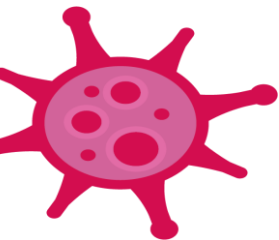
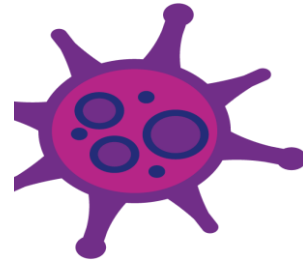
Context and Confidence – attendance rates higher than national – 94% against 85%

Staff absence rates lower than pre-testing

Examples of ‘catching the infection’ early – helping families – stopping the transmission through intergenerational living

Improved behaviours of many students – in and out of school

Maintained privacy of those that have contracted C-19 – seamless re-integration





**THE ONBOARDING PROCESS**

**DATA SHARING; AND**

**LAWFUL BASIS FOR DIFFERENT TYPES OF SETTING**

## First contact

- Initial and follow up engagement meetings with lead staff
- Agreement to joining the programme
- Brief key leads in the organisation(s)
- Provide total participant numbers to inform fulfillment and logistics

## Onboarding: Legal and data sharing

- Legal pack provided to enable formal sign up to the saliva testing programme:
  - Data sharing agreement in place – ensuring data can be shared with UHS
  - Privacy notice issued – explains all uses of data and the legal basis for processing
  - Data Protection Impact Assessment complete – identifies and minimises DP risks

## Communications

- Full communications pack provided with templates, letters etc. including:
  - Warm up email testing is coming;
  - Second participation email with data sharing information and privacy notice
  - Link to the website and FAQs for the programme

## Participation and data

- Data template provided to the setting for completion [mobile phone number is critical]
- Cohort groups and workplace codes (for example tutor groups) confirmed
- School provide 'clean' data to UHS [no gaps and correct format]; uploaded to system
- Unique test labels produced and printed for each participant – delivered to the setting

## Logistics

- Confirm venue, postcode, responsible person and total participants
- Develop full vehicle movement and flow logistics
- Confirm collection box locations and requirements
- Confirm collection day(s), times, frequency

## Fulfilment

- Test packs, collections boxes and labels ordered and received
- Test packs made up for each setting with separate labels and delivered to
- Setting receive test packs and distribute with labels to each participant

## On-site engagement

- Go-live validation meeting: checklist complete
- LifeLab professional development, support and training
- Confirm courier date/time
- Confirm go-live date and communications

## Go-live: Testing commences

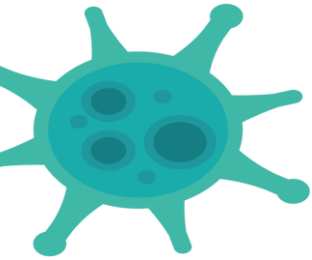
- Confirm go-live date and communications
- Go-Live – testing starts
- Collect completed samples on agreed day of week; time and location on site

# High level onboarding process and timeline:

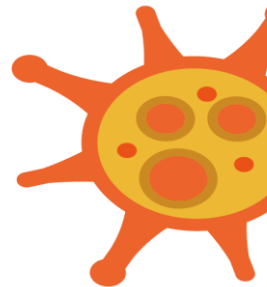
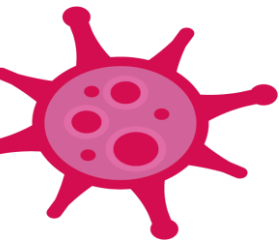
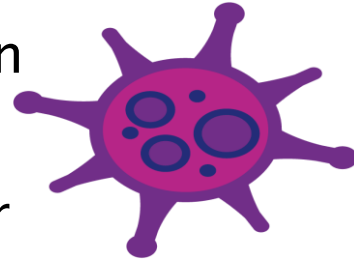
## Schools and Colleges

Note: Illustrating steps in the process not relationship of steps to each other

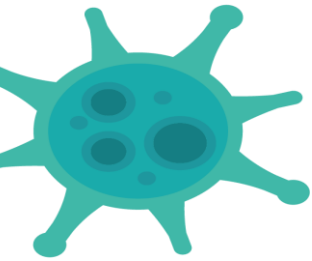
# DATA SHARING (1 of 2)



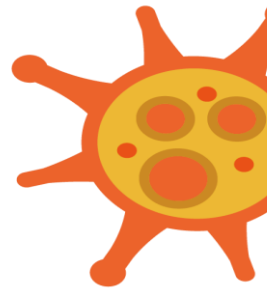
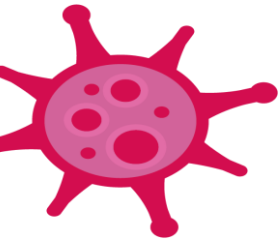
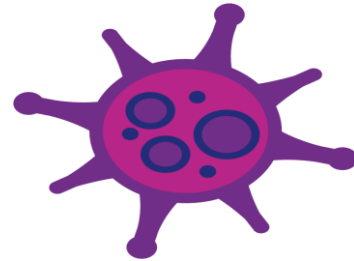
1. Differentiate between sharing personal data for the purposes of setting up and running the programme and voluntary participation in the actual testing.
2. Data sharing is disclosing personal data to third parties outside your organisation.
3. Children's data should only be disclosed where there is a compelling reason to do so, taking account of the best interests of the child.
4. The lawful basis identified for processing personal data is public task.
5. **Public Task:** the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.



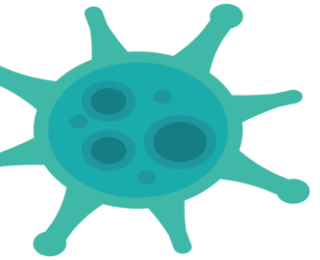
# DATA SHARING (2 of 2)



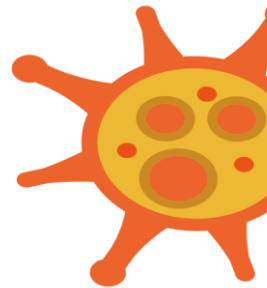
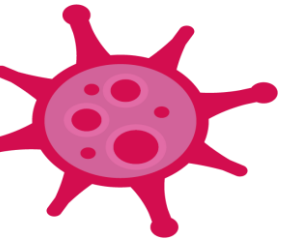
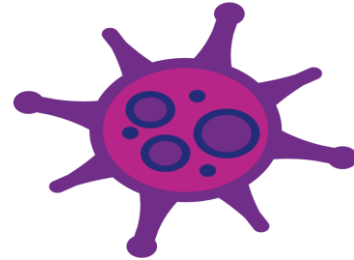
6. Schools and colleges can use education legislation to support processing personal data for COVID-19 testing and the relevant task is to safeguard and promote the wellbeing of pupils for processing personal data for COVID-19.
7. This means that you do not need to obtain consent from each parent to be able to participate prior to sending in your full data to UHS.
8. This has been signed off by the DfE Data Protection Officer and the Information Commissioners Office (ICO).



# LAWFUL BASIS FOR PROCESSING – Public Task



- Article 6 (1)(e) of the GDPR, as the proposed sharing of personal data is necessary for the performance of a task carried out by the School/College in the public interest.
- GDPR Article 9(2)(g) and Schedule 1, part 2, para 6 Data Protection Act 2018 – the processing of special category data is necessary to fulfil a statutory purpose.



# LAWFUL BASIS: Relevant Task – Academies

Education (Independent School Standards) Regulations 2014, Schedule Part 3, Paragraphs 6 and 7

which states as follows:

“PART 3:

Welfare, health and safety of pupils

6. The standards about the welfare, health and safety of pupils at the school are those contained in this Part.
7. The standard in this paragraph is met if the proprietor ensures that—
  - (a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - (b) such arrangements have regard to any guidance issued by the Secretary of State.”



# LAWFUL BASIS: Relevant Task – Rationale

- To enable the COVID-19 saliva testing to commence at the School or College, the School or College has to undertake certain steps, including the sharing of personal data.
- The sharing of the personal data is necessary to allow the pupils and staff members to take part in a testing scheme at the School or College, which
  - will assist in identifying and suppressing COVID-19 infection, and
  - will both safeguard and promote the welfare of those pupils.
- In making such arrangements the governing bodies or proprietors are discharging their functions in a way that safeguards and promotes the welfare of the pupils and in particular will benefit the more vulnerable pupils.

# LAWFUL BASIS: Relevant Task

## KEEPING CHILDREN SAFE IN EDUCATION 2020

Ancillary to the provisions above is this Statutory Guidance for:

- Maintained schools
- Non-maintained special schools
- Independent schools
- Academies
- Free Schools
- Colleges in the further education (FE) sector

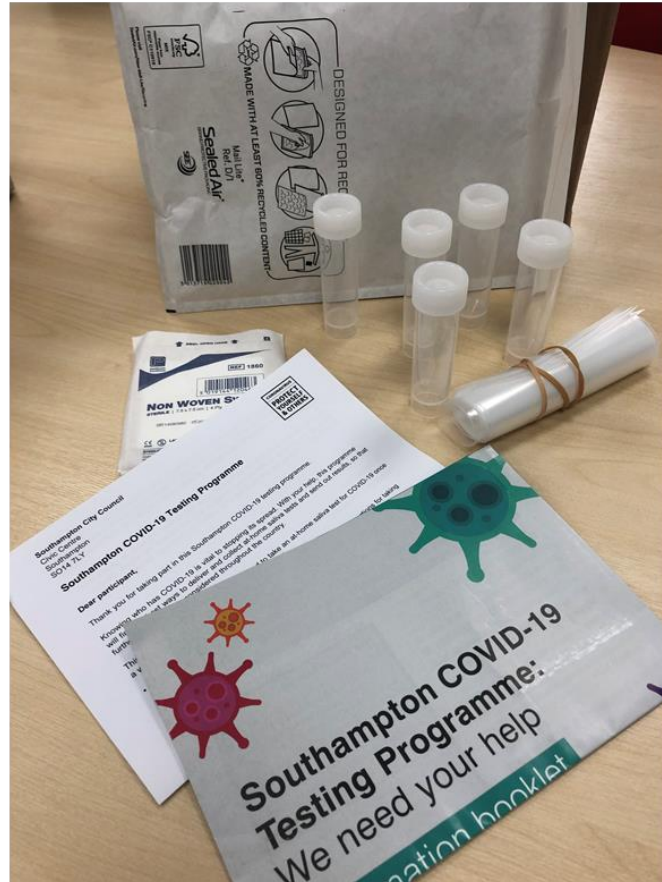
in England which sets out how schools and FE colleges should carry out their duties to safeguard and promote the welfare of children.

The guidance defines safeguarding and protecting the welfare of pupils as:

- Protecting children from maltreatment;
- Preventing impairment of children's physical health or development;
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

# We have demonstrated feasibility of a simple, scaleable & cheap saliva self-collection programme

>25,000 adults/children, >88,000 tests; sample analyzable in 99.7% of tests



## How to take your test

**Important:** You should take your test as soon as possible after you wake up and before you have anything to eat, drink or brush your teeth. After you've taken the test please keep the bag somewhere cool or in your refrigerator until you are ready to return it or it is collected.



1 First, wash your hands with soap and water for **20 seconds**, then rinse and dry them properly.



2 Now, unscrew the lid of the pot.



3 To help you create enough saliva for the test, imagine you are eating, and move your mouth as if you are chewing. This will help the build-up of saliva.



4 Tilt your head forward to allow your saliva to collect in the front of your mouth.



5 Transfer the saliva from your mouth into a clean teaspoon (washed with water, not detergent, then dried).



6 Carefully pour this from the spoon into the pot provided.



7 We need just under half a teaspoon of saliva (**about 2ml**) to do the test, so please try to provide at least this amount.



8 Screw the lid tightly back on to the pot.

**Important:** If your saliva contains blood or food, please take another sample using a different pot.



9 Attach the sample pot label (**label 1**) vertically to the outside, avoiding any overlap so that all details including the barcode can be seen clearly.



10 Seal the pot inside a clear bag provided along with a piece of the absorbent material included, do **not** wrap it around the pot.



11 Wash your hands and the teaspoon with soap and water for **20 seconds**, rinse and dry well.



12 Place the bag containing the pot in the second bag provided, and seal this securely, with as little air inside as possible. Stick the bag label (**label 2**) to the outside of this bag.

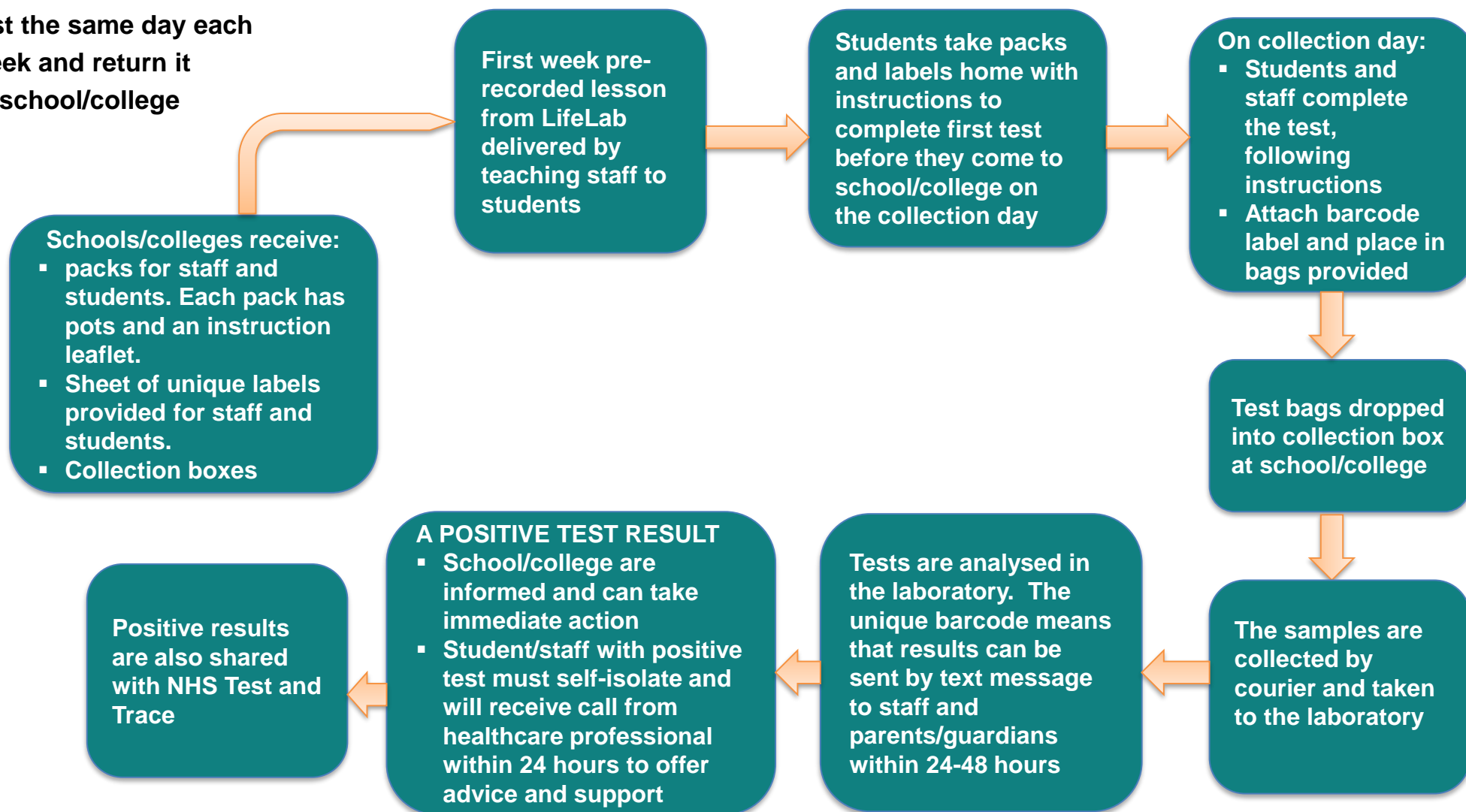
**Important:** Follow the instructions in your letter on how to return your test

Hampshire and Isle of Wight Saliva Testing Programme

# How the testing cycle works



After receiving their packs, students and staff take a test the same day each week and return it to school/college



# **PARTNER ROLES AND RESPONSIBILITIES: Schools and Colleges**

**UNIVERSITY HOSPITAL SOUTHAMPTON NHS  
FOUNDATION TRUST**