



The sole purpose of this risk assessment is to support schools for all pupils in all year groups to return to school full time from the beginning of the autumn term, **while reducing the risk of coronavirus transmission**

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. #
- Staff and unions must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

**Coronavirus (COVID-19): Risk Assessment Action Plan for Full opening of schools from the beginning of the Autumn Term (Phase 2)**  
**for Queenswood Primary School**

<p>Assessment conducted by: Lee Ferriday Elizabeth Willoughby Melanie Buttery Marie Stephens</p>	<p>Job titles: Consultant Headteacher, Deputy Head, EYFS lead and School Administrator</p>	<p>Covered by this assessment The staff, pupils, parents/carers and visitors:</p>
<p>Date of assessment: 9<sup>th</sup> July 2020</p>	<p>Date of next review: 20<sup>th</sup> September 2020</p>	<p>This document was written on 9<sup>th</sup> July 2020 and you must ensure you are completing the newest format</p>

<b>Key:</b>	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. <b>NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.</b>
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign ..... Date ..... Chair of Governors sign ..... Date .....
Completion Date:	The date by which required plans for controls will be in place. <b>To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.</b>
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.

Risk Description/Area of Concern	Level of risk prior to control ↔	Risk Controls	Level of risk is now ↔	Likelihood Of the risk or the risk not being managed	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	Low	Follow Master Risk Assessment for Return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	Lee Ferriday ( LF)	Daily ongoing from 1 <sup>st</sup> September 2020	EW/MS
Poor communication with parents and other stakeholders	Low	Follow Master Risk Assessment for Return to school – phase one and review all controls you previously applied to ensure they are still effective	Low	Low	LF	Daily ongoing from 1 <sup>st</sup> September 2020	EW/MS
Lack of awareness of policies and procedures	Low	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	EW	1 <sup>st</sup> September 2020	LF
Extremely clinically vulnerable (High risk) individuals	Low	<ul style="list-style-type: none"> <li>Individual risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19) GUIDANCE SET TO CHANGE ON 1<sup>ST</sup> AUGUST</li> </ul>	Low	Low	LF	1 <sup>st</sup> August 2020	EW

Clinically Vulnerable staff and pupils	Low Medium	<ul style="list-style-type: none"> <li>Individual risk assessment to be completed for vulnerable staff and pupils</li> <li>protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced</li> </ul>	Low Medium	Low Medium	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Poor hygiene practice in school - <b>General</b>	Medium	<p>Follow master Risk Assessment: for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <ul style="list-style-type: none"> <li>Pupils and staff to wash hands on entry to school</li> <li>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine</li> </ul>	Low	Low	LF	Daily and ongoing from the 1 <sup>st</sup> September	EW
Hand Hygiene	Low	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including :</p> <ul style="list-style-type: none"> <li>when they arrive at school,</li> <li>when they return from breaks,</li> <li>when they change rooms</li> <li>before and after eating.</li> </ul> <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with</li> </ul>	Low	Low	Class teachers	Daily and ongoing from 1 <sup>st</sup> September 2020	LF

		<p>complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</p> <ul style="list-style-type: none"> <li>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>					
Poor hygiene practice – <b>specific – school entrance</b>	Medium	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	MS	Daily and ongoing from 1 <sup>st</sup> September 2020	LF
Poor hygiene practice – <b>specific – office spaces.</b>	Medium	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Medium	Medium	MS	Daily and ongoing from 1 <sup>st</sup> September 2020	LF
System of Controls - <b>Prevention</b>	Medium	<p><b>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p> <p><b>2) clean hands thoroughly more often than usual</b></p> <p><b>3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <p><b>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <p>5) minimise contact between individuals and maintain social distancing wherever possible</p>	Medium	Medium	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW/MS

		<p>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p><b>Numbers 1 to 4 must be in place in all schools, all the time.</b></p> <p><b>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</b></p> <p><b>Number 6 applies in specific circumstances.</b></p>					
System of Control - <b>Responsive</b>	Medium	<p>7) Engage with the Health Protection Hub at Telford &amp; Wrekin Following the process that has been provided to schools and use the notification form provided to advise of any confirmed or suspected cases of staff or pupils within the school</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following health protection hub and PHE advice</p> <p><b>Numbers 7 to 9 must be followed in every case where they are relevant</b></p>	Medium	Medium	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Poor hygiene practice – <b>specific - spread of potential infection at the start of the school day.</b>	Medium	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <ul style="list-style-type: none"> <li>• <b>WHAT ABOUT NURSERY</b></li> <li>• <b>Reception pupils are to arrive at school between 8.30 and 8.40</b> parents will wait on the bottom playground for a teacher to collect their child. Parents must not enter the classroom. <b>Pupils are</b></li> </ul>	Medium	Medium	EW/ LF	From 1 <sup>st</sup> September	LF

		<p><b>to be collected from school at <u>2.50 pm</u>. again parents will</b> wait on the bottom playground for a teacher to bring out their child. Social distancing measures to be adhered to at all times.</p> <ul style="list-style-type: none"> <li>• <b>Pupils in Willow class ( Mrs Melville's )</b> to arrive <b>at school between 8.30 and <u>8.40</u> and</b> are to wait on the bottom playground. Each child will be collected and escorted into class. Parents must not enter the classroom. <b>Pupils are to be collected from school at <u>2.55 pm</u>. again parents will</b> wait on the bottom playground for a teacher to bring out their child. Parents must not enter the classroom. Social distancing measures to be ensured at all times.</li> <li>• <b>Children in Key Stage 2 classes ( Oak and ? )</b> should arrive at <b>8.45 am</b> and will finish school at 3.00pm. Pupils will wait on the top playground to be collected by a member of staff, a teacher will be supervising the dismissal of the pupils. Parents must drop their child off at the school gate. Parents must avoid congregating at the school gates and should attempt to keep social distancing. No parents must enter the school premises. At the end of the school day the departure of the pupils will be supervised by the teachers. The pupils will wait on the top playground, from where they will be allowed to leave the school premises. Parents who collect</li> </ul>					
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		<p>their child from school should wait on the pavements near to the school gates. Pupils who are normally collected will not be allowed to leave the school premises unless the teachers can see they have joined the waiting adult.</p> <ul style="list-style-type: none"> <li>• Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival</li> </ul>					
Poor hygiene practice – <b>specific – toilet/changing facilities.</b>		Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.					
Poor hygiene practice – <b>specific - end of the school day.</b>	Low	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	Melanie Buttery	Daily and ongoing from 1 <sup>st</sup> September 2020	LF
Ill health in school.	Medium	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p>Staff are informed of the symptoms of possible coronavirus infection,</p> <ul style="list-style-type: none"> <li>➤ A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature</li> <li>➤ A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)</li> </ul>	Medium	Medium	LF/MS	Daily and ongoing from 1 <sup>st</sup> September 2020	EW

		<ul style="list-style-type: none"> <li>➤ A change to their normal sense of taste or smell (anosmia)</li> <li>➤ Children may also display gastrointestinal symptoms and you should follow advice on the flow chart provided by the Health Protection Hub</li> </ul> <p>They must be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 7 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. Complete the school notification form and send to <a href="mailto:HealthProtectionHub@telford.gov.uk">HealthProtectionHub@telford.gov.uk</a></p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	Medium	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• children's ability to distance</li> <li>• the lay out of the school</li> </ul>	Low	Low	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW



		<ul style="list-style-type: none"> <li>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul>					
Mental Health and Wellbeing for pupils	Medium	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Medium	Medium	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
A pupil is tested and has a confirmed case of coronavirus.	Low	In line with government advice: <ul style="list-style-type: none"> <li>Follow guidance from the Test and Trace team in the Health Protection Hub</li> </ul>	Low	Low	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Insufficient staff to run face-to-face sessions for pupils. Supply teachers and temporary staff	Low	<ul style="list-style-type: none"> <li>Minimise contact with staff and pupils</li> <li>Maintain social distancing</li> </ul> <p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective</p>	Low	Low	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.	Medium	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Medium	Medium	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Spread of infection in classrooms/shared areas.	Low	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective. <ul style="list-style-type: none"> <li>Bubbles can be up to the size of a class or where possible try to keep the bubbles as small as practicable.</li> <li>Seat pupils side by side, not face to face or side on</li> <li>Stagger movement around classroom</li> </ul>	Medium	Medium	Class teachers	Daily and ongoing from 1 <sup>st</sup> September 2020	LF

		<ul style="list-style-type: none"> <li>• Staff to maintain social distancing</li> <li>• Set up two staff rooms in the school to minimise staff contact</li> <li>• Staff meetings to be held on Teams each Wednesday evening if possible</li> <li>• Individual equipment such as pens and pencils allocated for each pupil</li> <li>• Allocate items such as books/toys to bubbles, to avoid mix use</li> <li>• Shared equipment such as PE, art, science etc should be cleaned in between use and where possible isolated for 48-72 hours – <b>THIS INFORMATION NEEDS TO BE SHARED WITH CROSSBAR.</b></li> <li>• Ideally, adults should maintain 2 metre distance from each other, and from children. This may not always be possible with younger children or children with complex needs</li> <li>• Secondary teachers will need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can</li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups</li> <li>• make small adaptations to the classroom including seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space</li> <li>• avoid large gatherings such as assemblies</li> <li>• adapt timetables to avoid creating busy corridors</li> </ul>					
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Music Lessons	Low	<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <ul style="list-style-type: none"> <li>• Play/sing outdoors where possible</li> <li>• Limit group sizes to no more than 15</li> <li>• If the choir is re-launched it must have a limit of 15 pupils and the pupils should come from one bubble.</li> <li>• Position pupils back to back or side to side</li> </ul>	Medium	Medium	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Physical Activities	High	<ul style="list-style-type: none"> <li>• Outdoor sports should be prioritised</li> <li>• Scrupulous attention to cleaning and hygiene</li> </ul> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grass root sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul>	Low	Low	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Breakfast club/After school provisions	Medium	<ul style="list-style-type: none"> <li>• Breakfast club in the bungalow, except when only one child attends and then this must be in Arts/ STEM room .</li> <li>• Where possible keep to school bubbles</li> <li>• If not smaller consistent groups</li> <li>• Limit number of wraparound providers</li> <li>• No contact sport</li> </ul>	Low	Medium	LF Breakfast club leader/ crossbar	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Poor pupil behaviour increases the risk of the spread of the infection.	Low	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW

Pupils with complex needs are not adequately prepared for a return to school or safely supported.	Low	<ul style="list-style-type: none"> <li>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity</li> </ul>	Low	Low	LF	September 2020	EW
Vulnerable pupils and pupils with SEND do not receive appropriate support.	Medium	<ul style="list-style-type: none"> <li>Appropriate planning is in place to support the mental health of pupils returning to school</li> <li>Agree what returning support is available to pupils with SEND in conjunction with families and other agencies.</li> </ul> <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	Low	Low	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW
Increased number of safeguarding concerns reported after lockdown.	Medium	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	DSLs	Daily and ongoing from 1 <sup>st</sup> September 2020	LF
Emergency evacuation due to fire etc.	Low	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p><b>Need to check if the community centre is now open – MS</b> <b>If not available contact church.</b></p>	Low	Low	LF	September 2020	EW
Cleaning is not sufficiently comprehensive.	Medium	<p>Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> </ul>	Medium	Medium,	LF	Daily and ongoing from 1 <sup>st</sup> September 2020	EW

		<ul style="list-style-type: none"> <li>The deployment of LN to provide additional cleaning in the morning and the afternoon- 10 additional hours each week.</li> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal</li> <li>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> </ul> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>					
Contractors, deliveries and visitors increase the risk of infection.	Low	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	MS	Daily and ongoing from 1 <sup>st</sup> September 2020	LF
Professional Visitors	Medium	Follow Master Risk Assessment for return to school – phase one and review all controls you previously applied to ensure they are still effective.	Low	Low	MS	Daily and ongoing from 1 <sup>st</sup> September 2020	LF
Transport	Low	Follow the transport guidance	Low	Low	LF	September	EW
Educational Visits	Low	<ul style="list-style-type: none"> <li>No overnight or overseas educational visits</li> <li>Non-overnight domestic educational visits can resume</li> <li>Pupils to be kept to the school bubbles</li> <li>Destination should be COVID-secure</li> </ul>	Low	Low	EW	Daily and ongoing from 1 <sup>st</sup> September 2020	LF

[School-specific arrangements relating to risk assessment that may need additional detail:](#)

**Capacity and organisation of teaching spaces, Staffroom and offices**

**Arrival to and departure from school, Movement around the school, Pupil expectations**

**Classroom allocations, Timetable arrangements, Classroom expectations**

**Role of teaching assistants**

**Break time plan, Lunchtime plan**

**Catering staff**

**Cleaning**

**Toilets**

**Transport**

- Guidance for full opening of school: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Guidance for full opening: Special schools and other specialist settings: [https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm\\_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Action for early years and childcare providers during coronavirus (COVID-19) outbreak: [https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm\\_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Actions for school a during the coronavirus outbreak: [https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm\\_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
- Protective measures for holiday or after school clubs and other out of school settings for children during coronavirus: [https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm\\_source=4b581021-d798-4565-8fa0-579175be88cb&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=4b581021-d798-4565-8fa0-579175be88cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

- Providing free school meals during coronavirus: [https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm\\_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=17707caa-1f12-4a5e-b1dc-611eb591a116&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)