



**COPENHAGEN  
PRIMARY  
SCHOOL**

Where learning's an adventure

# Food Policy

	Name	Signature	Date
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Approved by:	Name: Chair of Governing Body		
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## **Aims**

As a Healthy School we want to ensure that we promote the health and well-being of the whole school community through all aspects of food and nutrition and provide consistent messages to pupils, parents and staff. Through all aspects of school life we aim:

- To promote health awareness
- To give our pupils the knowledge and skills they need to be able to make healthy choices
- To ensure that we are giving consistent messages about food and health across the school day
- To ensure the food and drink available across the school day reinforces the healthy lifestyle message and food brought in are in line with the food provided
- To include the whole school community in the promotion of healthier lifestyle

## **Responsibility for food in school**

Headteacher has overall responsibility for food provision and education, including overseeing that the policy is implemented.

Deputy Headteacher is responsible for overseeing that school food meets current guidelines (including the statutory guidance and has the evidence to show compliance) for school meals, the dining room environment and packed lunches and food other than lunch (incl. breakfast club, vending, tuck-shop, food at after school clubs), and maximising take up of free school meal entitlement.

Deputy Headteacher leads on cooking skills (primary).

Trees for cities Leader leads on food growing (not essential).

Inclusion Leader leads on concerns about children's health and weight related issues (within the pastoral care team).

## **Whole school community**

### **Pupils`**

Pupils are involved in decision making related to food provision. For example the school council meet and discuss the dining room environment, talk to catering staff to discuss food options.

### **Staff**

All staff are aware of the food policy and understand their role within it ensuring that teaching across the curriculum is consistent with the aims of the food policy.

Staff are role models for children and are therefore mindful of their own food choices in school, particularly when visible to children.

Several staff members have had training on food hygiene.

### **Parents**

We hold events such as the 'International Food Evening' and Eid party, inviting parents to contribute and share food together.

- Parents can access the Copenhagen Primary School Food Policy on the school website.
- We communicate guidance for food brought in from home via Nursery and Reception home visits and starting school books. We also communicate these messages through newsletters and letters home.

- Parents are invited in to cook with the children within the curriculum such as during the Reception topics, where parents come and cook foods from different countries and cultures.
- Parents are invited to plant and grow fruits and vegetable in our edible gardens. These have been great opportunities to share and encourage parents in healthy eating.
- FAST project is used as a vehicle for parents to develop healthy eating habits.

### **Food consumed on the school premises**

All food served at the school on a regular basis between 8am and 6pm meets the mandatory school food standards and there is a process in place to ensure that the provision is coordinated across all food and drink outlets. Food served at breakfast clubs and after school clubs all meet the statutory food based standards for school food other than lunch. The school has evidence to show compliance (a list/menu of food and drink provided in each outlet operating at the school and evidence of evaluation for example an audit).

*Within the catering contract:* Islington council ensures that the lunches served by Caterlink meet the statutory nutrient and food-based standards for school lunches.

See: [www.schoolfoodplan.com/standards](http://www.schoolfoodplan.com/standards)

### **Breakfast**

We recognise the importance of eating a balanced breakfast and encourage the pupils to attend our breakfast club. During 'Breakfast Week' Copenhagen Extra play leader (leader of breakfast club) does an assembly, highlighting the importance of a healthy breakfast and encourages children to attend the breakfast club.

- We provide children with a variety of good quality, healthy foods and actively promote healthy choices
- Breakfast club is available to children from Reception – year 6 at a cost of £2:00 or concessions 50p per day. Magic breakfast starts at 8:30am which is free.
- It runs from 8.00am – 9:00am

### **Snacks**

- Children in FS and KS1 benefit from the National School Fruit Scheme – This entitles them to one free piece of fruit or vegetable a day
- Children can bring in their own piece of fruit for morning break time
- Reception and Nursery classes have an all day free flow snack and milk table at which children are encouraged to socialise and eat when they feel hungry.

### **School meals**

Lunchtimes are staggered in order to cater for the numbers in the school:

Reception – 12.00pm

Year one – 12.15pm

Year 2 – 12.15pm

Year3/4/5/6 – 12.30 pm

The school dining room is a pleasant environment with a focus on socialising when eating. Children are encouraged to sit together from across year groups so that tables are made of up a range of ages.

- Nursery children are seated in their own dining area before being served and are well supported with support from adults in cutting up their food, and adults eating with them to

model positive behaviour at mealtimes. They have lunch first, so that there is a high ratio of adults to support them.

- Children from the Reception class are well supported, with support to carry their food and with cutting up their food. They have lunch soon after Nursery, so that there is a high ratio of adults to support them.
- Reception and KS1 class teachers help the children make their lunch choices.
- Teachers and the head teacher eat daily with the children, encouraging good table manners.
- The weekly menu is on display in the hall corridor and parents receive termly menu's from the catering company
- Lunches are freshly prepared and cooked on the premises
- Vegetarian choices are always available daily
- The meat dish is always offered as either halal or non halal
- Catering staff are aware of individuals with food allergies and keep written records of their needs.
- There is a daily salad selection at the salad bar available in addition to the main courses provided
- School council periodically revisit school lunch provision issues and feedback to the kitchen
- All food served at the school on a regular basis between 8am and 6pm meets the mandatory school food standards and there is a process in place to ensure that the provision is coordinated across all food and drink outlets.
- Within the catering contract: Islington council ensures that the lunches served by Caterlink meet the statutory nutrient and food-based standards for school lunches.

### **Equal opportunities and inclusion**

- School food caters for relevant religious and cultural food requirements.
- Pupils with disabilities within the school are adequately catered for in the dining room. These pupils have access to adapted cooking equipment where required.
- The school will ask parents if the perspective pupil has any allergies to food items. This information is shared with catering staff and relevant teaching staff and will be taken into account when serving food or during cooking lessons and parties and celebrations. Parents are reminded to keep school informed of any changes in food allergies.
- The school works with parents and catering to ensure that pupils who have allergies or are diabetic can still access school lunches.

### **Packed lunches** (see also appendix 1)

- The school works in partnership with parents to encourage healthier options being included in packed lunches brought from home.
- Children are encouraged to try the hot school lunches where possible, for example by looking at the menu and trying the lunches on days where the food appeals to them
- We encourage the children to bring balanced, healthy lunch boxes and have a 'lunchbox policy' to support this.
- No nuts, chocolate bars or fizzy drinks allowed.

### **After School Clubs**

- Cooking club offered throughout the year.
- Cooking club for years 1-6 also runs in half termly sessions.
- Gardening club – Grow fruits, vegetables, herbs and flowers in the playground tubs and beds (years 1 – 6)
- Snacks for After School Clubs, and activities attended outside of school e.g sports events

- No Sweets, chocolate based products and fizzy drinks to be consumed when attending After School clubs at school, or outside of the school grounds, such as sports competitions and events.

### **Copenhagen Extra After School Club**

Copenhagen Extra follows the statutory nutrient and food-based standards. There is always water available for the children. There is a self-service area to encourage pupils to be independent. All adults model table manners and eat alongside the children.

### **Drinks policy**

- Children are encouraged to drink from water fountains in the playground during break times. These are situated in the playground away from the toilets.
- Each classroom provides access for drinking water throughout the school day and children are encouraged to drink when necessary.  
Teachers model drinking water throughout the day.
- Fresh water jugs are available in the dining hall for all children each lunchtime
- We encourage children to bring water bottles on school outings and sports days
- The Eco council present information about water to the school community via assemblies

**Bake stalls** (see appendix 2)

### **After School Clubs**

Cooking club is held twice a week throughout the year.

Cooking Club for the foundation stage – runs in half termly sessions for the younger children.

Cooking club for years 1-6 also runs in half termly sessions.

Gardening club

### **Birthdays, festivals, celebrations, and events** (see appendix 3)

No Sweets, chocolates and fizzy drinks to be consumed on school premises except for occasional celebrations

- Parties: No nuts
- Breaking the fast (during Ramadan) or Eid party (depending on dates/times!) – Autumn term
- International Food evening (annually – Spring term)

### **Rewards and prizes** (see appendix 3)

- The school does not use food as a reward or for prizes as this would give these items a special value. Other items are used instead such as stickers, certificates, pens, balloons, vouchers or tokens or pupils are involved in deciding what non-food rewards are valuable to them.

### **Primary food and cooking skills education**

Teaching pupils how to cook is an important part of our whole school approach to health and wellbeing. It is a perfect tool to captivate and stimulate pupil's interest and enjoyment of food as well as building self-confidence. Every child in each year group has a minimum of 3 cooking opportunities. The school provides the ingredients for the cooking skills lessons.

- How are cooking skills lessons generally taught and organised?

e.g

- Whole class
- Small group
- Half class

- Carousel

## **Primary curriculum**

We recognise that food has great potential for cross curricular work

We explore opportunities within the existing creative curriculum to discuss and work with food

All children have a minimum of one cooking opportunity in class per year

Foundation stage regularly use the cooking facilities within their setting

The foundation setting grows fruits, vegetables and flowers within their garden area which they regularly incorporate into their learning experiences

Formal food education is delivered via the science, design & technology and PSHE curriculum and covers areas such as food hygiene, oral health, a balanced diet and planning and budgeting;

All children grow edible vegetables and herbs in the edible gardens and these are used as part of the cooking ingredients.

Children have various opportunities to find out where food comes from such as trips to a Pizza Express, Farms in reception and KS1 and Y6 residential trip-farming.

We have a new playground garden which all year groups 1 – 6 are involved in looking after. They grow a large range of herbs and vegetables, and some soft fruits.

## **Teaching and learning**

All cooking skills lessons enable pupils to develop food and cooking skills alongside safe and hygienic food practices and consumer awareness. Understanding the principles of healthy eating are a central part of learning within our cooking skills curriculum. We use a variety of recipes and ensure that each lesson provides ample opportunities for pupils to develop practical skills. We have carried out risk assessments and have clear procedures for the use of knives, cookers and hobs, and electrical equipment.

## **Other areas of the curriculum**

- When food is taught / used in other areas of the curriculum consideration is given to ensure that teaching and learning is consistent with the aim of the food policy, for example during enterprise week.

## Appendix 1 Severe allergic reactions and school policy

Some schools have a policy of asking parents to exclude certain foods containing key allergens from their children's lunchboxes and any food brought in. This has become a standard precaution in many schools where there are children with potentially severe nut / peanut allergies. It becomes more difficult to extend this exclusion to foods with a nut or peanut warnings (e.g. 'may contain traces of nuts'). It is much less practical to ask parents to exclude other allergen foods such as milk, egg, fish, wheat or soya. Therefore it is important to concentrate on prevention. Children need to understand why they should not share food, and simple precautions need to be in place such as throwing rubbish in a bin, washing hands before and after eating and keeping tables free of debris.

### The most common allergens are:

- Celery
- Cereals containing gluten
- Crustaceans
- Eggs
- Fish
- Lupin
- Milk
- Molluscs
- Mustard
- Nuts (treenuts)
- Peanuts
- Sesame Seeds
- Soya
- Sulphur dioxide (sometimes known as sulphites)

As some of the foods are quite broad and covers whole food groups it is not feasible for non-allergic children to cut out these foods. Therefore the general advice is that schools should not try to ban those foods but there should be staff easily available who have had received training in anaphylactic shock and the use of adrenaline auto-injections. Paediatric first aid courses (which is one of the requirements of the EYFS Framework) includes responding to anaphylactic shock. Parents might not know if their young child is allergic to foods as their child may not have been exposed to the foods yet so there is a higher chance of a severe allergic reaction at settings working with younger children.

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## Allergens

Coming to a food label near you



Food Standards Agency  
food.gov.uk

The way allergens are labelled on prepacked foods is changing because of new regulations. The Food Information Regulation, which comes into force in December 2014, introduces a requirement that food businesses must provide information about the allergenic ingredients used in any food they sell or provide.

There are 14 major allergens which need to be mentioned (either on a label or through provided information such as menus) when they are used as ingredients in a food. Here are the allergens, and some examples of where they can be found:

1



**Celery**

This includes celery stalks, leaves, seeds and the root called celeriac. You can find celery in celery salt, salads, some meat products, soups and stock cubes.

2



**Cereals containing gluten**

Wheat (such as spelt and Khorasan wheat/Kamut), rye, barley and oats is often found in foods containing flour, such as some types of baking powder, butter, bread crumbs, bread, cakes, couscous, meat products, pasta, pastry, sauces, soups and fried foods which are dusted with flour.

3



**Crustaceans**

Crabs, lobsters, prawns and scampi are crustaceans. Shrimp paste, often used in Thai and south-east Asian curries or salads, is an ingredient to look out for.

4



**Eggs**

Eggs are often found in cakes, some meat products, mayonnaise, ice creams, pasta, quiche, sauces and pastries or foods brushed or glazed with egg.

5



**Fish**

You will find this in some fish sauces, pizzas, relishes, salad dressings, stock cubes and Worcestershire sauce.

6



**Lupin**

Yes, lupin is a flower, but it's also found in flour! Lupin flour and seeds can be used in some types of bread, pastries and even in pasta.

7



**Milk**

Milk is a common ingredient in butter, cheese, cream, milk powders and yoghurt. It can also be found in foods brushed or glazed with milk, and in powdered soups and sauces.

8



**Molluscs**

These include mussels, land snails, squid and whelks, but can also be commonly found in oyster sauce or as an ingredient in fish stews.

9



**Mustard**

Liquid mustard, mustard powder and mustard seeds fall into this category. This ingredient can also be found in breads, curries, marinades, meat products, salad dressings, sauces and soups.

10



**Nuts**

Not to be mistaken with peanuts (which are actually a legume and grow underground), this ingredient refers to nuts which grow on trees, like cashew nuts, almonds and hazelnuts. You can find nuts in breads, biscuits, crackers, desserts, nut powders (often used in Asian curries), stir-fried dishes, ice cream, marzipan (almond paste), nut oils and sauces.

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**Peanuts**

Peanuts are actually a legume and grow underground, which is why it's sometimes called a groundnut. Peanuts are often used as an ingredient in biscuits, cakes, curries, desserts, sauces (such as satay sauces), as well as in groundnut oil and peanut flour.

12



**Sesame seeds**

These seeds can often be found in bread (sprinkled on hamburger buns for example), breadsticks, houmous, sesame oil and tahini. They are sometimes toasted and used in salads.

13



**Soya**

Often found in bean curd, edamame beans, miso paste, textured soya protein, soya flour or tofu, soya is a staple ingredient in oriental food. It can also be found in desserts, ice cream, meat products, sauces and vegetarian products.

14



**Sulphur dioxide (sometimes known as sulphites)**

This is an ingredient often used in dried fruit such as raisins, dried apricots and prunes. You might also find it in meat products, soft drinks, vegetables as well as in wine and beer. If you have asthma, you have a higher risk of developing a reaction to sulphur dioxide.

For more information, visit: [food.gov.uk/allergy](http://food.gov.uk/allergy) or [nhs.uk/conditions/allergies](http://nhs.uk/conditions/allergies)

Sign up to our allergy alerts on [food.gov.uk/news](https://www.facebook.com/foodgovuk), or follow #AllergyAlert on Twitter and Facebook

Let's keep connected at [food.gov.uk/facebook](https://www.facebook.com/foodgovuk)

Join our conversation @[food.gov.uk/twitter](https://twitter.com/foodgovuk)

Watch us on [food.gov.uk/youtube](https://www.youtube.com/foodgovuk)

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However, extra care needs to be taken during practical cooking lesson to make sure that staff are aware of any allergies and recipes, seek permission from parents for their children to take part in cooking and tasting and recipes are suitable for the group taking into account any allergies.

There are a number of reasons why it might be better not to ban any types of food even if a child at the school may have a severe allergic reaction to a food:

1. It is better for the child to be careful with foods so that they are prepared for the wider world where they have to think for themselves and be very aware of potentially allergenic foods.
2. Some of the foods are whole food groups; including those of which the advice is to increase consumption of (for example fish and milk) to make our diet healthier, and it would be unfeasible to cut them out.
3. A wide variety of people might be involved in preparing food that is brought into schools or settings, parents / carers but also siblings, other family members, or friends. Sometimes these people may have very little contact with the school and just prepare an item of food once because they are looking after the child for a short time only. Therefore even if the school is saying they have a policy that bans a certain food, it cannot be certain that this ban is followed by all children all the time. This will give a false sense of security to children who suffer from severe allergic reactions.

**For more information, visit [www.anaphylaxis.org.uk/schools/help-for-schools](http://www.anaphylaxis.org.uk/schools/help-for-schools)**

## **Appendix 2: FAQ food sold at cake stalls and other fundraising events**

### **Can pupils bake cakes and sell them on the tuck shop to raise money for charity?**

The DfE standards for food other than lunch do not prevent children from selling food they have prepared (at home or during cookery lessons) to other pupils to raise money for charity. However, if the food does not meet the standards, it can only be sold on an occasional basis (i.e. once every half term) as part of a fundraising event e.g. Red Nose Day, Children in Need. A tuck shop raising money for charity on a daily or weekly basis cannot be considered an occasional event.

### **What foods should not be sold to pupils on a regular basis?**

The food and drink provided to pupils at weekly fundraising events would be required to meet the food-based standards for school food other than lunches. Items such as cakes, biscuits, salted savoury snacks such as crisps, and confectionery and chocolate (this includes those used as cake decorations), or drinks with more than 5% sugar are not allowed throughout the school day. Deep fried food, such as samosas and spring rolls, and processed meat products, such as sausage rolls and burgers, are restricted across the day.

### **Can schools sell cakes to parents?**

Healthy school is effective because it takes a whole school approach by providing consistent messages across all the work the school does, such as food education, food provided across the school day and guidance given to parents about packed lunches. So, although the standards only apply to food provided to pupils and a cake stall would be allowed to sell food to parents, we would recommend that stalls sell a variety of items including different foods to reflect the school's food policy and healthy eating principles.

### **Best practice:**

- Encourage a variety of food to be sold, not just cakes, to reflect healthy eating principles and the school's food policy. As a guide at least one third of the food available should be fruit, salad or vegetable based (as this reflects the EatWell Plate).
- Encourage food to be school or home prepared rather than shop bought food.
- Invite parents and/or pupils to prepare food reflecting their culture.
- Ensure that stalls include items of fruit or vegetables.
- Encourage pupils / parents to make healthier options, which are lower in fat, salt and sugar, for example hold a competition for the healthiest recipe.
- Encourage recipes to be adapted to make them healthier. Provide information how to do this, i.e. reduce sugar in cakes, include fruit in cake, include vegetables in savoury foods. Information provided could include how to adapt recipes, how much is a portion of fruit or vegetable etc.
- Hold a smoothie making event.
- Alternate holding stalls selling food with other fundraising opportunities, i.e. jump for rope etc.
- Consult parents and pupils for other fundraising ideas.
- Hold cake stalls for pupils at special events only, once per half term maximum.

**For healthy recipe ideas use Islington Healthy Schools **Get Cooking!** Recipe book**

## **Appendix 3 Birthday, celebrations, parties, special events, and rewards**

Food provided at birthday, celebrations, parties and special events are not covered by the DfE school food standards but schools should consider the type and amount of food offered at these events. Schools will want to ensure that celebrations support the healthy eating messages taught as well as the school's recognition as a Healthy School. Schools have a responsibility to both teach and model healthy behaviours.

Using foods as a reward, at celebrations and parties will teach children to eat when they're not hungry and therefore encourage overeating. Food will also be linked to mood and special occasions.

### **Celebrations and parties**

Many children grow up believing that anything healthy can't be nice and vice versa. Providing healthier foods at special events can help to dispel this belief. Although we know that food has a role in celebrations and special events, we need to consider which foods are used and at what occasion. Fruits, salads and even vegetables can be seen as attractive and desirable precisely because they are part of such special events.

Schools may want to involve children and young people in planning events and deciding on healthier menu items, taking into account the season and if possible using school grown produce.

Although special event may not be held at school very often, children often are presented with many occasions to eat 'special' foods high in fat, salt and sugar. To support a more balanced diet below are some examples of healthier foods that could be provided at special events and parties and non-food suggestions. It is not an exhaustive list and you may wish to add suggestions from staff, parents / carers and pupils.

- Involve children in food preparation such as fruity couscous or smiley pizza faces (on English muffins), fruit smoothies (children can get to choose their own ingredients) or fruit kebabs (children can build their own). See Islington 'Get Cooking' recipe book for suggestions.
- Provide a list of healthier food options as suggestions for parents on the type of foods they can provide: fruit such as strawberries, grapes, chopped melon or pineapple, corn on the cob, cherry tomatoes, vegetable crudité's, such as carrot, pepper and cucumber sticks, or breadsticks with dips, cut sandwiches and wraps (small items) containing low fat fillings.
- Adapt recipes to make them healthier by for example reducing the sugar or fat content, and adding fruit or vegetables to the recipe (for example banana, beetroot, carrot, courgette or apple can be added to cakes and bakes) or change the cooking method for example bake spring rolls to celebrate Chinese New Year instead of deep frying.
- Serving cake with no icing, low in sugar / fat and containing fruit or vegetables, such as malt loaf, banana or carrot cake (without icing), upside down cake or Eve's cake (apple sponge pudding), fruit muffins, fruit scones (see Islington's Healthy Schools Get Cooking! recipe book).
- Having savoury options as well as sweet foods on offer to provide a balanced choice and showing that savoury foods can form part of a party as well.
- Change the focus of the party by planning activities such as dancing, games, crafts or singing.

Where schools have changed the food at parties they have found that the events were calmer and children more focussed on games and activities rather than exclusively on the food. Pupils did enjoy the healthier food options provided.

### **Birthday Celebrations**

Food and drink brought into school to celebrate birthdays is not covered by the school food standards but, as the celebration of birthdays may occur frequently, schools should encourage and promote healthier or non-food birthday celebrations.

We recommend discouraging parents/carers from providing cakes or bags of sweets in favour of other ways to make the birthday child feel special in other ways.

- Ask parents to bring in healthy snacks, fruits or vegetables instead of sweets
- Celebrate all birthdays in once month all together. The children whose birthday it was that month can bake a cake together and share with the class.
- Parents to bring age-appropriate non-food items such as pencils, bookmarks or stickers.
- Parents can be invited to give a class gift such as a game, book or craft materials (parents to check with the teacher for suggestions).
- Providing a birthday child with a special birthday outfit e.g. a sash and crown, a hat, or badge to wear on the day.
- Create a special chair for the birthday child to sit on for the day.
- Instead of food, families are asked to purchase a small toy for a gift box. The birthday child gets to pick a gift.
- Special arts and crafts activities or songs and stories maybe chosen by the birthday child.
- Create a 'Celebrate Me' book where classmates draw pictures or write something (as developmentally appropriate) to describe what is special about the birthday child.
- Let the birthday child be the teacher's assistant for the day and help with special tasks like leading the line, starting an activity and choosing a game or story.
- If the school decides to allow birthday cake, you may need to take a number of issues into consideration:
  - Portion sizes: this should be proportionate to the age of the child.
  - Timing: ideally it would be served as part of a balanced meal (instead of pudding. Otherwise give it at the end of the day or given to take home.
  - Shop bought: parents should be discouraged from buying cake with coloured icing or confectionery. Shop bought cake tends to be high in sugar.
  - Home-made: it might be more difficult to ensure that the cake is made hygienically and that it is free from allergenic foods where this might be an issue for children in the class.

## **Food based rewards**

Giving food as a reward for finishing work or good behaviour will give that food a high value. It will also encourage pupils to eat an extra item of food. It is therefore considered good practice not to give any items of food as a reward (this is the same for chocolate, apple, pizza or having afternoon in the headteacher's office).

However, being awarded the opportunity to have lunch at 'the golden table' or to have lunch at the table with the headteacher can be used as a reward as the food eaten is the food would be eaten as part of lunch and the reward is in the feeling created by this opportunity as being special.

Some schools give class rewards by going out to eat at a restaurant such as a Chinese. If this meal is a replacement of another meal (lunch for example), this would provide the children a learning experience about different foods, behaviour and social interaction without adding extra calories to their diet. However, the school may like to consider varying the outing with non-food activities such as bowling, ice-skating or a trip to the cinema so that children and young people learn to have fun without the event being centred on food.

Suggestions for alternatives to food as a reward

- Recognition:
  - Recognise the pupil's achievement during assembly or with a certificate / sticker
  - Create a photo display board
  - Write a note to the pupil / pupil's parents commending the achievement

- Privileges:
  - Pupil can go first
  - Choose a class activity
  - Help the teacher
  - Carry out special tasks such as making deliveries to the office
  - Choose the book the teacher will read to the class
  - Eat lunch with a teacher / headteacher
- Earn Play money, tokens or point for
  - Gift certificate for a bookstore, sporting goods, music downloads
  - Sports equipment
  - Ticket to an event or movie
  - Magazine subscription
- Rewards for a class:
  - Allow extra break time
  - Provide extra PE, art, music or reading time
  - Dance to music
  - Play a game

Name of school/caterer:

Date:

## Checklist to evaluate food provision against food-based standards for lunches, from January 2015

Food group	Are the following food-based standards for school lunches met?	Standard met (Yes/No)		
		Week 1	Week 2	Week 3
Starchy food	One or more portions of food from this group every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Three or more different starchy foods each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	One or more wholegrain varieties of starchy food each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Starchy food cooked in fat or oil no more than two days each week, across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Bread with no added fat or oil must be available every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit and vegetables	One or more portions of vegetable or salad as an accompaniment every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	One or more portions of fruit every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A dessert containing at least 50% fruit, two or more times each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	At least three different fruits and three different vegetables each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meat, fish, eggs, beans and other non-dairy sources of protein	A portion of food from this group every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A portion of meat or poultry on three or more days each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Oily fish once or more every three weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	For vegetarians, a portion of non-dairy protein on three or more days each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A meat or poultry product (manufactured or homemade and meeting the legal requirements) no more than once each week in primary schools and twice each week in secondary schools, across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Milk and dairy	A portion of food from this group every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lower fat milk and lactose reduced milk must be available for drinking at least once a day during school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Food group	Are the following food-based standards for school lunches met?	Standard met (Yes/No)		
		Week 1	Week 2	Week 3
<b>Foods high in fat, sugar and salt</b>	No more than two portions of food that have been deep-fried, batter-coated, breadcrumb-coated, each week, <i>across the school day</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No more than two portions of food which include pastry, each week, <i>across the school day</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat <i>across the school day</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Savoury crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No confectionery, chocolate and chocolate-coated products, <i>across the school day</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Salt must not be available to add to food after it has been cooked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Condiments must be limited to sachets or portions of no more than 10 grams or one teaspoonful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Healthier drinks</b>	<p>Free, fresh drinking water at all times</p> <p>The only drinks permitted are:</p> <ul style="list-style-type: none"> <li>▪ plain water (still or carbonated)</li> <li>▪ lower fat milk or lactose-reduced milk</li> <li>▪ fruit or vegetable juice (max 150mls)</li> <li>▪ plain soya, rice or oat drinks enriched with calcium; plain fermented milk (such as yoghurt) drinks</li> <li>▪ no added sugar combinations of fruit or vegetable juice with plain water (still or carbonated)</li> <li>▪ combinations of fruit juice and lower fat milk or plain low-fat yoghurt, plain soya, rice or oat drinks enriched with calcium, cocoa and lower fat milk, flavoured lower fat milk</li> <li>▪ tea, coffee, hot chocolate.</li> </ul> <p>Combination drinks are limited to a portion size of 330mls. They may contain added vitamins or minerals, but no more than 5% added sugars or honey or 150ml of fruit or vegetable juice. Fruit or vegetable juice combination drinks must be at least 45% fruit or vegetable juice</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Name of school/caterer:

Date:

## Checklist to evaluate food provision against food-based standards for school food other than lunches, from January 2015

Use this to check the food and drink provision in each outlet operating in school against the food-based standards for all food other than lunches.

Please indicate which of these apply to your school	Yes/No
Breakfast (B)	<input type="checkbox"/>
Tuck shop/mid-morning break provision (M)	<input type="checkbox"/>
After school club (A)	<input type="checkbox"/>
Vending machine (V)	<input type="checkbox"/>

Food group	Are the following food-based standards for all school food other than lunches met?	Standard met (Yes/No)			
		B	M	A	V
Starchy food	Starchy food cooked in fat or oil no more than two days each week, across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit and vegetables	Fruit and/or vegetables available in all school food outlets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meat, fish, eggs, beans and other non-dairy sources of protein	A meat or poultry product (manufactured or homemade and meeting the legal requirements) no more than once each week in primary schools and twice each week in secondary schools, across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Milk and dairy	Lower fat milk and lactose reduced milk must be available for drinking at least once a day during school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foods high in fat, sugar and salt	No more than two portions of food that have been deep-fried, batter-coated, breadcrumb-coated, each week, across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No more than two portions of food which include pastry each week, across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No savoury crackers or breadsticks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No confectionery, chocolate and chocolate-coated products, across the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No cakes, biscuits or desserts (except yoghurt or fruit-based desserts containing at least 50% fruit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Salt must not be available to add to food after it has been cooked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condiments must be limited to sachets or portions of no more than 10 grams or one teaspoonful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Food group	Are the following food-based standards for all school food other than lunches met?	Standard met (Yes/No)			
		B	M	A	V
Healthier drinks	<p>Free, fresh drinking water at all times</p> <p>The only drinks permitted are:</p> <ul style="list-style-type: none"> <li>▪ plain water (still or carbonated)</li> <li>▪ lower fat milk or lactose reduced milk</li> <li>▪ fruit or vegetable juice (max 150mls)</li> <li>▪ plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks</li> <li>▪ no added sugar combinations of fruit or vegetable juice with plain water (still or carbonated)</li> <li>▪ combinations of fruit juice and lower fat milk or plain low-fat yoghurt, plain soya, rice or oat drinks enriched with calcium, cocoa and lower fat milk, flavoured lower fat milk</li> <li>▪ tea, coffee, hot chocolate.</li> </ul> <p>Combination drinks are limited to a portion size of 330mls. They may contain added vitamins or minerals, but no more than 5% added sugars or honey or 150ml of fruit or vegetable juice. Fruit or vegetable juice combination drinks must be at least 45% fruit or vegetable juice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 6: The role of school staff in supporting pupils where there is a concern about weight

This is a brief summary from the Islington guide “What’s the role of school staff in supporting pupils where there is a concern about weight? Prevention, support and treatment”.

Being overweight has many adverse effects even for very young children. However, parents are often unaware that their child is an unhealthy weight. Schools can provide a health promoting environment for all pupils and also play a role in identifying and supporting those pupils where weight might be a concern as parents are often unaware that their child is an unhealthy weight.

Reducing obesity can benefit pupils and the school by reducing teasing or bullying reducing behavioural problems stemming from anxiety or depression; increasing participation in active play or learning opportunities in PE and school sport; and reducing missed school days for medical appointments or treatment.

### Universal health promotion

Schools are in an ideal position to change pupils’ attitudes and health behaviours by using a whole school approach to healthy eating, physical activity and creating a health promoting environment. This requires a multi-faceted, coordinated approach involving staff, such as teachers, teaching assistants, lunchtime supervisors, extended schools co-ordinators, breakfast club co-ordinators, catering staff, school sports co-ordinators, school nurses, admin staff, parents and pupils.

#### Achieving a whole school approach across the whole day includes:

- Effective teaching and learning of healthy eating, food and cooking skills in PSHE and food technology
- Effective teaching and learning in PE
- Monitoring of packed lunch content
- Working with catering staff and lunchtime supervisors to promote healthy lunchtime choices
- Encouraging uptake of free school meal entitlement
- Active playgrounds
- Monitoring attendance during PE lessons and at physical activity clubs after school
- Displays
- Vulnerable pupils (what do they bring in their packed lunch, do they attend PE, what is their role when taking part in physical activity)

all

Schools influence pupils’ lifestyle choices through what is being taught, the hidden curriculum, and the behaviour of school staff and the choices they make. It is really important that schools provide a consistent approach across the whole school. Inconsistencies will be confusing for pupils and families.

#### Do the following inconsistencies happen at your school?

- Weekly cake stalls to raise money
- Food used as a reward
- Foods high in fat and sugar being the main or only food provided at parties and celebrations
- Pupils seeing, or being aware, of staff eating unhealthy lunches
- School staff saying they don’t like vegetables or oily fish to pupils
- School staff openly talking about their weight or the latest diet they are following
- School staff eating (unhealthy) food while on duty in the dining room or the playground
- Chocolates and biscuits in staff room but never any fruit or healthier other options available
- Pupils who don’t bring their PE kit being punished by not being able to have break
- PE being the topic that is used for other activities such as watching a film
- Pupils only ever learning to bake cakes, biscuits, or other sweet things
- Getting the bus for school trips when the destination is only a walking distance away
- Collection of vouchers such as crisps or chocolate wrappers to get sports equipment
- Teachers not wearing PE kit or suitable sportswear while teaching PE
- Supply teachers being asked to deliver the PE lessons
- Teachers not role-modelling a positive attitude towards being physically active
- Not discussing the reasons for being physically active and the effect it has on the body as part of PE lessons
- Lack of suitable space or equipment to actively engage children in physical activity

Are there any others that happen at your school but aren’t mentioned above?

## Targeted work

The following information provides a brief overview of what to do when a member of staff has a concern about a pupil's weight. For more information refer to the full guidance.

### 1. Identification by any member of school staff

- Concern brought to the attention of school staff
- Visible identification
- Quickly out of breath
- Refusing to take part in PE
- Food issues
- Bullying (in conjunction with one of the above issues)

Take concern to pastoral care team

### 2. Pastoral care team

- Any other information on pupil or family
- Which member of team has best relationship with family
- What are the likely options pupil / family might engage in

### 3. A member of the pastoral care team raises the concern

- Show empathy
- Be genuine in your dealings
- Be non-judgemental and accepting of families' circumstances and ideas
- Keep communication open so it can be continued at a later

3 – 6 months

### 5. Family does not accept concern raised

- Accept that the family is not taking this concern on at the moment
- If appropriate give the family information on healthy lifestyle such as Change4Life leaflet
- Check if it is alright to bring up issue again in 3 – 6 months' time

### 4. Family accepts concern

- Signpost to services (see appendix: leaflet and advice)
  - Professional services
  - Community activities
  - Involvement in school activities
  - Information such as Change4Life or BHF physical activity or advice on sleep for children and young people.

### Staff responsibilities

- **All school staff:** identification and sharing of information about pupils with pastoral care team
- **Healthy weight, healthy lives lead** to be up-to-date with information and services available
- **Pastoral care team** to take part in decision making for the most appropriate route for an identified pupil. One of the team to be confident to raise the concern about weight with parent / carer or young person

### 6. Follow up

- Good practice: check that the family is engaged in the activity they decided on
- If not, discuss why not and find out if there is something else they would like to do
- If they are engaged check at the end of the programme if they would like further support

