



Food and Drink Policy School and Children's Centre		
	Name	Date
Head Teacher	Fiona MacCorquodale	April 2022
Governing Body		
Next review date	April 2025	
Reviewed by	Bernadette Frain-Atallah	

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
- To make children aware of their food choices and sustainability

Responsibility for food in school

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

The 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, and food at after school clubs), and maximising take up of free school meal entitlement.

Aoife McMonagle leads on food technology or cooking skills (primary).

Bernadette Frain-Atallah leads on concerns about children's health and weight related issues (within the pastoral care team).

Whole school community

Pupils

School council meets once a week and during the meeting food is raised and we have asked what pupils like and have asked Caterlink if they can make changes.

Staff

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



- Staff are aware of their role in promoting healthy eating and are consistent in role modelling and their behaviour.
- Teachers are being supported in introducing a cooking lesson per term as part of the IPC curriculum. There will be an inset to develop a cooking curriculum across the years. Oral health is taught in the curriculum and planning and budgeting is included in maths.
- The school to make sure that appropriate teaching staff hold Level 2 food safety certification.
- Staff and pupils have received training in pastoral care, hygiene and healthy eating to run the family service in the dining room at lunchtime.

Parents

- Parents are informed and aware of what is expected on the food brought in from home and the information about lunches is shared with them.
- Parents are invited to International evening and the Happening.

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. All food is provided by Caterlink who ensures the food is compliant.

Breakfast

The school have a breakfast club. The school will provide some free breakfasts for those children whose families don't have the means to pay and this is provided by Caterlink

Snacks

- The school is part of the National School Fruit and Vegetable Scheme in KS1.
- If children are bringing in snacks that aren't appropriate it is commented and raised with the parents. Children can bring in fruit or occasional cereal bar. Children can bring in water, juice, or low sugar juice drink.

School meals

Menus are sent the menus home and is also in the newsletter, the meals are discussed, and you have got a social dining room environment, and menus are discussed at school council and changes to menus are agreed with Caterlink based on children's choices.

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.
- There are clear expectations on parents and every trip these expectations are reiterated. Inappropriate lunches in the dining room it is picked up by the adults in the dining room and this is raised with class teachers who will talk to the parents. At school trips, more packed lunches are ordered and children with inappropriate packed lunch will be given a school packed lunch.

After school clubs

Food is provided by Caterlink.

Drinks policy

Every classroom has a water fountain and children are allowed and encouraged to drink. Children learn about dehydration. During hot weather the children are told they must have a drink and may bring in water bottles.

Food before and after school

Children are not allowed to have bad snacks on the school premises and parent are aware of that. If there are concerns it is something that would be raised in the newsletter to reiterate the messages.

Bake stalls (see appendix 2)

Once a year at the Happening, the school will sell a range of foods from salads to cupcakes.

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

Any snacks that children bring in for birthdays are not allowed to be consumed on the premises, providing a consistent approach.

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.

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 termly cooking class and this will be based on progressive cooking skills. Cooking skill lessons will be based appropriately for the age of the children (whole class for the older children, groups for the middle school and small numbers for the younger children). The school provides the ingredients for the cooking skills lessons.

Primary curriculum

- The Practical Cooking Guidance will be the basis of the cooking skills progression and staff will link the recipes to their IPC curriculum in a staff inset.
- Planning and budgeting is taught in maths across the school. Balanced diet and oral health are taught in science and food safety and hygiene will be taught as part of cooking.
- All children go the opportunity to spend residential time at a farm to learn where food comes from and learn about making food. Children are taken to Whitecross Street Market to sell cakes as part of fundraising.

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.

Food safety and cooking facilities

Cooking is taught in the classroom with a tabled off area where the cooker is and there is a cupboard with cooking equipment used for cooking only. Any issues with broken or missing items are raised with Leadership. Knives are kept in the staffroom so that non-staff can't access them.

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 project week.

Supporting more vulnerable pupils

Supporting pupils who are entitled to free school meals

- We are working towards all pupils who are entitled to a free school meals taking up that entitlement and the pupils choose a balanced meal.
- Legal advice and support available are free and a School Home Support Liaison officer. She is the link between families and communities and she makes sure that any vulnerable pupils are catered for and the school raises any concerns with her. Pupils who don't eat are raised as a concern with her as well.



Supporting pupils with health issues which impact on their food consumption

- The school is very aware of allergies and Caterlink is able to provide appropriate food. Any cooking carried out is inclusive and therefore won't contain the allergenic item. The school knows all of dietary concerns and this is shared with Caterlink and all staff in the school.

Supporting pupils and their parents / carers where weight might be an issue

- The school has consistent messages and teaches healthy eating and promotes physical activity to pupils.
- Where there are concerns about weight, Bernadette Frain-Atallah will talk to parents and may make suggestions and inform them of weight management services.

Other aspects of school life

Informal curriculum / extra curricular activities

- Heritage months covers international foods and international food evening is open to all.
- Support for parents are channelled through School Home Support to make sure that support is offered to meet the families' needs.
- Assemblies cover healthy eating and the school expectations around food in school.
- The school would like to introduce opportunities for parents to learn about healthy eating and cooking skills.

Breastfeeding

The site is a breastfeeding welcome sign.

Toilets

There are three main toilet areas and any issues are raised with the caretaker who will resolve it.

Sponsorship and fundraising

- The school does not use nutrition education materials with corporate logos or advertising.
- The school will only use vouchers or other reward schemes if the company involved promotes healthy lifestyle in line with the school's food policies.



Appendix 1 Severe allergic reactions and school policy

As a school we ask parents to exclude nuts 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:

- Cereals containing gluten
- Crustaceans
- Egg
- Milk
- Fish
- Peanuts
- Nuts (treenuts)
- Soya
- Mustard
- Celery
- Sesame
- Sulphites (used as a preservative on foods).

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 injections. A Paediatric first aid course (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.

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

Appendix2: FAQ food sold at cake stalls and other fundraising events

Can pupils bake cakes and sell them during school cake sales 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, for example.

- 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 and discourage 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



Checklist to evaluate food provision against food-based standards for school food other than lunches

The checklist below can be used 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 OR NO			
Breakfast club (B)					
Tuck shop/mid-morning break provision (M)					
After school club (A)					
Vending machines (V)					
ARE THE FOLLOWING FOOD-BASED STANDARDS FOR ALL SCHOOL FOOD OTHER THAN LUNCHES MET?		STANDARD MET? YES/NO			
		B	M	A	V
Fruit and/or vegetables are available in some form in each outlet indicated above (includes fresh, dried, frozen, canned, or juiced)					
No salt shall be available to add to food after the cooking process is complete. Salt shall not be provided at tables or service counters. Condiments such as ketchup and mayonnaise may only be available in sachets or individual portions of not more than 10g or 1 teaspoonful					
No snacks shall be provided other than nuts, seeds, fruit or vegetables without added fat, salt, sugar or honey (except that dried fruit may contain up to 0.5% vegetable oil as a glazing agent).					
Confectionery must not be provided at any time of the school day. Confectionery includes chocolate, chocolate biscuits and sweets.					
There are no cakes and biscuits provided (permitted only at lunchtime)					
Free fresh drinking water should be provided at all times					
Only permitted drinks should be provided throughout the school day					
*A meat product (manufactured or homemade) from each of the four groups may not be provided more than once per fortnight across the school day:	Group 1: Burger, hamburger, chopped meat, corned meat				
	Group 2: Sausage, sausage meat, link, chipolata, and luncheon meat				
	Group 3: Individual meat pie, meat pudding, Melton Mowbray pie, game pie, Scottish (or Scotch) pie, pasty or pastie, bridie, sausage roll				
	Group 4: Any other shaped or coated meat product (e.g. nuggets, goujons, meatballs)				
*Starchy food cooked in fat or oil (e.g. roast potatoes, chips, fried rice, garlic bread) should not be provided on more than three days a week across the school day					
*No more than two deep-fried food items should be provided in a single week across the school day. N.B. This includes items deep-fried in the school kitchen and flash-fried during manufacture					

* Standards for meat products, starchy foods cooked in fat or oil and deep-fried foods apply across the school day (including lunchtime) so compliance should be simultaneously assessed across all outlets operating in school.

For further information and full details about the food-based standards for school food other than lunch please refer to www.schoolfoodtrust.org.uk/resources/2007a

For further information about evaluating food provision against the school food standards and demonstrating compliance, please refer to the Audits and Inspections toolkit available from: www.schoolfoodtrust.org.uk/measuringcompliance/auditsandinspections



Appendix 5: 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 all 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)



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.

