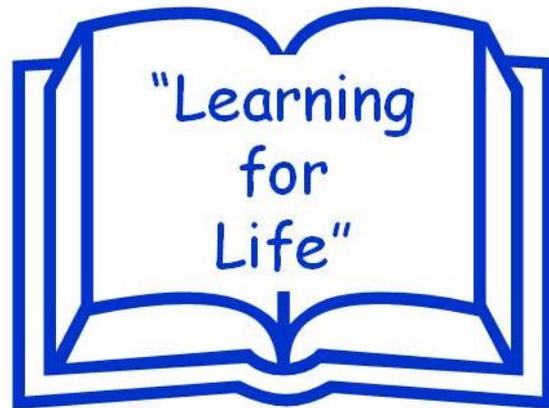


Crosshall Infant School
Academy Trust



Whole School Food Policy



Whole School Food Policy

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Section 1

Context Including National and Local Policy

Legislation

Children's diet has an important influence on their health both now and in the future. Evidence shows that good diet in childhood can help protect against a number of chronic diseases in later life including coronary heart disease and cancer. It also shows that there is an increase in the prevalence of children who are overweight or obese. Dietary surveys indicate that too many children's diets are too high in fat, salt and sugar and too low in fruit and vegetables. Poorly nourished children, especially those who are overweight and obese, often experience social and psychological problems. This can have a significant impact on behaviour and performance in school.

Since 2001, the government has moved from the position of leaving individual schools to decide what food to make available to pupils, to introducing legislation about the type and frequency of food that can be provided. In 2001, food standards were introduced for school lunches but there were no regulations relating to other food. In September 2006, new food standards for school lunches were introduced.

The School Standards and Framework Act 2006 provided the Secretary of State for Children, Schools and Families (now Secretary of State for Education) with the power to make regulations on non-lunch food, such as vending machines, breakfast clubs, tuck shops, mid-morning break and after school clubs. From September 2006, schools were banned from providing confectionery, sugary drinks and savoury snacks with added sugars, fat or salt at school lunchtimes. Schools were also encouraged to remove these items from vending machines and tuck shops.

As part of the School Food Plan, a new set of standards for all food served in schools was launched by the Department for Education. They become mandatory in all maintained schools, and new academies and free schools from January 2015. Academies created prior to January 2015 are able to set their own standards.

This Policy supports a whole school approach to food and nutrition in school and the promotion of healthy eating and is consistent with current legislative frameworks and non-statutory guidance.

Ofsted noted that a whole school approach to developing food policy and practice is likely to be more effective if it is built into the school development plan. Ofsted's report 'Healthy Eating in Schools' (2006) revealed that, although schools understood the importance of coherent messages between the food provided in school and what is taught within the curriculum, few had developed a whole school food policy.

Our Shared Beliefs about Food in School

Crosshall Infant School Academy Trust believes that as part of its duty to promote pupil wellbeing, all children have the right to learn about and have access to a healthy diet. We believe that messages about food and nutrition taught in the curriculum must be echoed and reinforced by the type of food and drink provided in school throughout the whole school day. This whole school approach must be planned and systematic, involve teachers, caterers, parents/carers and pupils, and be reflected in the overall ethos and environment of the school.

The purpose of this Policy is to communicate how the school aims to create an environment which promotes a healthy diet and to ensure the quality of food provision in school. This is important in its own right but also it is likely to have a significant impact on children's behaviour and performance at school.

Other policies in school linked to the Whole School Food Policy are: PSHCE, Health and Safety, Science, Design & Technology, Inclusion and Equal Opportunities for children.

section 2 Our Food Policy

Introduction

This Whole School Food Policy is a shared, evolving document for all in our school. It expresses a common vision of the aims and values, ethos, status and role of all aspects of food within our school. In particular, it aims to develop a coherent approach to promoting healthy eating.

- We are committed to promoting pupil wellbeing and recognise that the Whole School Food Policy can significantly impact on the health and wellbeing of pupils and staff.
- We believe that children who eat a healthy, well balanced diet are better able to concentrate and are more likely to be receptive to learning.
- We believe that a whole school food policy is more effective than piecemeal activities and gives a consistency of message across all school activities.
- We will ensure that the whole school community, outside visitors and organisations/venues which children visit all understand the ethos of the school in relation to food and drink, both within the curriculum and in food which is provided across the whole school day.

Policy Aims

The aim of our Whole School Food Policy is to ensure a consistent approach to all aspects of food and healthy eating in our school.

The Policy aims to:

- raise the profile of healthy eating and of its effect on children's physical and emotional wellbeing, behaviour and performance in school
- ensure that the entire school community and the wider public understand the ethos of the school in relation to food and drink, both within the curriculum and across the whole school day including the provision of food and drink
- ensure children are involved in decision making for school meals, trialling new products and designing menus through curriculum activities
- ensure the provision of food and drink across the school day, including contracts for school food providers, complies with government regulations
- ensure pupils have easy access to free, fresh drinking water throughout the school day
- provide guidance on how food will be used for rewards and/or during celebrations
- provide details of the procurement and provision of school lunches
- provide guidance on the school's policy on foods brought in from home
- ensure that all aspects of food and nutrition in school promote the health and wellbeing of pupils and staff
- involve parents/carers, staff, governors and pupils in developing, implementing and reviewing the Policy
- ensure all staff know, understand and have the skills to support the delivery of work on healthy eating (in the wider context of healthy lifestyles) in the curriculum
- help children and families with weight management issues to secure help and support
- provide curriculum opportunities including a curriculum framework for Personal Development that includes learning about healthy eating and practical food education within the context of healthy lifestyles
- state how the school grounds will be used to grow fruit & vegetables
- encourage healthy eating options at school events and lettings
- seek to extend our healthy school work by working with the Cambridgeshire PSHE Service and Food for Life organisation.

Section 3

Implementing a Whole School Approach

Reviewing Food Policy and Practice in School

As a school, we want to ensure that the whole school community and the wider public understand the ethos of the school in relation to food and drink provision and in the curriculum. To do this the school:

- will adopt a strategic approach to developing policy and practice

- will assess existing provision and practice to identify issues for policy development
- will collect information from research and from the whole school community (e.g. parent/carer questionnaires and School Council) to plan development
- discuss policy in relation to all aspects of food provision across the whole school day to incorporate into the overall Policy
- will celebrate success in implementing the Policy with the whole school community
- The PSHCE leader will set up a School Nutrition Action Group to oversee the review and development of policy and practice through consultation with staff and pupils
- Governing Body has responsibility for monitoring and reviewing the Policy.

Policy Development in Individual Areas

Since January 2015, all maintained schools, new academies and free schools, and pupil referral units in England must comply with school food standards for food provided at lunch time. Whilst these standards remain optional for academies created prior to January 2015, at Crosshall Infant School Academy Trust we have taken the decision to adhere to them. Since September 2007, food standards also apply to food provided across the whole school day from 8am to 6 pm.

We aim to:

- ensure that food provided is compliant with the standards for school lunch, is of high quality and promotes healthier eating
- source local ingredients where possible that are compliant with the *Food For Life* standards
- ensure that choices provided address cultural, religious and special dietary requirements.

To achieve this we will:

- provide a high quality in-house service whereby the Kitchen Manager is supported in ensuring that these national standards are met
- follow the Children's Food Trust nutritional standards for school meals (see appendix)
- identify any staff training needs
- consult with parents/carers and pupils about food provision/choices available
- regularly invite parents/carers to join their children for school lunch.

Children are encouraged to choose a balanced meal including two portions of vegetables or salad. Fruit and additional bread is always available. Children are encouraged to try healthy options throughout the year, but we also arrange specific weeks to focus the children's attention on making healthy choices. Classes

also have the opportunity to select a class menu, where a balanced meal is discussed and healthy options recommended.

Packed Lunches

At Crosshall Infant School Academy Trust there is no option for the children to bring a packed lunch.

Dining Environment

Our school believes that the dining environment should give pupils the opportunity to sit and enjoy their meal together allowing them to feel refreshed for learning during the afternoon. We also believe that the dining environment should encourage positive social behaviour and community cohesion.

We aim to:

- ensure that the dining environment is a pleasant place to be to where children can sit and enjoy a healthy meal together, promoting social and community cohesion.

To achieve this we will:

- ensure that the dining environment is clean, fresh and attractive
- provide a dedicated eating area
- ensure good levels of light and an ambient temperature in the dining area
- ensure the time available for lunch is long enough to allow all children to sit and eat their meal whilst being able to enjoy playing and lunchtime activities
- ensure safe, orderly and the minimum of queuing for lunch
- stagger the lunchtime to reduce numbers of children entering the dining room and to reduce queuing
- consistently enforce the school's Golden Rules to reinforce positive behaviour choices while waiting to be served
- ensure that menu and food presentation is inviting through the use of a menu board and colourful trays
- ensure that menus and food options are clearly labeled and displayed before and during lunchtime to reduce the time it takes to choose at the servery
- offer regular taster sessions to encourage pupils to try new foods
- promote healthy eating options, with children's involvement, through developing and using posters, place mats and running incentive schemes
- monitor children's food choices at lunchtime.

Break Time Snack and Drinks

The children are invited to bring in a piece of fruit or raw vegetable, a piece of cheese or dried fruit for their morning snack. Each day all children receive an additional piece of fruit/vegetable which they eat during the afternoon session as part of the School Fruit and Vegetable Scheme.

We aim to:

- ensure that break time snacks and drinks are in line with our Whole School Food Policy
- ensure that litter is kept to the minimum and that any waste is recycled.

To achieve this we will:

- participate in the national School Fruit and Vegetable Scheme (as part of this scheme all children aged between four and six are entitled to receive a free piece of fruit or vegetable each school day)
- ensure all the fruit and vegetables are washed before they are handed out
- involve the children in managing the distribution of fruit and vegetables
- distribute the fruit and vegetables prior to break in individual class groups
- monitor children's consumption of fruit and vegetables as part of the scheme
- not provide/sell any other snacks in school.

Water

We aim to:

- encourage pupils to drink water through the school day to aid health, hydration and concentration
- ensure pupils have easy access to free, fresh, palatable drinking water throughout the school day/during lunch and break.

To achieve this we will:

- involve pupils in discussions about access to water and its storage and ensure they have access to tap water throughout the day.
- promote water consumption to pupils/parents/carers and staff
- encourage children to bring water bottles into school filled with fresh water, not juice, squash or flavoured water

- ensure adequate water is available during hot weather and after physical activity
- ensure adequate provision of water at lunchtimes
- ensure that the school toilets are bright, airy, accessible and safe so that children feel comfortable using them.

All children and staff are encouraged to develop regular habits of drinking water during the school day and three specific times of the day are given for the whole class to drink water which forms part of our Brain Gym activities. Children are allowed additional drinks during the teaching session at the discretion of the class teacher.

Kids Club

Kids Club, which provides wrap around care, only provides balanced, healthy teas and snacks in line with the Children's Food Trust standards. Sweets and crisps are not available.

Celebrations, Educational Visits and Rewards

The School values opportunities to celebrate special occasions and cultural events. Foods and drinks served at celebrations can be high in saturated fat, sugar and salt, and therefore have limited nutritional value. In school, there can be many special occasions, such as birthdays, meaning that the children may be eating these foods very frequently. We therefore ask that children do not bring in food and treats to celebrate their birthdays. If parents would like to celebrate their child's birthday with the class they are invited to donate a book that can be shared with everyone.

Food that is served by the school to celebrate special occasions, cultural events and festivals will always be carefully planned to ensure they remain a healthy and well balanced, in line with the Children's Food Trust nutritional standards for school meals.

At Crosshall Infant School Academy Trust we do not reward achievement with food that is high in fat or sugar. We use non-food options in line with our Behaviour Policy.

For educational visits, all children and adults are provided with a healthy, balanced, packed lunch meal that is made by the school kitchen staff. Children are provided with a choices form prior to the educational visit whereby they select the components of their packed lunch, with support from their teacher where necessary. These are then served to the children and staff/ supporting adults on the day of the visit.

Inclusion / Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, race, religion, ability or aptitude. Our approaches to food in school will take into account the religious and cultural backgrounds of the pupils to ensure that all can access the curriculum and receive appropriate food provision.

We aim to:

- ensure that all children have access to appropriate food and drink, taking account of their religious and cultural backgrounds

- ensure that the healthy lifestyles curriculum recognises and values the diverse religious and cultural backgrounds of the children in the school
- ensure that staff in all roles receive appropriate training about diversity in relation to food provision and education.

Section 4

The Curriculum

Aims

All adults will work towards achieving these aims for healthy eating education in our school.

We seek to enable our children to:

- know what healthy eating is, and how to choose a varied and balanced diet
- understand the reasons for and benefits of healthy eating
- learn about healthy eating as part of broader work around healthy lifestyles (which also includes physical activity, sleep, emotional wellbeing, and making healthy choices)
- be aware of their own capacity to make healthy choices and be encouraged to take responsibility for their own lifestyles, appropriate to their age and stage
- understand that health is a continuum and that everyone is at different stages on this continuum at different times
- learn about and respect a range of practices in relation to food, including cultural and religious
- be able to plan and prepare simple healthy food safely
- value, care for and respect their bodies.

Programme

In our curriculum programme we:

- regard healthy eating as a whole school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum (more details can be found in the relevant schemes of work for each age group)
- ensure teaching is consistent with the Whole School Food Policy
- provide opportunities for teaching about healthy lifestyle through topics in PSHCE/Design Technology/ Science/PE/History/ Geography
- deliver the objectives of the curriculum for healthy eating mainly in: PSHCE/Science/DT
- ensure that all children learn to cook on a regular basis and within this begin to develop a knowledge of both sweet and savoury recipes
- deliver some aspects of healthy lifestyles in other subjects such as: PE/History/Geography

- address some aspects of healthy lifestyles in enrichment activities, for example, additional cooking experiences, social skills groups and our annual Healthy Week.

Teaching Methodologies

Ground rules: Healthy Lifestyles is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Teachers and children together will ensure there are ground rules in place which create a supportive and caring environment where every child feels safe and is able to learn. These will cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering questions: We acknowledge that sensitive and potentially difficult issues may arise as children may want to share information and ask questions, or equally may be reluctant to share information about their home situation. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for curriculum content and is consistent with the Whole School Food Policy.

Distancing techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, scenarios, role play and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Resources

We will use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the PSHCE curriculum component of teaching about healthy lifestyles.

We will focus on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources before using them.

We will select resources which:

- are consistent with the Curriculum for Healthy Lifestyles
- support the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up to date and accurate in factual content
- do not show unfair bias towards/advertise a commercial product
- emphasise a balanced lifestyle, (rather than categorising foods into "good" and "bad", or focusing on calorie counting)
- avoid racial, gender, sexual and socio-economic stereotyping
- encourage active and participative learning.

The PSHCE leader is able to advice staff about resources that are in school.

Section 5 Sensitive Issues

Weight Management

As a school we take part in the National Child Measurement Programme (NCMP) for our Reception children. We are focused on promoting a healthy lifestyle and will make provision for families, including the children themselves, to have the opportunity to discuss concerns relating to their child's weight, should they have any concerns.

Children with Special Dietary Needs

The School's position is to try to undertake all reasonable measures to ensure that any necessary dietary guidelines given in writing by a health care professional are acted on in the most appropriate manner. We adhere to these written dietary management plans, including triggers to avoid, medications and contact information. These protective measures are extended to after school clubs as well.

All necessary staff are aware of how to handle potential food alternatives safely, including effective cleaning of surfaces and utensils. Additionally, all school staff are trained to recognise and undertake emergency treatment of potential complications and know where relieving and emergency medication is stored for each child that has it in school.

This section should be read in conjunction with the medicines and health and safety policies.

Food Safety and Hygiene

As a school, we are responsible for the overall safety of pupils whilst in our care. Special precautions are taken by all adults and children when preparing, handling, cooking and storing food at school. Kitchen and food safety is about managing everything that happens in the food area or classroom to reduce the risk of burns, cuts, falls, food poisoning and food allergy or intolerance.

We aim to:

- ensure that all teachers in charge of food activities and food technology teaching carry out and manage food-safety procedures and check that areas are operable
- inform all teachers and supervising adults of any pupils' suspected or known food allergies or intolerances.
- provide pupils with allergies or intolerances and especially those whose allergies may require medication, with alternative ingredients
- in severe cases of food allergy or intolerance, exclude certain ingredients altogether

- ensure a qualified school first aid representative will be on hand to administer medication, if needed
- include all children in food activities but if there is any doubt regarding the safety of any pupil or adult participating in specific food activities, we reserve the right to decline their participation
- ensure a risk assessment is completed prior to cooking activities and vigilance is maintained throughout the activity and the clearing away procedures.

All children are expected to use the toilet hygienically (flush) and wash their hands afterwards. They are always expected to wash their hands before eating and if they have been playing outside and doing messy activities e.g. clay or painting.

Section 6

Preventing, Reducing and Responding to Food Related Incidents

Food allergy reactions can present on school premises and those reactions may be severe, the most severe allergic reactions present as anaphylaxis.

Allergy Position Statement

This section aims to ensure that a food-allergic child has the opportunity to participate in educational activities in a safe environment without stigmatism, and to have access to medication and trained personnel in the event of an acute reaction.

The school's position is not to guarantee a completely allergen free environment, rather to minimise the risk of exposure, encouraging self-responsibility, and plan for an effective response to possible emergencies.

We will:

- enquire about allergic disease at the registration of new pupils, and ask that parents/carers should inform the school of any new allergy diagnosis
- adhere to a written allergy management plan obtained from the doctor, including allergens/triggers to avoid, medications and contact information
- ensure an effective system to identify food-allergic children to staff
- take reasonable measures to ensure appropriate allergen avoidance
- extend protective measures to school clubs and educational visits
- ensure staff are aware of how to handle potential food allergens safely, including effective cleaning of surfaces and utensils
- educate school staff in allergen avoidance and recognition and emergency treatment of allergic reactions
- ensure relieving and emergency medication is available at all times.

Section 7

Involving the Whole School and Wider Community

Working with Staff

The school aims to ensure all staff:

- are confident in their knowledge and understanding of what constitutes healthy eating
- promote healthy eating through their own choices and ways of talking with children about their choices
- model good food hygiene and eating practices
- are informed about individual children's dietary needs, food allergies and food hypersensitivities
- model and encourage water consumption throughout the school day.
- are provided as part of their induction training with information about the Whole School Food Policy.

Those responsible for teaching about healthy eating as part of the curriculum will be supported to develop knowledge, skills and attitudes and to share good practice. Staff training needs will be reviewed regularly and relevant training arranged.

The Role of Governors

Governors play an active role in reviewing, developing and, where appropriate, implementing the Policy. They will also monitor the implementation of the Policy assisted by the Headteacher and PSHCE leader.

Working with Parents/Carers

Parents/carers are key figures in educating their children about healthy lifestyles. We seek to work in partnership with parents/carers when planning and delivering the curriculum, and when making decisions about food and drink in school.

We aim to:

- inform parents/carers of forthcoming food/healthy eating topics, and the wider PSHCE programme relating to healthy lifestyles via weekly letters and curriculum focus newsletters
- make the Whole School Food Policy available to parents/carers on the school website
- communicate with parents/carers about their child's eating habits during the school day
- provide supportive information about parents' /carers' roles in promoting healthy lifestyles to their children
- invite parents/carers to discuss their views and concerns on an informal basis
- invite parents/carers to have a school lunch with their children.

Involving the Children

At Crosshall Infant School Academy Trust we will involve children in the evaluation and development of teaching about healthy lifestyles, and in decision-making about appropriate aspects of our whole School Food Policy e.g. the dining environment and menu.

We will:

- engage the children in assessment activities to assess their development needs, for example 'Draw and Write' activities
- ask children to reflect on their learning and how this impacts on their choices
- involve children in identifying ways to promote healthy eating options.

Support from Outside Visitors

We believe that teaching about healthy lifestyles is most effectively carried out by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but not replace, our planned provision. This will take place as part of planned weeks such as Healthy Week. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow our Code of Practice when working with visitors.

Section 8 Monitoring, Review and Evaluation

This Policy is regularly monitored and evaluated to ensure its effectiveness.

This Policy is reviewed annually.

Approved: January 2025

Next Review Due: January 2026

Section 9

Appendices

Food Hypersensitivity

Food hypersensitivity is defined as "any bad reaction to a food", if the immune system is involved this food hypersensitivity is called a food allergy, if the immune system is not involved it is known as a food intolerance. The difference in diagnosis has a direct impact on how either the food allergy or intolerance is managed within a school.

The prevalence of true food hypersensitivity has been difficult to establish, food allergies are estimated to be around 25% of European school children and this can reduce their quality of life with a direct impact on school performance.

Food allergies

The proportion of the population with true food allergy is approximately 1-2% of adults and about 5-8% of children, which equates to about 1.5 million people in the UK, they are reproducible adverse reactions to a particular food that involve the immune system.

Virtually all known food allergens are proteins. They can be present in the food in large amounts and often survive food-processing conditions. Allergic reactions are characterised by the rapid release of chemicals in the body that cause symptoms, which can occur within minutes or up to an hour or more after ingestion of the allergen.³

Whilst almost any food protein can cause an allergic reaction in some people, the most common food allergens in Europe include: milk, hens' eggs, soya, wheat, seafood (including crabs, prawns, lobsters, mussels and cockles), fish, peanuts, tree nuts (almonds, hazelnuts, walnuts, Brazil nuts, cashew nuts, pecan nuts, pistachio nuts, macadamia nuts and Queensland nuts)

More recently other allergens have become more common including kiwi, sesame, celery and mustard.

Food allergy reactions can present for the first time on school premises and those reactions may be severe, the most severe allergic reactions present as anaphylaxis.

Food intolerance

Food intolerance can be a result of different types of reactions:

- enzymatic where there is not sufficient enzyme to digest a food component
- pharmacological where there is a reaction to naturally occurring substances in food
- and also food intolerances with no known mechanisms, some people may struggle to digest certain foods which may make an existing condition worse, and these are usually not allergies.

Food intolerances do not involve the immune system and are rarely life threatening, they can show a wide range of symptoms ranging from immediate to delayed and mild to severe and are unique to the individual.

Weight Management

In 2021/2022, 10.1% of reception age children (age 4-5) were obese. This dropped to 9.2% in 2022/2023. In 2021/2022 a further 12.1% of children were overweight and in 2022/2023 12.2% were overweight. In 2021/2022, at age 10-11 (year 6), 23.4% were obese and 14.3% overweight. In 2022/2023 the number of children who were obese dropped to 22.7% and 13.9% overweight. This data was gathered as part of the National Child Measurement Programme.

The National Child Measurement Programme (NCMP) is an annual programme to measure the height and weight of all children in Reception Year (ages 4-5) and Year 6 (ages 10-11). The information is used to compile data about children's growth and obesity levels, and to help the NHS plan and provide better health services for children. The programme also includes the feedback in the form of written correspondence to parents of their child's measurements. For more information about the programme, see www.hscic.gov.uk/ncmp

In 2020, The Department of Health has published a policy paper titled 'Tackling obesity: empowering adults and children to live healthier lives'. This paper works towards empowering everyone to make good and healthy choices and providing everyone, including children, information on and access to healthy choices. It also discusses restrictions brought in on food and drink marketing.



The School Food Standards

Eating in school should be a pleasurable experience: time spent sharing good food with peers and teachers.

These school food standards are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole school day. It is just as important to cook food that looks good and tastes delicious; to talk to children about what is on offer and recommend dishes; to reduce queuing; and to serve the food in a pleasant environment where they can eat with their friends.

As a general principle, it is important to provide a wide range of foods across the week. Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Children love to hear the stories behind their food. Use fresh, sustainable and locally-sourced ingredients (best of all, from the school vegetable garden), and talk to them about what they are eating. Go to www.schoolfoodplan.com to find examples of what other schools are doing to encourage children to eat well.

Remember to use Government Buying Standards for Food and Catering Services alongside these standards to help reduce salt, saturated fat and sugar in children's diets.

** This Standard applies across the whole school day, including breakfasts, morning breaks, tuck shops, and after school clubs*



Fruit and vegetables

One or more portions of vegetables or salad as an accompaniment every day

One or more portions of fruit every day

A dessert containing at least 50% fruit two or more times each week

At least three different fruits and three different vegetables each week



Foods high in fat, sugar and salt

No more than two portions of food that has been deep-fried, batter-coated, or breadcrumb-coated, each week*

No more than two portions of food which include pastry each week*

No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat*

Savoury crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food

No confectionery, chocolate or chocolate-coated products*

Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery

Salt must not be available to add to food after it has been cooked†*

Any condiments must be limited to sachets or portions of no more than 10g or one teaspoonful*



Milk and dairy

A portion of food from this group every day

Lower fat milk must be available for drinking at least once a day during school hours



Meat, fish, eggs, beans

and other non-dairy sources of protein

A portion of food from this group every day

A portion of meat or poultry on three or more days each week

Oily fish once or more every three weeks

For vegetarians, a portion of non-dairy protein on three or more days each week

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*



Starchy food

One or more wholegrain varieties of starchy food each week

One or more portions of food from this group every day

Three or more different starchy foods each week

Starchy food cooked in fat or oil no more than two days each week*

Bread - with no added fat or oil - must be available every day



Healthier drinks*

Free, fresh drinking water at all times

The only drinks permitted are:

- Plain water (still or carbonated)
- Lower fat milk or lactose reduced milk
- Fruit or vegetable juice (max 150 mls)
- Plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks
- Combinations of fruit or vegetable juice with plain water (still or carbonated, with no added sugars or honey)
- Combinations of fruit juice and lower fat milk or plain yoghurt, plain soya, rice or oat drinks enriched with calcium; cocoa and lower fat milk; flavoured lower fat milk, all with less than 5% added sugars or honey
- Tea, coffee, hot chocolate

Combination drinks are limited to a portion size of 330ml. They may contain added vitamins or minerals, and no more than 150mls fruit or vegetable juice. Fruit or vegetable juice combination drinks must be at least 45% fruit or vegetable juice

Food provided outside lunch

- Fruit and/or vegetables available in all school food outlets
- No savoury crackers and breadsticks
- No cakes, biscuits, pastries or desserts (except yoghurt or fruit-based desserts containing at least 50% fruit)

