

Duncombe Primary School FOOD POLICY

Date: March 2017

Date to be reviewed: March 2020

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

Barrie O'Shea has overall responsibility for food provision and education, including overseeing that the policy is implemented.

Barrie O'Shea 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. The PSHE leader leads on cooking skills (primary).

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

Whole school community

Pupils

- Every pupil in the school is part of the school council. There are opportunities for the school council to meet with the catering staff to discuss the quality of the lunches provided and options on the menu.
- There is a feedback book in the school office which all children are encouraged to write in about their lunches.

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.
- Adults at Duncombe are welcome everyday to have a school lunch and eat with the children.
- All teachers have received training on Cooking and Nutrition in the curriculum.
- Staff are encouraged to eat the school lunches alongside the pupils and give regular feedback to the catering staff.

Parents

- The PSHE curriculum (including teaching the importance of healthy eating) is shared with parents each year and is available on the school website. Weekly updates to parents allow opportunities for teachers to communicate any healthy eating focus activities that have taken place in class.
- The school menu is shared with parents on the electronic notice boards inside and outside of school so that they always know what their child is offered.
- Healthy eating and cooking courses are run regularly for parents and their children.

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- There is guidance on the school website for parents on how to provide a healthy packed lunch for your child.
- At Duncombe we run Family Kitchen and Families for Life to support parents to cook healthy food at home for their family.
- Each Year we hold an International Evening where parents bring food and everyone has the opportunity to try foods from all the different cultures we have at Duncombe.

Governors

- The curriculum committee oversee the PSHE curriculum, which is chaired by our governor Ruth Hughes.
- The premises committee oversee the hygiene standard of the school kitchen to ensure it maintains the very high standard it has been awarded.
- Governors stay for school lunches whenever they visit the school and give feedback to the catering staff.
- The finance committee delegate the spending of the school budget and ensure that the procurement is good value with a high standard of school meals offered to pupils.

External providers

- Health and Well-being team for Camden and Islington
- Magic Breakfast

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, mid-morning break, tuck shop 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 – see Appendix 5). The school ensures that the lunches meet the statutory food-based standards for school lunches and is able to demonstrate compliance (dated menu cycle of all food and drink provided and an audit against the food-based standards). See: www.schoolfoodplan.com/standards
See Appendix 4

Breakfast

- The school runs a breakfast club from 7:30am which is run at a very affordable rate to make it accessible for all families.
- It has been offered for free on occasions to families to support improved attendance and punctuality.
- Magic breakfast provide free bagels to all our pupils to ensure every child has breakfast every day. These are available for every child in their classroom every day.

Snacks

- Snacks are provided throughout the school day as part of the National School Fruit and Vegetable Scheme. Children are not permitted to bring in their own snacks.

School meals

- 43.8% of pupils are eligible for free school meals with Ever 6. Our Admissions Officer ensures all FSM forms are correctly completed as part of the admissions process.
- Islington offers Universal Free Schools Meals for all primary age children. We have 97% take up on this offer.
- School staff and catering staff monitor the choices children make and encourage them to make healthy choices.

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- The catering contract ensures that there is a fish option on the menu every day as well as a wide selection of fruit and salads at the salad bar.
- The dining room at Duncombe is a pleasant and sociable environment. Children are given plenty of time to choose and eat their food. Adults at school are encouraged to eat with the children, helping to promote good social interaction and table manners. Each week a discussion topic is chosen by a different class and displayed on the table to encourage talk. In the early years and Key Stage 1, children are supported by an adult to choose their food and carry it to their table.

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.
- Information about healthy packed lunches is provided on the school website.
- The school will provide a healthy packed lunch for school trips if requested.

After school clubs

- Children are not permitted to bring in their own snacks at after school club.
- Food provided in line with the statutory food based standards for school food other than lunch

Drinks policy

- Children have their own water bottles available on their desk throughout the day and are encouraged to drink it.
- Outside of lunchtime, water is the only drink available to drink throughout the school day.
- There are drinking fountains situated in the playgrounds for use at playtimes.

Bake stalls (see appendix 2)

- Bake sales are not held regularly at Duncombe School. We hold an annual bake sale to raise money for MacMillan Cancer Support.

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

Parents are welcome to provide food for children's birthdays. They are reminded of the importance of healthy eating and encouraged to provide foods with low sugar levels. This information is provided in the school handbook.

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, 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

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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.

- Cooking skills lessons are generally organised as whole class or in small groups, depending on the activity.

Primary curriculum

- Year groups follow the 'Cooking Matters' scheme of work provided by Islington Council.
- Throughout the curriculum, children are taught about other aspects of food, including: a balanced diet, oral healthy, food safety and hygiene, food growing skills and planning and budgeting.

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.

Monitoring and evaluation

- PSHE leader monitors planning and observes lessons and offers feedback to staff. Team teaching is also offered as support for staff.
- Staff use the Islington scheme of work with progressive success criteria and assess pupils against learning objectives within the units of work.

Food safety and cooking facilities

- Teaching of cooking takes place in the school kitchen, staff room or using a portable stove. All areas are cleaned daily as part of the school's hygiene protocol. Equipment is checked regularly as part of our Health and Safety checks.
- Specialist equipment is stored in a secure cupboard in the School House.

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.

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 (see section on school meals as part of food consumed on the school premises)
- Bagels are offered to all pupils every day for free to ensure no child suffers from hunger while at school. Fruit is also available to classes.

Supporting pupils with health issues which impact on their food consumption

- Pupils with diabetes have individual care plans which are strictly followed. Staff work closely with health professionals to ensure best practice is always followed.
- Necessary staff are trained in dealing with pupils with diabetes.
- Staff work closely with the School Nurse to support families whose children have particular health needs.
- Pupils with particular health needs are encouraged to develop their independence in dealing with their needs.
- Parents are required to produce evidence such as a letter from the doctor explaining their child's health needs such as any allergies.

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Supporting pupils and their parents to make healthy living choices (Appendix 6)

- Strategies are put in place for children who are identified by staff or parents as needing support with their eating; such as reward systems at lunchtime, adult support or extended time to select and eat their food.
- Inductions are held for parents of Early Years children before they start school to give support in tackling issues with eating.
- Parents know to speak to the class teacher or Inclusion Manager if they have any concerns about their child's eating habits or needs.
- The Inclusion Manager makes referrals to the Healthy Weight Nurse or School Nurse if there are concerns over a child's weight.
- Information about healthy weight services are displayed in the school foyer.
- Coffee mornings are held to inform parents about services such as the food smart app and local organisations and professionals.

Breastfeeding

- Duncombe Primary School is recognised as Breastfeeding Welcome (www.breastfeedingwelcomescheme.org.uk). As such, mothers are facilitated to breastfeed comfortably and provided with a private space, should they request it (for more details, see Appendix 7).
- Breastfeeding mothers returning to work in school after maternity leave will be given help to enable them to continue to breastfeed, such as having access to facilities to express and store breastmilk. For more information, see 'Breastfeeding after returning to work or study' booklet - <https://campaignresources.phe.gov.uk/resources/campaigns/2/resources/1365>

Toilets

Toilets at Duncombe are checked regularly to ensure they are clean and working. Children are encouraged to let an adult know if there is a problem.

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.

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Appendix 1 Severe allergic reactions and school policy

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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, batter, breadcrumbs, bread, cakes, couscous, meat products, pasta, pastry, sauces, soups and fried foods which are dusted with flour.

3

Crustaceans

Crabs, lobster, prawns and scampi are crustaceans. Shrimp pasta, 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 cream, pasta, quiche, sauces and paninis 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.

11

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 sauce), 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, hummous, 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 cereals, 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 or nhs.uk/conditions/allergies

Sign up to our allergy alerts on food.gov.uk/alert or follow #AllergyAlert on Twitter and Facebook

Let's keep connected at food.gov.uk/facebook

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

Watch us on food.gov.uk/youtu.be

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 difficult to extend this exclusion to foods with a nut or peanut warnings (e.g. 'may contain traces of nuts') and schools and early year settings can never be 100% nut-free. 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 rather than banning allergens. 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.

There is a higher chance of a severe allergic reaction at settings working with younger children as they may not have been exposed to the food previously and therefore be unaware of an allergic reaction to the food.

Key staff need to be trained in recognising the signs of an allergic reaction and how to administer an Adrenaline Auto Injector (such as an Epi-pen). Paediatric first aid courses (one of the requirements of the EYFS Framework) includes responding to anaphylactic shock.

The most common allergens are:

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

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Extra care needs to be taken during practical cooking lesson to make sure that staff are aware of any allergens in recipes to make sure they are suitable for the group and seek permission from parents for their children to take part in cooking and tasting the food.

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 allergenic food are whole food groups; including those of which the advice is to increase consumption to make our diet healthier (for example fish and milk), 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 with varying understanding of the guidance and foods the allergens may appear in. Therefore a school cannot guarantee to be free of any allergen. Having a ban will give a false sense of security to children who suffer from severe allergic reactions.
4. Evidence suggests that settings where they have a ban on a specific allergen have a higher incident rate of severe allergic reactions than those that don't.

For more information, visit www.anaphylaxis.org.uk/schools/help-for-schools

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Appendix2: 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**

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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 crudités, 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.

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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:

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- 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

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Appendix 4

School lunch audit



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"/>

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Food group	Are the following food-based standards for school lunches met?	Standard met (Yes/No)		
		Week 1	Week 2	Week 3
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, <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"/>
Healthier drinks	<p>Free, fresh drinking water at all times</p> <p>The only drinks permitted are:</p> <ul style="list-style-type: none"> ▪ plain water (still or carbonated) ▪ lower fat milk or lactose-reduced milk ▪ fruit or vegetable juice (max 150mls) ▪ plain soya, rice or oat drinks enriched with calcium; plain fermented milk (such as yoghurt) drinks ▪ no added sugar combinations of fruit or vegetable juice with plain water (still or carbonated) ▪ 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 ▪ tea, coffee, hot chocolate. <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"/>

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Appendix 5

School food other than lunch audit



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"/>	

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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	Free, fresh drinking water at all times				
	<p>The only drinks permitted are:</p> <ul style="list-style-type: none"> ▪ plain water (still or carbonated) ▪ lower fat milk or lactose reduced milk ▪ fruit or vegetable juice (max 150mls) ▪ plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks ▪ no added sugar combinations of fruit or vegetable juice with plain water (still or carbonated) ▪ 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 ▪ tea, coffee, hot chocolate. <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"/>

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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 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.

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.

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)

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?

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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 date if necessary

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.

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

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

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Appendix 7:FAQ Breastfeeding Welcome Scheme

What is Breastfeeding Welcome (BFW)?

The Breastfeeding Welcome Scheme was set up in order to help support mothers to feel more confident to breastfeed their babies when they are out and about.

Why do we need to support breastfeeding?

Breastfed babies feed very frequently, especially in the early weeks.

Many women in Islington are keen to breastfeed, but find themselves stopping before they want to because they feel anxious or uncomfortable when breastfeeding in public.

How does the BFW scheme help?

By becoming breastfeeding welcome and putting up the signs and logos women will know that they are supported to breastfeed and can feel safe and relaxed.

What do we need to do?

You have an obligation to ensure that a woman who is breastfeeding while receiving a service you provide is not treated unfairly. The Equality Act 2010 aims to give women complete confidence to breastfeed while going about their day-to-day business by making it unlawful to ask her to move somewhere more private or leave the premises because she is breastfeeding.

Do they need a secluded area to feed in?

No, not necessarily. If a mother asks you if there is somewhere more private she can feed, you can point her to wherever you think she may be comfortable, but most women will find the most appropriate place for themselves.

Women should be supported to breastfeed wherever and however they feel most comfortable and should not be asked to 'cover up'.

What if another parent complains?

If another parent complains about a woman feeding her baby in your venue, you can explain that your staff policy is to support breastfeeding. You can also inform them that the Equality Act 2010 has specifically clarified that it is unlawful for a business to discriminate against a woman because she is breastfeeding a child of any age.

What can I do to help breastfeeding mums?

Look for the most comfortable places in your venue for women to feed their babies in case she asks for somewhere more private to feed (never ask mums to use the toilet).

Find out about breastfeeding support available in Islington in order to pass on info to mums (see the Islington breastfeeding leaflet) or visit www.breastfeedingnetwork.org.uk

Find out more information about the BFW scheme by visiting the website

www.breastfeedingwelcomescheme.org.uk

Please 'like' and share the Breastfeeding Islington Facebook Page

www.facebook.com/search/top/?q=breastfeeding%20islington

[To apply to be recognised as Breastfeeding Welcome, and receive posters and window stickers, contact Islington's Infant Feeding Coordinator, Rosemary Brown, on 0203 316 8441 or email: \[whh-tr.Islington-BreastFeeding@nhs.net\]\(mailto:whh-tr.Islington-BreastFeeding@nhs.net\) or \[whh-tr.IslingtonBreastfeedingPeerSupport@nhs.net\]\(mailto:whh-tr.IslingtonBreastfeedingPeerSupport@nhs.net\)](#)

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Appendix 8 - Resources to encourage discussion about babies' development and feeding

- Global Health Media video clips: www.globalhealthmedia.org/videos - covering how babies get themselves to the breast after delivery, how mothers can ensure their babies are feeding well – available free to download or view, and in several languages
 - Public Health England resources – information on feeding babies, pregnancy and other topics <https://campaignresources.phe.gov.uk/resources/campaigns/2-start4life/resources>
- Best Beginnings website – <http://www.bestbeginnings.org.uk/> - videos on breastfeeding (Bump to Breastfeeding), Baby Buddy videos covering all aspects of having and feeding a baby, as well as mother and baby mental health (Out of the blue) -