

# Pooles Park Primary School Food Policy

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## **Aims**

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

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

## **Responsibility for food in school**

Emma Chicken (PSHE lead) has overall responsibility for food provision and education, including overseeing that the policy is implemented.

Patricia Hunter (Business Manager) is responsible for overseeing that school food meets current guidelines (including the statutory guidance) for school meals, the dining room environment; packed lunches: food other than lunch (including breakfast and after school clubs) and maximising take up of free school meal entitlement.

Emma Chicken leads on cooking skills.

Sophia Ioannou (Environmental teacher) leads on food growing.

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

## **Whole school community**

### **Pupils**

- Pooles Park has a school council which has the opportunity to meet with catering staff, SLT to discuss food options and the dining room environment. We also have a member of staff dedicated to pastoral care and an office manager who work to emphasise the importance of social dining and healthy choices at lunch times.
- The school council works with the head teacher to discuss the school menu and feed back to classes so that all children can be involved. The menu is also available on the school website so that parents are kept informed throughout the year.

### **Staff**

- All staff are 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.
- At Pooles Park we consider how staff are role models for pupils and therefore need to be mindful of their own food choices particularly during lunch or playtime where they might be visible to the pupils. If staff are seen to be eating snacks, these are always fruit. Staff never bring food into the building which might contain allergens for pupils such as nuts or shellfish. They are also well aware of any particular allergies of pupils in this class so that children are not put at risk.
- There is training and support available for teaching staff to deliver cooking skills or food technology including being up-to-date with concepts of healthy eating (using the Eatwell plate), oral health, planning and budgeting, and food growing as well as preparation for formal accreditation

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- Pastoral care team receives support from Whittington Health around raising the issue of weight with pupils and parents / carers and workshops are delivered to targeted year groups as part of our PSHE education
- Breakfast club coordinators and lunchtime supervisors have been informed about how to encourage healthy food choices
- *Staff who lead on cooking, or serve food on a regular basis, such as at breakfast club are due to attend the course to achieve level 2 food safety certification in May 2024.*

### Parents

- *The food and packed lunch policy appears on the school website*
- *Once, at the end of each term, parents are invited to have school lunch with their child and then invited to fill in a survey where we can collect their feedback of their experience*
- *Parents are provided with guidance for packed lunches and food brought in from home and are also given a simple visual to enforce the messaging about packed lunches*
- *From September 2024, parents are invited to cook with children within the curriculum*
- *They are supported to follow the school's aims for food education via parent meetings and curriculum information on the website.*
- *An International evening is held in the Autumn term where parents and carers are encouraged to bring a dish which represents their culture and share it in the school hall. This promotes community and also gives the school the change to educate parents about healthy eating.*

### Governors

- *The Interim Executive Board has oversight of food provision and food curriculum*
- *This includes making sure that planned food and drink provision meets the national school food standards.*
- *This Interim Executive Board also has an oversight of all aspects of a Healthy School.*

### External providers

- *We have a variety of external organisations we work with to provide support in relation to healthy eating and food. These include Caterlink for food provision, the National Height/Weight scheme for Reception and Year 6, the school nurse linked to Whittington health for sleep, diet and nutrition training, including information on the Eatwell Plate. We also have a dental fluoride varnish programme. There is also School Wellbeing Service via CAMHS to work with families, education psychologists, the Speech and Language, Occupational Therapy and Outreach services including The Bridge, Sam Rhodes and Richard Cloudsley. All agencies work closely with the SENCo and pastoral care team to ensure alignment with our food and mental health policies.*

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

All food served at the school on a regular basis between 8am and 4:30pm 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 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).

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

*Outside of the catering contract:* 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](http://www.schoolfoodplan.com/standards)

See Appendix 4

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### **Breakfast**

- Pooles Park runs a breakfast club from 8am - 8:45am.
- Targeted pupils can make use of the breakfast service which is held in a separate kitchen with dining area from the main lunch hall, operated by the lunchtime staff and a dedicated TA with Level 2 food safety training
- The school encourages pupils to have breakfast if they do not use the breakfast service via parent workshops and education in class around healthy eating.

### **Snacks**

- *Fruit and vegetables are provided during the school day for KS1 children.*
- *Pupils are encouraged to bring water bottles to school every day with fresh water in.*
- Dried fruit and fruit juice are not provided as part of snacks but other forms of fruit or vegetables are provided at some snacks. Water is the only drink that should be provided between meals and as part of snacks.

### **School meals**

- 50.3% of children are eligible for free school meals. All parents are encouraged to take up the offer of free school meals for their child.
- 100% of those eligible for free school meals take up the offer.
- The School Council is regularly involved in polling the school pupils on their opinions on school meals. The results have been overwhelmingly positive in the last two years.
- Our PSHE scheme, You, Me and PSHE has units throughout the KS1 and 2 schemes of work which educate and emphasise the importance of healthy eating
- The Pooles Park dining room is designed to be a pleasant and sociable environment. Pupils sit within their house teams, which aids integration between year groups and this also encourages the older children to act as role models. The staff on duty encourage good table manners and supervise the queues as year groups enter the lunch hall.
- Some members of staff eat with the children to promote healthy eating and good dining etiquette. This regularly includes the pastoral manager and some teaching and support staff.
- Early Years pupils are heavily supervised and eat at 11:45am, before the rest of the school. They sit together and are given support to choose their lunch, carry their food, and support for self-feeding.
- Any food grown in the school garden is used as an ingredient when teaching to cook. Also, any eggs laid by the school hens are either used when teaching cooking or given to pupils in charge of animal husbandry to use at home.

### **Equal opportunities and inclusion**

- All school food caters for relevant religious and cultural food requirements. All meat is Halal and pork is never served. There is always a daily vegetarian option on the menu and a weekly vegan option.
- 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 prospective 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, preparing packed lunches for trips or during cooking lessons 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.
- A packed lunch policy is provided on the school website and a simple explanation is sent home for parents at the beginning of each school year. Compliance is monitored by the school lunch staff during lunch times, or by teachers and TAs when on school trips.

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- If children do not bring a healthy packed lunch during school trips, they are provided with a spare lunch made by the school

### **After school clubs**

- If children bring in food for after school clubs, this is monitored and guidance is given that only fruit and water is permitted. The staff members running after school clubs monitor any food supplied by home.

### **Drinks policy**

- Children are encouraged to bring in water bottles, containing only water, which are kept within easy reach in the classrooms. Teachers and TAs monitor that the water is fresh.
- Drinking fountains are situated in the school playgrounds.
- Children are taught about the impact of energy drinks<sup>1</sup> and flavoured water and we have rules about energy drinks not being consumed on school premises

### **Food before and after school**

- *Workshops are provided for parents in relation to food brought and eaten within the school grounds. Food brought to eat in afterschool clubs is closely monitored and inappropriate foods confiscated where appropriate.*

### **Bake stalls** (see appendix 2)

- A bake stall is part of our Summer fair which takes place annually. Within this context, Year 6 might also provide food they have prepared as part of Fiver Challenge enterprise week (<https://www.fiverchallenge.org.uk/>). Cake sales do not take place at any other times in the school year, although baked goods may be brought during International Food Evening.

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

- Sweets or chocolates are not encouraged in school. Cake and sweets are not to be given out for birthday celebrations.
- The use of sweets for rewards is not permitted. Instead, children are rewarded with team points, praise, visits to other classes to celebrate their work, team rewards and phone calls home or talking with parents.
- Children who wish to fast during Ramadan, after consultation with parents and the Pastoral Care Manager are supported.
- During SATs week all year 6 pupils are offered a free breakfast.
- When on school trips, children are offered a choice of healthy packed lunches.

### **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 team tokens and certificates.

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

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

### **Primary curriculum**

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<sup>1</sup> Visram, S. and Hashem, K., Energy drinks: what's the evidence?, 21st July 2016. Food Research Collaboration Policy Brief:

<http://foodresearch.org.uk/wp-content/uploads/2016/07/Energy-drinks-final-19-July-2016.pdf>

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- Staff are clear about what recipes they are teaching pupils at a ratio of two savoury recipes to one sweet. Recipes are planned to show progression of cooking skills and complexity of recipes. We also try to align our cooking recipes with the PBL (Project based learning) approach we have to the teaching of History, Geography and Science. We have used the Food, A Fact of Life documentations and the Cooking Matters toolkit. Food safety and hygiene is also covered via the cooking curriculum.
- Our TastEd scheme supplements the cooking skills curriculum and encourages children to try food that they may not have encountered or tried before. Also, in the early years, food stories are used in order to broaden the experience of the children.
- Pupils learn about where food comes from, how it is grown, and seasonality of ingredients through our Environmental lessons in our school garden, where apples, tomatoes, peppers, lettuce, kale and a variety of other seasonal fruit and vegetables are grown.

### **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**

- *There is a dedicated kitchen to teach cooking skills, which is cleaned daily in addition to directly after and cooking sessions.*
- *Each cupboard is clearly labelled with visuals and lists of equipment included. Knives are kept in a locked area in the school office and can only be accessed by the office manager. Knives are removed and returned to the office directly before and after relevant cooking sessions.*
- *All cooking equipment is stored and kept exclusively for the use of teaching cooking skills.*

### **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.

### **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 food technology 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**

- *There is a curriculum map across the school so that there is a clear picture of what is being taught and that each year group plans for progression*
- *Teachers assess and record the progress of pupils using the Cooking Matters self assessment tool*

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### **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)*
- *Pupils who may suffer from hunger through deprivation are offered free breakfast clubs and are given referrals to food bank vouchers*

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### **Supporting pupils with health issues which impact on their food consumption**

- *When children enter the school, a full, relevant medical disclosure is made so that we are aware of any allergies. This information is communicated to catering and school staff and is kept on our Arbor system. Any pupils who have got diabetes or allergies are able to access school meal service via careful planning to ensure that recipes are appropriate and monitored.*
- *When a child moves to a different year group, their medical details are passed up to the next teacher as part of a formal handover system.*
- *Catering staff have a list (with photos) of children with particular allergies which is displayed in the staff area of the kitchen. TAs and other lunchtime supervisors are trained to ensure that these children receive the relevant nutrition.*

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

- *The whole school environment is supportive to pupils to make healthy lifestyle choices around healthy eating and being physically active*
- *There is information available for pupils and parents on where to get support if they are concerned about their weight or feel their child is a fussy eater and the pastoral care team remain in constant contact with parents who have these concerns. The SENCO will also be involved with this, if this is a factor in a child's SEND plans, as can sometimes be the case for children with ASD.*
- *The school uses the CFC system, operated through Edukey to identify and raise the issue of weight. The pastoral care team is then involved in referring pupils to healthy living and weight services. Families are also made aware of issues that have been identified.*

### **Other aspects of school life**

#### **Informal curriculum / extra-curricular activities**

- *The school operates an after school club where activities are rotated, to include a cooking club. The staff use the same Get Cooking recipe book to plan recipes. This also ensures that a range of balanced dishes are prepared.*
- *Workshops are available for parents who are not confident around healthy eating and / or cooking where fruit and water are offered as alternatives to biscuits.*
- *The topic of healthy eating, school meals and or packed lunches are also occasionally covered in assemblies.*

#### **Breastfeeding**

- *We are a Breastfeeding Welcome ([www.breastfeedingwelcomescheme.org.uk](http://www.breastfeedingwelcomescheme.org.uk)) school. As such, mothers are facilitated to breastfeed comfortably and provided with a private space, should they request it (for more details, see Appendix 7).*
- *We promote breastfeeding in the education of children by not having bottles in the EYFS setting home corner.*
- *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 are cleaned throughout the day to ensure that they are always clean and welcoming. Pupils are encouraged to report any issues with toilets and the school council have also been involved in considering what the school could do to ensure that everybody feels confident and secure when in the toilet facilities.*

#### **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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## 14 Allergens

Coming to a food label near you



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/Kornel), rye, barley and oats is often found in foods containing flour, such as some types of baking powder, butter, breadcrumbs, bread, cakes, confectionery, meat products, pasta, pastry, sauces, soups and fried foods which are dusted with flour.
- 3 Crustaceans**  
 Crabs, lobsters, prawns and scampi are crustaceans. Shrimp paste, often used in Thai and south-east Asian curries or salads, is an ingredient to look out for.
- 4 Eggs**  
 Eggs are often found in cakes, some meat products, mayonnaise, mayos, pasta, quiche, sauces and pantries or foods brushed or glazed with egg.
- 5 Fish**  
 You will find this in some fish sauces, pizzas, fishies, 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, cereals, nut powders (often used in Asian curries), stir-fried dishes, ice cream, marzipan (almond paste), nut oil 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](http://food.gov.uk/allergy) or [nhs.uk/conditions/allergies](http://nhs.uk/conditions/allergies).  
 Sign up to our allergy alerts on [food.gov.uk/news](http://food.gov.uk/news), or follow #AllergyAlert on Twitter and Facebook.  
 Let's keep connected at [food.gov.uk/facebook](http://food.gov.uk/facebook)  
 Join our conversation @[food.gov.uk/twitter](http://food.gov.uk/twitter)  
 Watch us on [food.gov.uk/youtube](http://food.gov.uk/youtube)

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### **Appendix 1            Severe allergic reactions and school policy**

Pooles Park has a policy of asking parents to exclude certain foods containing key allergens from your children's lunchboxes and any food brought in. This is a standard precaution where there are children with potentially severe nut / peanut allergies. It becomes difficult to extend this exclusion to foods with nut or peanut warnings (e.g. 'may contain traces of nuts') and schools and early year settings can never be 100% nut-free.

Therefore it is important to concentrate on prevention rather than banning allergens. Children are taught to understand why they should not share food, and simple precautions are 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 are 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)

Extra care is taken during practical cooking lessons 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 foods 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**



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- [www.anaphylaxis.org.uk/schools/schools-help](http://www.anaphylaxis.org.uk/schools/schools-help) including online training for school staff
- [www.islingtoncs.org/node/7117](http://www.islingtoncs.org/node/7117) information provided by Whittington Health specialist nurse for allergy and asthma
- [www.allergyuk.org/information-and-advice/for-schools](http://www.allergyuk.org/information-and-advice/for-schools) information about how to become allergy aware and have school systems in place to reduce the risk of accidental exposure through running a School Allergy Action Group and developing an allergy policy.
- [www.gov.uk/government/publications/using-emergency-adrenaline-auto-injectors-in-schools](http://www.gov.uk/government/publications/using-emergency-adrenaline-auto-injectors-in-schools) guidance on the use of adrenaline auto-injectors in schools (spare Epi Pens)

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

#### **Can pupils bake cakes and sell them 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 as part of a fundraising event e.g. Red Nose Day, Children in Need, School Fetes.

#### **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, cakes are only sold to parents during the Summer Fair in July each year.

#### **Best practice:**

- 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 on 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, e.g. Beat the Goalie etc.
- Consult parents and pupils for other fundraising ideas.

**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.

Pooles Park involves 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 events 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 may be provided at special events such as the Summer Fair and non-food suggestions.

- Involve children in food preparation such as smiley pizza faces (on English muffins), fruit smoothies (children can get to choose their own ingredients) or fruit kebabs (children can build their own).
- 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 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), fruit muffins, fruit scones.
- 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.

#### **Birthday Celebrations**

We 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.

- Parents to bring age-appropriate non-food items such as pencils, bookmarks or stickers.
- Providing a birthday child with a special birthday outfit e.g. a sash and crown, a hat, or badge to wear on the day.
- Special arts and crafts activities or songs and stories may be 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.

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- 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.

### **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.

However, being awarded the opportunity to have lunch at 'the golden table' or to have lunch at the table with the headteacher may 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.

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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"/> |

## Pooles Park Primary School Food Policy

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

## Pooles Park Primary School Food Policy

### 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"/> |

## Pooles Park Primary School Food Policy

| 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"> <li>■ plain water (still or carbonated)</li> <li>■ lower fat milk or lactose reduced milk</li> <li>■ fruit or vegetable juice (max 150mls)</li> <li>■ plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks</li> <li>■ no added sugar combinations of fruit or vegetable juice with plain water (still or carbonated)</li> <li>■ combinations of fruit juice and lower fat milk or plain low-fat yoghurt, plain soya, rice or oat drinks enriched with calcium, cocoa and lower fat milk, flavoured lower fat milk</li> <li>■ tea, coffee, hot chocolate.</li> </ul> <p>Combination drinks are limited to a portion size of 330mls. They may contain added vitamins or minerals, but no more than 5% added sugars or honey or 150ml of fruit or vegetable juice. Fruit or vegetable juice combination drinks must be at least 45% fruit or vegetable juice.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## Pooles Park Primary School Food Policy

### **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:**

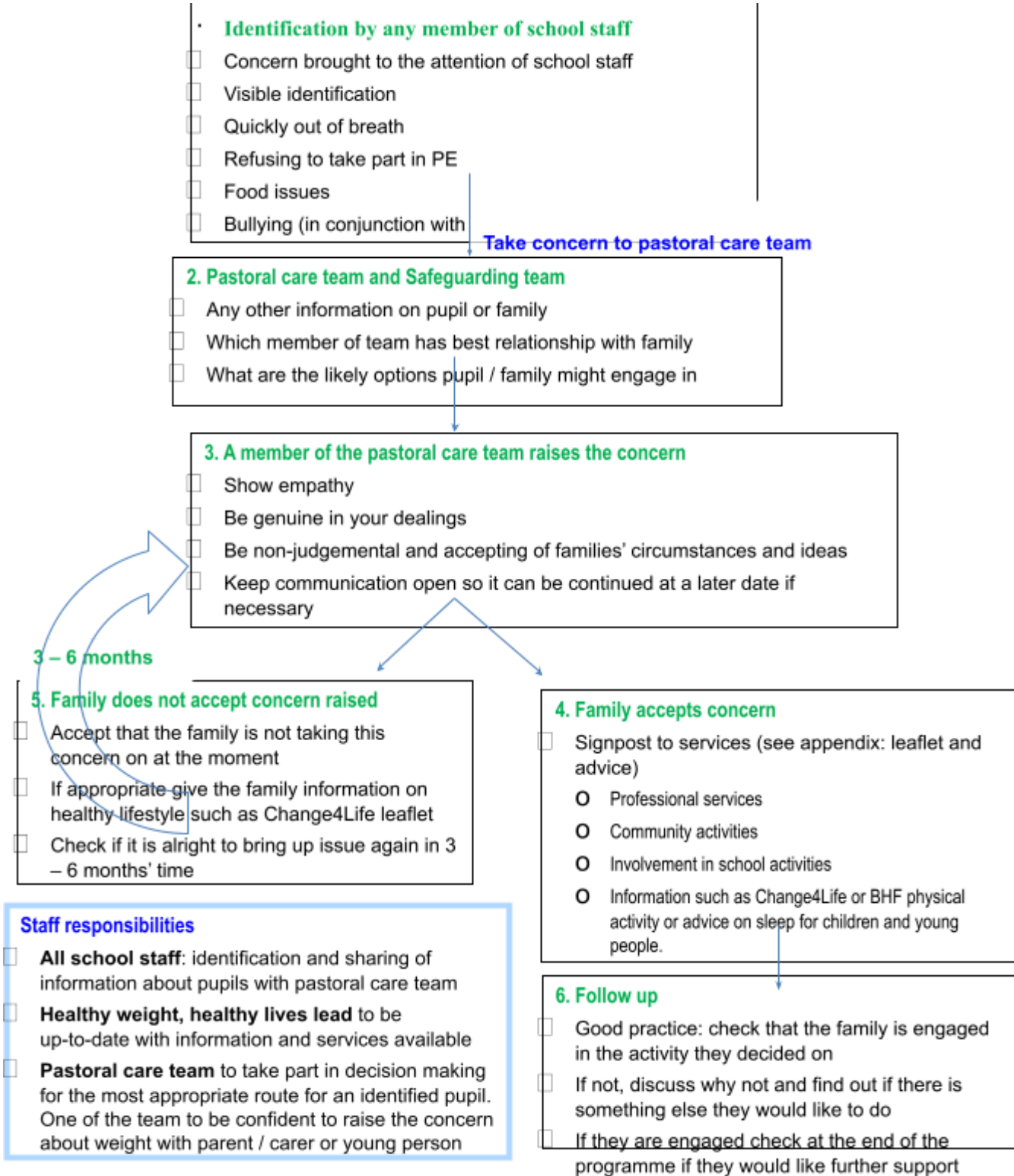
- Effective teaching and learning of healthy eating, food and cooking skills in PSHE and food technology
- Effective teaching and learning in PE
- Monitoring of packed lunch content
- Working with catering staff and lunchtime supervisors to promote healthy lunchtime choices
- Encouraging uptake of free 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)

-

# Pooles Park Primary School Food Policy

## Targeted work

The following information provides a brief overview of what is done when a member of staff has a concern about a pupil's weight.



## Pooles Park Primary School Food Policy

### 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](http://www.breastfeedingnetwork.org.uk)

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

[www.breastfeedingwelcomescheme.org.uk](http://www.breastfeedingwelcomescheme.org.uk)

Please 'like' and share the Breastfeeding Islington Facebook Page

[www.facebook.com/search/top/?q=breastfeeding%20islington](https://www.facebook.com/search/top/?q=breastfeeding%20islington)

To apply to be recognised as Breastfeeding Welcome, and receive posters and window stickers, contact [marjon.willers@nhs.net](mailto:marjon.willers@nhs.net)

## Pooles Park Primary School Food Policy

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

- Global Health Media video clips: [www.globalhealthmedia.org/videos](http://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 – [www.bestbeginnings.org.uk/](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)