

## ST PETER AND ST PAUL FOOD APPENDIX POLICY

### Appendix 1

### Severe allergic reactions and school policy

# 14 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:

 <b>1 Celery</b> 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.	 <b>2 Cereals containing gluten</b> 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 powders, batter, breadcrumbs, bread, cakes, biscuits, meat products, pasta, pastry, sauces, soups and fried foods which are dusted with flour.
 <b>3 Crustaceans</b> 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.	 <b>4 Eggs</b> Eggs are often found in cakes, some meat products, mayonnaise, mayonnaise, pastries, quiche, sauces and pastries or foods brushed or glazed with egg.
 <b>5 Fish</b> You will find this in some fish sauces, pizzas, jellies, salad dressings, stock cubes and Worcestershire sauce.	 <b>6 Lupin</b> 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.
 <b>7 Milk</b> 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 souce.	 <b>8 Molluscs</b> These include mussels, land snails, squid and whelks, but can also be commonly found in oyster sauce or as an ingredient in fish stews.
 <b>9 Mustard</b> 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.	 <b>10 Nuts</b> 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 spreads.
 <b>11 Peanuts</b> 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.	 <b>12 Sesame seeds</b> These seeds can often be found in bread sprinkled on ham/cheese buns for example, breadsticks, humous, sesame oil and tahini. They are sometimes toasted and used in salads.
 <b>13 Soya</b> 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 curries, ice cream, meat products, sauces and vegetarian products.	 <b>14 Sulphur dioxide (sometimes known as sulphites)</b> 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/alerts](http://food.gov.uk/alerts), or follow #AllergyAlert on Twitter and Facebook
- Let's keep connected at [food.gov.uk/facebook](http://food.gov.uk/facebook)
- Join our conversation at [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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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
- Moluscs
- Mustard
- Nuts (tree nuts)
- Peanuts
- Sesame Seeds
- Soya
- Sulphur dioxide (sometimes known as sulphites)

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.

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

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

#### **Can pupils bake cakes and sell them 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:
  - Pupil can go first
  - Choose a class activity

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- 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

### **Appendix 4**

### **School lunch audit**

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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, across the school day	<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"/>
	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"/>
	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, across the school day	<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"> <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"/>

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

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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.

