



Walton on the Naze Primary School

Food and Healthy Eating Policy

Walton School Vision

Choose your Dream and chase it...

Work hard
Aim high
Love learning
Think of others
Open your mind
Never give up

Approved by FGB:	5.3.26
Frequency of review:	3 years
Date for review:	Spring 2029
Responsible committee	Curriculum and Pupil Related Matters

Safeguarding

Walton on the Naze Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

Introduction

Walton on the Naze Primary School is dedicated to providing an environment that promotes healthy food and eating and enabling pupils to make informed choices about the food they eat. This will be achieved by the whole school approach to food and nutrition documented in this whole school food policy. This policy covers all aspects of food and drink at school.

The policy is on the website and is communicated to the entire school community through Teachers to Parents. It is adhered to by everyone involved with the teaching/serving/cooking of food/drink in school during the day.

The nutritional principles of this policy are based on current evidence-based findings; and the 'Eatwell Plate' is the agreed model for ensuring a healthy balanced diet.

[The Eatwell Guide - NHS www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material](https://www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material)

Curriculum

Rationale

Walton on the Naze is a healthy school working through the objectives to achieve the Essex Healthy School Award. We consider all elements of our work to ensure that we promote health awareness to all members of the school community. We provide valuable role models to pupils and their families with regard to food and healthy eating patterns.

Through effective leadership, the school ethos and the curriculum, all school staff can bring together all elements of the school day to create an environment which supports a healthy lifestyle.

Aims and Objectives

- To encourage all children to be responsible for their own health and choices.
- To contribute to the healthy physical development of all members of our school community.
- To give our pupils the information they need to make healthy choices
- To promote health awareness
- To ensure that we are giving consistent messages about food and health

Food Across the Curriculum

In EYFS, KS1 and KS2, there are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy eating patterns and practical skills that are needed to understand where food comes from such as preparing and cooking food.

It is essential that nutrition education is embedded in the curriculum and there is consistency across different subjects- Science, PSHE, PE, DT and that it remains consistent with the whole school food policy.

Every year group, children will complete a cookery unit – which is part of the DT curriculum - which will always include aspects of health and nutrition. In PSHE children learn about a healthy diet. In PE the children look at how to stay healthy and the importance of a healthy life style. They move onto looking at how food plays an active part in this. In Science children look at the different food groups and the amounts of each we need to eat.

School and food provision throughout the school day.

Breakfast club

Operates on a daily basis in the Holt Room for a maximum of 18 children. Parents book a place in advance with payment through School Money and bookings are paid for each half term.

The food offered is healthy and is consistent with a healthy diet. We provide toast, fruit and a range of low sugar cereals.

Snacks

The school participates in the Government Cool Milk scheme so EYFS pupils under five receive free milk daily. Also, the school participates in the Government initiative to provide all foundation and Key Stage 1 children with free fruit and vegetables during the day. All children are encouraged to bring fruit to school, only healthy snacks are allowed.

School lunches and packed lunches

All our school meals are provided for by ABM Catering Limited. Children are provided with a choice of meals including a hot, cold, vegetarian and salad option, all of which pay regard to nutritional balance and healthy options. This includes the use of fresh fruit and vegetables each day as a choice for the children. The meals are regularly monitored to comply with School Food Standards. Menus are displayed on the school website for parents and carers to view and choose their meals.

Many children bring packed lunch to school. We have guidance on what children should include for a healthy and balanced packed lunch. All children have access to cooled water at lunch time. The school regularly monitors the contents of lunch boxes and helps children to make informed choices about what is healthy / less healthy to eat.

Foundation Stage

Snack time in Early Years provides a range of different fruit, vegetables, crackers and other finger food. It is prepared daily by the children to teach them skills of holding and using a knife as well as teaching them what food groups food is in and what is classed as healthy or unhealthy.

Use of food as a reward/birthdays and Special occasions

For birthday's, children are able to bring in a small treat to be sent home with their classmates, so that parents/carers can make the decision as to when or if they can be eaten.

Due to Natasha's Law, this must be in the original packaging, clearly labelled with the full ingredients and highlighted allergens. No homemade food items are allowed.

Water only school

Water is freely available throughout the school day to all members of the school community. Every child is reminded to bring in a bottle to store their water in. Children may drink their water at any time.

Special Dietary Requirements

Vegetarian diets

School caterers offer a vegetarian option at lunch every day.

Special Diets - Medical

We recognise that some pupils may require special diets that do not allow for our food policy to be exactly met. In this case parents are asked to make us fully aware of this by completing an online form with ABM catering, in order that a personalised menu can be prepared. The school and school caterers (if appropriate) are made aware of any food allergies/food intolerance/medical diets and requests for these diets are submitted according to an agreed process.

Food Safety

Appropriate food safety precautions are taken when food is prepared or stored. These vary depending on the food on offer and include: ensuring that adequate storage and washing facilities are available, any food safety hazards are identified and controlled and information is cascaded to everyone who is involved with food related activities in school. We have food safety information displayed in the appropriate areas.

Education

Teaching pupils how to cook is an important part of our whole school approach to health and wellbeing. It captivates and stimulates pupil's interest and enjoyment of food, as well as building self-confidence.

We also include the children on our Grow, Cook, Eat plan which allows children to see the process and engage in serving and being served food throughout their time at the school.

The school follows the National Curriculum which states that healthy eating, nutrition and cooking must be taught in Science, Design and Technology (D&T), and Health Education. Cooking and nutrition is taught across each key stage in PSHE, Science and DT.

For more information, please refer to:

Design & Technology

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study>

Science

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Health Education

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Example of DT Overview

<u>Year group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	<u>Creating with Materials</u> Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Creating with Materials</u> Pupils will make use of props and materials when role playing characters in narratives and stories.	<u>Creating with Materials</u> Pupils will independently use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Creating with Materials</u> Pupils will share their creations, explaining the process they have used.	<u>Creating with Materials</u> Pupils will independently use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Creating with Materials</u> Pupils to independently share their creations, explaining the process they have used.
<u>Year 1</u>	•Developing, planning and communicating ideas. Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper •Develop their design ideas applying findings from their earlier research •Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. •Select from and use a range of tools and	•Working with tools, equipment, materials and components to make quality products (inc food) Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools eg scissors and a hole punch safely •Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product.	• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • FOOD Use simple tools with help to prepare food safely. Design and make their own summer picnic biscuits.

	equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] TEXTILES Design, make and evaluate their own Christmas snowman puppet. CONSTRUCTION Designing and making Christmas cards using card mechanisms – sliders	• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] FOOD Design and make their own fruit salad linked to English 'Handa's Surprise.' • CONSTRUCTION Make their own fire engines from construction kits and recycled materials. Add wheels and axles.	
<u>Year 2</u>	<u>Delightful decorations – Stockings and Christmas decorations – 2nd half term</u> Assemble, join and combine materials in order to make a product • Cut, shape and join fabric to make a simple garment Use basic sewing techniques • Choose and use appropriate finishing techniques Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them	<u>A Balanced Diet –</u> • Design a healthy pizza explain hygiene and keep a hygienic kitchen • Describe properties of ingredients and importance of varied diet • Say where food comes from (animal, underground etc.) • Describe how food is farmed, homegrown, caught draw eat well plate; • Explain there are groups of food. • Describe “five a day” • Cut, peel and grate with increasing confidence	<u>Design a castle with moving elements – 1st half term</u> • Make suggestions as to what I need to do next. • Join materials/components together in different ways • Measure, mark out, cut and shape materials and components, with support. • Describe which tools I’m using and why • Choose suitable materials and explain choices depending on characteristics. • Use finishing techniques to make product look good • Work safely and hygienically • Explore and use mechanisms
<u>Year 3</u>	<u>FOOD</u> • Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of	<u>TEXTILES</u> Link to History and / or science to make or shadow puppets. Textiles- (Art link) Safely measure, mark out, cut, assemble and join with some accuracy. Add detail to	<u>CONSTRUCTION</u> Roman shields Chariot making Construction- Safely measure, mark out, cut, assemble and join with some accuracy. Strengthen frames using diagonal struts. Understand how mechanical

	cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Link to healthy food in science. • Food- Talk about the different food groups and name food from each group. • Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely	work, using different types of stitch, including cross-stitch. Objectives Select tools and techniques for making their product Plan the order of their work before starting	systems such as levers and linkages or pneumatic systems create movements.
<u>Year 4</u>	Researching, designing, and creating <u>Greek Sandals – Construction-</u> • Use techniques which require more accuracy to cut, shape, join and finish their work. Sewing – Christmas Cross Stitching Skills: • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and techniques for making their product	<u>Constructing models of the Eiffel Tower Construction-</u> Use techniques which require more accuracy to cut, shape, join and finish their work e.g. cutting internal shapes, slots in framework. Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Apply techniques they have learnt to strengthen structures. <u>Food - Making a croque monsieur (Ham and Cheese Toastie) Skills:</u> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of	<u>Construct Viking Longships</u> Research, design and construct Viking Longships using a range of materials and joins. Use techniques which require more accuracy to cut, shape, join and finish their work. <u>Weaving wool -Textiles</u> • Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. Use techniques which require more accuracy to cut, shape, join and finish their work. Skills: • Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs

	• Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy • Use simple graphical communication techniques • Evaluate their work both during and at the end of	making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and	• Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
<u>Year 5</u>	<u>Food technology – Bread making, linked to irreversible changes in Science</u> Developing, planning and communicating ideas • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Working with tools, equipment, materials and components to make quality products (including food) • Select appropriate materials, tools and techniques	<u>Textiles</u> – Mayan masks continued – exploring different types of materials and methods of joining. Developing, planning and communicating ideas • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Working with tools, equipment, materials and components to make quality products (including food) • Select appropriate materials, tools and techniques • Measure and mark out accurately	<u>Construction including cams – Automata Animals</u> linked to Living Things in Science Developing, planning and communicating ideas • Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas Working with tools, equipment, materials and components to make quality products (including food) • Select appropriate materials, tools and techniques • Measure and mark out accurately

	• Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	• Use skills in using different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good quality finish to the product Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	• Use skills in using different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good quality finish to the product Evaluating processes and products • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others
Year 6	Construction- Use a wide range of methods to strengthen, stiffen and reinforce, complex structures and can use them accurately and appropriately. Apply their understanding of computing to program, monitor and control their product. Apply their knowledge of materials and techniques to refine and rework their product to improve its functional properties and aesthetic qualities. Use technical knowledge, accurate – Air raid shelters Skills Developing, planning and communicating ideas. • Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by	Develop Skills to problem solve during the making process (3D Topographical maps of the Galapagos) Food-. Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills. Roots to Food Skills Developing, planning and communicating ideas. Communicate their ideas through detailed labelled drawings Develop a design specification Working with tools, equipment, materials and components to make quality products (inc- food) • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques	Textiles- Apply their knowledge of materials and techniques to refine and rework their product to improve its functional properties and aesthetic qualities. Use technical knowledge, accurate skills to problem solve during the making process (sewing). Skills Developing, planning and communicating ideas. • Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques Working with tools, equipment, materials and components to make quality products (inc- food) Evaluating processes and products • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests

	modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques Working with tools, equipment, materials and components to make quality products (inc-food)	• Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product.	• Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved
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The food and eating environment

The school will provide a clean, sociable environment for pupils to eat their lunch and has developed the healthy/welcoming aspects of the dining room environment.

Lunch time supervisors help to ensure a safe, enjoyable experience at lunchtime and are able to encourage healthy eating.

Leading by example and staff training

Teachers, caterers and lunchtime supervisors have a key role in influencing pupils' knowledge, skills and attitudes about food, so it is important that they are familiar with healthy eating guidelines. As a school, we ensure we model drinking water in front of children, we model healthy eating in front of the children and staff will often eat their dinner with children to model good eating behaviour.

It is essential that staff are committed to setting an example with food in school.

Partnership with parents and carers

The partnership of home and school is important in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other.

Parents and carers are regularly updated on our water and packed lunch policies through school. We encourage parents to choose healthy options for pack lunches.

INCLUDE:
- Minimum of 1 portion of fruit and 1 portion of vegetables everyday - Include a portion of non-dairy protein such as beans/pulses, fish, poultry or meat

- Oily fish at least once every few weeks (e.g. sardines, salmon)
- Starchy food such as bread, pasta, rice, potatoes including wholegrain varieties
- A dairy product - milk, cheese and yoghurt (unsweetened, low/medium sugar and low/medium fat), any dairy alternatives should be unsweetened and fortified
- Water or milk (semi-skimmed or skimmed) as a drink

LIMIT:

- Processed meat products such as sausage rolls, pies, sausages etc
- Cakes and biscuits to be enjoyed as part of a meal occasionally not as a snack
- Fruit juice: no more than 150mls per day

DO NOT INCLUDE:

- Salty snacks such as crisps
- Sweets and chocolate
- Sugary soft drinks



The School Food Standards

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

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

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

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

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



Fruit and vegetables

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

One or more portions of fruit every day

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

At least three different fruits and three different vegetables each week



Foods high in fat, sugar and salt

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

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

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

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

No confectionery, chocolate or chocolate-coated products*

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

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

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



Milk and dairy

A portion of food from this group every day

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



Meat, fish, eggs, beans

and other non-dairy sources of protein

A portion of food from this group every day

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

Oily fish once or more every three weeks

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

A meat or poultry product (manufactured or homemade, and meeting the legal requirements) no more than once each week in primary schools and twice each week in secondary schools*

Food provided outside lunch

• Fruit and/or vegetables available in all school food outlets

• No savoury crackers and breadsticks

• No cakes, biscuits, pastries or desserts (except yoghurt or fruit-based desserts containing at least 50% fruit)



Starchy food

One or more wholegrain varieties of starchy food each week

One or more portions of food from this group every day

Three or more different starchy foods each week

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

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



Healthier drinks*

Free, fresh drinking water at all times

The only drinks permitted are:

• Plain water (still or carbonated)

• Lower fat milk or lactose reduced milk

• Fruit or vegetable juice (max 150 mls)

• Plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks

• Combinations of fruit or vegetable juice with plain water (still or carbonated, with no added sugars or honey)

• Combinations of fruit juice and lower fat milk or plain yoghurt, plain soya, rice or oat drinks enriched with calcium; cocoa and lower fat milk; flavoured lower fat milk, all with less than 5% added sugars or honey

• Tea, coffee, hot chocolate

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



FOOD STANDARDS

School Food Standards Checklist for School Lunches



abm catering ltd menu development process and compliance with School Food Standards (SFS).

At abm catering ltd a three-week menu cycle is designed by our Development Chefs in partnership with our Operations Team to ensure they are healthy and nutritious. Along with including dishes that are popular with students as well as being nutritiously balanced.

The menus are then checked by the Nutrition Co-ordinator to ensure they are compliant with the School Food Standards (SFS). This is monitored by using the SFS guidelines and checklist for school lunches. Recipes are developed using good quality, locally sourced ingredients, and our portion sizes within all recipes are to the SFS specification.

Schools have the option of three menu changes per school year, these include Autumn/Winter, Spring and Summer. The standard menu for each of the three yearly cycles are shared with the client who have the option to make amendments. If amendments have been made to the standard menu, then it will be checked again against the SFS to ensure that it is still compliant. However, if amendments result in non-compliance, then this will be communicated to the client so that they can advise on how they would like to proceed.

Below we have included a copy of the SFS check list that we adhere to.

Unit Name:	Date Check Completed:			
	Compliant (Y/N):			
Standards to be met:	WK 1	WK 2	WkK 3	Commentary/Improvements:
STARCHY FOOD				
One or more portions of food from this group every day				
Three or more different starchy foods each week				
One or more wholegrain varieties of starchy food each week				
Starchy food cooked in fat or oil no more than two days each week (applies to food served across the whole school day)				
Bread - with no added fat or oil - must be available every day				
FRUIT AND VEGETABLES				
One or more portions of vegetables or salad as an accompaniment every day				
One or more portions of fruit every day				
A dessert containing at least 50% fruit two or more times each week				
At least three different fruits, and three different vegetables each week				

MEAT, FISH, EGGS, BEANS AND OTHER NON-DAIRY SOURCES OF PROTEIN

A portion of food from this group every day				
A portion of meat or poultry on three or more days each week				
Oily fish once or more every three weeks				
For vegetarians, a portion of non-dairy protein three or more days a week				
A meat or poultry product (manufactured or homemade and meeting the legal requirements) no more than once a week in primary schools and twice each week in secondary schools, (applies across the whole school day)				

MILK AND DAIRY

A portion of food from this group every day				
Lower fat milk and lactose reduced milk must be available for drinking at least once a day during school hours	N/A	N/A	N/A	This standard is school/client responsibility

FOODS HIGH IN FAT, SUGAR AND SALT

No more than two portions a week of food that has been deep-fried, batter-coated or breadcrumb-coated (<i>applies across the whole school day</i>)				
No more than two portions of food which include pastry each week (<i>applies across the whole school day</i>)				
No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat (<i>applies across the whole school day</i>)				
Savoury crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food				
No confectionery, chocolate and chocolate-coated products, (<i>applies across the whole school day</i>)				
Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery				
Salt must not be available to add to food after it has been cooked				
Any condiments limited to sachets or portions of no more than 10 grams or one teaspoonful.				

HEALTHIER DRINKS (*applies across the whole school day*)

Free, fresh drinking water at all times				
The only drinks permitted are: • Plain water (still or carbonated) • Lower fat milk or lactose reduced milk • Fruit or vegetable juice (max 150mls) • Plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks • Unsweetened combinations of fruit or vegetable juice with plain water (still or carbonated) • Combinations of fruit juice and lower fat milk or plain yoghurt, plain soya, rice or oat drinks enriched with calcium; cocoa and lower fat milk; flavoured lower fat milk • Tea, coffee, hot chocolate • 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 150mls fruit juice. • Fruit juice combination drinks must be at least 45% fruit juice				

