

BREAKFAST CLUB PLUS NUTRITIONAL GUIDELINES



2010

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These guidelines are intended for breakfast clubs in schools and community settings in England and align with the Government's food-based standards for all school food other than lunches. They do however, contain advice and guidance which may be relevant and add value to breakfast clubs outside England but schools and community run clubs in those countries should also refer to any specific guidelines or legislation pertaining to their locality.

This document has been developed by an independent team of school nutrition experts, and is based on an original version produced by the Breakfast Club Development Co-ordinator for Telford & Wrekin Council School Improvement Team – Early Years Foundation Stage as part of a Breakfast Clubs Improvement Programme.



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EXECUTIVE SUMMARY

More schools than ever are operating breakfast clubs as part of the extended school day. The purpose of this guide is to provide relevant practical information for schools and governing bodies on providing nutritious, healthy breakfasts that are in line with the Government's food-based standards for all school food other than lunches (England only), which came into effect in September 2007.

The ultimate goals of a healthy breakfast club are:

- That no child will start a school day hungry and without food
- To provide the energy and nutrition required by the mind and body for active learning
- To improve attendance, concentration and learning in the classroom
- To provide positive examples of healthy eating to create a foundation for lifelong healthy eating habits
- To enable children to socialise, listen and talk in a relaxed atmosphere

We hope that this document is both informative and practical, and that it will support school and community based organisations, governing bodies and management groups who are currently managing, or considering managing, a breakfast club in making fully informed decisions on the food options provided. In addition guidance is offered as to the healthier options that breakfast clubs can serve.

It is accepted that for many schools and community organisations there will be a need to make a gradual transition with regards to some of the food options recommended, and so guidance is also provided as to how this may best be achieved.

It may be helpful for staff involved in the provision of the breakfast club (or other food service) to attend training on healthy nutrition for schools. This may be provided by your local Health Promotion Service or Community Dietitians. Training on developing sustainable breakfast club provision, as well as free resources, advice and support, is available from the learning charity ContinYou see www.continyou.org.uk and look under Breakfast Club Plus or directly at www.breakfastclubplus.org.uk

Overall, it is hoped that this guide will support those involved in school and community based breakfast clubs to ensure a solid foundation for a lifetime of healthy eating habits for the children they care for.

This document contains food and dietary information and recommendations with the understanding that staff who work with children are in consultation with parents regarding any known or possible allergies and other dietary needs whether medical, cultural or religious.

HEALTHY EATING FOR BREAKFAST CLUBS

WHY IS THERE A NEED FOR HEALTHY EATING AT BREAKFAST?



Breakfast literally means ‘Breaking the Fast’. The body needs breakfast following the overnight fast, which for younger children especially, can be as long as 16 hours. The body needs food to provide energy to replace that which has been used up during the night. Children who skip breakfast miss out on these vital nutrients, which are then not made up over the rest of the day. (Ruxton et al 1996, Rampersaud et al 2005, Matthys et al 2007) Breakfast eaters are more likely to meet dietary recommendations, in particular for fibre, vitamins A and C, riboflavin, calcium, iron and zinc.

Many studies have demonstrated that children who skip breakfast do not perform as well in both mathematical and creative tasks as children who eat breakfast on a regular basis. (Mathews 1996, Wyon 1997). There is also evidence that eating breakfast improves concentration, mood and memory amongst children and protects against the decline of attention during the morning. (Wesnes et al. 2003)

In a review of published studies into the effects of nutrition and diet on learning, education and performance of children in school, carried out on behalf of the Food Standards Agency in 2006, the researchers found that the majority of studies examining breakfast showed a small improvement in behaviour and some aspects of mental performance (such as problem solving and memory). Of the five published studies specifically investigating breakfast clubs, three noted a positive impact on a range of educational outcomes. However it was also noted that the studies were generally only of short duration and that further longer-term research is needed to elucidate the full impact of breakfast on educational and behavioural outcomes. (Summerbell et al. 2006).

A much more recent systematic review showed that despite difficulties in defining the exact benefits of eating breakfast on behavioural and cognitive indices, the majority of studies have shown a benefit to many functions including behaviour, problem solving, attention, memory, mood, physical endurance and creative thinking (Ells et al. 2008)

Just like adults, children need to consume a wide range of foods in order to meet all of their needs for nutrients such as protein, fat and carbohydrate, plus vitamins and minerals in order to stay fit and healthy. However unlike adults, children are still growing and so have higher nutritional needs in relation to their body size to meet the additional nutritional demands of growth.

As part of a wider issue there are also concerns about the general health of children. The NHS Health Survey for England reports that in 2007 three out of ten children in England were classed as overweight or obese. In addition to social stigmatisation and mental distress, overweight and obesity during childhood are recognised to hold implications for chronic disease in later life, including in particular, diabetes, heart disease and many cancers.

Breakfast is an important element in helping children to avoid unwanted weight gain as studies consistently show that children who eat breakfast are less likely to be overweight than their breakfast skipping peers. (Rampersaud et al 2005, Elgar et al 2005, Timlin et al 2008) Several studies show that children who regularly eat breakfast are around one half to one third less likely to be overweight compared to those eating breakfast infrequently. (Panagiotakos et al 2008, Kosti et al 2007)

Breakfast clubs provide the ideal opportunity to ensure that those children who may not have breakfast before attending school do so. In addition healthy breakfast clubs offer great potential for children to learn about food and nutrition; providing the basis for a lifetime of wise food choices and encouraging the development of healthy food preferences.



POTENTIAL IMPACT OF A HEALTHIER BREAKFAST CLUB

The number of published studies examining the effects of breakfast clubs in schools is limited. However the studies that do exist provide some interesting findings as to the potential benefits from introducing, or improving a breakfast club in school. Shown below are studies carried out in the UK.

- Evaluation of the Welsh Assembly Governments Primary School Free Breakfast Initiative has found an increased consumption of healthier foods (e.g. fruit, vegetables and wholemeal bread) and more positive attitude towards breakfast. Each child is provided with a meal consisting of a milk drink or product, breakfast cereal, fruit and breads. (Welsh Assembly 2008)
- Focus groups among primary school children in Wales found a general preference for unhealthy foods, despite having an understanding of the potential adverse health consequences. This highlights the importance of providing a range of attractive healthier choices at a breakfast club (or indeed other school food outlet) to encourage these choices to be made. (Warren et al. 2008)
- An analysis of the health, educational and social impacts of breakfast club provision across England carried out by the University of East Anglia found among breakfast club attendees that fewer pupils skipped classes or days of school, and a higher proportion ate fruit for breakfast. However other behaviour and social scores showed mixed results. (Shemilt et al 2004)
- The importance of offering a range of healthy choices at a breakfast club has been shown by an evaluation of breakfast clubs in East Anglia where participants in the breakfast clubs had higher intakes of fat, saturated fat and salt than children not attending the breakfast club. The types of food offered in these clubs included sausage sandwiches, flapjacks, sausage

rolls, doughnuts, white toast, peanut butter, hot chocolate and squash. (Belderson et al 2003)

PROVIDING HEALTHIER FOOD CHOICES

The following sections provide ideas and guidance on serving healthier options at a Breakfast Club. The first section provides information on how to understand and interpret the nutrition information provided on food packaging as this is useful to enable products to be compared and the healthier choices to be selected.

UNDERSTANDING FOOD LABELS

Food labels can be confusing especially as they often contain different terms and symbols. This at-a-glance card is a quick and simple guide to understanding labels. It is wallet sized so can be carried conveniently whilst shopping and can be used as a quick reference to compare the nutritional composition of different products.

A Guide To Reading Food labels

Compare the levels shown per 100g on the nutrition panel with the values below to see how healthy a food choice is.

One easy way to use labels is to compare different brands to choose the one with the lowest fat/sugar/salt content or highest fibre content

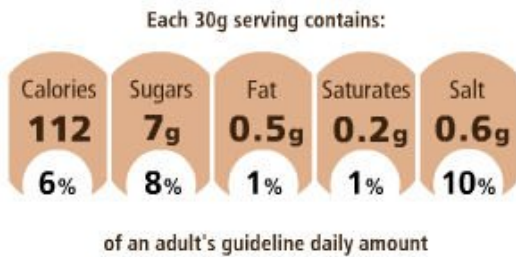
Per 100g	Low Level	High Level
Sugars	5g or less	15g or more
Fat	3g or less	20g or more
Saturated Fat	1.5g or less	5g or more
Fibre		6g or more
Sodium	0.1g or less	0.6g or more
Or Salt	0.3g or less	1.5g or more

Manufacturers do make changes to product recipes from time to time that may change the nutritional composition of the product, so it is important to check products periodically.

Many food packets now contain at-a-glance-labelling on the front of pack. Two systems are currently in use – Guideline Daily Amounts (GDA) and Traffic Light Labelling. These can be used to quickly compare foods and to select products that have lower amounts of fat, saturated fat, sugars and salt. Unfortunately neither of these gives information on the fibre content of foods and so information on the nutrition panel will need to be checked- particularly for breakfast cereals, breads and bakery items.

Guideline Daily Amounts

Guideline daily amounts are, as their name suggests, a guide to the amounts of 5 key nutrients that we should be eating each day. This type of labelling is shown on foods produced by many of the biggest names in the food industry.



Labels show that actual amount of each nutrient in the product plus the percentage contribution to the guideline daily amount for that nutrient. In most cases the product will be compared to the GDA for an average adult but in some cases, for example on foods specifically sold for children, the GDA for a child may be used.

For more information on GDA's log onto www.whatsinsideguide.com

Traffic Light Labelling



Traffic Lights are most likely to be found on just six different types of foods:

- ready meals
- pizzas
- sandwiches
- breakfast cereals
- sausages, burgers, pies
- food products in breadcrumbs such as chicken nuggets and fish fingers.

A red light indicates that the product is high in that nutrient and therefore should not be eaten too often, an amber light indicates that the food contains a moderate amount of that nutrient and a green light indicates that the food is low in that nutrient.

For more information on Traffic Light labelling log onto www.eatwell.gov.uk

BREAKFAST CEREALS

Breakfast cereals are a universally popular breakfast choice and are easy to serve at a breakfast club, and economical too. Many are fortified with a range of B-vitamins and iron and provide a significant contribution to dietary intakes of these. A variety of cereals, served with semi-skimmed milk, should be offered on a daily basis. Fruit can be added to cereal to sweeten the taste.

Good practice would suggest lower sugar varieties are offered, and in particular higher fibre or whole grain varieties.

The School Food Regulations do not permit chocolate coated cereals.

Ideally a range of cereals should be offered, an example list could include:

- Cornflakes or Rice Pops
- Raisin Wheats, Cranberry Wheats or Mini Wheats
- Bran Flakes
- Wheat Biscuits or wheat flakes

The range of breakfast cereals on offer is wide ranging. Some breakfast clubs may choose to stock a standard range of cereals and then feature a 'guest cereal' based on pupil choice or to introduce a new healthier option. The Guide to Food labels at-a-glance card provides a useful tool when selecting cereals to feature in the Breakfast Club.

Don't forget that:

- Porridge makes a healthy hot choice for the colder months. Make with semi skimmed milk and either pre-sweeten with a minimum amount of sugar or encourage the addition of dried or fresh fruit to sweeten rather than sugar at the table.

Strategies to move pupils towards healthier options could include:

- Encourage the choice of different cereals on different days and not always the same choice
- Mix the most popular cereal choices with healthier option – starting with a 75:25 blend and slowly increasing the amount of the healthier cereal
- Or allow pupils to make their own cereal blends from the range on offer

BREADS AND SPREADS

Breads

Breads provide a good source of carbohydrate and fibre. Breakfast clubs should provide a choice of breads and offer different types on different days. These may include:

- ✓ Wholemeal
- ✓ Granary
- ✓ Rolls
- ✓ Bagels
- ✓ Toasted teacakes
- ✓ Slices of malt loaf
- ✓ Crumpets



Wholemeal or granary breads are healthier choices as they contain more fibre and are digested more slowly keeping you feeling fuller for longer. If children are reluctant to try wholemeal bread a mixed wholemeal/white variety is a good way to gently introduce wholemeal bread. After a few weeks, experience has demonstrated that wholemeal bread can then be introduced with great success.

Spreads and toppings

Butter, margarines and spreads can be offered but children should be encouraged to use them all sparingly by spreading them thinly on breads and rolls. Butter and spreads may not be needed if a topping such as low fat soft cheese is being used.

When choosing margarine, read the labels carefully to avoid any which contain hydrogenated fats.

Appropriate toppings include the following:

- ✓ Reduced sugar jam or marmalade
- ✓ Honey
- ✓ Low-fat soft cheese
- ✓ Marmite™— a good source of B vitamins but should be used sparingly and occasionally due to its high salt content (FSA 2007)

COOKED FOOD OPTIONS

If your breakfast club provides cooked food the following items could be offered:

- ✓ Toast with baked beans, scrambled or poached eggs or cheese
- ✓ Cooked tomatoes (canned or fresh)
- ✓ Poached, scrambled or boiled eggs
- ✓ Grilled lean bacon in sandwiches
- ✓ Toasted sandwiches
- ✓ Omelette
- ✓ Warm pitta bread with filling



The School Food Regulations restrict the provision of meat products such as sausages to no more than once per fortnight across the school day and so liaison with the school lunch provider is advised before serving these. There is no restriction on lean, grilled bacon.

The School Food Regulations also restrict the amount of condiments, such as Ketchup that can be provided. These should only be available in individual sachets or in portions of no more than 10 grams or 1 teaspoon.

RECOMMENDED FRUIT OPTIONS



Fruit provides a good source of vitamins and minerals. Breakfast clubs should provide a choice of fruit every day, and should offer different types on different days.

Options include:

- Fresh fruit – whole
- Fruit juice
- Dried fruit toppings for cereal – raisins, sultanas, apricots
- Canned fruit in natural juice
- Mixed fruit salad pot
- Fruit kebabs
- Blended fruit mixed with semi-skimmed milk or yogurt to make a fruit smoothie (see appendices 4 & 5 for guidance on drinks)

Fruits do contain natural sugars and acids which can have a harmful effect on teeth if not managed carefully. Dried fruits, such as raisins, are also high in sugar. The School Food Regulations do not permit dried fruit with added sugar or fat to be provided (e.g. yoghurt covered raisins), but permit up to 0.5% vegetable oil as glazing agent on dried fruit

An excellent activity for breakfast clubs, that has the potential for exposing children to new types of fruit and encouraging them to taste, is making fruit kebabs. Children can be involved in preparing the fruit, such as banana, kiwi, melon and strawberry, and threading the food onto thin plastic straws before tasting.

DRINKS

Starting the day well hydrated can enhance the ability to concentrate and reduce irritability, tiredness and headaches. Good hydration can reduce the risk of chronic disease and help to resolve toileting problems such as wetting and constipation. Over half the human body consists of water and it is essential for the correct functioning of virtually all living cells, helping to regulate body temperature, acting as a cushion for the nervous system, lubricating joints and eyes and enabling us to swallow as well as providing the medium through which most reactions in the body occur. (British Nutrition Foundation 2006)



How much fluid should children consume in a day?

The sensation of thirst is not triggered until there is already a water deficit, so it is important to drink before you get thirsty. Particular attention should be paid to children and the elderly who do not recognise the signals of thirst so readily. (British Nutrition Foundation 2006)

There are no agreed recommended daily fluid intake levels for children in the UK, but recommendations for adults can be used as a benchmark. It is recommended that adults drink about 6 to 8 glasses (1.2 litres) of water, or other fluids, throughout the day to prevent dehydration. More fluid is needed when the weather is warm or during exercise.

Why choose water?

We can get our fluid requirements from a number of sources. It is not necessary to only drink 'pure' water, although this is a good choice. Like everything else we consume, selection depends on personal preference and availability. Other drinks contribute to our daily requirements too. Fruit and vegetables can also contribute towards our total fluid intake and small amounts of fluid will also come from bread and dairy products too.

Appropriate drinks to be offered at breakfast clubs, that meet with the School Food Regulations include:

- Water should be available at all times
- Low fat milk (milk with a fat content of 1.8% or less)
- Plain soya, rice or oat drinks enriched with calcium
- Plain fermented milk e.g. yogurt drinks
- Pure unsweetened and unfortified fruit or vegetable juice (additive free)
- Hot chocolate (with less than 5% added sugars or honey)

It should be noted that drinking before a meal will fill the stomach with liquid, reducing appetite – for younger children with smaller appetites this may be a problem.

The School Food Trust strongly encourages schools to provide drinks that are unsweetened and additive free and has developed a Voluntary Code of Practice relating to drinks - see Appendix 5.

MAKING THE TRANSITION TO A HEALTHY CHOICE BREAKFAST CLUB

It is accepted that for some breakfast clubs there may be concerns about falling attendance rates if the food being served changes dramatically. Experience has demonstrated that it is possible to make the change to a healthy eating breakfast club without losing custom.

If after reading this document it is felt that there are some changes to be made to your school's breakfast club in order to promote healthier eating habits, the following ideas may be helpful.

Raising Awareness

In order to encourage healthier eating habits in school age children, it is recommended that staff work with the children to improve their knowledge and understanding about what constitutes a healthy breakfast before changes take place. This can be performed in a variety of ways; for example a healthy eating assembly could take place where benefits of eating less fat, salt and sugar are discussed, or class room activities to promote healthy eating undertaken.

This could be further supported by encouraging children attending the breakfast club to look at the food labels on their usual cereal packets, using the cards provided within this pack, and then comparing the nutritional values for 'a lot' and 'a little'.

Try Something New

It is recommended that 'taster sessions' be provided within the breakfast club, where the children attending have the opportunity to try any new cereals, breads or other dishes on offer before committing themselves to buying a full portion. Rewarding children for trying something new is also an effective tool for encouraging healthy eating habits in children. For younger children this may include stickers or small prizes.

A Gradual Process

It is important to give it time; children often need to be exposed to new foods over and over again before they will even try them. A method adopted by many breakfast clubs during the transitional phase is to adopt a 'half and half' approach, where a breakfast cereal traditionally used is mixed with a healthier option. This mix is then gradually reduced over a period of time until only the healthy option is left. You just have to remember to start slowly and introduce one new food at a time.

Have taster days which focus on a new flavour or different variety of a food type. You may wish to involve the children in the preparation of the new foods e.g. count how many 'taster bites' there are, serve the new fruit juice or smoothie or stir the fruit salad. Make it fun and talk together about the food's colour, shape, size, aroma and texture – not whether it tastes good.

Some breakfast clubs may also have concerns about changing the white bread they currently serve for a white bread with added fibre. Again it is possible to adopt a 'half and half' approach and serve a 'best of both' variety in order to allow children to make the transition to a healthier option.

Being Positive

The key message is for breakfast club staff to be positive and enthusiastic about healthy eating, if the adults involved are keen and motivated, the children generally will be too. Remember it often takes more than 10 exposures to a new food before it is accepted, so be persistent.

SAMPLE BREAKFAST CLUB HEALTHY EATING POLICY

Below is an example of a Breakfast Club Healthy Eating Policy, including the points that have been found useful in schools around the Telford and Wrekin area. This can be easily adapted to suit the needs within your school.

- The weekly breakfast club menu will be planned and on display in advance.
- The weekly menu will provide children attending the breakfast club with a tasty, varied diet.
- The breakfast clubs must provide food that meets the food-based standards for all school food other than lunches. This can be achieved by following national nutritional guidance for fat, salt and sugar content as outlined in this document.
- The food provided by the breakfast club will be sensitive to cultural differences.
- In order for the children attending the breakfast club to achieve the recommended 5-a-Day, at least 1 portion of fruit will be served at breakfast each day.
- Water will be available at all times.
- Withholding food will not be used as a form of punishment.
- Food will not be used as a reward.
- Staff will provide a good role model for healthy eating behaviour.
- Children will be encouraged to develop good eating habits and social skills at breakfast time. They will be given plenty of time to eat and sensitivity will be given to the child's abilities whilst also being mindful of those with Special Educational Needs and disabilities.
- Parents or guardians will be advised if their child is not eating well.
- Parents of children who are on special diets will be asked to provide as much information as possible about suitable food and in some cases may be asked to provide the food themselves.
- Children will be encouraged to play outside if appropriate and weather permitting. This will help to ensure that they have an opportunity to be exposed to sunlight which helps their bodies to make Vitamin D

SAMPLE BREAKFAST CLUB MENU

Breakfast Club Menu	
Breakfast Cereals	<p>Wholewheat Biscuits or Rice Pops Served with semi skimmed milk</p>
Toasted Options	<p>Wholemeal bread served with low sugar jam or Toasted teacakes served with low fat spread</p>
Fruit Snackers	<p>Mixed fruit pot or Fruit yogurt smoothie</p>
Drinks	<p>Water Orange juice Semi skimmed milk</p>

Source: *Food In Schools Toolkit 2005*

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Acknowledgements

Eatwell plate reproduced by kind permission of Food Standards Agency.

The School Food Trust has reviewed the contents of this document to ensure the information, advice and guidance is aligned to the 2007 School Food Regulations.

The food-based standards guidance has been reproduced by kind permission of the School Food Trust.

APPENDIX 1: ACHIEVING A HEALTHY BALANCED DIET

NUTRITIONAL GUIDANCE – THE EATWELL PLATE



Source: Food Standards Agency, 2008

The eatwell plate makes healthy eating easier to understand by showing the types and proportions of foods we need to have a healthy and well balanced diet. It provides a guide to the 5 basic food groups and how much of what you are eating should come from each one. This includes everything you eat during the day, including snacks and drinks.

- Foods from the two largest groups (Bread, rice potatoes, pasta and other starchy foods, and Fruit and vegetables) should be eaten most often and in good amounts.
- Foods from the middle two groups (Milk and dairy foods, and Meat, fish, eggs, beans and other non-dairy sources of protein) are needed in moderate amounts.
- Foods from the smallest group (Foods and drinks high in fat and/or sugar) are not a necessary part of a healthy diet but can be enjoyed in small amounts and should be eaten least often.

Providing a well balanced breakfast for the children attending your club will ensure they have the best possible start to the day by “kick starting’ their bodies and minds.”

At breakfast time try to serve:

- ✓ **Plenty of fruit and/or vegetables** e.g. add a handful of dried fruit or chopped fresh fruit to a bowl of cereal, drink a glass of fruit or vegetable juice or a fruit smoothie.
Good practice would suggest that a portion of fruit is always served at breakfast time.
- ✓ **Plenty of bread, breakfast cereals and other starchy foods**, for example:
 - wholegrain or high fibre breakfast cereals
 - porridge or instant oats
 - thick cut wholemeal, high fibre or white toast
 - English muffins or multigrain bagels
 - toasted teacakes or crumpets

Breakfast cereals are a universally popular breakfast choice and easy to serve at a breakfast club. Many are fortified with a range of B-vitamins and iron and provide a significant contribution to dietary intakes of these. The School Food Regulations do not permit chocolate coated cereals.

Good practice would suggest lower sugar varieties are offered, and in particular higher fibre or whole grain varieties.

All types of bread (brown, wholemeal, granary, white, pitta, rolls, homemade bread, chapattis made without fat, and Ciabatta) are good choices. However bread and bakery products made with wholegrain flour contain higher levels of fibre and a range of vitamins and minerals than white varieties.

Good Practice would suggest providing wholemeal or higher fibre types whenever possible

- ✓ **A portion of milk and dairy foods:** e.g. milk, cheese or yoghurt rich in calcium – needed for healthy bones and teeth.
Good practice would suggest that lower fat dairy products (such as semi skimmed milk or low fat yoghurt) are used.
- ✓ **Limited amounts of foods containing fat:** diets high in fat are a key factor in the development of overweight and obesity and coronary heart disease. Typical UK diets contain far too much saturated fat and so it is important for all of us – whether adult or child to take steps to reduce our saturated fat intake. Saturated fats found in animal products such as fatty meats, processed meats, cheese and butter tend to raise cholesterol levels. Fats high in polyunsaturated or monounsaturated fats are a better choice but should still be used only in moderation.
Good practice would suggest that you use fats containing higher levels of un-saturated fat e.g. sunflower or olive oil spreads, and supervise their use.

You may also wish to add a hot option some days this may include:

- ✓ **Some meat, eggs, beans & other non dairy sources of protein:** e.g. poached or scrambled eggs, baked beans or grilled lean bacon or low fat sausages with high meat content. The School Food Regulations restrict the serving of sausages to no more than once per fortnight across the whole school day and so liaison with the school lunch provider is advised before serving these. There is no restriction on lean, grilled bacon. If condiments (ketchup or brown sauce etc.) are offered they may only be served in individual sachets or portion sizes less than 1 teaspoon (10g).

NUTRITIONAL GUIDANCE - ACHIEVING 5-A-DAY

What is '5-a-Day' all about?

It is recommended that in order to promote good health and prevent diseases such as heart disease and some cancers that we should all aim to eat at least 5 portions of a variety of fruit and vegetables each day. Eating a variety of fruit and vegetables will help to ensure a good intake of vitamins and minerals. Fruit and vegetables are also a good source of fibre and other substances such as antioxidants. All of these nutrients are essential for maintaining good health.

What counts?

Fresh, frozen, chilled, canned, 100% juice, and dried fruit and vegetables all count.

How much is a portion?

One adult portion of fruit or vegetables is equivalent to 80grams (about 3 ounces), this could be:

- half a large grapefruit
- a slice of melon
- 2 satsumas
- one portion of dried fruit counts (for example, 1 portion could be 3 dried apricots or 1 tablespoon of raisins)
- a 150ml glass of 100% juice (fruit or vegetable), but only one glass a day counts
- one bowl of mixed salad
- 3 heaped tablespoonfuls of cooked carrots, peas, or sweetcorn

For adults, a portion of fruit or vegetables is 80g, but there is currently no recommended portion size for children.

School Food Trust guidance suggests that a good guide would be to serve at least half an adult portion (i.e. 40g) to primary pupils, and move towards an adult size portion (i.e. 80g) for secondary pupils

For Primary and Secondary schools, one 150ml glass of fruit juice counts as a maximum of one portion a day.

For children

There are no set portion sizes for children as these will vary according to their age and size. As a general guide a portion is equivalent to a handful – so smaller hands mean smaller portions. A good rule of thumb is that a portion size is roughly what fits in the child's hand.

The key message for children is to get them started on the 5-a-day habit early. Introducing children to a range of fruit and vegetables with a variety of tastes, textures and colours is essential to enable new or unfamiliar fruit and vegetables to become incorporated into their dietary repertoire.

For some children, exposure to a new or unfamiliar food item may need to be repeated a number of times before it will be consumed without question. Introducing new food items alongside familiar and accepted food is advisable. As a child grows they become more resistant to new foods, and it can take up to approximately 15 occasions before they readily accept the food. Every opportunity should be made to see, touch and taste new foods in order to maximize the range of foods a child will consume.

NUTRITIONAL GUIDANCE – DIETARY FIBRE

Intakes of dietary fibre are low across all age groups in the UK, with eight out of ten adults and one third of children failing to eat enough for good health. Although not absorbed by the body, fibre is a vital nutrient in maintaining health of the whole body. Fibre plays a role in: good digestive health and prevention of constipation; prevention of unwanted weight gain, reduction in risk of developing heart disease, diabetes and cancers of the bowel. Fibre also provides a source of energy for the friendly 'probiotic' bacteria living in the lower digestive tract helping to protect against tummy upsets and to boost whole body immunity.

There are two main types of fibre:

- Insoluble fibre, traditionally known as roughage, acts like a sponge absorbing up to 15 times its own weight in water and is the main type helping to maintain good digestive health. This type is found in wheat bran, high fibre breakfast cereals such as bran flakes or fruit and fibre, wholemeal flour (and things made from this) wholemeal breads, wholegrain pasta and brown rice
- Soluble fibre, which also absorbs water to form a thick gel (a bit like adding water to wallpaper paste). This type helps with immunity and in reducing the risk of developing diabetes and heart disease. This type is found in oats, barley, breakfast cereals made from oats or with added soluble fibres, beans, lentils and pulses, fruits and vegetables, bananas, onions and artichokes.

A healthy balanced diet should contain a range of foods containing both types of fibre in order to get the full range of health benefits offered by fibre.

Recommended intakes:

	Recommended Guideline Daily Amount (GDA)	Average intake
Children		
4-6 year olds	12g per day	8.5g
7-10 year olds	16g per day	10g
11-14 year olds	20g per day	11g
15-18 year olds	25g per day	12g
Adults	25g per day	14g

What is high or low?

The Food Standards Agency suggests that:

- Foods containing 3g or more of fibre per 100g food are a good source of fibre
- Foods containing 6g or more fibre per 100g are high fibre foods

NUTRITIONAL GUIDANCE - SALT

Health risks associated with excess salt in the diet

Diets containing large amounts of salt have been associated with high blood pressure, which is one of the factors known to increase the risk of Coronary Heart Disease. Salt is a substance called sodium chloride and it is an excess intake of sodium that is believed to be damaging to health.

Salt in foods

Many people consume more than the adult maximum amount of salt recommended for good health – for adults this is 6g salt per day, equivalent to one teaspoon. Average intakes are currently around 9g per day, or 1.5 times what we should be eating.

The Food Standards Agency has set out recommendations for **the maximum** amount of salt children should be having a day:

- 4 to 6 years - 3 g salt (1.2g sodium) a day
- 7 to 10 years - 5 g salt (2g sodium) a day
- 11 year upwards - 6 g salt (2.4g sodium) a day

The salt that we consume comes from three main sources:

- That found naturally in foods
- That added during preparation and cooking of food in the home
- That added to foods during manufacture and processing

Overall around three quarters (75%) of the salt that we eat comes from the food that we buy, such as canned soups and baked beans, pizza, sausages and ham. Some staple foods such as bread and cereals also have added salt in varying amounts. We don't need to stop eating high salt foods altogether, however it's a good idea to cut down on how much we eat and how often.

How can you tell how much salt is in a food product?

The nutrition information panel on food labels, or the Guideline Daily Amount or Traffic Light flashes on the front of some packs, tells you how much salt is in a food product. Foods often state both sodium (the part of salt thought to be damaging) and salt content.

If a food only shows the sodium content of food you can quickly convert this to salt by multiplying it by 2.5 i.e. 1g sodium is equivalent to 2.5g salt.

What is a high or low?

When assessing the salt content use the following criteria:

This is high salt: **1.5g of salt or more per 100g of food
or 0.6g of sodium or more**

This is low salt: **0.3g of salt or less per 100g of food
or 0.1g of sodium or less**

The School Food Regulations state that no salt is to be added to food after the cooking process is complete or provided at the tables or service counter.

NUTRITIONAL GUIDANCE - SUGAR

Health risks associated with excess sugar in the diet

Frequent consumption of foods containing carbohydrates (both sugars and starches) or sugary drinks (> 5 times each day) can increase the risk of developing dental carries.

What types of sugars are there?

Sugar is found naturally in some foods or can be added to foods or drinks during the production process. There are many different sugars in the diet including lactose (milk sugar), fructose (fruit sugar), sucrose (the white stuff from the sugar bowl), glucose, and basically anything ending in '-ose' e.g. maltose.

Sugars may be divided into:

- Intrinsic sugars – i.e. those found in fruits and vegetables
- Milk extrinsic sugars – i.e. those in milk, yogurts and cheese
- Non-Milk extrinsic sugars – i.e. those added to foods, and also those found in fruit juices and smoothies

Sugar is added to many types of food, such as:

- carbonated drinks and juice drinks
- sweets and biscuits
- jam
- cakes, pastries and puddings and ice cream

Current dietary recommendations are for there to be no limitations on intakes of intrinsic and milk extrinsic sugars. It is recommended that consumption of added (non-milk extrinsic) sugars, especially those in processed foods and soft drinks should be kept to a minimum.

The sugars found naturally in whole fruit are less likely to cause tooth decay because the sugars are contained within the structure of the fruit. But, when fruit is juiced or blended, the sugars are released, changing from being intrinsic (i.e. inside the cells) to extrinsic (i.e. outside the cells). Once released, these sugars can damage teeth, much like added sugars, especially if fruit juice is drunk frequently.

Fruit juice is still a healthy choice, and counts as one of the five portions of fruit and vegetables that we should be having every day, but it is best to drink fruit juice at mealtimes.

It's a good idea to try to cut down on foods and drinks that contain lots of added sugar, such as sugary carbonated drinks, sweets and some biscuits. This will help to keep teeth healthy and avoid decay. Many foods that contain added sugar can also provide lots of energy so eating less of these foods may help to avoid unwanted weight gain.

How can you tell how much sugar is in a food product?

Sugars, together with starches, make up carbohydrates. To find out how much sugar is in a food product look at the nutrition information panel on the product, and find the carbohydrates (of which sugars) column.

Sometimes only the combined figure is given for carbohydrates. If this occurs check the ingredients list. This will list any added sugars and all ingredients are listed in order of weight, starting with the biggest ingredient first.

What is a high or low?

When assessing the sugar content of a food product use the following criteria:

This is high sugar: 15g sugars or more per 100g

This is low sugar: 5g sugars or less per 100g

If the amount of sugars per 100g is in between these figures, then that is a medium level of sugars. (Food Standards Agency, 2008).

The School Food Trust suggests that good practice is to restrict access to sugar. Therefore children should not be encouraged to add sugar to cereals or drinks and lower sugar products should be offered i.e. reduced sugar jam.

APPENDIX 2 – USEFUL WEBSITES

ALLERGY IN SCHOOLS

www.allergyinschools.co.uk

Allergy in Schools is an advisory website designed by the Anaphylaxis Campaign, an independent charity guided by leading UK allergists.

BREAKFAST CLUB PLUS

www.breakfastclubplus.org.uk

Breakfast club plus is a UK-wide network that supports breakfast clubs. The website contains lots of information, resources and tips to keep your breakfast club, happy, healthy and successful.

BRITISH NUTRITION FOUNDATION

www.nutrition.org.uk

The BNF is a charity providing impartial interpretation of nutrition science and dissemination of this scientifically based information to society. Providing advice on the link between diet, physical activity and health the BNF has a section dedicated to education, providing teacher information and support and a range of practical resources.

BRITISH HEART FOUNDATION

www.bhf.org.uk

The British Heart Foundation produces a variety of educational materials for use with children around diet and nutrition issues.

COMIC COMPANY

www.comiccompany.co.uk

The Comic Company provide a variety of healthy eating resources and incentives for promoting healthy eating habits.

CONTINYOU

www.continyou.org.uk

ContinYou is a charity that aims to open up opportunities for learning that will help people to change their lives, improving the well-being of individuals, families and communities. ContinYou run Breakfast Club Plus - a UK-wide network that supports breakfast clubs by providing guidance for new clubs and information and best practice for established clubs.

DEPARTMENT OF HEALTH 5 A DAY CAMPAIGN

www.5aday.nhs.uk

Information on the Government's 5 a Day campaign and lots of useful information regarding the benefits of eating more fruit and vegetables, what counts as a portion and how to increase the amount of fruit and vegetables eaten.

FOOD IN SCHOOLS

www.foodinschools.org/

The Food in Schools programme is a joint venture between the Department of Education and Skills. This document provides guidance for establishing breakfast clubs and how to incorporate healthy eating messages into existing initiatives.

FOOD STANDARDS AGENCY

www.foodstandards.gov.uk

The Food Standards Agency is an independent food safety watchdog set up as an Act of Parliament in 2000 to protect the public's health. The website offers a variety of interactive tools to use with children around diet and nutrition.

HEALTHY SCHOOLS

<http://www.healthyschools.gov.uk>

The National Healthy Schools Programme is an exciting long-term initiative which is making a significant difference to the health and achievement of children and young people. The National Healthy Schools Programme supports the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life. The Healthy Schools Programme is based on a whole school approach to physical and emotional well-being focused on four core themes of Personal, Social & Health Education, Healthy Eating, Physical Activity and Emotional Health & Wellbeing

SCHOOL FOOD TRUST

<http://www.schoolfoodtrust.org.uk/index.asp>

The School Food Trust's remit is to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools.

APPENDIX 3 – NATIONAL HEALTHY SCHOOLS PROGRAMME

The National Healthy Schools Programme is an exciting long-term initiative which is making a significant difference to the health and achievement of children and young people. The National Healthy Schools Programme supports the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life.

Children and young people in Healthy Schools tell us that they feel healthier, happier and safer. Their parents tell us that they feel more involved in their child's health and learning and often feel better themselves. Schools tell us that the National Healthy Schools Programme has brought sustained improvement in behaviour, standards of work and school management.

The impact of our programme is based on a whole-school approach to physical and emotional well-being focused on four core themes:

- Personal, Social & Health Education
- Healthy Eating
- Physical Activity
- Emotional Health & Wellbeing

The whole school approach involves working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which developments and improvement are embedded in a systematic way. These processes contribute to the physical and emotional development of all members of the school community.

The Government has set a target that all schools will be participating in the National Healthy Schools Programme by 2009 and that 75 percent of schools will have achieved National Healthy School Status.

Healthy Eating Criteria

Healthy Eating criteria are summarised below. For full details on the National Healthy Schools Programme log onto www.healthyschools.gov.uk

- Healthy eating contributes significantly to the being healthy national outcome for children and young people
- Children and young people have the confidence, skills, knowledge and understanding to make healthy food choices
- Healthy and nutritious food and drink is available across the school day

Healthy Eating Criteria – all fall under Ofsted Self Evaluation

- **Monitoring Food in Schools** - has an identified member of the Senior Leadership Team to oversee all aspects of food in schools
Minimum Evidence Required
 - There is named member of the Senior Leadership Team (SLT) to oversee all aspects of food in schools
 - The person's role in relation to healthy eating is known by staff

- **Practical Food Education and Training** - ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene
Minimum Evidence Required
 - The school's CPD file evidences how staff needs regarding practical food education are identified
 - Staff (such as Food Technology and PSHE teachers) can discuss their experience of appropriate CPD – examples might include the local training by community dietitians, DCSF Food Partnerships Programme, food safety and hygiene courses etc.

- **Whole Food School Policy** - has a whole school Food Policy – developed through wide consultation, implemented, monitored and evaluated for impact
Minimum Evidence Required
 - Children, young people, staff, parents/carers, governors and caterers are/have been involved in policy development and can describe their involvement
 - A policy is available covering all aspects of food and drink at school, including appropriate curriculum links, reference to policy regarding packed lunches/food brought into school and children or young people going off-site to purchase food
 - The policy is referred to in the school prospectus/profile
 - The policy is regularly communicated to the entire school community
 - The policy and its impact is reviewed on an ongoing basis to reflect current DCSF standards

- **Supporting Food Policy with Wider School Family** - involves children, young people and parents/carers in guiding food policy and practice within the school, enables them to contribute to healthy eating and acts on their feedback
Minimum Evidence Required
 - Children, young people and parents/carers are/have been involved in guiding the school's Food Policy and can describe their involvement
 - Children, young people and parents/carers agree that their feedback relating to policy has been appropriately considered

- **Eating Environment** - has a welcoming eating environment that encourages the positive social interaction of children and young people (see Food in Schools guidance)
Minimum Evidence Required
 - The school has developed healthy/welcoming aspects of the dining room environment - including display and labelling of food, promoting healthy eating, ready availability of water, appropriate queuing arrangements, adequate time available to purchase and eat meal, non-stigmatisation of FSME children and young people, social dining and cleanliness
 - Children, young people and staff feel that the dining area makes a positive contribution to the dining experience – including adequate time available to eat their meal and avoiding stigmatisation of FSME children and young people

- **Food Standards for Clubs and Vending Machines** - ensures that breakfast club, tuck shop, vending machine and after-school food service (where available in school) meets or exceeds current DCSF school food standards
Minimum Evidence Required
 - The breakfast club meets or exceeds the current DCSF standards
 - The tuck shop meets or exceeds the DCSF standards
 - The vending machine meets or exceeds the DCSF standards

- The after-school food service meets or exceeds the DCSF standards
- The named member of the SLT, the governing body and the Head Caterer can demonstrate that they use data and how it influences developments
- **School Lunch Standards** - has a school lunch service that meets or exceeds current DCSF standards for school lunches
Minimum Evidence Required
 - The school lunch service meets or exceeds the current DCSF standards for school lunches
 - The named member of the SLT, the governing body and Head Caterer agree that the DCSF standards for school lunch are being met and review this regularly (at least termly)
 - Healthy options are promoted
 - The caterer can say how minority ethnic and medical/allergy needs have been considered/incorporated in menu planning
 - There is appropriate guidance (promoting healthier options) given to children and young people who have packed lunches and their parents/carers
- **Menu & Food Choice Monitoring** - monitors children and young people's menus and food choices to inform policy development and provision
Minimum Evidence Required
 - The school has developed a system for monitoring menus and choices
 - The named member of the SLT, the governing body and the Head Caterer can demonstrate that they use data and how it influences developments
- **Balanced Diet Training & Planning** - ensures that children and young people have opportunities to learn about different types of food in the context of a balanced diet (using 'The eatwell plate'), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables
Minimum Evidence Required
 - There are Schemes of Work for Healthy Eating found in Food Technology, PSHE and other subject areas
 - The Schemes of Work and/or out-of-hours activity incorporates age and ability appropriate lessons on a balanced diet, planning, budgeting, preparing, and cooking skills, for ideas and support
 - The curriculum considers the emotional aspects of food, the nature of eating disorders, the role of the media and is appropriately connected to aspects of emotional health and wellbeing
 - A curriculum map is being developed or is in place
- **Free Drinking Water** - has easy access to free, clean and palatable drinking water, using the Food in Schools guidance
Minimum Evidence Required
 - Children, young people and staff say they have access to free, clean and palatable drinking water at lunch-time and throughout the day, and have been consulted about where it is located
 - The school is monitoring the availability of water and ensures it is being used by children and young people
 - Water consumption is encouraged and promoted

- **Consulting for Food Choices** - consults children and young people about food choices throughout the school day using school councils, Healthy Schools Task Groups or other representative pupil bodies

Minimum Evidence Required

- Children and young people say that they are regularly (at least termly) and appropriately consulted about food choices – including school meals and food and drink other than lunch

APPENDIX 4 - SCHOOL FOOD TRUST – FOOD BASED STANDARDS

The new standards for school food were developed following research showing that children were not making healthy food choices at lunchtime and that school meals did not meet their nutritional needs. In 2005 the Government appointed an expert group, the School Meals Review Panel (SMRP), to recommend new standards for school food.

Their report, published in October 2005, proposed radical changes which would prohibit or restrict food high in fat, sugar and salt or made with poor quality meat being served at school. The SMRP also set minimum levels for the nutritional content of school lunches. In May 2006 the Government announced new standards for school meals, which generally adopted the SMRP and School Food Trust advice and recommendations.

Unhealthy eating patterns take time to change, so these new standards for school lunches are just the start of a much longer process.

Why have food-based standards been introduced?

They define types of food which are no longer allowed or are restricted, in order to replace food high in fat, sugar and salt with more nutritious food and drinks.

- To ensure nourishing food is served more frequently.
- To ensure an immediate improvement in school lunches, allowing time for the more detailed process of developing meals that meet the new nutrient-based standards.

Increasingly, a large proportion of many children's diets consists of manufactured food high in fat, sugar and salt. These highly processed products often provide 'empty calories' which fill children up but do not supply the essential nutrients they need for healthy physical and mental development.

Much of the food no longer allowed under the food-based standards is associated with a growing range of child health and nutritional issues, including obesity, diabetes and tooth decay and erosion. Childhood obesity is now recognised as a major threat to long-term health and the statistics are alarming.

To provide a consistent message to pupils across the school day, many of the standards for school lunches now also cover breakfast, mid-morning break services, vending, tuck shops and after school snacks and meals.

How the new standards will help children?

- The ultimate goal is to help children enjoy balanced meals containing good sources of protein and starch, accompanied by lots of vegetables, salad and fruit.
- These standards mean that the less healthy food choices, high in fat, salt and sugar are replaced by more nutritious options.

- They should have a positive impact on children's health, help encourage them to eat more nutritious food and improve the quality of school food nationwide.

Feedback from teachers suggests that the changes in the food provided help bring about better behaviour and performance in the classroom.

Food services other than lunch must comply with the food-based standards listed in the table below.

More of these healthier items	
More fruit and vegetables	Fruit and vegetables must be provided in all school food outlets. These can include fresh, dried, frozen, canned and juiced varieties.
Drinking water	<i>Free, fresh drinking water should be provided at all times.</i>
Healthier Drinks	The only drinks permitted during the school day are plain water (still or sparkling), low fat milk, fruit juice, vegetable juice, plain soya, rice or oat drinks enriched with calcium, plain yoghurt drinks, or combinations of the above. Tea, coffee and hot chocolate with less than 5% added sugar or honey are also permitted.

Restricted or no longer allowed	
No confectionery	Confectionery such as chocolate bars, chocolate coated or flavoured biscuits, sweets and cereal bars must not be provided.
Salt and Condiments - Restricted	Salt must not be provided at tables or service counters. Condiments, such as ketchup and mayonnaise, must only be available in sachets or individual portions of not more than 10g or 1 teaspoonful.
Snacks - Restricted	Snacks such as crisps must not be provided. Nuts, seeds, vegetables and fruits with no added salt, sugar or fat are allowed
No cakes and biscuits	Cakes and biscuits must not be provided (except at lunchtime).
Deep fried food– Restricted	Two deep-fried foods per week are allowed across lunch and all other food services.
Starchy food– Restricted	Starchy food cooked in fat or oil must not be used in the cooking process more than three times a week across lunch and all other food services.
Meat products– Restricted	A meat product (manufactured or homemade) from each of the four groups below may be provided no more than once per fortnight, providing the meat product also meets the standards for minimum meat content and does not contain any prohibited offal: Group 1: Burger, hamburger, chopped meat, corned meat; Group 2: Sausage, sausage meat, link, chipolata, luncheon meat. Group 3: Individual meat pie, meat pudding, Melton Mowbray pie, game pie, Scottish (or Scotch) pie, pasty or pastie, bridie, sausage roll. Group 4: Any other shaped or coated meat product.

What can I serve?

Examples of food and drinks meeting the new standards	Examples of food and drinks restricted across the school day	Examples of food and drinks not meeting the new standards
<p>Fruit and vegetable items</p> <ul style="list-style-type: none"> • Whole/pieces of fresh fruit e.g. banana, apple, pear, satsuma, grapes • Fruit pots of sliced/chopped fresh fruit e.g. melon, berries, apple • Canned fruit in natural juice e.g. peaches, pears, pineapple, mandarins • Dried fruit without added fat, sugar or salt e.g. apricots, sultanas, raisins, dates • Salad pots • Crudités, vegetable sticks with dips • Vegetable accompaniments: tomatoes (tinned or fresh), raw vegetables such as carrots, peppers, cucumber and celery 	<p>Fruit and vegetable items</p> <ul style="list-style-type: none"> • No restrictions on the amount or type of fruit and vegetables served 	<p>Fruit and vegetable items</p> <ul style="list-style-type: none"> • Dried fruit or dried vegetables with added fat, sugar or salt
<p>Cold items</p> <ul style="list-style-type: none"> • Breakfast cereals with milk or yoghurt • Yoghurt or fromage frais (plain or fruit) • English muffins • Plain currant/raisin bread • Sandwiches • Bagels with fillings • Baguettes with fillings • Filled pitta bread or rolls • Wraps e.g. Mexican bean • Pasta salads • Fillings/toppings: cheese, hard boiled egg, peanut butter, houmous, tahini, sliced meat, bacon, meat or fish paste, tinned fish • Combinations of nuts and seeds without added fat, sugar or salt 	<p>Cold items</p> <ul style="list-style-type: none"> • Meat products: corned beef, sausages, sausage rolls, Scotch eggs 	<p>Cold items</p> <ul style="list-style-type: none"> • Cereals coated with chocolate • Any type of confectionery e.g. chocolate products, sweets and sugar free chewing gum • Cereal bars • Processed fruit bars • Crisps and crisp-like products e.g. tortilla chips, potato sticks, puffs, crackers, corn chips, prawn crackers, potato wafers • Japanese rice crackers • Pretzels • Bombay mix • Nuts with added salt and/or sugar • Cakes: slices of cake, individual cakes (sponge cakes, Swiss roll, fruit cakes, banana cake, apple cake, carrot cake, gateaux, sponge fingers, Madeira) • Buns: American (sweet) muffins, Chelsea buns • Pastries: croissants, Danish pastries, Eccles cakes, Greek pastries, Bakewell tarts, jam tarts, mince pies, custard tart) • Biscuits include all types: sweet biscuits: digestive, rich tea, ginger nuts, flapjacks, shortbread, wafer. Savoury biscuits: cream crackers, breadsticks, oatcakes, matzos

Examples of food and drinks meeting the new standards	Examples of food and drinks restricted across the school day	Examples of food and drinks not meeting the new standards
<p>Hot items</p> <ul style="list-style-type: none"> • Porridge • Toast, bread rolls with spread, jam, marmalade, peanut butter • Toasted bagels, crumpets • Toasted sandwiches • Bacon sandwiches • Warm pitta bread with filling • Paninis • Tortillas, fajita, burrito, quesadillas, enchiladas • Toast with baked beans, cheese, eggs (boiled, scrambled or poached) • Omelette • Pizza slice with toppings e.g. vegetables, cheese • Slice of quiche • Jacket potato with toppings e.g. cheese, coleslaw, baked beans, tuna • Bowls of noodles with vegetables and/or meat • Vegetable pasties • Fishcakes • Soup 	<p>Hot items</p> <ul style="list-style-type: none"> • Meat products: burger, hamburgers, corned beef, sausages, chipolatas, luncheon meat, hot dogs, frankfurters, (salami), meat pies, Cornish pasties, sausage rolls, pork pie, samosa, kebabs, meatballs, chicken or turkey nuggets, Scotch eggs, satay • Starchy food cooked in oil or fat: fried rice, sauté potatoes, fried bread, chapatti, garlic bread • Deep fried products: potato wedges, potato skins, chips, plantain chips, spring rolls, vegetable products (pancake roll, samosa, fingers, tempura, pakora / bhajia), fish products (pancake roll, samosa, fingers, tempura, pakora / bhajia) 	<p>Hot items</p> <ul style="list-style-type: none"> • Toast with chocolate spread • Fruit pies surrounded by pastry e.g. individual apple pies
<p>Drinks</p> <ul style="list-style-type: none"> • Plain water (still or sparkling) • Low fat milk (with a fat content of 1.8% or less)* • Fruit juice or vegetable juice • Plain yoghurt drinks • Plain soya, rice or oat drinks enriched with calcium • Combination drinks: water (still or sparkling) combined with fruit or vegetable juice. <p>Examples: fruit and/or vegetable smoothies: pureed fresh fruit and vegetables</p> <ul style="list-style-type: none"> • Milk (with a fat content of 1.8% or less) and/or plain yoghurt combined with fruit or vegetable juice. <p>Examples: Dairy-based smoothies, pureed fruit with plain yoghurt</p> <ul style="list-style-type: none"> • Plain soya, rice or oat drinks enriched with calcium combined with fruit or vegetable juice • Tea or coffee • Hot chocolate (containing less than 5% added sugar or honey) <p>*Whole milk may be provided to pupils until the end of the school year in which they reach five years of age</p>	<p>Drinks</p>	<p>Drinks</p> <ul style="list-style-type: none"> • Flavoured water • Squash/cordial • Soft drinks including fizzy drinks containing less than 50% fruit or vegetable juice. • Hot chocolate containing more than 5% added sugars or honey • Flavoured milk unless it contains fruit juice or cocoa

For a full list and definitions of drinks permitted in schools log onto www.schoolfoodtrust.org.uk

APPENDIX 5: VOLUNTARY CODE OF PRACTICE FOR DRINKS PROVIDED IN SCHOOLS

The Trust's voluntary code of practice for drinks provided in schools encourages the provision of healthier drinks that are unsweetened and additive free wherever possible.

The School Food Trust believes that drinks provided in schools should offer pupils nutritional benefit (including hydration). We believe that rules about school drinks should be as simple as possible for schools to follow. This is in keeping with the School Meals Review Panel (SMRP), which recommended that schools should serve only plain drinks (water, milk, fruit/vegetable juice, fermented milk), or combinations of these. Current EU Regulations however, allow combination drinks to contain a range of additives which we believe are not necessary. The Trust's voluntary code of practice for drinks provided in schools (the SFT drinks code) encourages the provision of healthier drinks that are unsweetened and additive free wherever possible.

Following a series of meetings in summer and autumn 2007 with representatives of the drinks manufacturing industry, school food distributors and caterers, and others with an interest in the health and well-being of school children, the Trust launched a public consultation on a draft code of practice for drinks provided in schools. Following consideration of the consultation responses, the code of practice has now been finalized.

1. The VCoP indicates a direction of travel that says "we want to provide the best for our children"
2. There should be no added colours
3. There should be no added natural sweeteners (except to milk drinks to encourage the consumption of a key source of calcium), as fruit juice contains its own natural sweeteners
4. Drinks should not contain artificial sweeteners
5. Drinks should not contain other additives except those necessary for stability, regulation of acidity, and the preservation of the integrity of fruit juices
6. Natural or nature-identical flavourings should be permitted only in flavoured milk (or non-dairy equivalents) to promote the consumption of a key source of calcium
7. Fortification should be used only where there is evidence of a clear and focused public health benefit

The Trust expects that:

- Schools will sign up to the drinks code, and commit to providing only compliant drinks to encourage healthier eating practices amongst their pupils. They will accept only compliant drinks from their catering providers and drinks suppliers
- Drinks manufacturers, suppliers and distributors will sign up to the SFT drinks code and commit to supplying **only** compliant drinks, or to **offering** compliant drinks. These two categories are mutually exclusive, so if you are looking for **ANY** companies who are signed up to provide compliant drinks, please check both lists. All marketing and sales information aimed at schools and caterers providing drinks for schools should indicate which drinks are compliant
- Supporters will sign up to reinforce the message that only healthier drinks should be provided in schools.

For full details of the code log onto www.schoolfoodtrust.org.uk/vcop