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# **A guide to introducing the Government's new food-based standards for all school food other than lunches**

This guide has been produced by the School Food Trust – an independent organisation set up by the DfES, to help deliver the new school food standards, develop food skills amongst children and young people, and bring longer term improvements to their health and education.

The information within this guide is intended to help you introduce the new food-based standards into the wide range of food services which operate across the school day. The guide has been written on the basis of draft regulations. The legislation for these new standards will come into effect in September 2007 and it is recommended that schools start working towards them now.



School food



*is changing*

# What are the Government's new standards for food in schools?



In May 2006 the Government announced new standards for school food<sup>1</sup>. There are three parts, to be phased in by September 2009. Together they cover all food and drink sold or served in schools: school lunches, breakfast, tuck shops, vending machines, mid-morning break services and after-school clubs.

<b>The new standards</b>	<b>Timetable for meeting the new standards</b>
Interim food-based standards for school lunches	All schools from September 2006
<b>Food-based standards for school food other than lunch (covered by this guide)</b>	<b>All schools by September 2007 (schools are recommended to adopt these as soon as possible)</b>
Nutrient-based standards and new food-based standards for school lunches	Primary schools by September 2008 at the latest Secondary schools by September 2009 at the latest

As many of the food-based standards for lunch also apply to food provided at other times of the day, we recommend that you read 'A revised guide to introducing the Government's new food-based standards for school lunches' available at [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk), for more detailed information on the standards. We have also provided, at the back of this guide, a summary table explaining all the food-based standards, how they relate to lunch and other times of the school day and further clarification of the standards.

By autumn 2007 the School Food Trust will produce a further guide on the nutrient-based standards which will only apply to school lunches.

# What does this guide cover?



This guide:

- explains the new standards for food other than lunch
- provides reasons for their introduction
- offers advice and ideas on how to put them into practice
- shows how some schools are working towards implementing these standards.

The food-based standards for all school food other than lunch cover:

- breakfast
- mid-morning break services
- vending
- tuck shops
- after school snacks and meals.

The standards apply to:

- all local authority maintained primary, secondary, special schools and Pupil Referral Units (PRUs) in England
- 6th forms on the premises of secondary schools
- although independent schools are not specifically covered by the regulations, academies are expected to comply
- all food and drink provided by local authorities or school governing bodies to pupils off school premises, during a school day (up to 6pm), including school trips must meet the standards. The only exception is for food provided on a residential school trip where the provider of the accommodation (not the local authority or governing body) also provides the food.

## When do they start?

- Schools will be required to meet these standards by September 2007, and are recommended to start working towards them now.

## Why are there new standards for every school food outlet?



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**By 2020 it is predicted that half our children will be either overweight or obese and this can bring massive health problems like type 2 diabetes and heart disease in later life<sup>2</sup>.**

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There are important reasons for bringing in these new food standards across the school day:

- Surveys show that children's health is deteriorating – in particular there has been an alarming rise in obesity. By 2020 it is predicted that half of our children will be either overweight or obese and this can bring massive health problems like type 2 diabetes and heart disease in later life<sup>2</sup>.
- These standards are designed to promote overall health, including helping pupils to control their weight, promote healthy teeth and in the longer term protect cardiovascular health.
- We know from research that children and young people need a great deal of help and guidance to eat healthily at school – not just in their learning but also by exposing them to good food environments<sup>3</sup>. Messages need to be consistent with the sorts of food they see around them. It is not enough to provide healthier choices alongside less healthy choices – the majority of children will go for the latter<sup>4</sup>. These new standards reflect and support the principles of a whole school approach to healthy eating (where pupils receive consistent messages about healthy eating across the formal curriculum, food provision and school practices).
- Feedback from teachers suggests that when pupils eat better they do better in the classroom – behaviour and performance both improve.



### Consistency is the key

Food-based standards for school lunches have been put in place by school caterers, and it is important that the relevant ones are consistently applied to every other food outlet in schools, for the following reasons:

- to support the hard work of the catering team to get the lunch service right
- to give consistent messages about what sort of food pupils should eat throughout the school day.

It would be detrimental to carefully plan lunch menus which encourage pupils to eat more fruit and vegetables, simply to have all of this undone by vending machines packed with chocolate and crisps or tuck shops selling sweets. For this reason there are core standards which are common to lunch and every other outlet where food is served or sold to pupils in schools.

This represents a new approach, intended to promote healthier eating in schools. It signals stronger direction in showing pupils what sorts of food they need to eat on an everyday basis.

The School Food Trust recognises that the job of supporting these changes does not lie solely with schools and caterers. For this reason we have also produced guidance and information for parents and carers, and children and young people. This can be found on our website [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk).

## What do the standards mean in practice?



They mean that all food and drink provided or sold in schools must meet these standards.

There is a wide range of food services in schools. Survey data gives a picture of the proportion of primary and secondary schools with each type of service<sup>4,5</sup>.

Type of Service	Primary	Secondary
Breakfast	31%	67%
Caterer-run mid morning break service	15%	96%
Snack vending	1%	57%
Cold drinks vending	2%	69%
Hot drinks vending	1%	16%
Tuckshop	22%	8%
After school food	No data	No data

Surveys suggest that school food services are fragmented, with provision supplied by a number of providers.

All of this means that any change to these services can involve a number of people and organisations, such as child care organisations, charities, vending companies or parents/carers, who all need to talk to each other to plan for the implementation of the new standards, particularly as some apply across the school day.

### Are there any exemptions?

The standards for school food do not apply to:

- parties or celebrations to mark religious or cultural occasions (for example Christmas, Diwali, Hannukah, Easter, Eid)
- fundraising events
- rewards for achievement, good behaviour or effort (although it is good practice to reinforce a whole school approach by using healthier food or non-food items to reward good behaviour and academic performance)
- food used in teaching food preparation and cookery skills, provided that any food prepared is not served to pupils as part of a school lunch
- food bought in on an occasional basis by parents or pupils.

## Checking your school is compliant

Ofsted is monitoring the way schools approach healthier eating as part of its regular inspections of schools. Tools will be available during Autumn 2007 on the School Food Trust website ([www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)) to help you work out whether your school food provision outside of lunch is compliant.

# What do the new standards say?

Food services other than lunch must comply with the new standards listed in the table below.

<b>More of these healthier items</b>		
	<b>More fruit and vegetables</b>	Fruit and vegetables must be provided in all school food outlets. These can include fresh, dried, frozen, canned and juiced varieties. ✓
	<b>Drinking water</b>	Free, fresh drinking water should be provided at all times. ✓
	<b>Healthier Drinks</b>	The only drinks permitted during the school day are plain water (still or sparkling), skimmed or semi-skimmed 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 low calorie hot chocolate are also permitted. ✓
<b>Restricted or no longer allowed</b>		
	<b>No confectionery</b>	Confectionery such as chocolate bars, chocolate coated or flavoured biscuits, sweets and cereal bars must not be provided. ✗
	<b>Salt and Condiments – Restricted</b>	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. ✗
	<b>Snacks – Restricted</b>	Snacks such as crisps must not be provided. Nuts, seeds, vegetables and fruits with no added salt, sugar or fat are allowed. ✗
	<b>No cakes and biscuits</b>	Cakes and biscuits must not be provided (except at lunchtime). ✗
	<b>Deep fried food – Restricted</b>	Two deep-fried foods per week are allowed across lunch and all other food services. ✗
	<b>Starchy food – Restricted</b>	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. ✗
	<b>Meat products – Restricted</b>	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 do the new standards say?



For a summary of all the standards that apply across the school day please see pages 28 to 33 at the back of this guide. Further clarification on the standards relating to cakes and biscuits and healthier drinks can be found below.

### Cakes and biscuits

Cakes and biscuits can only be provided at lunch times.

Most cakes and sweet and savoury biscuits are high in fat and/or sugar/salt and therefore full of calories. Consuming cakes and biscuits at other times of the day reduces young people's appetite for lunch. Restricting the provision of cakes and biscuits in schools will encourage children to eat healthier food. Consistency is the key – it would not make sense simply to swap high calorie crisps and confectionery for equally calorific cakes and biscuits.

The new standards for school food have been introduced to encourage children to eat more healthily in school, to help them maintain a healthy weight and protect their teeth. Cakes and biscuits should be eaten sparingly, as part of balanced meal.

Cakes and biscuits include manufactured, bought in products and homemade tray bakes made in the school kitchen. Cakes include slices of cake, individual cakes (e.g. sponge cakes, Swiss roll, fruit cakes, banana cake, apple cake, carrot cake, gateaux, sponge fingers, Madeira), buns (American muffins, Chelsea buns), and pastries (croissants, Danish pastries, Greek pastries, Bakewell tarts, jam tarts, Eccles cakes, mince pies, custard tart). Biscuits include all types:

sweet (digestives, ginger nuts, flapjacks, shortbread, wafers) and savoury (cream crackers, breadsticks, oatcakes). Bread type products, which are usually lower in fat and sugar, for example bagels, currant and fruit bread, crumpets, teacakes, English muffins are permitted across the school day including lunch times.

### Healthier Drinks

A detailed list and definition of drinks permitted in schools can be found on page 24 and 25.

Schools are strongly encouraged to provide drinks which do not contain preservatives, flavourings, colourings and sweeteners, in line with the original intention of the School Meal Review Panel which was for children to drink 'pure' drinks in schools which offer nutritional benefit. The School Food Trust is aware that many manufacturers have been innovative in producing a range of drinks that are popular with young people and are additive free. The School Food Trust is currently working with drinks manufacturers to develop a voluntary code of practice for drinks in schools to support the provision of such drinks. The DfES is discussing with the Food Standard Agency (FSA) the possibility of negotiating changes to the EU legislative framework on additives.

## How do I put the standards into practice?



**The good practice examples and additional sources of information set out in this guide will help you plan.**

The good practice examples and additional sources of information set out in this guide will help you plan and implement the standards. For some services, particularly vending and tuck shops, which traditionally sell large volumes of sweets and packets of 'crisp-like' products, the change can be more complex requiring:

- leadership from schools (governors, head teachers and pupils) to drive and support these changes
- analysis – working out what changes need to be made to each specific food service to meet the standards and also introduce good practice
- planning – creating an action plan to make sure the changes are in place by September 2007
- communication and consultation with the whole school community, including all those with a role in food provision e.g. school caterers, school governors, head teachers, parents/carers, pupils and suppliers. This involvement ensures that everyone has a say in how these changes can be put into action
- evaluation – collecting information to assess the benefits resulting from the changes.

### Practical tips

To successfully introduce the changes you may want to consider a variety of strategies:

- Price healthier options more competitively.

- Make fruit products (e.g. sliced fruit, fruit salad, dried fruit/nuts mixes\*, smoothies) look appetising by garnishing or serving in attractive dishes.
- Provide small tasters of food which may be unfamiliar to pupils.

### In this guide we have:

- highlighted the main aspects of the service and given some guidance on good practice, as well as addressing the most challenging aspects of each service
- provided a 'what can I serve?' section. On pages 14-15 is a list of the types of foods and drinks that are, and are not acceptable under the new standards. This list is not exhaustive, but gives ideas for product mixes
- 'resources' highlighted within each section, and a 'case study' providing information on how schools have implemented healthier options, providing some insight into their experiences and tips on 'how to do it'
- a section on 'further UK wide resources' towards the end of the guide. Although the standards for school food differ across the UK, much of the information available from other countries is very useful in terms of examples of good practice. You will also find an array of case studies on the School Food Trust website: [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk).

\*Be allergy aware, see page 16 of this guide

# Breakfast Services



**Breakfast clubs have increased in popularity in schools over the last decade. Approximately half of the schools in England now offer breakfast.**

Approximately half of the schools in England now offer breakfast<sup>4,5</sup>. If you want to set up a breakfast service at your school there are many useful sources of guidance available as indicated below.

Providers must ensure that the food provided meets the standards. Suggestions for food you could provide are listed in the table on page 14-15.

Teachers continue to tell us that eating breakfast improves concentration, mood and memory amongst children and this is, in part, supported by a small number of studies showing short-term effects<sup>6</sup>. What is more evident, however, is that most children who skip breakfast tend to eat foods high in fat or sugar or overeat during the day. These are some of the reasons why breakfast clubs have increased in popularity in schools over the last decade.

## Resources

For more information on setting up healthier breakfast clubs try the following links:

The Food in Schools Programme [www.foodinschools.org](http://www.foodinschools.org) who conducted pilots to test setting up healthier food services in schools and published the Food in Schools Toolkit as a result.

Magic Breakfast [www.magicbreakfast.com](http://www.magicbreakfast.com) – a charity with a multitude of ideas on setting up breakfast clubs.

Leeds Breakfast Initiative <http://213.210.8.133/Breakfastclub/index.htm> – a local healthy alliance with experience in setting up breakfast clubs.

National Evaluation of School Breakfast Clubs [www.breakfastclubs.net](http://www.breakfastclubs.net) – explores how best to set up and run a breakfast club.

The extended schools section of teachernet provides case study material from schools which have set up breakfast clubs as part of their extended services [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

The DfES Study Support website also has some breakfast club case studies [www.standards.dfes.gov.uk/studysupport/casestudies/typelist/#breakfast%20Clubs](http://www.standards.dfes.gov.uk/studysupport/casestudies/typelist/#breakfast%20Clubs)

ContinYou is a community learning charity, which has supported many breakfast clubs. The Breakfast Club Plus section on their website contains case studies, suggestions on planning a breakfast club, information on diet and nutrition and advice on how to find funds and tips [www.continyou.org.uk/content.php?CategoryID=394](http://www.continyou.org.uk/content.php?CategoryID=394)

The Welsh Assembly has provided information for schools wishing to start a breakfast club, [www.healthschool.org.uk/pdf/breakfast-is-brill-e.pdf](http://www.healthschool.org.uk/pdf/breakfast-is-brill-e.pdf)

The head teacher at Newhall Park Primary has observed a marked improvement in attendance, punctuality and concentration levels in class.



### **Case Study** **Developing a healthier** **breakfast club**

Newhall Park Primary School in Bradford is located in a deprived area. The school's breakfast club was set up in 2002 following concern amongst teachers that some pupils were arriving at school hungry. At the outset the service was basic offering popular cereals (generally the high sugar varieties) with milk, toast and orange squash. The service has evolved over the last 4 years and the key steps were:

- developing a partnership with a local bakery, which supplies bread to the school free of charge to pupils
- the club becoming the responsibility of an enthusiastic and dedicated staff member – the school's learning mentor
- allocating a large freezer in the technology classroom to store bread supplies.

The menu now includes 3 types of healthier breakfast cereal (including one wholegrain variety) with semi-skimmed milk and wholegrain toast. There is also a variety of fruit and vegetables (procured from the local authority greengrocer) with 3 options available every day.

Fruit choices include melons, oranges, bananas, whilst vegetables include cucumber and cherry tomatoes.

The school feels the breakfast service has had the single biggest impact on improving school/parent relations and pupils' behaviour. The head teacher has observed a marked improvement in attendance, punctuality and concentration levels in class. Some teachers say there has been an improvement in achievement levels for specific pupils.

# What can I serve?

The table below suggests which food and drinks can be provided at food services other than lunch.

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><b>Fruit and vegetable items</b></p> <ul style="list-style-type: none"> <li>▪ Whole/pieces of fresh fruit e.g. banana, apple, pear, satsuma, grapes</li> <li>▪ Fruit pots of sliced/chopped fresh fruit e.g. melon, berries, apple</li> <li>▪ Canned fruit in natural juice e.g. peaches, pears, pineapple, mandarins</li> <li>▪ Dried fruit without added fat, sugar or salt e.g. apricots, sultanas, raisins, dates</li> <li>▪ Salad pots</li> <li>▪ Crudités, vegetable sticks with dips</li> <li>▪ Vegetable accompaniments: tomatoes (tinned or fresh), raw vegetables such as carrots, peppers, cucumber and celery</li> </ul>	<p><b>Fruit and vegetable items</b></p> <ul style="list-style-type: none"> <li>▪ No restrictions on the amount or type of fruit and vegetables served</li> </ul>	<p><b>Fruit and vegetable items</b></p> <ul style="list-style-type: none"> <li>▪ Dried fruit or dried vegetables with added fat, sugar or salt</li> </ul>
<p><b>Cold items</b></p> <ul style="list-style-type: none"> <li>▪ Breakfast cereals with milk or yoghurt</li> <li>▪ Yoghurt or fromage frais (plain or fruit)</li> <li>▪ English muffins</li> <li>▪ Plain currant/raisin bread</li> <li>▪ Sandwiches</li> <li>▪ Bagels with fillings</li> <li>▪ Baguettes with fillings</li> <li>▪ Filled pitta bread or rolls</li> <li>▪ Wraps e.g. Mexican bean</li> <li>▪ Pasta salads</li> <li>▪ Fillings/toppings: cheese, hard boiled egg, peanut butter, houmous, tahini, sliced meat, bacon, meat or fish paste, tinned fish</li> <li>▪ Combinations of nuts and seeds without added fat, sugar or salt</li> </ul>	<p><b>Cold items</b></p> <ul style="list-style-type: none"> <li>▪ Meat products: corned beef, sausages, sausage rolls, Scotch eggs</li> </ul>	<p><b>Cold items</b></p> <ul style="list-style-type: none"> <li>▪ Cereals coated with chocolate</li> <li>▪ Any type of confectionery e.g. chocolate products, sweets and sugar free chewing gum</li> <li>▪ Cereal bars</li> <li>▪ Processed fruit bars</li> <li>▪ Crisps and crisp-like products e.g. tortilla chips, potato sticks, puffs, crackers, corn chips, prawn crackers, potato wafers</li> <li>▪ Japanese rice crackers</li> <li>▪ Pretzels</li> <li>▪ Bombay mix</li> <li>▪ Nuts with added salt and/or sugar</li> <li>▪ Cakes: slices of cake, individual cakes (sponge cakes, Swiss roll, fruit cakes, banana cake, apple cake, carrot cake, gateaux, sponge fingers, Madeira)</li> <li>▪ Buns: American (sweet) muffins, Chelsea buns</li> <li>▪ Pastries: croissants, Danish pastries, Eccles cakes, Greek pastries, Bakewell tarts, jam tarts, mince pies, custard tart)</li> <li>▪ Biscuits include all types: sweet biscuits: digestive, rich tea, ginger nuts, flapjacks, shortbread, wafer. Savoury biscuits: cream crackers, breadsticks, oatcakes, matzos</li> </ul>

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><b>Hot items</b></p> <ul style="list-style-type: none"> <li>▪ Porridge</li> <li>▪ Toast, bread rolls with spread, jam, marmalade, peanut butter</li> <li>▪ Toasted bagels, crumpets</li> <li>▪ Toasted sandwiches</li> <li>▪ Bacon sandwiches</li> <li>▪ Warm pitta bread with filling</li> <li>▪ Paninis</li> <li>▪ Tortillas, fajita, burrito, quesadillas, enchiladas</li> <li>▪ Toast with baked beans, cheese, eggs (boiled, scrambled or poached)</li> <li>▪ Omelette</li> <li>▪ Pizza slice with toppings e.g. vegetables, cheese</li> <li>▪ Slice of quiche</li> <li>▪ Jacket potato with toppings e.g. cheese, coleslaw, baked beans, tuna</li> <li>▪ Bowls of noodles with vegetables and/or meat</li> <li>▪ Vegetable pasties</li> <li>▪ Fishcakes</li> <li>▪ Soup</li> </ul>	<p><b>Hot items</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Starchy food cooked in oil or fat: fried rice, sauté potatoes, fried bread, chapatti, garlic bread</li> <li>▪ 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)</li> </ul>	<p><b>Hot items</b></p> <ul style="list-style-type: none"> <li>▪ Toast with chocolate spread</li> <li>▪ Fruit pies surrounded by pastry e.g. individual apple pies</li> </ul>
<p><b>Drinks</b></p> <ul style="list-style-type: none"> <li>▪ Plain water (still or sparkling)</li> <li>▪ Skimmed or semi-skimmed milk*</li> <li>▪ Fruit juice or vegetable juice</li> <li>▪ Plain yoghurt drinks</li> <li>▪ Plain soya, rice or oat drinks enriched with calcium</li> <li>▪ Combination drinks: water (still or sparkling) combined with fruit or vegetable juice. Examples: fruit and/or vegetable smoothies: pureed fresh fruit and vegetables</li> <li>▪ Milk (skimmed or semi-skimmed) and/or plain yoghurt combined with fruit or vegetable juice. Examples: Dairy-based smoothies, pureed fruit with plain yoghurt</li> <li>▪ Plain soya, rice or oat drinks enriched with calcium combined with fruit or vegetable juice</li> <li>▪ Tea or coffee</li> <li>▪ Low calorie hot chocolate (containing no more than 20 calories per 100ml)</li> </ul> <p>A detailed list and definition of drinks permitted in schools can be found on page 24 and 25.</p> <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><b>Drinks</b></p>	<p><b>Drinks</b></p> <ul style="list-style-type: none"> <li>▪ Flavoured water</li> <li>▪ Squash/cordial</li> <li>▪ Soft drinks including fizzy drinks containing less than 50% fruit or vegetable juice.</li> <li>▪ Hot chocolate containing more than 20 calories per 100ml</li> <li>▪ Flavoured milk unless it contains fruit juice or cocoa</li> </ul>

## School Vending



Vending services are usually only found in secondary schools. The standards being introduced in September 2007 could potentially have the most impact on these services, as chocolate, crisps, 'crisp like' products and some drinks can no longer be sold in vending machines. For ideas and suggestions for types of food and drinks you can stock in your vending machine please see the table on pages 14-15.

### How do I make the transition?

Some schools are concerned about a loss of income when making the transition to healthy vending. To address this, the School Food Trust is developing a set of resources which will be available in summer 2007 including:

- a survey looking at the change in provision of vending before and after the introduction of the standards
- prototypes focusing on how to market new products to children and young people
- guidance on how to make healthy vending a viable business option in schools.

Furthermore the Food in Schools Toolkit ([www.food.gov.uk/multimedia/pdfs/vendingmachinebklet.pdf](http://www.food.gov.uk/multimedia/pdfs/vendingmachinebklet.pdf)) provides a step by step guide on setting up healthy vending (this will be updated in due course to reflect the standards). It lists the benefits, describes provision, sets out an action plan, gives sample product mixes, talks about marketing – case study evidence suggests that changing over to healthier vending can still be

profitable if promotional activities are put in place – and managing the process. It finishes with suggestions on the sort of information to collect to evaluate success.

One of the key aspects of making any transition in schools is the link with lessons. This is where teachers can support the changes through the curriculum, either through PSHE, Science, Food Technology or even Maths. The Toolkit ([www.foodinschools.org](http://www.foodinschools.org)) makes specific suggestions on how curriculum links could be made to healthier vending. Teachers TV could also be a source of useful trigger material for lessons ([www.teachers.tv.com](http://www.teachers.tv.com)).

The Health Education Trust ([www.healthedtrust.com](http://www.healthedtrust.com)) also has considerable experience helping schools make the transition to healthy vending.

### Allergies

Be aware of nut allergies. Always refer back to the school and catering policies regarding nuts. Many schools are finding that cases of allergies from peanuts (as well as milk and eggs) are on the increase. The Anaphylaxis campaign states that even the most extreme form of allergy – anaphylaxis – is manageable in schools and cross contamination can be significantly lowered by washing hands with soap after eating and handling nuts. We recommend you visit the [www.allergyinschools.co.uk](http://www.allergyinschools.co.uk) website for accurate, reliable information on managing allergies in schools.



“It has been amazing how we moved from one product to another with only the slightest hesitation.”

### Resources

The Food In Schools Toolkit [www.foodinschools.org](http://www.foodinschools.org)

The Food Standards Agency [www.food.gov.uk/multimedia/pdfs/vendingmachinebklet.pdf](http://www.food.gov.uk/multimedia/pdfs/vendingmachinebklet.pdf) – for ‘Vending Healthy Drinks’, a guide on vending healthy drinks in schools

The Health Education Trust [www.healthedtrust.com](http://www.healthedtrust.com) – who have experience in helping schools develop healthy vending services

The Automatic Vending Association [www.ava-vending.org](http://www.ava-vending.org) – for information on machines, distributors and suppliers

The Welsh Assembly – [www.healthschool.org.uk](http://www.healthschool.org.uk) – has produced ‘Think Healthy Vending’ which is guidance on healthy vending in schools. <http://new.wales.gov.uk/docreports/40382/40382/40382311111/reports/pre-06/vending-e?lang=en>

Please note all the above resources were produced before the standards.

### Case Study Healthy Vending in Glasgow

West Dunbartonshire Council initiated the ‘healthy vending’ concept when its potential for addressing the problems of providing active young people with quick, convenient, healthy food were recognised. They wanted to change the pattern of choosing food only from the counter where peer pressure could encourage unhealthy choices, and make healthy choices easy. The healthy vending machine was first installed as an additional service to school lunches and healthier vending machines. Since then, they have gradually reduced and finally removed all unhealthy drinks in all schools as healthier vending grew and grew in popularity. There was a slight backlash in schools following the removal of fizzy drinks but it was short lived. There was no drop in profit and healthy vending soon became the norm. Popular items include school meal deals (sandwiches and salads

with a drink and fruit), yoghurt, bottled water, milk, sandwiches/wraps, fresh fruit and fresh fruit salad, salad boxes, vegetable and fruit dips. Bob Davidson from West Dunbartonshire council is amazed at the success of the machines which are now emptied three or four times daily. He says “It has been amazing how we moved from one product to another with only the slightest hesitation.”

An independent evaluation was conducted to identify the impact of the project. The key findings were:

- additional serving point(s) at busy times, increasing school meal take up, as queuing is spread to different areas and releases staff to work at the service counter
- all food served is healthy so healthy choices are easy
- massive increase in sale of fresh fruit and vegetables: including, apples (460%); kiwi (430%) and bananas (300%)
- offers healthy food at times other than lunch, e.g. after school clubs.

## Mid-Morning Break Services



Caterers in most secondary schools sell food and drinks at mid-morning break. In future these services will need to meet the standards as indicated in our summary table at the back of this guide.

Cakes and biscuits cannot be served at mid-morning break. Many schools and caterers have successfully replaced these items with bread-based products such as sandwiches, wraps and paninis.

It is important that drinking water is freely available to pupils at all times, so providing water at mid-morning break is an important aspect of meeting the standards.

The table on pages 14 and 15 lists examples of the food and drinks that meet the standards and can be served at mid-morning breaks.

### Resources

For more help and ideas on moving over to healthier mid-morning break services try:

The Food in Schools Toolkit  
[www.foodinschools.org](http://www.foodinschools.org)

The Highland Council Catering Services at [www.highland.gov.uk](http://www.highland.gov.uk)

The Scottish Health Promoting School Unit at [www.healthpromotingschools.co.uk](http://www.healthpromotingschools.co.uk)

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“When I first came here they did loads of chips; now they don’t and it’s much better. At break times you get watermelon and nice stuff like that. It’s good.”

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### **Case Study** **Mid-morning break services**

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Mark Hall Secondary School in Harlow, Essex, has 1,136 pupils aged 11-16 years. As a large school, which does not allow students to leave the premises at break times, it minimises queues through a healthy tuck shop and a mid-morning break time service. This service is run by the kitchen staff through a servery on the side of the canteen.

Pupils are able to buy a selection of organic and locally sourced fresh fruits and fruit salad, as well as dried fruit ‘pouches’ (selling 500 a week), yoghurts, fruit juices, water and milk. Also available are healthy versions of the usual favourites: grilled bacon sandwiches made from wholemeal baps (minus the margarine) and homemade vegetable pizza slices.

The mid-morning break service, which sells fair-trade products, is very popular with pupils and contributes a significant proportion of the canteen’s daily revenue.

Speaking about the school’s recent move towards healthy eating, one Year 8 pupil said, “When I first came here they did loads of chips; now they don’t and it’s much better. At break times you get watermelon and nice stuff like that. It’s good.”

## Tuck Shops



About one quarter of primary schools and less than 10% of secondary schools have tuck shops which, from September 2007, must all comply with the standards.

In practical terms this will mean that many of the confectionery, snack products and drinks currently sold in tuck shops will have to be replaced by healthier alternatives. The emphasis will be placed on selling products based on fruit, vegetables and bread. Fruit smoothies are the new 'in drinks' with children and young people, and with a bit of innovation this could be the central product for any tuck shop. Try the recipe ideas at <http://www.5aday.nhs.uk/Recipes/SimpleSmoothies.aspx>

### How can I make the changes?

There have been 55 pilots in schools, and these demonstrated that school communities can work together to provide food and drinks in tuck shops that are healthier, popular with pupils and profitable for schools. Many illustrate these initiatives as positive enterprises run by the pupils. Much

was learnt from these pilots about the practicalities of making healthy changes and these have been incorporated into a step by step plan within the Food In Schools Toolkit (see [www.foodinschools.org](http://www.foodinschools.org))

### How do I start up a healthy tuck shop?

There are lots of things to think about before you start:

- Sources of funding?
- Who is going to be responsible?
- How to ensure hygienic practices.
- What equipment is required – preparation areas needed?
- How to procure supplies?
- Deciding what to sell?
- How to promote the shop and specific products?

These issues are explored further in the Food In Schools Toolkit.

### Resources

The Food In Schools Toolkit  
[www.foodinschools.org](http://www.foodinschools.org)

The FSA (Wales)  
[www.food.gov.uk/multimedia/pdfs/fruittuckwales.pdf](http://www.food.gov.uk/multimedia/pdfs/fruittuckwales.pdf)

Most of the stock is now procured from the fruit and vegetable supplier used by the local authority.



### Case Study Setting up a healthy tuck shop

St Johns CE School in Huddersfield has 250 pupils aged 4-11 years. The school set up a fruit shop in 1996. It originated from an idea from a group of pupils and was shaped through wider discussion within the school community. Parents/carers, governors, teachers and pupils all had a say in its development. Initially supplies of fruit were ordered from the village shop, and sold by year 6 pupils from a classroom table, which was moved out into the corridor at breaktime. The shop has evolved over the last 10 years. Now a wider variety of fruit is sold from a customized trolley equipped with aprons, bowls, spoons, knives, clingfilm and paper bags. Most of the stock is now procured from the fruit and vegetable supplier used by the local authority. The head teacher buys additional seasonal fruit to add variety and interest to the mix. Standard items available in the shop include apples, clementines/satsumas, bananas and scoops of raisins. In addition there may be slices of melon, kiwi fruit, pears, pea pods and in the summer, strawberries and chilled fruit juice.

The shop also sells replacement water bottles which retail at 83% cheaper than a similar product sold at the supermarket. The fruit shop has been a useful teaching aid and teachers have been able to link it into many aspects of the curriculum, in particular literacy, numeracy and PSHE. In terms of skills, a training programme has been set up for years 5 and 6 pupils and they have to demonstrate competencies in handling money, organising queues, health and hygiene and customer relations before taking their turn in running the shop.

There have been a number of issues which the shop has had to overcome including:

- pupils wishing to buy items for which they don't have enough money – overcome by training of shopkeepers
- finding a committed adult co-ordinator to oversee the project – a role taken on by the headteacher
- the perceived impact of the free fruit scheme to key stage 1 pupils was seen as a threat – which in reality was minimal as sales stayed the same.

## After school clubs

Little is known about food served at after school clubs in terms of what proportion of schools provide them or what sort of service they offer. However, in terms of meeting the new food standards, the same ones (as summarised in the table at the

back of this guide) apply. The table on pages 14 and 15 lists examples of the food and drinks that meet the standards and can be served at after school clubs.

## References



- 1 DfES (2006). Nutritional standards for school lunches and other school food. [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)
- 2 Royal College of Physicians, Royal College of Paediatrics and Child Health and the Faculty of Public Health (2004). Storing up problems: The medical case for a slimmer nation. London: RCP Publications, p 4.
- 3 Roe et al (1997). Health promotion interventions to promote healthy eating in the general population: A review. London: HEA, p 25-39.
- 4 Nelson M et al (2004). School Meals in Secondary Schools in England. Research Report RR557. Department for Education and Skills: London.
- 5 Nelson M et al (2006). School Meals in Primary Schools in England. Research Report RR753. Department for Education and Skills: London.
- 6 Food Standards Agency (2006). A systematic review of the effect of nutrition, diet and dietary change on learning, education and performance of children of relevance to UK schools. <http://www.food.gov.uk/multimedia/pdfs/systemreview.pdf>.

# Resources



For more information on healthy menu planning go to:

### **The School Food Trust**

**[www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)** has a wealth of updated information and advice, case studies and other resources.

### **The Local Authority Caterers Association**

**[www.laca.co.uk](http://www.laca.co.uk)** has enormous expertise in planning menus which meet the standards.

### **The Caroline Walker Trust**

**[www.cwt.org.uk](http://www.cwt.org.uk)** produced very detailed guidance entitled 'Eating Well at School' and this deals with after school meals and snacks with sample menus for ideas.

### **The Food Standards Agency**

**[www.food.gov.uk](http://www.food.gov.uk)** has a selection of easy to follow healthy eating recipes which would be useful to anyone who wanted to make cooking an after school activity.

### **Further UK wide resources**

Remember that other UK countries may have different standards for school food, and so although these resources are very useful in terms of good practice advice, some of the food and drinks they suggest may not meet the new school food standards in England.

## List and definition of drinks permitted in schools

Drink category	Description	Volume	Preservatives	Antioxidants (Added to prevent oxidation/ discolouration)	Stabilisers
<b>Water</b> (still or carbonated)	Water (unsweetened unflavoured)	100% water	No	No	No
<b>Milk</b> (skimmed or semi-skimmed)	Semi-skimmed, or skimmed milk (unsweetened unflavoured)	100% milk	No	No	No
<b>Fruit juice</b>	Fruit juice (unsweetened/ not fortified) <sup>††</sup>  Fruit juice from concentrate (unsweetened not fortified) <sup>††</sup>	100% fruit juice	No	Yes as permitted in Schedule 7 SI 1995 No. 3187 The Miscellaneous Food Additives Regulations 1995 <sup>†</sup> detailed below:  <b>All fruit juices:</b> E300 ascorbic acid E330 citric acid;  <b>Pineapple juice:</b> E296 malic acid  <b>Grape juice:</b> E170 calcium carbonate and E336 potassium tartrates	Yes as permitted in Schedule 7 SI 1995 No. 3187 The Miscellaneous Food Additives Regulations 1995 <sup>†</sup> detailed below:  <b>Passion Fruit juice</b> <b>Pineapple juice:</b> E440 Pectins
<b>Vegetable juice</b>	Vegetable juice or vegetable juice from concentrate	100% vegetable juice	No	No	No
<b>Plain (unsweetened, unflavoured) soya, rice or oat drink</b>	Plain (unsweetened, unflavoured) soya, rice or oat drink enriched with calcium	No regulation	No	No	No

### Combination drinks

The following combination drinks are classified as non-alcoholic flavoured drinks under EU law and are allowed to contain the additives and flavourings as specified by Council Directive 89/107/EEC and Council Directive 88/388/EEC.

- Combinations of water (still or carbonated) and fruit and/or vegetable juice. These combination drinks must contain at least 50% juice, and no added sugar and may contain vitamins or minerals.
- Combinations of milk (semi-skimmed or skimmed), or plain yoghurt, water, fruit or vegetable juice. In these combinations the milk or yoghurt must be at least 50% by volume and may contain vitamins and minerals. Less than 5% sugar or honey may be added to the milk or yoghurt components.
- Combinations of plain soya, rice or oat drink, water, fruit or vegetable juice. In these combinations the soya, rice or oat drink must be at least 50% by volume and may contain vitamins and minerals. Less than 5% sugar or honey may be added to the soya, rice or oat component.

Flavourings	Colourings	Others	Sugars or honey (Added for the purpose of sweetening)	Artificial sweeteners	Fortificants (Added minerals and vitamins for the purpose of fortification)
No	No	No	No	No	No
No	No	No	No	No	No
No	No	Yes as permitted in Schedule 3 SI 1995 No. 3187 The Miscellaneous Food Additives Regulations 1995 <sup>†</sup> detailed below:  <b>Pineapple Juice:</b> E900 dimethyl-polysiloxane	No  Note: As permitted in Schedule 3 paragraph 3 (a) 2003 SI No. 1564 The Fruit Juices and Fruit Nectars (England) Regulations 2003 <sup>††</sup> Sugar may be added for the purpose of regulating acidic taste, in an amount (expressed as dry matter) not exceeding 15g per litre of the juice in fruit juice, other than any prepared from grapes or pears.	No	No
No	No	No	No	No	No
No	No	No	No	No	Yes (Calcium)

- Combinations of milk (skimmed or semi-skimmed), plain yoghurt or plain soya, rice or oat drinks (in each case with or without plain water) with cocoa. In these combinations the milk, yoghurt, soya, rice or oat drink must be at least 50% by volume and may contain vitamins and minerals. Less than 5% sugar or honey may be added to the milk, yoghurt, soya, rice or oat component. No colourings are permitted.<sup>†††</sup>

#### Hot drinks

Tea

Coffee

Hot chocolate containing no more than 20 calories per 100 millilitres.

<sup>†</sup> 1995 SI No. 3187 The Miscellaneous Food Additives Regulations 1995: 'as amended in relation to England by SI 1997/1413, SI 1999/1136, SI 2000/3323, SI 2001/60, SI 2001/2294, SI 2001/3442, SI 2001/3775, SI 2002/379, SI 2003/1008, SI 2003/1563, SI 2003/1564, SI 2003/1596, SI 2003/1659, SI 2003/2243, SI 2003/3120, SI 2003/3295, SI 2004/2601, and SI 2005/1099 see the consolidated legislation on food additives, colours and sweeteners: [http://ec.europa.eu/food/food/chemicalsafety/additives/comm\\_legisl\\_en.htm](http://ec.europa.eu/food/food/chemicalsafety/additives/comm_legisl_en.htm)

<sup>††</sup> 2003 SI No. 1564 The Fruit Juices and Fruit Nectars (England) Regulations 2003 <http://www.opsi.gov.uk/SI/si2003/20031564.htm>

<sup>†††</sup> The Statutory Instrument 1995 No. 3124 the Colours in Food Regulations 1995 Schedule 2

# Fruit and vegetables

Key elements of the standard		Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
At lunchtime	At times other than lunch*			
Not less than one portion of fruit and one portion of vegetables or salad must be available per day per child	Must be provided in all school food outlets	<p>Vegetables: fresh, frozen, tinned, offered as a salad, cooked as an accompaniment or as part of a dish e.g. vegetable curry or as a vegetable juice</p> <p>Potatoes are excluded</p> <p>Fruit: fresh, frozen, dried or tinned varieties offered as a portion of fruit e.g. an apple or as part of a fruit-based dessert e.g. fruit salad, crumble, pie, jelly or served with yoghurt, custard, cheese or provided as a fruit juice</p>	<ul style="list-style-type: none"> <li>▪ To increase the amount of fruit and vegetables children eat – currently they eat less than half the recommended '5 a day'</li> <li>▪ Fruit and vegetables are vital sources of vitamins, minerals, antioxidants and fibre; they can also help to displace less healthy food and dilute calorie intake</li> </ul>	<p>Minimum recommended weights and measures for fruit and vegetable portions including juice are:</p> <p>Primary school 40g/150ml Secondary school 80g/200ml</p> <p>Vegetable composite dishes should contain a minimum of one portion of vegetable per serving</p> <p>This standard in reference to times other than lunch does not mean that a portion of fruit and vegetable needs to be provided for every child across all school outlets. It means fruit and vegetables must be available at all school food outlets</p>
Fruit-based desserts provided twice a week for primary school children. 50% of raw ingredient weight of a fruit-based dessert must be fruit	N/A	Fruit crumble, apple pie, rhubarb crunch, fruit in jelly, fruit served with other item e.g. custard, yoghurt		Fruit pies, crumbles and other composite fruit dishes should contain a minimum of 50% of fruit, based on raw ingredients' weight

\* Times other than lunch includes breakfast, mid-morning break, tuck shops, vending machines and after school clubs

# Drinks

Key elements of the standard across the school day	Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
<p>The only drinks which can be provided:</p> <p><b>Plain drinks:</b>            Plain water (still or carbonated)            Skimmed or semi-skimmed milk            Fruit juice or vegetable juice            Plain soya, rice or oat drinks enriched with calcium            Plain yoghurt drinks</p> <p><b>Combination drinks:</b>            Combinations of fruit juice or vegetable juice with:            (a) plain water, in which case the fruit juice or vegetable juice must be at least 50% by volume and may contain vitamins and minerals;            (b) milk (skimmed or semi-skimmed) or plain yoghurt (in each case with or without plain water) in which case the milk or yoghurt must be at least 50% by volume and may contain vitamins, minerals and less than 5% added sugars or honey;            (c) plain soya, rice or oat drink (in each case with or without plain water) in which case the soya, rice or oat drink must be at least 50% by volume and may contain vitamins, minerals and less than 5% added sugars or honey.            Combinations of milk (skimmed or semi-skimmed), plain yoghurt or plain soya, rice or oat drinks (in each case with or without plain water) with cocoa, in which case the milk, yoghurt, soya, rice or oat drink must be at least 50% by volume and may contain vitamins, minerals and less than 5% added sugars or honey            Tea, coffee            Hot chocolate containing no more than 20 calories per 100 millilitres</p>	<p>Plain water (still or carbonated)            Skimmed milk            Semi-skimmed milk            Fruit juices            Vegetable juices            Soya rice or oat-based drinks            Drinking yoghurt            Fruit smoothies            Milk smoothies            Yoghurt smoothies            Tea            Coffee            Low calorie            hot chocolate</p>	<ul style="list-style-type: none"> <li>▪ To increase the provision of drinks which offer hydration and/or nutritional benefit</li> <li>▪ To remove sugary or sweetened drinks which have no nutritional value and can cause tooth decay</li> </ul>	<p>This standard applies at both lunchtime and times other than lunch</p> <p>For further clarification please see the list and definition of drinks on page 24 and 25</p>
<p>Free, fresh drinking water to be available at all times</p>		<ul style="list-style-type: none"> <li>▪ To help children switch to drinking water instead of less healthy sugary or sweetened soft drinks</li> <li>▪ Water promotes hydration and has no calories</li> <li>▪ To promote water availability in schools – so children do not have to rely on taps in toilets for a drink</li> <li>▪ Children do not have to pay for tap water – so it is a drink which is equally accessible to all</li> </ul>	<p>Water should be free of charge, and easily accessible</p>

Note: Whole milk may be provided to pupils to the end of the school year in which they reach five years of age.

## Confectionery

Key elements of the standard across the school day	Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
No confectionery (whether or not containing sugar), chocolate in any form (except hot chocolate), any product containing, or wholly or partially coated with chocolate or any chocolate-flavoured substance may be provided but excludes cocoa-powder in cakes, biscuits and puddings or in a drink as listed on page 24 and 25	Chocolate, biscuits containing or coated with chocolate, cereal bars, processed fruit bars, sweets	<ul style="list-style-type: none"> <li>These products are high in sugar and calories</li> <li>Many are also high in fat</li> <li>Children tend to choose sweet things in preference to more nutritious food – some even swap a balanced meal for sweets or chocolate at lunchtime</li> </ul>	This standard applies at both lunchtime and times other than lunch

## Cakes and biscuits

Key elements of the standard		Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
At lunchtime	At times other than lunch*			
Only provided at lunchtime as part of a meal	No cakes or biscuits should be provided	Individual slices of cake, individual cakes (sponge cakes, Swiss roll, fruit cakes, banana cake, apple cake, carrot cake, gateaux, sponge fingers, Maderia), buns (American muffins, Chelsea buns), and pastries (croissants, Danish pastries, Greek pastries, Bakewell tarts, jam tarts, mince pies, custard tart). Biscuits include all types, sweet (digestive, ginger nuts, flapjacks, shortbread, wafer) and savoury (cream crackers, breadsticks, oatcakes)	<ul style="list-style-type: none"> <li>Cakes and biscuits are often high in fat, sugar or salt and so need to be consumed in the context of a balanced meal</li> <li>Consuming cakes and biscuits at mid-morning break reduces children's appetite for lunch. Restricting the provision of cakes and biscuits in schools will encourage children to eat healthier food such as sandwiches</li> <li>The introduction of nutrient-based standards will control the amount and frequency of serving of cakes and biscuits at lunchtime</li> </ul>	Includes manufactured, bought in products and homemade tray bakes made in the school kitchen  It does not include bread type products which are usually lower in fat and sugar, for example bagels, currant and fruit bread, crumpets, tea cakes, English muffins

\* Times other than lunch include breakfast, mid-morning break, tuck shops, vending machines and after-school clubs

## Snacks

Key elements of the standard		Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
At lunchtime	At times other than lunch*			
<p>No snacks may be provided except nuts, seeds, fruit or vegetables with no added salt, sugar or fat</p> <p>Savoury crackers can be provided as part of a meal when served with fruit, vegetables or dairy food</p>	<p>No snacks may be provided except nuts, seeds, fruit or vegetables with no added salt, sugar or fat</p>	<p>Crisps or 'crisp-like' products, salted nuts, breadsticks</p>	<ul style="list-style-type: none"> <li>▪ To remove products, such as packets of crisps which tend to be high in fat and salt</li> <li>▪ Snack products displace more nourishing food</li> <li>▪ To encourage children to eat a balanced meal at lunchtimes</li> </ul>	<p>Snacks are pre-packaged items which are ready to eat without further preparation and which consist of, or include as a basic ingredient, potato, cereals, soya, nuts, seeds, fruit or vegetables but do not include sandwiches, cakes or biscuits</p>

## Salt/condiments

Key elements of the standard across the school day	Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
<p>No salt shall be available to add to food after cooking</p>	<p>Salt, lo-salt, rock salt, sea salt</p>	<ul style="list-style-type: none"> <li>▪ To reduce the amount of salt children eat – most consume more than they need</li> <li>▪ High salt intake increases the risk of high blood pressure, which can lead to heart disease</li> </ul>	<p>This standard applies at both lunchtime and times other than lunch</p> <p>Table salt in any form should not be provided at lunch tables or at service counters</p>
<p>Condiments may be available in sachets or in individual portions of no more than 10g or one teaspoonfu</p>	<p>Ketchup, mayonnaise, salad cream, brown sauce, chutney</p>		<p>This standard applies at both lunchtime and times other than lunch</p>

## Deep-fried food

Key elements of the standard across the school day	Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
Deep-fried food should not be provided more than twice per week across all food services. This includes any food which has been deep-fried in the cooking or manufacturing process	Any food that is deep-fried, either in the kitchen or in the manufacturing process, e.g. chips (including oven chips), potato waffles and pre-prepared coated, battered and breaded products e.g. vegetable pakora chicken nuggets, fish fingers, potato shapes, battered onion rings and doughnuts	<ul style="list-style-type: none"> <li>To cut down on the number of times that deep-fried food is served in order to reduce the amount of fat children eat</li> <li>To help control calorie intake as fat is a very concentrated source of calories</li> </ul>	<ul style="list-style-type: none"> <li>This standard applies across the school day, so if you provide two deep-fried items on the lunch menu in a week, no other deep-fried items can be provided at other times of the day</li> <li>Includes oven-baked products which have been flash-fried in the manufacturing process</li> </ul>

## Starchy food

Key elements of the standard across the school day	Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
Starchy food cooked in fat or oil should not be provided more than three times a week across the school day	Roast/fried/sautéed potatoes, plantain, fried rice	<ul style="list-style-type: none"> <li>Limiting the number of times starchy food cooked in oil can be served helps to reduce the amount of fat children eat. This will help to control calorie intake as fat is a very concentrated source of calories</li> </ul>	<ul style="list-style-type: none"> <li>This standard applies across the school day, so if you provide three starchy foods on the lunch menu in a week, no other starchy foods can be provided at other times of the day</li> <li>All deep-fried starchy food also counts against the deep-fried standard</li> </ul>

## Meat products

Key elements of the standard across the school day	Examples of food in this category	Rationale Why has this standard been introduced?	Further clarification of the standard
<p>One meat product from each of the following four separate categories can be provided once a fortnight across the school day</p> <p>Group 1: Burgers</p> <p>Group 2: Sausage and sausage products</p> <p>Group 3: Individual meat pastry products</p> <p>Group 4: Shaped or cooked meat product</p>	<p>Group 1: Burger, hamburger, chopped meat, corned meat</p> <p>Group 2: Sausage, sausage meat, link, chipolata, luncheon meat</p> <p>Group 3: Individual meat pie, meat pudding, Melton Mowbray pie, game pie, Scottish (or Scotch) pie, pasty or pastie, bridie, sausage roll</p> <p>Group 4: Any other shaped or coated meat product e.g. escalopes, goujons and chicken nuggets.</p>	<ul style="list-style-type: none"> <li>▪ To improve the quality of meat and poultry products in schools</li> <li>▪ To cut down on how often they are served as many tend to be high in fat or salt</li> <li>▪ To encourage schools to make or buy products with higher muscle meat content. For example coated, and breaded products such as escalopes or goujons which are made from chicken or turkey breast meat</li> <li>▪ To encourage children to increase diversity in their diets and to explore new taste experiences in and out of school</li> </ul>	<p>Includes both manufactured and homemade products</p> <p>Only one meat product from each of the four separate categories can be provided within a fortnight across the school day. For example a sausage roll could be provided at breaktime and a beefburger at lunchtime in the first week and a sausage sandwich at breaktime and a chicken goujon at lunchtime in the second week. So no other meat product can be provided during that fortnight.</p>
<p>Must meet the legal minimum meat content levels set out in the meat products (England) Regulations 2003<sup>1</sup></p>			<p>If not specified in the 2003 meat regulations, the meat must meet criteria for burgers (more than 67% meat)</p>
<p>Must not be economy burgers</p>			<p>Must contain more than 67% meat</p>
<p>Must not contain prohibited offal</p>	<p>Prohibited offal includes: brains, lungs, rectum, stomach, feet, oesophagus, spinal cord, testicles, large intestine, small intestine, spleen and udder</p>		

<sup>1</sup> Meat Products (England) Regulations 2003 [www.opsi.gov.uk/si/si2003/20032075.htm](http://www.opsi.gov.uk/si/si2003/20032075.htm)



Eat Better



Do Better



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