

Hanover Street School

Early Learning & Childcare



Eating Well/Food Matters

Guidance

Policy Written By	In Consultation With	Date(s) of Review & Changes Made	Date of Next Review	Signature(s)
Gillian Forbes, Depute Head Teacher	Nursery Team and Current Guidance	November 2020: updated information and implementation based on staff reflections on Care Inspectorate Food Matters	June 2021 (before expansion)	<i>Gillian Forbes</i>



Relevant Performance Indicators		
<i>HGIOELC (2016) & HGIOS4 (2015) Quality Indicators</i>	<ul style="list-style-type: none"> 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.3 Developing creativity and skills for life and learning 	
<i>Health & Social Care Standards (2017)</i>	<i>Eating and Drinking Elements:</i>	
	<ul style="list-style-type: none"> 1.19 My care and support meets my needs and is right for me. 1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors 1.28 I am supported to make informed lifestyle choices affecting my health and wellbeing, and I am helped to use relevant screening and healthcare services. 1.33 I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning. 1.34 If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected. 1.35 I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible. 1.36 If I wish, I can share snacks and meals alongside other people using and working in the service if appropriate. 1.37 My meals and snacks meet my cultural and dietary needs, beliefs and preferences. 1.38 If appropriate, I can choose to make my own meals, snacks and drinks, with support if I need it, and can choose to grow, cook and eat my own food where possible. 1.39 I can drink fresh water at all times. 	
	<i>Wider Learning and Social Elements</i>	
	<ul style="list-style-type: none"> 1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect. 1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling. 1.32 As a child, I play outdoors every day and regularly explore a natural environment. 2.21 I take part in daily routines, such as setting up activities and mealtimes, if this is what I want. 2.24 I make informed choices and decisions about the risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life. 2.25 I am helped to understand the impact and consequences of risky and unsafe behaviour and decisions. 3.4 I am confident that the right people are fully informed about my past, including my health and care experience, and any impact this has on me. 3.10 As a child or young person I feel valued, loved and secure. 4.1 My human rights are central to the organisations that support and care for me. 4.2 The organisations that support and care for me help tackle health and social inequalities. 4.27 I experience high quality care and support because people have the necessary information and resources. 5.18 My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells. 	



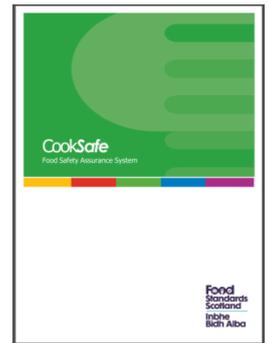
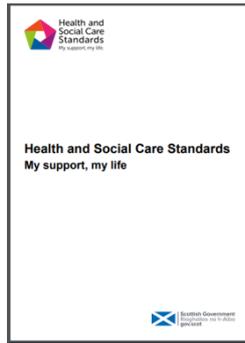
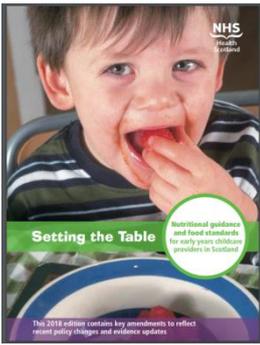
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1. Relevant Guidance & Legislation



The expansion in the annual provision of ELC services from 600 to 1140 hours for all three and four year olds (and in other settings, eligible two year olds) in Scotland means many more of our youngest children will be spending more time in our setting. Many children will receive a considerable proportion of their daily nutrition and food experiences here. This means it is even more important that they have high quality food and are enabled to develop a positive relationship with food. Therefore, our approach towards “Healthy Eating, Snacks and Lunches” is guided closely by the following documents:

“Setting the Table - nutritional guidance and food standards for early years childcare providers in Scotland” (NHS Health Scotland, 2015/18) is a guidance publication for food provision in early years childcare provision. Its aim is to ensure that children aged 0–5 in childcare settings across Scotland are offered healthy and nutritious meals, snacks and drinks. The resource was last published in 2015, with amendments added in May 2018. This current version of Setting the Table (2015) must be viewed in conjunction with the updated information in the introduction (pages i-iv). *At the time of reviewing this nursery policy (May 2020), “Setting the Table” is currently being revised, with anticipated publication in 2020.

The **“Health and Social Care Standards: My support, my life” (Scottish Government, 2017)** set out what we should expect when using health, social care or social work services in Scotland. They seek to provide better outcomes for everyone; to ensure that individuals are treated with respect and dignity, and that the basic human rights we are all entitled to, are upheld. (p3)

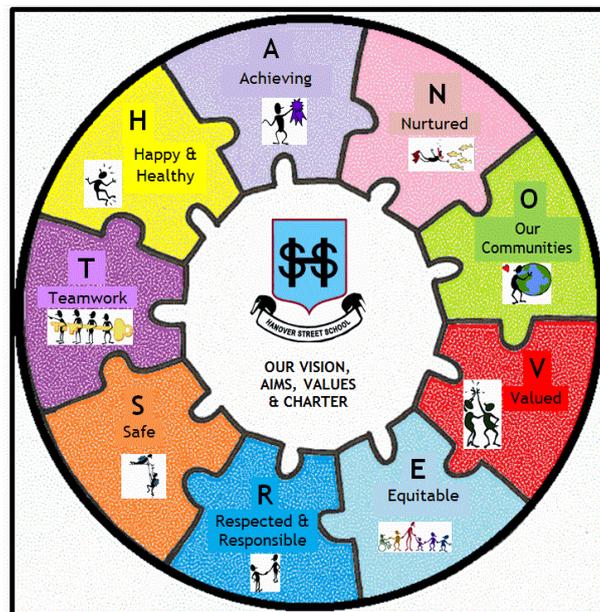
“How Good is our Early Learning and Childcare (Education Scotland, 2016)” is a key self-evaluation document. It supports and challenges us to look 'inwards, outwards and forwards' (p4) in reflecting on the *Leadership and Management, Learning Provision, and Successes and Achievements*, which take place in our early stages, nursery and P1.

“Food Matters” (Care Inspectorate, 2018) complements, and is used alongside, NHS Health Scotland’s Setting the Table. It is a resource that highlights examples of good practice from across the ELC sector and is intended to be practical, inspirational and support improvement.

“CookSafe Food Safety Assurance System” (Food Standards Scotland, 2019) helps catering businesses and food providers in Scotland understand and implement Hazard Analysis and Critical Control Points (HACCP) based systems. By using this manual, we are able to design HACCP-based procedures that fit our needs at Hanover Street School and Nursery, keeping the food, our kitchen and equipment, our children and staff, safe.

2. Aims

Hanover Street School is a health promoting school. Physical, mental and social health are all integral to our school vision, values and aims **and** to our healthy eating and wellbeing approaches.



Through healthy eating and cooking activities, we aim to:

- encourage **happy** and **healthy** lifestyles which promote **safe**, positive and nutritionally balanced habits and behaviours;
- use curriculum and development opportunities to allow children, families and staff to **achieve** in learning new knowledge, skills and attitudes to inform lifestyle choices;
- reflect, support and bring together the diversity of **our communities**, **valuing** their different forms of participation;
- use resources **equitably**, **respectfully** and **responsibly**, being mindful of individual/community needs, customs and attitudes regarding food and eating;
- promote **safe** working practices in food handling and preparation;
- foster a **nurturing** approach and **teamwork**, resilience and enjoyment through our routines and practices, when planning, preparing, serving, enjoying and tidying food activities and experiences.



3. Implementation

Health & Safety

- Staff should always practice and promote good health and safety practices, as detailed in risk benefit assessments (4 - snack and eating, 7 - baking and cooking), house rules and cleaning schedule, as per CookSafe guidance and Infection Prevention and Control Policy.
- Children will always be guided towards safe cooking/eating behaviours, using child friendly risk assessments and meaningful conversations/experience to learn from this.
- All staff will complete and follow Food Standards Agency's allergy online training (<https://allergytraining.food.gov.uk/english/>) and adhere to nursery's allergy display system (Appendix A – common allergens, and symptoms of allergic reactions included, GDPR compliant) ***Guidance on allergies and intolerances can be found [on pages 102-105 of Setting the Table \(2018\)](#). Further links in Appendix A also.**
- All staff will adhere to key worker duties, regarding care/personal planning. After meeting with parents, and discussing medical and dietary requirements, prompt and relevant information display and sharing with the nursery team, **must** take place.
- All staff will be mindful of guidance to prevent choking (Setting the Table, 2018, page 57)

Reducing the risk of choking:

It is important to supervise young children when they are eating and provide assistance if required. Young children are still learning about different textures and tastes. Some foods may need additional preparation, particularly for very young children.

- Remove any stones or pips before serving.
- Slice, halve or chop small fruit and vegetables like cherry tomatoes and grapes.
- Cut large fruits into slices rather than chunks.
- Avoid whole nuts.

Health & Hygiene

- Staff will always practice and promote good cleaning and hygiene practices (from toileting to hand-washing, food storage/preparation to tidying/clearing up, both indoors and outdoors).
- Staff will attend/be updated about infection prevention training on a regular basis and as circumstances dictate. (e.g. enhanced cleaning schedules or risk assessment re COVID-19)
- Children will be encouraged to participate in safe and relevant health and hygiene activities – e.g. toy cleaning, promoting independence and responsibility.

Reflecting and Supporting Cultural and Community Diversity

- Again, through personal/care planning, key workers should explore the children and families' cultural beliefs, festivals, customs and eating habits. This knowledge will ensure responsive and

inclusive planning towards food activities and practices in our setting. ****Guidance on food for religions' faiths and beliefs can be found [on page 100 of Setting the Table \(2018\)](#).***

- When celebrating a variety of multi-cultural festivals throughout the year, children are offered experiences of tasting and preparing foods from different cultures and countries. These multi-cultural experiences, however, should **not** be limited only to these times, and should be explored regularly throughout the school year, fostering inclusiveness and respect of different cultures.
- Foods which require use of cutlery must be included regularly, promoting independent use of forks, knives and spoons. That said, where children and families use hands or different implements in their culture, these should also be embraced, and used as a learning opportunity, celebrating our diversity.
- All staff should be aware of and sensitive to potential food poverty, levels of family cooking knowledge/experience/confidence and children's previous experiences with food and mealtimes.
- We value the importance of celebrating special occasions and birthdays in the nursery, and the role food and drink can take place in these. We will embrace these as far as possible, in a balanced and nutritious way. *Please note, this may mean that we do not celebrate with a typical birthday cake.

Menus

- We aim to provide food for our children, which fulfil their immediate requirements in terms of energy and nutrients. (Setting the Table, 2018, page 71)
- Our menus are planned taking account of "Setting the Table," detailed previously, as well as the Eatwell guide. <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>
- Example menus and planning checklists may be used to support staff in their planning, ordering and preparation of food. (Appendix C) This allows us to keep the children's experience of different foods varied and exciting, ensuring children from all backgrounds encounter familiar tastes and that children have the opportunity to try new and unfamiliar foods.
- These are, however, adapted using flexible, responsive and seasonal approaches - see <http://www.eattheseasons.co.uk/> or <http://eatseasonably.co.uk/what-to-eat-now/calendar/>.
- When cooking and baking, fats, salt, sugar, additives and preservatives are kept to a minimum.
- As far as possible, a weekly menu will be available in the nursery. It will be displayed on notice boards/SeeSaw for parents, and in the snack area for the children.





- Pasteurised semi-skimmed milk or water will be provided during snack times; water will also be available at all other times.
- Fresh fruit is always available.
- Items on the menu are subject to change – Children and family ideas are sought and shared using SeeSaw and child-led planning.

Learning/Curriculum Links

- The experience of preparing, serving, eating and clearing up food, provides numerous learning opportunities. We aim to fully value and utilise the learning opportunities that food provides.

For example:

Talking & Listening – learning new vocabulary, following instructions, asking and answering questions, modelling and practising conversations

Reading – recipes, food packaging, environmental print

Writing – writing menus, recipes, labels, etc.

Maths & Numeracy – counting, shape, time, weighing, measuring, and estimating

Health and Wellbeing – food preparation/tasting, health and hygiene, keeping safe, expressing needs/wants, likes/dislikes

Religious and Moral Education – Fairness, caring and sharing, food in festivals

Science – food from seed to plate/farm to fork, inquiry and investigative skills, senses

Social Studies – events, weather, environment, jobs/industry, customs and practices

Technologies – food and textiles, tools and equipment.

Expressive Arts – colour, texture, expressive language, evaluating and discussing

Growing Own Foods

- Growing and harvesting food is a key life skill. We are fortunate to have a Nursery/School garden area. We aim to actively involve the children in buying, planting, watering, harvesting, washing and preparing fruit and vegetables, as well as deciding what to make with them. In doing so, the children will be learning about respect, how to care for themselves, each other and the environment.
- Seasonal guidance regarding sowing, growing and harvesting food can be sought here:
<https://www.lovethegarden.com/uk-en/article/uk-vegetable-planting-calendar>
<https://schoolgardening.rhs.org.uk/home>

Social and Emotional Wellbeing Links

- Mealtimes are social, learning times when children can sit down with their friends quietly to enjoy their food, with ample time to relax and enjoy the experiences.



- Good eating skills, table manners, behaviour and attitudes are role modelled by all staff, sitting and talking with small groups of children.
- In using a nurturing approach, we recognise that,

“Some vulnerable children in ELC settings may have experienced considerable trauma in their lives. There is increasing evidence of the impact of adverse childhood experiences (ACEs) and the potential for long-term, cumulative health problems. For these children, mealtimes can be especially important, giving them opportunities to experience food in a therapeutic and healthy way. Some children have had poor and disrupted early attachment experiences and may need extra support to eat well and enjoy food. Some who have experienced trauma can be wary about unpredictable things happening. For them, a reliable daily routine around food which includes consistent communication from sensitive, attuned staff can help reduce their anxiety. A positive relationship with food and enjoyable eating experiences with others has the potential to build resilience and reduce the impact of adverse childhood experiences.” (Page 4, Food Matters, Care Inspectorate, 2018)

Routines

As part of a nurturing approach, as far as possible, food provision should take place in a homely and supportive atmosphere. The team should aim for consistency in routines, supporting security, familiarity and predictability for the children, enabling an attachment-informed approach.

Routines should be discussed, agreed and evaluated by the whole team, children and parents on at least a termly basis. Consideration should go to:

- Current health and safety guidance
- Handwashing
- Organisation/layout of eating area
- Promoting independence
- Snack Cards/Lunch Cards
- Register of child participants in snack preparation
- Rolling snacks/lunches - - promoting uninterrupted child-led play
- Consistency of approach across eating indoors and outdoors
- Ways to include children and families in planning, choice and evaluation, shopping, ordering, receiving/checking/storing food
- Identifying staff teams to consistently support the children in a way that builds on previous experiences of eating, and where interactions and routines are predictable.



Toothbrushing

- The nursery is involved in the “Childsmile” campaign and we aim for children to brush their teeth on a daily basis. Tooth brushing will be incorporated into our daily routine and as much as possible, take place after children have eaten snack, **waiting at least 30 minutes until after eating to prevent potential damage to teeth enamel. (see risk/benefit assessment number 8)**



Pupil, Family & Community Learning/Participation

Staff will aim to work closely with parents and other agencies to ensure that healthy, social eating is promoted as a two-way process. This will help in developing a positive attitude towards foods, nutrition and healthy eating practices and choices.

- Recipe cards will be shared regularly with parents. These will include pupil/staff favourites, culturally diverse, nutritionally balanced and/or time efficient and cost-effective recipes - appendix C.
- A reflective and responsive approach will be used to consider ideas to work with families who face the biggest challenges in providing a healthy diet for their children.

Payment Procedures for Snack/Lunches

Snack is currently £2 per week. This can be paid weekly, or in lump sums. The school office regularly issues labelled envelopes to parents, for returning to the office. Families are encouraged to speak to key workers if they would like to discuss this payment for any reason. We also have links to various well-used food banks/charities if/when required.

*Further details regarding lunches/snacks and changes to payment, due to nursery hours expansion, will come when available.

4. Links to Other School/Nursery Policies/Procedures

Administration of Medication

Equality and Diversity

First Aid

Health and Safety

Infection Prevention and Control Policy

Nurture Statement

Risk-Benefit Assessments



Eating Well Guidance

Appendices



Appendix A – Allergy Display

Allergy display – system description and roles and responsibilities

Key Workers will consult with parents of children who are on special diets or who have allergies. They will be asked to provide as much written information as possible. With parental consent, a photograph of any child with dietary requirements or allergies will be displayed in the kitchen area ensuring that permanent and temporary members of staff are aware of each individual child's needs

Traffic light system:

Red – Allergy and risk of anaphylactic reaction – medication and treatment plan in place

Amber – Food Intolerances and/or Cultural or Religious reasons or other

Green – No issues identified or shared by parent in personal care planning

What is a food allergy and a food intolerance?

It's important that you and your team understand there's a difference between a **food allergy** and an **intolerance**.

Food allergies can cause life-threatening anaphylactic reactions. A child's reaction to eating a food which they are intolerant to could be uncomfortable and unpleasant but is unlikely to cause lasting harm.

How do they develop?

A child's risk of developing an allergy is increased if they have eczema or have a family history of allergies. The worse the child's eczema is and the earlier it developed, the more likely they are to have an allergy.

Many allergies develop when a child is between one and two years old, so as an early years practitioner, you can play a crucial role in helping a family identify whether their child may have an allergy which would need investigation by a doctor. However, some children are diagnosed much later.

Two types of allergies

There are two types of allergy – those generating an **immediate reaction** and others which can create a **delayed reaction**, making it even trickier to know if it's really an allergy, and to find out what the allergen is. Staff must be and remain vigilant about these symptoms as children at Hanover Street may not yet have a diagnosis but *could* start to exhibit the symptoms of an allergy.

Allergies & First Aid

Treating allergies

Children with a diagnosed allergy will have their own medication and treatment plan, which you should make sure that all staff - not just their key worker - are aware of. Staff may need training in-line with a child's treatment plan too, to ensure they can administer medication effectively, e.g. Epi-pen training, and be confident in using this. This is detailed in each child's personal care plan and staff should highlight any need for training to the SLT as immediately. (see Key Worker Policy)



In the case of a severe allergy an Epi-pen is likely to be prescribed. Allergic reactions can also prompt asthma attacks, which will also need treating in line with the child's care plan.

**If a child does not have a diagnosed allergy
but you think they are having an allergic reaction,
call 999.**

Symptoms of an immediate allergy include:

- A flushed face, hives, a red and itchy rash around the mouth tongue or eyes which can spread over the whole body
- Mild swelling, especially of the lips, eyes and face
- A blocked or runny nose, watering eyes and sneezing
- Nausea and vomiting, tummy cramps and diarrhoea
- A scratchy mouth or throat

Symptoms of a severe (anaphylactic) allergic reaction include:

- Wheezing or chest tightness, similar to the symptoms of an asthma attack
- Swelling of the tongue or throat which can cause difficulties breathing
- Shock caused by a sudden drop in blood pressure
- Dizziness, confusion, collapse, loss of consciousness, sometimes coma.

Up to date first aid treatment regarding allergies (and COVID-19) can be found here:

<https://www.redcross.org.uk/first-aid/learn-first-aid/allergic-reaction##>

Other useful sites:

<https://www.nhs.uk/conditions/food-allergy/>

<https://www.anaphylaxis.org.uk/>

<https://www.food.gov.uk/business-guidance/allergen-guidance-for-food-businesses>

List of EpiPen Trained Staff:

- All qualified first aiders
- Specific training from school nurse received by: Gillian Forbes, Sarah Lemmon, Morag Scott, Ludmila Barkovska



Appendix B - Example of a Monthly/Weekly Menu

In addition to what is detailed on the menu:

*water and milk available every day

*fresh fruit available every day (seasonal variety, where possible)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	(date) cereal	(date) make your own	(date) yoghurt	(date) toast and toppings	(date) fruity Friday/ smoothies
Week 2	(date) bagel & spread	(date) tasting Tuesday	(date) veg sticks & dips	(date) rice cakes	(date) popcorn
Week 3	(date) digestives	(date) make your own	(date) ham or cheese sandwich	(date) toast and toppings	(date) fruity Friday/ smoothies
Week 4	(date) pitta bread	(date) tasting Tuesday	(date) frozen smoothie/ lollies	(date) soup (tinned or make our own)	(date) low fat baked crisps

Appendix C - Recipe Card Template/Example

Recipe for:

Ingredients:

Equipment:



Method:

Recipe 'written' by:

Children's comments: