



# **Nutrition and Physical Activity Policy**

February 2023

### Nutrition and Physical Activity Policy Review Sheet

Date of Review	Reviewer(s)	Comments

# Contents

<b>Introduction</b>	<b>4</b>
<b>Aim</b>	<b>4</b>
<b>Objectives</b>	<b>4</b>
<b>Curriculum</b>	<b>5</b>
<b>Environment</b>	<b>6</b>
<b>Food Provision</b>	<b>7</b>
<b>Physical Activity</b>	<b>10</b>
<b>Community</b>	<b>11</b>
<b>Equality</b>	<b>11</b>
<b>Implementation</b>	<b>12</b>
<b>Monitoring &amp; Evaluation</b>	<b>12</b>
<b>References</b>	<b>13</b>
<b>Appendices</b>	<b>14</b>

## **1. Introduction**

With nutrition and activity trends becoming established in early childhood, early intervention is important to ensure healthy growth and development. A poor diet is one of the main causes of ill health and premature death. Evidence suggests that a healthy diet may substantially reduce the risk of chronic diseases such as cardiovascular disease, diabetes and some cancers. Physical activity has also been shown to have a significant beneficial influence on health and well-being. In Wales, the population is not eating the optimal diet for health nor achieving the recommended levels of activity.

## **2. Aim**

To improve the health and wellbeing of Ysgol Sant Dunawd community, ensuring all aspects of nutrition and physical activity are promoted to pupils, staff and visitors and establish and maintain a supportive environment conducive to the promotion of physical activity and good health.

## **3. Objectives**

- To actively participate in the Wrexham Healthy School Scheme and develop Ysgol Sant Dunawd as a health promoting environment.
- To provide consistent messages in school about food and fitness within and outside of the taught curriculum.
- To increase pupils' knowledge, understanding, experience and attitudes towards food and fitness.
- To ensure provision for food and fitness in school reflects the cultural and medical needs of all pupils.
- To meet the Healthy Eating in Schools (Wales) Measure.
- To contribute to out of hours learning for pupils.
- To increase the amount of time pupils are physically active during school.

## **4. Curriculum**

The school will ensure that the taught curriculum offers pupils the following:

- Encapsulates the fundamental elements which are the foundation upon which health & wellbeing can be developed.
- Learn how lifestyle choices can impact the human body.
- Offer a range of experiences and activities that can support learners to enjoy a lifelong physical activity and care for themselves and others.
- Identify the needs of learners and consider what influences learners health and wellbeing.
- Opportunities throughout the school day to be physically active.
- To enhance and embed the benefits of regular physical activity.
- Ensure pupil voice is reflected within the curriculum.
- The scheme of work will be based on the four purposes and statements of what matters outlined in the Curriculum for Wales Framework.

*Pupils will have:*

- An understanding of the relationship between food, physical activity and the short and long-term health benefits.
- Consistent messages in relation to diet, oral health and physical activities.
- An understanding of basic food hygiene and the skills to purchase, prepare and cook healthy food.
- Opportunities to learn about the growing of food and its impact on the environment. Pupils are made aware of the benefits associated with home-grown, fresh produce via development of a kitchen garden/allotment access.
- Opportunities to examine the influences on food choices, including the media, advertising, and the packaging, marketing and labelling of food.
- Consistent and clear delivery of oral health.
- Opportunities to consider how our choices affect others e.g. Fairtrade.
- An after school hours programme which includes a broad range of purposeful and enjoyable physical activity.
- Engagement in physical activity during structured PE lessons, as part of a broad and balanced curricular programme which is fully inclusive and meets the needs of the pupils.

- A curriculum that has an emphasis on cross curricular links in promoting physical activity and Health, Fitness and Wellbeing: the need to exercise, the effects of exercise on the body.

Please refer to *Appendix 1* for specific references in the Curriculum for Wales Framework

## **5. Environment**

To assist the school in achieving an environment which promotes healthy and active choices, the Head teacher will:

- Ensure the school premises are clean and safe in accordance with current national and local guidance. The school promotes good personal hygiene and pupils are reminded to wash their hands after using the toilet and before eating food. Sanitisers are located around the school for additional sanitisation on movement around the school. Toilet facilities are checked regularly and have adequate hand washing facilities, toilet paper, doors with working locks and bins/receptacles in the girls / staff toilets for the hygienic disposal of used sanitary protection.
- Acknowledge the safe and effective management of pupil behaviour during breaks, lunchtimes, before and after school, as well as within the classroom: Plan and resource the supervision of pupils accordingly, considering the length of the lunch break and management of queuing.
- Recognise the importance of the involvement of catering staff and lunchtime supervisors in planning the lunchtime provision and linking with activities available to pupils.
- Ensure that all staff supporting pupils in making healthy choices are adequately informed.
- Provide an enjoyable eating experience for all pupils in a pleasant dining environment.
- Ensure that displays within and around the food service areas (e.g. canteen, dining hall, main hall) avoid mixed messages and promote consistent approaches to healthy eating and food choices.
- The school will not advertise branded food and drink products on school premises, school equipment or books, and ensures that any collaboration with business does not require endorsement of brands.

- The school is a Breast-feeding friendly premises.
- Offer a broad range of safe, stimulating indoor and outdoor sports, and play activities accessible to all pupils as required within the curriculum, lunchtime and out of hours learning.
- Use of permanent playground markings to encourage and facilitate activity to all pupils.
- Ensure that displays in and around the PE environment, (main hall, changing areas, corridor) avoid mixed messages and promote consistent approaches to fitness and physical activity.

## **6. Food Provision**

Ysgol Sant Dunawd will ensure the food provided during the whole school day is compliant with the Healthy Eating in Schools (Wales) Measure:

### **6.1 Special Diets and Allergies**

A special diet is one which cannot be selected freely from the main choices available at lunch time. This could be because of an allergy, intolerance or other medical need. All food will comply with the Food Information Regulation (2014) which will list all 14 allergens, and all pre-packed food will also be in compliance with Natasha's Law (2021). Those with special educational needs and disabilities may also require a special diet. School lunch menus are designed for the majority of pupils, therefore those pupils with special dietary needs may need to be catered for individually. It is recommended that advice of a medical professional is sought when special diets are required to ensure the needs of the individual are met.

### **6.2 Breakfast**

- Food and drink offered as part of an early morning breakfast service in primary schools, regardless of the provider should be consistent with the recommendations in the Primary School Free Breakfast initiative guidance (2006) See *Appendix 2* for compliant items.

### 6.3 Morning break

- In Ysgol Sant Dunawd snacks and drinks provided from school at morning break will be limited to **fruit and vegetables, water and milk only** for pupils in Year 1 and above.
- Pupils in Nursery and Reception classes will be provided with food and drink consistent with the Best Practice Guidance – Food and Nutrition for Childcare settings (2018).
- There is access to free, fresh, drinking water for all pupils, separate from the toilet areas.
- Confectionary and Savoury snacks will not be provided at mid-morning break.
- Nurseries catering for all ages (i.e. children under 2 years) should use full fat milk. Settings catering for children 2 years and above can use semi-skimmed milk.
- **The Healthy Eating in Schools (Wales) Measure does not apply to food bought in from home.** Parents opting to supply their children with a snack item for morning break, should be encouraged to provide snacks which are healthy, and/or of a healthier variety through the provision of regular healthy eating advice and information.

### 6.4 Lunch

- Healthy, nutritious choices are available to pupil's everyday provided by Wrexham School Catering Service.
- The menu is consistent with the Healthy Eating in Schools (Wales) Measure and meets the required food and drink nutrient-based standards. See *Appendix 3* for compliant items.
- Access to free, fresh, drinking water is available for all pupils separate from the toilet areas.
- Squash of any kind, including sugar free squash, will not be provided.
- Flavoured water or flavoured milk of any kind will not be provided.
- Confectionary and Savoury snacks will not be provided at lunchtime.
- **The Healthy Eating in Schools (Wales) Measure does not apply to food bought in from home.** Parents opting to supply their children with a packed lunch, should be encouraged to provide a healthy and balanced meal, through the provision of regular healthy eating advice and information. Parents are reminded of the above guidance in relation to school trips in particular. See *Appendix 4* for suggested items.



*Note - Parents may be contacted by a member of school staff if a pupil consistently does not adhere to the recommendations outlined within the Nutrition and Physical Activity Policy.*

## **6.5 Food Safety**

Parents will be encouraged to keep packed lunches cool – ideally using an insulated lunchbox with icepacks to ensure that food is kept safe and chilled, especially during hot weather. This will be highlighted where appropriate in school newsletters and correspondence with parents regarding school trips.

## **6.6 After School Clubs**

The school in which the after-school club is being held is responsible for providing the club with information and making sure that they are providing the correct food, in line with the Healthy Eating in Schools Measure. See *Appendix 5* for compliant items.

## **6.7 Other**

- Ysgol Sant Dunawd will liaise with *Wrexham School Catering Service* in order to promote the service to parents of perspective pupils when appropriate e.g. food tasting.
- Ysgol Sant Dunawd will take reasonable steps to ensure that every pupil who is entitled to receive a free school meal and free school milk does receive them.
- Healthy options will be available at all whole school events for pupils, parents, governing body, PTA and visitors (e.g. summer fetes, sports day, Christmas performances) and consumption of alcohol will be discouraged.
- Ysgol Sant Dunawd will discourage parents from bringing birthday cakes to school and will promote other forms of celebration where possible e.g. extra play time, singing, dancing etc.
- No food or drink product will be provided as a reward to pupils.
- The school promotes 'water on desks' and reminds pupils to take their water bottles home to be cleaned on a daily basis. Parents are also issued guidance on how to wash water bottles. One time use plastic bottles are discouraged.

## **7. Physical Activity**

Ysgol Sant Dunawd will develop the programme of activities available for play and out of school hours learning, to complement and extend learning opportunities as part of the Curriculum for Wales. The school will therefore:

- Provide a broad range of purposeful and enjoyable physical activities for pupils and staff as part of a whole school approach to increasing levels of physical activity.
- Staff will use relevant vocabulary relating to movement to support a child's physical literacy development including words like jump, hop, skip, climb, kick, catch, roll, bend, stretch.
- Provide encouragement for pupils to walk or cycle to and from school where appropriate.
- Ensure secure storage for cycles and safety equipment.
- Provide safe and stimulating equipment; indoor and outdoor play and recreational facilities which promote physical activity.
- Actively participate in the Dragon Sport and Multi Skills initiative.
- Encourage pupils to participate in active outdoor playground games during breaks and lunchtimes.
- Provide lunchtime supervisors with appropriate training in order to lead opportunities for physical activity.
- Ensure all sporting activities available are sensitive to and are inclusive to all learners.
- Regularly celebrate achievement and promote activities in assemblies.
- Provide peer support programmes for pupils to oversee playground activities e.g. Playmaker training.
- Provide an annual programme of whole school activities for all pupils (e.g. sports day, health day/week).
- Ensure there is provision in school for both competitive and non-competitive activities.
- Ensure that there is an out of school hours learning programme including a broad range of purposeful and enjoyable physical activities for pupils.

## 8. Community

Within its broad purpose of 'education for life', the school will seek to:

- Raise awareness of, and promote, the activities and policy of the school around food and fitness in partnership with key community and health agencies.
- Encourage the provision of healthy snack for morning break and a balanced packed lunch by providing guidance information for parents.
- Inform pupils of the opportunities and resources available to them in the community relating to aspects of both food and fitness e.g. local clubs.
- Promote sustainability and use of locally sourced products through the development of kitchen gardens and gardening clubs linking with the wider community.
- Develop partnerships with local agencies and providers.

## 9. Equality

This policy applies to everyone. As an employer and provider of services, Ysgol Sant Dunawd will not unlawfully discriminate on the grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

- All learners, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation.
- We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.
- Please refer to WCBC Strategic Equality Plan & Equality and Diversity Policy (2020-2024) for further information.

<https://www.wrexham.gov.uk/service/strategic-equality-plan>

## **10. Implementation**

The Head teacher and Governing Body have ultimate responsibility for the implementation of the Nutrition and Physical Activity Policy and management of incidents or disciplinary procedures.

At Ysgol Sant Dunawd, the member of staff with responsibility for Health and Well-being is Sarah Morris.

The school Governors will review this policy in line with the review policy timetable. The Governing Body will nominate one governor to take specific responsibility for Nutrition and Physical Activity Policy.

## **11. Monitoring and Evaluation**

- The implementation of this Policy will be monitored by the Head teacher and the Health and Well-being lead.
- Opportunities will be provided which will enable pupils to participate and evaluate what they have learnt according to their age, needs and ability.
- Parents will be invited to feedback their ideas for improvements on a regular basis both verbally and through questionnaires.
- School Council will be involved in evaluative processes.
- Progress will be monitored at regular intervals by SMT and governors: specific issues will be discussed at staff meetings as appropriate.
- There is a duty on Governing Bodies of maintained schools in Wales to include in the governors' report information on the action taken to promote healthy eating and drinking by pupils of the school.

This policy will be reviewed in accordance with the School Development Plan.

## **12. References**

Healthy eating in maintained schools - Statutory guidance for local authorities and governing bodies (2014) [Healthy eating in maintained schools: guidance for education providers | GOV.WALES](#)

Food and nutrition for childcare settings (2018) [Food and nutrition for childcare settings | GOV.WALES](#)

The Curriculum for Wales (2022) [Curriculum for Wales - Hwb \(gov.wales\)](#)

Free Breakfast in Primary Schools Guidance (2014) Welsh Government

WLGA Healthy Lunchbox (2021) [Healthy lunchboxes: leaflet | GOV.WALES](#)

Food and Drink in After School Clubs (2014) Welsh Local Government Association

WCBC Strategic Equality Plan & Equality and Diversity Policy (2020 – 2024)

Governors' Responsibilities for School Food (2014) Welsh Local Government Association

Sport Wales [Dragon Multi-Skills and Sport | Sport Wales](#)

Nutrition Skills for Life - [Nutrition Skills for Life®](#)






[Physical activity guidelines - GOV.UK \(www.gov.uk\)](#)

Infection Prevention - [NHS England » National infection prevention and control manual \(NIPCM\) for England](#) (Nov 2022 - Public Health Wales are currently reviewing their infection prevention guidance and are advising to use England's documents in the interim)

## Appendix 1 – Curriculum for Wales Health & Wellbeing AoLE

Nutrition and Physical Activity links to the ‘What Matters’ Statements:

Health & Well-being AOLE

<b>WM1: Developing physical health and well-being has lifelong benefits.</b>				
<b>Descriptions of Learning</b>				
<b>Progression Step 1</b> 	<b>Progression Step 2</b> 	<b>Progression Step 3</b> 	<b>Progression Step 4</b> 	<b>Progression Step 5</b> 
<i>I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</i>	<i>I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.</i>	<i>I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</i>	<i>I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment.</i>	<i>I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.</i>
<i>I am beginning to make connections between my diet and my physical health and well-being.</i>	<i>I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</i>	<i>I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.</i>	<i>I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being. I can plan and prepare a variety of nutritious meals.</i>	<i>I can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of nutritious meals</i>

<p><i>I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</i></p>	<p><i>I can describe the way in which physical and emotional changes are connected in different contexts.</i></p>	<p><i>I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.</i></p>	<p><i>I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.</i></p>	<p><i>I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.</i></p>
<p><i>I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.</i></p>	<p><i>I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.</i></p>	<p><i>I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.</i></p>	<p><i>I can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions, I can respond to and/or manage these in order to actively reduce the risk of harm to myself and to others.</i></p>	<p><i>I can apply my knowledge of the behaviours, conditions and situations that affect my physical health and well-being, to keep myself and others safe. I can safely intervene, using learnt techniques, when others' physical health is at risk.</i></p>

**What are the range of experiences and activities that can support learners to enjoy lifelong physical activity and care for themselves and others?**

*Learners should be supported to develop positive behaviours in their wider physical health and well-being. This could relate to a range of factors, including diet, substances, hygiene, infection, the physical environment, sleep and rest. Settings, schools and practitioners should consider what experiences will support learners to understand how these factors can influence their health and well-being, develop the skills to support healthy behaviours relating to these factors, and the confidence and motivation to support those behaviours for life.*

## Appendix 2: Breakfast Provision in Primary Schools

Food categories	Suggested standard items
Milk based drinks and products	<ul style="list-style-type: none"> <li>• Semi-skimmed or skimmed milk (whole milk permitted in nursery)</li> </ul>
Cereals – not coated or flavoured either alone or in combination with sugar or chocolate or cocoa powder*	<ul style="list-style-type: none"> <li>• Whole-wheat cereals</li> <li>• Cornflakes</li> <li>• Rice-based cereals</li> <li>• Shredded wholegrain wheat cereals</li> <li>• Malted wheat squares</li> <li>• Bran flakes</li> <li>• Porridge</li> </ul> <p>*To avoid adding sugar, children should be encouraged to use fresh fruit and dried fruit as sweeteners.</p>
Fruit and vegetables*	<ul style="list-style-type: none"> <li>• A selection of chopped fresh fruit or dried fruit to add to the cereals</li> <li>• Fruit canned in natural fruit juice</li> <li>• Unsweetened fruit/vegetable juices</li> <li>• Baked beans in tomato sauce</li> <li>• Tomatoes tinned in juice</li> </ul> <p>*Vegetables must not be fried.</p>
Breads and toppings	<ul style="list-style-type: none"> <li>• A variety of breads can be offered.</li> <li>• Toppings include: Polyunsaturated/monounsaturated margarine, jam, marmalade, honey (thinly spread)</li> </ul>

Each child attending the free breakfast session must be given the option to choose one item from each of the four food categories. Schools should provide appropriate portion sizes reflective of pupils' age. For example, pupils in Reception and Year 1 will require a smaller portion than those in Year 6.

*Primary Schools Free Breakfast Initiative Guidance (2014) Welsh Government*



**Appendix 3: A basic overview of food standards for lunchtime**

<b>Standard</b>	<b>Primary Schools</b>
<b>Vegetables</b>	At least one portion of vegetables/salad must be provided <b>each day</b> .  *vegetables' excludes potatoes
<b>Fruit</b>	At least one portion of fruit, fruit salad or fruit juice must be provided <b>each day</b> .  A fruit-based dessert must be provided at least twice each week – must contain fruit content of at least 40g per portion measured by the weight of raw ingredients.
<b>Fish</b>	Fish must be available <b>at least one day</b> in any week.  Oily fish should be provided at least twice over any four-week period.
<b>Meat</b>	Meat cuts must be provided on <b>at least two days</b> each week
<b>Restricted food categories</b>	
<b>Potatoes and Potato products</b>	Potato/potato products which are cooked in fat/oil must not be served more than twice a week.
<b>Deep fried or flash fried food</b>	Food that has been deep-fried or flash-fried must not be provided more than twice a week.
<b>Meat products</b>	No more than two meat products are to be provided each week. Any one meat product provided must not be served more than twice each week.
<b>Cakes and biscuits</b>	Permitted for lunch time provision only.  Must not contain any confectionery.
<b>Salt (in cooking) Salt should be</b>	Salt should be restricted or removed from recipes (where possible) and replaced with appropriate and acceptable herbs and spices.

<b>restricted or removed</b>	
<b>Condiments</b>	The portion of any condiment made available to pupils must not exceed 10ml.
	<b>Non-permitted food categories</b>
<b>Confectionery and savoury snacks</b>	Not permitted.
<b>Salt</b>	Salt must not be added to food after the cooking process is complete or be available to pupils to add to food.

<b>Drinks that <u>are permitted</u> in primary schools</b>	<b>Drinks that are <u>not permitted</u> in primary schools</b>
<p>* At meal times only, not at break times</p> <p>** Rice milk is not recommended for pupils under 5 years old</p>	
<ul style="list-style-type: none"> <li>✓ <b>Plain water</b> – still or carbonated</li> <li>✓ <b>Plain Milk</b> – semi skimmed or skimmed (Milk provided in NS must be whole milk or semi skimmed)</li> <li>✓ <b>Fruit juice*</b> – still or carbonated</li> <li>✓ <b>Vegetable juice*</b> – still or carbonated</li> <li>✓ <b>Plain soya, plain rice** or plain oat drinks.</b></li> <li>✓ <b>Fruit juice combined with water*</b> - still or carbonated</li> <li>✓ <b>Vegetable juice combined with water*</b> - still or carbonated</li> <li>✓ <b>Blended drinks*</b> – a drink made</li> </ul>	<ul style="list-style-type: none"> <li>✗ <b>Squash</b> of any kind, including sugar free squash</li> <li>✗ <b>Flavoured waters</b> including sugar free flavoured water</li> <li>✗ <b>Sports or energy drinks</b></li> <li>✗ <b>Fizzy soft drinks including diet or sugar free fizzy drinks</b> e.g. cola, lemonade</li> <li>✗ <b>Fruit juice or vegetable juice combined with milk/yoghurt</b> (e.g. dairy smoothies)</li> <li>✗ <b>Fruit juice or vegetable juice combined with plain soya, plain rice or plain oat drinks.</b></li> <li>✗ <b>Flavoured milk, yoghurt or soya, rice or oat drinks.</b></li> <li>✗ <b>Tea or coffee</b></li> </ul>

singly or in combination with a blend or puree of fruit, vegetables, fruit juice or vegetable juice.	<b>✗ Hot chocolate</b>
--	------------------------

*Healthy Eating in Maintained Schools Statutory Guidance (2014) Welsh Government*

**Appendix 4:** Food brought in from home (morning break and packed lunches) recommendations:

**1. Start with starchy foods and carbohydrates**

Starchy foods are a good source of energy and should make up around one-third of your child's lunchbox. You should try to include starchy foods like bread, pasta or potatoes, and vary your choices as much as possible.

**2. Add protein**

Add a portion of food rich in protein, either on its own or as a sandwich filler. Foods rich in protein include the following:

- Chicken
- Lean meat
- Fish
- Eggs
- Cheese
- Beans, pulses and meat alternatives

**3. Add a couple of portions of fruit and vegetables to contribute towards your child's '5 a day'**

There are many ways you can add fruit and vegetables to your child's lunchbox:

- Children are drawn to brightly coloured fruit and vegetables and are much more likely to eat them if they are ready to eat. For example, already peeled or cut into bite-sized pieces. Small fruits and vegetables, such as grapes and cherry tomatoes, should be cut into

quarters for young children to reduce the risk of choking. You could also include some low-fat houmous or soft cheese for dipping.

- You could put salad in their sandwiches.
- You could make them a tasty fruit salad or include some canned fruit in natural fruit juice.
- You could include a handful of sultanas or a few dried apricots. To reduce the risk of tooth decay, dried fruit is best eaten at mealtimes.

#### 4. Dairy and alternatives

You could also include one of the following. Choose lower-fat and lower-sugar products where possible:

- A plain yoghurt
- Fromage Frais
- Low-fat soft cheese

#### 5. Drinks

Remember to include a drink.

Good choices include the following:

- Water (although this will be available in school)
- Milk (semi-skimmed or skimmed for children aged over five)
- Pure unsweetened fruit juice (no more than 150ml)

*Welsh Government Healthy Lunchboxes leaflet 2019*

**Parents are discouraged from providing the following food and drink items for mid-morning break and packed lunches:**

<b>Savoury Snacks</b>	<ul style="list-style-type: none"> <li>• Snacks e.g. crisps should not be encouraged.</li> </ul>
<b>Confectionary</b>	<ul style="list-style-type: none"> <li>• Confectionary e.g. chocolate bars, chocolate-coated biscuits and sweets should not be encouraged.</li> <li>• Cakes and biscuits can be included as part of a balanced meal.</li> </ul>
<b>Drinks</b>	<ul style="list-style-type: none"> <li>• Carbonated bottled or canned drinks e.g. coca cola should not be encouraged.</li> <li>• Energy drinks are actively discouraged*.</li> </ul>

\*Energy drinks when consumed excessively could contribute to adverse effects on oral health, weight, and general health and wellbeing. Currently there are no UK restrictions on the sale of these drinks to children/ young people though a number of products state they are not recommended for children/ those aged under 16 years.

### Appendix 5: After School Clubs in Primary Schools

Food and drink items	Description	Permitted
Cakes & Biscuits	Such as jaffa cakes, digestive biscuits, swiss roll, jam tarts	X
Confectionary	Such as chocolate, boiled sweets, cereal bars, marshmallows	X
Savoury snacks	crisps, baked crisps, corn snacks, popcorn	X
Salt	Not available for pupils to add to food	X
Drinks	Squash, fizzy drinks, flavoured water, sports drinks	X
Condiments	Such as ketchup and mayonnaise must not provide more than 10ml	X restricted*
Meat products	Such as sausage rolls, corned beef pasties, pork pies.	X restricted*

Potato products	Such as chips, potato waffles	X  restricted*
Products cooked in fat/oil	Such as fish fingers, nuggets	X  restricted*
Fruit and vegetables	Must be available at all serving outlets, e.g. as fresh, frozen, tinned (in fruit juice)	√
Water	Free, fresh drinking water should be available	√
Dairy products	Such as semi-skimmed milk, yoghurts, custard, rice pudding, cheese	√
Meat and fish	Fresh and tinned fish such as salmon, tuna, mackerel. Meat such as ham, chicken, lamb, beef	√
Breakfast cereals with semi skimmed milk	Such as wheat biscuit, rice snaps. No added sugar or cocoa	√
Bread based products	Such as sandwiches, wraps, bagels, English muffins, crumpets.	√

\*Restricted food items are only allowed to be served a certain number of times throughout the week, across the school day. If you serve these products you must co-ordinate with the school lunch provider to ensure you are not exceeding the maximum number of times these products are permitted.

*Food and Drink in After School Clubs (2014)*

*Welsh Local Government Association*