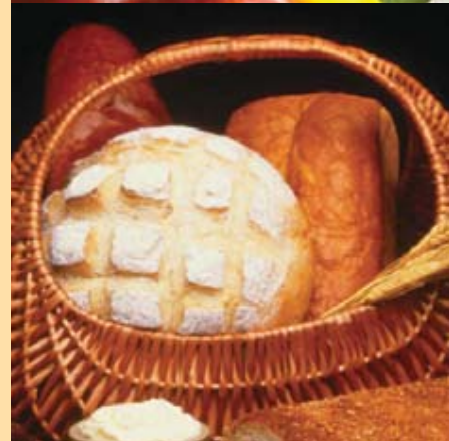
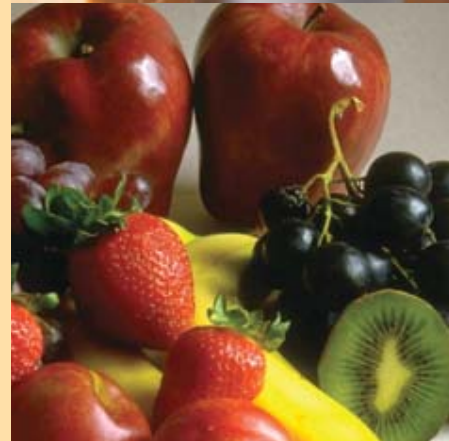


# *Catering for Healthier Lifestyles*

COMPULSORY NUTRITIONAL STANDARDS  
FOR SCHOOL MEALS:

A Consultation Document





## **Foreword by the Minister for Education**

It gives me great pleasure to introduce this consultation.

Whatever our age, the food we eat affects our health. Encouraging healthy eating habits among children and young people contributes to healthy growth and development in the short term and is an investment in their health for the future. Healthy eating patterns, ie those that are rich in fruit, vegetables and starchy foods and low in fat and sugar, help to protect against the main diet-related diseases such as obesity, dental decay, heart disease and cancers.

Schools can make a very significant contribution to secure, maintain and improve children's and young people's health, for example through the taught curriculum as well as the wider school environment: the types of foods and drinks sold in vending machines, tuck shops and through the school meals service.

In recognition of the important role of school meals, my Department has been engaged in developing compulsory minimum Nutritional Standards for school lunches. My Department will be introducing these as soon as possible.

In recognising that there are no healthy or unhealthy foods, only healthy or unhealthy diets, the proposed Standards do not ban any particular foods, but they note that some foods do not make significant contributions to overall nutrition and so should be limited. As a parent I like to see children enjoy their lunches and certainly would not wish to see any of their favourite foods banned. The key, as is borne out in the document, is to have more healthy options available.

I firmly believe that a whole school approach to nutrition is the ideal. I am particularly encouraged by initiatives like the setting up of School Nutrition Action Groups where the aim is to promote a message consistent with what is taught in the classroom, and with what is provided in school dining rooms, (including breakfasts and mid-morning breaks) tuck shops and vending machines. I would encourage all schools to adopt this approach.



School meals providers will require additional training to help translate the Standards into menus and to this end I have earmarked the necessary additional funds.

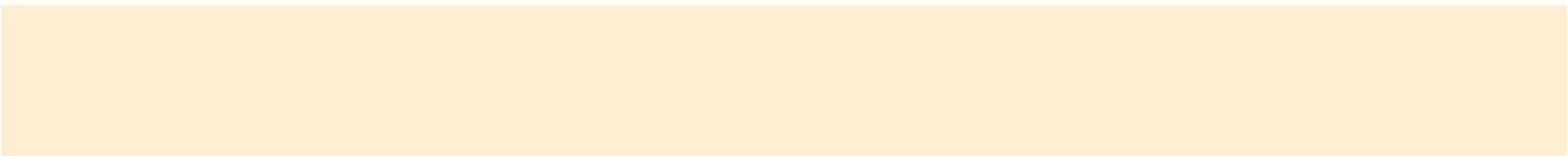
I should like to assure you of my personal commitment to the Nutritional Standards which will go some way to improving the health of our children and look forward to hearing your views on the proposed Standards.

**MARTIN McGUINNESS MP MLA**



## Contents

		<b>Page</b>
Section 1	Introduction	1
	Our Proposals	5
Section 2	Proposed Standards for:	
	Nursery School and Nursery Unit Lunches	9
	Primary School Lunches	12
	Secondary School Lunches	16
Section 3	Good Catering Practice	21
Section 4	Catering for Special Diets	35
Section 5	Guidance on Cooking Methods	39
Annex A	Recommended Portion Sizes	43
Annex B	Sources of Calcium, Folate and Iron	47
Annex C (i)	Sample Monitoring Checklist: Nursery	49
Annex C (ii)	Sample Monitoring Checklist: Primary	52
Annex C (iii)	Sample Monitoring Checklist: Secondary	57



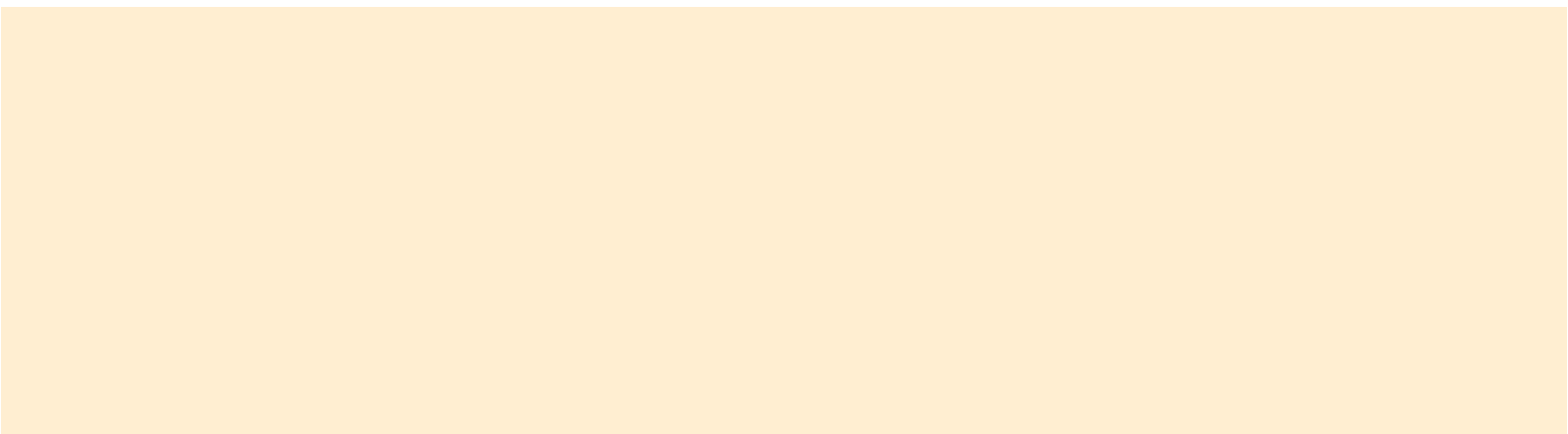


## ***Section 1***

---

Introduction

Our Proposals





## Introduction

The food eaten throughout life can promote better health or contribute to ill health. Good nutrition during childhood and adolescence is essential to optimise growth and development and to protect against the development of diet-related diseases. For example adequate calcium, along with physical activity, is vital to maximise bone development and prevent osteoporosis in later life. Eating patterns that are rich in fruit, vegetables, fibre and starch carbohydrate and low in fat can reduce the risk of obesity, heart disease and some cancers. Reducing the consumption of foods and drink containing sugar can also help to prevent tooth decay.

Statistics show that in 1996 Coronary Heart Disease, for which poor diet is known to be a contributory factor, accounted for 307 deaths per 100,000 of the population of this country for men and 147 per 100,000 for women. The European Union average was 165 for men and 78 for women, whilst the figures for France were 80 and 33 respectively. Poor diet is also a factor in the main causes of all deaths here, for example in 1998 heart disease and cancers accounted for almost 50% of all deaths. In Northern Ireland three out of ten people will die from heart disease and four out of ten will get cancer.

The school years are known to be the best time to promote healthier lifestyles, including the development of good eating habits, to maintain good health.

Many schools have recognised the significant contribution they can make to encouraging and facilitating healthier eating patterns among children and young people and have responded through the implementation of a variety of initiatives and schemes. Examples of these initiatives include breakfast clubs; healthy snacking schemes, such as the Smart Snacks Award, Boost Better Breaks and fruit tuck shops; School Nutrition Action Groups (SNAGs); and the Health Promoting School Award.

### ***The Present Position***

The school meals service at controlled and maintained schools is operated by education and library boards. The Boards of Governors of Voluntary Grammar and Grant-Maintained Integrated schools are responsible for the operation of the service at those schools.





We have had nutritional guidelines for school meals in the primary and special sectors for some time. These are contained in arrangements approved by the Department and are nutrient based. In the secondary sector the items of food available must be adequate in quantity and quality so as to constitute a nutritionally balanced meal.

In 1995 the Chest Heart and Stroke Association published the results of a survey of a number of secondary schools, based on one week's menus. The survey showed that 46% of the calories in the meals served came from fat, that most school meals did not normally provide enough iron, calcium or folate and that many did not provide enough vitamin C. One of the Association's recommendations was that the Department of Education should review its guidelines on the nutritional standards of school meals.

After consultation with education and library boards (ELBs), the Department of Health and the Health Promotion Agency<sup>1</sup> (HPA), the Department accepted that the nutritional content of school meals should be reviewed. However, as a similar exercise was being undertaken by the Department for Education and Employment (DfEE) it was considered prudent to await the outcome of their review. As an interim measure, having recognised that this Department's existing guidelines required to be updated, particularly in relation to fat, the Department wrote to ELBs asking them, as an interim measure, to take account of the nutritional standards as produced by the Caroline Walker Trust<sup>2</sup>.

The Department also wrote to all ELBs and Boards of Governors of Voluntary Grammar and Grant-Maintained Integrated Schools encouraging them to establish the value of setting up School Nutrition Action Groups (SNAGs). SNAGs are 'whole' school based alliances in which staff, pupils and caterers, supported where appropriate by health and education professionals, work together to review and expand the range of food and drink provided through the midday meal, the tuck shop, vending machines and breakfasts.

---

<sup>1</sup> *The Health Promotion Agency is a special Health and Social Services agency which was established on 1 October 1990. Its role is to develop and implement programmes in consultation with the rest of the Health and Personal Social Services, designed to promote health and prevent disease.*

<sup>2</sup> *The Caroline Walker Trust is a registered charity which was established in 1988 to continue the work of the distinguished nutritionist writer and campaigner Caroline Walker. A major part of the Trust's work is to produce expert reports which establish nutritional guidelines for vulnerable groups.*



## ***The Key Players and their Responsibilities***

The school meals service has an important role to play in helping to meet the long term objective of a healthy nation, in conjunction with health authorities, catering professionals, schools, parents and pupils.

- **Department of Education:** in conjunction with the **Health Promotion Agency**, to determine and promote appropriate nutritional standards in all schools.
- **Education and Library Boards:** to operate the school meals service in controlled and maintained schools and to provide advice and guidance on the operation of the new Nutritional Standards.
- **Schools/Boards of Governors:** in Grant-Maintained and Voluntary Grammar schools, to operate the school meals service to meet the new Nutritional Standards and in all schools to encourage a whole school approach to what is taught in the classroom and what is provided in school dining rooms and tuck shops.
- **Parents:** to advise and encourage children about healthy eating habits. The school meals service accounts for a relatively small amount of the total meals consumed by children so it is only with the co-operation of parents that good eating habits can be developed. Their efforts will be reinforced by schools and catering staff.
- **Pupils/Students:** make sensible, informed choices in their development of healthy eating habits.

## ***Content of the Consultation Document***

The recommendations in this paper are drawn from the nutritional guidelines published by the Department for Education and Employment in July 2000 and are considered, by our professional advisers, to be in the best interests of the health of our children. The main thrust of the document is to increase the availability of healthy options. In many cases this can be done by increasing the use of better catering practices and, to assist caterers, a section on Good Catering Practice and one on Guidance on Cooking Methods have been included. Also, as it is important, both nutritionally and financially, to offer appropriate portions, a section on Recommended Portion Sizes is included.



### ***Training and Implementation***

Catering staff will require training on how to translate the new Standards into menus. It is intended that the Health Promotion Agency will, in conjunction with the education and library boards' catering managers, assess the full extent of training needs. A budget has been earmarked to cover the associated costs.

### ***Monitoring and Enforcement***

It will be necessary to monitor progress so monitoring checklists have been included as an annex to the document. While it will be for ELBs, and Boards of Governors of VG and GMI schools to ensure that the Standards are met, we will be issuing advice on what should be done where they are not.

### ***How to Respond to this Document***

A separate questionnaire has been included which contains tick box options and space for further comments. This is designed to make it easier for respondents to give their views and also for responses to be analysed.

Responses should be sent to The Department of Education, Schools Administration Branch, Meals Section, Room F29, Rathgael House, Balloo Road, BANGOR, Co Down, BT19 7PR. Responses may also be made to the following e-mail address: **[nutritional.standards@deni.gov.uk](mailto:nutritional.standards@deni.gov.uk)**, while the document and questionnaire may be accessed on the Department of Education web site, **[www.deni.gov.uk](http://www.deni.gov.uk)**. If the document is not in a format which suits your needs please let us know and we will make alternative arrangements.



## Our Proposals

The proposed compulsory Nutritional Standards, as contained in Vitamin C 2 of this document, are based on the food groups in the *Balance of Good Health*<sup>3</sup>.

Following the publication of the report from the National Advisory Committee on Nutrition Education in 1983, the healthy eating messages were defined as eating less fat, sugar and salt and eating more fibre. These messages were very general and did not translate the scientific guidance into everyday food choices. Later reports from the Committee on Medical Aspects of Food and Nutrition Policy were used to develop the guide known as the *Balance of Good Health*.

The *Balance of Good Health*, shown below, is a practical tool which can help people understand how to choose a healthy, varied diet. The types and proportions of foods are shown by the different areas occupied by each of the food groups.

The National Food Guide

### **The Balance of Good Health**

**Fruit and vegetables**  
Choose a wide variety

**Bread, other cereals and potatoes**  
Eat all types and choose high fibre kinds whenever you can



**Meat, fish and alternatives**  
Choose lower fat alternatives whenever you can

**Fatty and sugary foods**  
Try not to eat these too often, and when you do, have small amounts

**Milk and dairy foods**  
Choose lower fat alternatives whenever you can

<sup>3</sup> The *Balance of Good Health* is reproduced with the kind permission from the Foods Standard Agency.



### ***What is included in the food groups?***

The following definitions are not exhaustive but indicate the kind of foods to be found in each group under the *Balance of Good Health*.

#### **Food Group**

- Group 1** Bread, other cereals and potatoes - bread, breakfast cereals, pasta, noodles, rice and potatoes.
- Group 2** Fruits and vegetables - fresh, frozen, canned, dried and juiced fruit, vegetables and salads.
- Group 3** Milk and milk products - milk (including flavoured milks and milkshakes), cheese, yoghurt (including drinking yoghurt), fromage frais, custard and other milk products except butter and cream.
- Group 4** Meat, fish and alternatives - meat and fish in all forms (whether fresh, frozen or canned), including meat products (such as sausages and bacon), eggs, nuts and beans (such as haricot beans, baked beans, kidney beans, soya products) and pulses (such as lentils and chickpeas).
- Group 5** Foods containing fat, foods containing sugar - spreading and cooking fats and oils, oily salad dressings, mayonnaise, salad cream, gravy, ice cream, frozen yoghurt, cream, sugar, pastry, chocolates, sweets, sweetened soft drinks, crisps, puddings, cakes, biscuits, jam and jelly.

### ***What is a healthy diet?***

**For children aged five and over a healthy diet means broadly:**

- a balanced diet with plenty of variety and enough energy for growth and development
- plenty of starchy foods such as bread, rice, pasta and potatoes
- plenty of fruit and vegetables



- moderate amounts of milk products
- moderate amounts of meat, fish or alternatives
- not eating too many foods containing a lot of fat, especially saturated fat
- not having sugary foods and drinks too often.

**Note:**

Caterers will not have to adhere to the proportions of the different foods contained in the Healthy Eating Guide the *Balance of Good Health*, as it was not intended to apply **to children under the age of five**. However, caterers should over time progress towards meeting Nutritional Standards for this age group.

***Which lunches will have to meet the Standards?***

The Standards will be compulsory for all free and paid lunches for pupils in all grant-aided schools. The Primary Standards will apply to under 5s in primary schools.

In the case of pupils in special schools the pupil's age will determine which Nutritional Standard should be applied.

**Exceptions to the Standards may be made:**

- where a pupil needs a special therapeutic diet and this has been certified by a doctor or a dietitian;
- during temporary emergencies at the school itself or at the central supply kitchen caused by fire, flood, power failure, the failure of suppliers to deliver certain foods or the kitchen being closed on health grounds; or
- on school trips where food is not provided by the school or education and library board, for example catering is provided by a residential field studies centre.



### ***Monitoring and Enforcement***

The Education and Library Boards and Boards of Governors of Voluntary Grammar and Grant-Maintained Integrated Schools will be responsible for ensuring that the Nutritional Standards are met.

Monitoring checklists, samples of which have been included as Annexes C (i), C (ii) and C (iii) of this document, should be completed for every new menu, or termly, whichever is more frequent.

### ***When will Nutritional Standards be introduced?***

Following this consultation we intend to issue Nutritional Standards which will be compulsory from 1 September 2002.



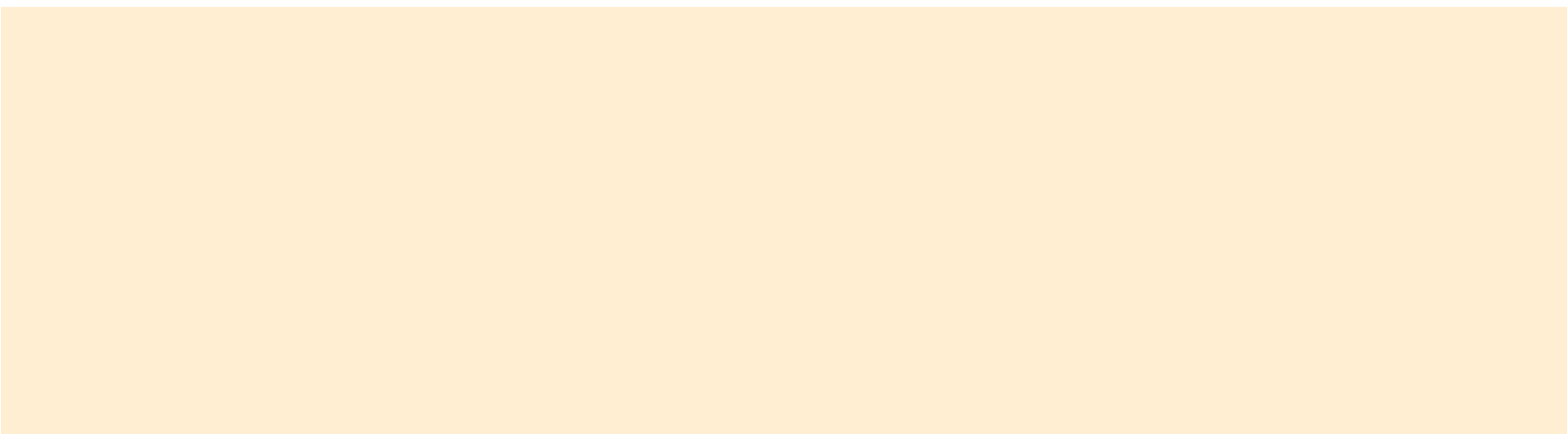
## ***Section 2***

---

Proposed Standards for:

Nursery School and Nursery Unit Lunches  
Primary School Lunches  
Secondary School Lunches







## Proposed Compulsory Standards: NURSERY SCHOOL AND NURSERY UNIT LUNCHES

The proposed Standards have been compiled taking into account that children under five should be in the process of adopting adult eating patterns and will be at different stages.

In broad terms a healthy diet for them means eating a wide variety of foods which provides plenty of energy and the nutrients they need for proper growth and development.

Food Group	Compulsory Standards	Notes
<p><b><u>Group 1</u></b></p> <p><b>Bread, Other Cereals and Potatoes:</b></p> <p><b>Bread, Potatoes, Rice, Pasta, Noodles and Cereals.</b></p>	<p>Pupils must have the chance to have something from this food group every day. They must be offered a variety of foods from this group over each week's menu.</p> <p>High fat/fried products such as chips, roast potatoes, other fried potatoes or garlic bread must not be offered, in total, more than twice a week.</p> <p>When one of these items is offered, a non fried alternative must be available.</p> <p>Rice and pasta must be offered at least once a week.</p>	<p>Starchy foods are usually inexpensive and provide energy, fibre, vitamins and minerals.</p> <p>Limiting fried options helps to limit the fat content of lunches.</p> <p>Helps to ensure that a variety of other starchy foods are provided throughout the week.</p> <p>Provides variety.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 2</u></b></p> <p><b>Fruit and Vegetables:</b></p> <p><b>Fresh, Frozen, Canned and Dried Varieties, Fruit Juice.</b></p>	<p>Pupils must have the chance to have something from this food group every day.</p> <p>Baked beans must not be served as a vegetable more than once a week.</p> <p>If beans or pulses form the protein part of a main course, a vegetable which is not beans or pulses must also be available.</p> <p>Where there is a choice - a dessert which provides at least one portion of fruit must be offered every day.</p> <p>Where there is no choice a fruit based dessert such as fresh fruit, fruit tinned in juice, fruit salads, fruit crumble, fruit fool or fruit pie must be offered as least three times a week.</p>	<p>Fruit and vegetables provide vitamins, minerals and fibre.</p> <p>Unlike most vegetables, baked beans do not contain Vitamin C.</p> <p>This provides variety for vegetarians.</p> <p>This increases the fruit content of the lunch.</p>
<p><b><u>Group 3</u></b></p> <p><b>Milk and Milk Products:</b></p> <p><b>Milk, Cheese, Yoghurt and Milk Puddings.</b></p>	<p>Pupils must have the chance to have something from this food group every day.</p> <p>Drinking milk must be available as an option every day.</p> <p>Cheese must not be served as the main protein item instead of meat or fish more than twice a week.</p>	<p>Milk and milk products are excellent sources of several nutrients including calcium, which is important for good bone development, protein and vitamins.</p> <p>Milk, plain or flavoured, is a good drink option.</p> <p>Semi-skimmed and skimmed milk have the same amount of calcium as whole milk.</p> <p>Alternatives to cheese provide variety for vegetarians.</p> <p>Where a portion of cheese is served as the main protein item, it also counts as a portion of food from the meat, fish and alternative sources of protein food group.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 4</u></b></p> <p><b>Meat, Fish and Alternatives:</b></p> <p><b>Beef, Pork, Lamb, Chicken, Fish, Eggs, Pulses, eg peas, beans, lentils.</b></p> <p><b><u>Group 5</u></b></p> <p><b>Foods containing Fat and Foods containing Sugar: Cooking Fats and Oils, Oily Salad Dressings, Mayonnaise, Salad Cream, Sugar, Pastry, Chocolate, Sweets, Sweetened Soft Drinks, Crisps, Puddings, Cakes, Biscuits, Jam, Jelly, Ice-Cream, Cream.</b></p>	<p>Pupils must have the chance to have something from this food group every day.</p> <p>Meals containing red meat must be served a minimum of twice but a maximum of three times a week.</p> <p>Fish must be an option at least once a week.</p>	<p>Meat, fish and alternatives such as pulses are a major source of protein.</p> <p>Red meat is a good source of iron.</p> <p>Beef, pork and lamb are red meat.</p> <p>On days where a beef based meal is provided a non beef alternative should be available.</p> <p>This allows for variety. Do not offer too many foods from this group which have added fat, eg pastry toppings on pies or battered coating on fish.</p> <p>You may provide foods from this group but you do not have to do so. Their use should be limited.</p> <p>They are not essential for health, but add to our enjoyment of food.</p>

**Other Compulsory Requirements**

Drinking water, ie tap water, must be provided every day. It is a refreshing alternative to sugary drinks.



## Proposed Compulsory Standards: PRIMARY SCHOOL LUNCHES

The proposed Standards have been compiled taking into account that children need to eat a variety of different foods to get all the nutrients needed to stay healthy.

- Primary Pupils should have some choice, but cafeteria-style meals where pupils put together any combination of available foods are not appropriate for this age group.
- A choice of items from each food group should be offered every day and, if you can, vary the menu from day to day.
- Pupils' favourites can and should be included.
- All food should be prepared in line with the healthy catering practice outlined in Section 4 of this document. This is better than simply singling out a 'healthy option' each day as only those pupils who choose it will benefit.

Food Group	Compulsory Standards	Notes
<p><b><u>Group 1</u></b></p> <p><b>Bread, Other Cereals and Potatoes:</b></p> <p><b>Bread, Potatoes, Rice, Pasta, Noodles and Cereals.</b></p>	<p>Every school lunch must contain a portion or portions of food from this group.</p> <p>High fat/fried products such as chips, roast or other fried potatoes or garlic bread must not be served, in total, more than twice a week.</p> <p>When one of these items is served, a non fried alternative must also be offered.</p> <p>When chips or other fried potatoes are served the menu must not contain a main course cooked in batter or containing pastry.</p> <p>Rice and Pasta must each be offered at least once a week.</p>	<p>Starchy foods are usually inexpensive and provide energy, fibre, vitamins and minerals.</p> <p>Helps to ensure that a variety of other starchy foods are provided throughout the week.</p> <p>Limiting fried options helps to limit the fat content of lunches.</p> <p>Limits the fat content of the lunches.</p> <p>Provides variety.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 2</u></b></p> <p><b>Fruits and Vegetables:</b></p> <p><b>Fresh, Frozen, Canned and Dried Varieties and Fruit Juice.</b></p>	<p>Every school lunch must contain at least one portion of food from this group.</p> <p>Baked beans must not be served as a vegetable more than once a week.</p> <p>If beans or pulses form the protein part of a main course, a vegetable which is not beans or pulses must also be available.</p> <p>Pies, casseroles, stews and other composite main course dishes must contain a minimum of half a portion of vegetables per serving in addition to a separate serving of vegetables or salad.</p> <p>Where there is choice - a dessert which provides at least one portion of fruit must be offered every day.</p> <p>Where there is no choice - a fruit based dessert such as fresh fruit, fruit tinned in juice, fruit salads, fruit crumble, fruit fool or fruit pie must be offered at least three times a week.</p> <p>Pies, crumbles and other composite fruit dishes must contain at least one portion of fruit per serving.</p>	<p>Fruit, vegetables and salads provide vitamins, minerals and fibre. Experts recommend five portions of fruit and vegetables a day.</p> <p>Unlike most vegetables, baked beans do not contain Vitamin C.</p> <p>Provides variety for vegetarians.</p> <p>Increases the vegetable content of lunches.</p> <p>Increases the fruit content of the lunch.</p> <p>Increases the fruit content.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 3</u></b></p> <p><b>Milk and Milk Products:</b></p> <p><b>Milk, Cheese, Yoghurt and Milk Puddings.</b></p>	<p>Every school lunch must contain a portion or portions of food from this group.</p> <p>Drinking milk must be available as an option every day.</p> <p>Cheese must not be served as the main protein item instead of meat or fish more than twice a week.</p>	<p>Milk and milk products are an excellent source of several nutrients including calcium, important for good bone development, protein and vitamins.</p> <p>Milk, plain or flavoured, is a good drink option. Semi-skimmed and skimmed milks have the same amount of calcium as whole milk.</p> <p>Alternatives to cheese provide variety for vegetarians.</p> <p>Where a portion of cheese is served as the main protein item it also counts as a portion of food from the meat, fish and alternative sources of protein food group.</p>
<p><b><u>Group 4</u></b></p> <p><b>Meat, Fish and Alternatives:</b></p> <p><b>Beef, Pork, Lamb, Chicken, Fish, Eggs, Pulses eg peas, beans, lentils.</b></p>	<p>Every school lunch must contain a portion or portions of food from this group.</p> <p>Red meat based meals must be served a minimum of twice a week but a maximum of three times a week.</p> <p>Fish must be an option at least once a week.</p>	<p>Meat, fish and alternatives such as eggs, beans and pulses are a major source of protein.</p> <p>Red meat (beef, pork and lamb) is a good source of iron.</p> <p>On days where a beef based meal is provided a non beef alternative should be available.</p> <p>Provides variety.</p> <p>Limit the fat content of lunches by not offering too many foods from this group which have added fat, eg pastry toppings on pies or battered coating on fish.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 5</u></b></p> <p><b>Foods containing Fat and Foods containing Sugar:</b></p> <p><b>Cooking Fats and Oils, Oily Salad Dressings, Mayonnaise, Salad Cream, Sugar, Pastry, Chocolate, Sweets, Sweetened Soft Drinks, Crisps, Puddings, Cakes, Biscuits, Jam, Jelly, Ice-Cream, Cream.</b></p>	<p>At least half of all desserts on offer must be fruit and/or milk based.</p> <p>Low fat desserts must be available on days when chips or other fried potatoes are offered.</p> <p>A main course containing pastry should never be served at the same meal as a dessert that contains pastry.</p>	<p>The use of foods from this group should be limited - they are not essential for health, but add to our enjoyment of food.</p> <p>Limits the fat content of lunches.</p> <p>Limits the fat content of lunches.</p> <p>Limits the fat content of lunches.</p>

**Other Compulsory Requirements**

Drinking water, ie tap water, must be provided every day. It is a refreshing alternative to sugary drinks.





## Proposed Compulsory Standards: SECONDARY SCHOOL LUNCHES

These proposed Standards have been compiled taking into account that pupils in this age group are particularly vulnerable to low intakes of some nutrients.

When preparing menus caterers should have regard to the following:

- Calcium is important for bone health.
- Foods rich in iron are important for preventing anaemia, especially in secondary school aged girls.
- Foods rich in folates are particularly important for secondary school aged girls.

Food Group	Compulsory Standards	Notes
<p><b><u>Group 1</u></b></p> <p><b>Bread, Other Cereals and Potatoes:</b></p> <p><b>Bread, Potatoes, Pasta, Rice, Noodles and Cereals.</b></p>	<p>At least one item from this group must be available every day and throughout the lunch service.</p> <p>High fat/fried products such as chips, roast, other fried potatoes or garlic bread must not be served, in total, more than twice a week.</p> <p>When one of these items is served, a non fried alternative must also be offered.</p> <p>When chips or other fried potatoes are served the menu must not contain a main course cooked in batter or containing pastry. Low fat desserts should be offered on these days.</p> <p>Rice and Pasta must each be offered at least once a week.</p>	<p>Starchy foods are usually inexpensive and provide energy, fibre, vitamins and minerals.</p> <p>Helps to ensure that a variety of other starchy foods are provided throughout the week.</p> <p>Limits the fat content of lunches.</p> <p>Limits the fat content of lunches.</p> <p>Provides variety.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 2</u></b></p> <p><b>Vegetables, Fruit and Salad:</b></p> <p><b>Fresh, Frozen, Canned/Dried Varieties and Fruit Juice.</b></p>	<p>At least one vegetable must be available every day and throughout the lunch service.</p> <p>Baked beans must not be the only vegetable option on any day.</p> <p>If beans or pulses form the protein part of a main course, a vegetable which is not beans or pulses must also be available.</p> <p>Pies, casseroles, stews and other composite main course dishes must contain a minimum of half a portion of vegetables per serving in addition to a separate serving of vegetables or salad.</p> <p>A dessert which provides at least one portion of fruit must be offered every day.</p> <p>Fresh fruit or fruit juice or fruit tinned in juice or fruit salad, must be available every day and throughout the lunch service.</p> <p>Pies, crumbles and other composite fruit dishes must contain at least one portion of fruit per serving.</p>	<p>Vegetables and salads provide vitamins, minerals and fibre.</p> <p>Unlike most vegetables, baked beans do not contain Vitamin C.</p> <p>Provides variety for vegetarians.</p> <p>Increases the vegetable content of lunches.</p> <p>Increases the fruit content of the lunch.</p> <p>Fruit provides vitamins, minerals and fibre.</p> <p>Increases the fruit content.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 3</u></b></p> <p><b>Milk and Milk Products:</b></p> <p><b>Milk, Cheese, Yoghurt and Milk Puddings.</b></p>	<p>At least one item from this group must be available every day and throughout the lunch service.</p> <p>Drinking milk must be available as an option every day.</p> <p>Vegetarian options should not be based on cheese more than twice a week.</p>	<p>Milk and milk products are an excellent source of several nutrients including calcium, important for good bone development, protein and vitamins.</p> <p>Milk, plain or flavoured, is a good drink option. Semi-skimmed and skimmed milks have the same amount of calcium as whole milk.</p> <p>Alternatives to cheese provide variety for vegetarians.</p> <p>A portion of cheese served as the main protein item also counts as a portion of food from the meat, fish and alternative sources of protein group.</p>
<p><b><u>Group 4</u></b></p> <p><b>Meat, Fish and Alternatives:</b></p> <p><b>Beef, Pork, Lamb, Chicken, Fish, Eggs, Pulses, eg peas, beans, lentils.</b></p>	<p>At least one item from this group must be available every day and throughout the lunch service.</p> <p>Red meat based meals must be served a minimum of two times a week.</p> <p>Fish must be an option at least once a week.</p>	<p>Meat, fish and alternatives such as beans and pulses are a major source of protein, vitamins and minerals.</p> <p>Red meat (beef, pork, lamb) is a good source of iron.</p> <p>On days where a beef based meal is provided a non beef alternative should be available.</p> <p>Provides variety.</p> <p>Limit the fat content of lunches by not offering too many foods from this group which have added fat, eg pastry toppings on pies or battered coating on fish.</p>



Food Group	Compulsory Standards	Notes
<p><b><u>Group 5</u></b></p> <p><b>Foods containing Fat and Foods containing Sugar:</b></p> <p><b>Cooking Fats and Oils, Oily Salad Dressings, Mayonnaise, Salad Cream, Sugar, Pastry, Chocolate, Sweets, Sweetened Soft Drinks, Crisps, Puddings, Cakes, Biscuits, Jam, Jelly, Ice-Cream, Cream.</b></p>	<p>At least half of all desserts on offer must be fruit and/or milk based.</p> <p>Low fat desserts must be available on days when chips or other fried potatoes are offered.</p>	<p>The use of foods from this group should be limited - they are not essential for health, but add to our enjoyment of food.</p> <p>Limits the fat content of lunches.</p> <p>Limits the fat content of lunches.</p>

**Other Compulsory Requirements**

Drinking water, ie tap water, must be provided every day. It is a refreshing alternative to sugary drinks.

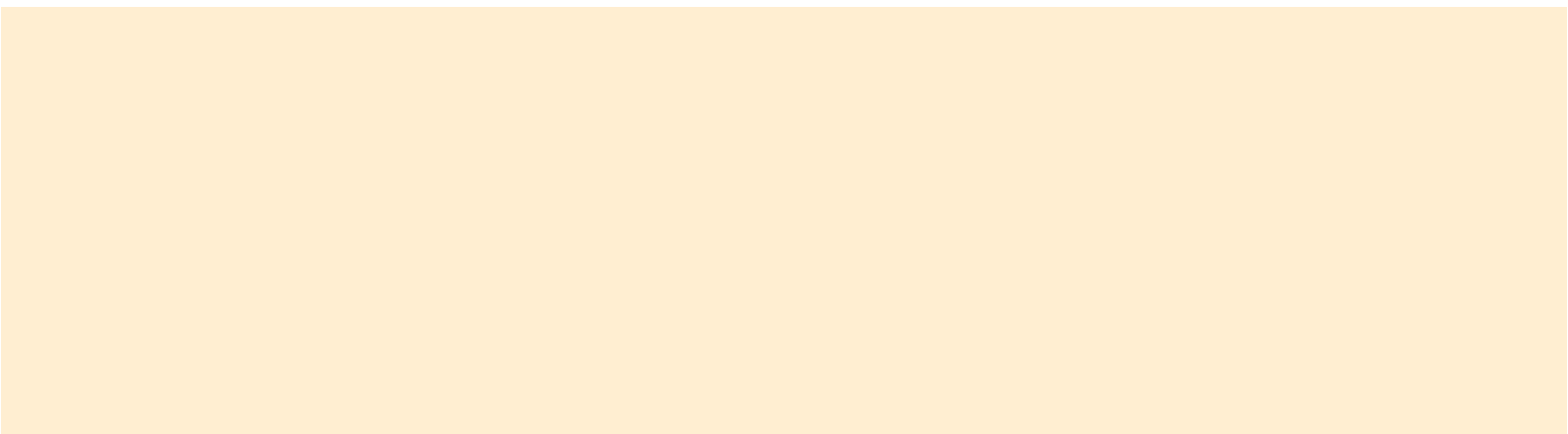




## ***Section 3***

---

Good Catering Practice





## Good Catering Practice

This section offers guidance on practical ways of meeting the proposed Nutritional Standards, whilst meeting the needs of customers - the pupils and young people.

The section is presented in two parts:

- **Encouraging Healthier Food Choices**
- **Guidance on Menu Planning**

### **1. *Encouraging Healthier Food Choices***

There are many ways to encourage children and young people to select the healthier choices you have on offer. Some suggestions are listed below:

- The way in which food is presented is very important in influencing decisions:
  - make sure healthy options are always on display - if children cannot see baked potatoes, for example, they will not know they are available;
  - always place healthy options at the beginning of the servery, so pupils see them first;
  - make use of simple garnishes, for example parsley, lemon slices, as attractive presentation will increase the uptake of foods such as vegetables, fruit etc.
- Actively encourage children and young people to have a healthy diet. Offering a free sample of healthier choices or new dishes you are introducing to the menu will encourage children to try them.
- Work with other staff in the school, for example, with teachers. You may be able to offer healthy choices to reinforce healthy eating messages that have been taught in the classroom.
- Introduce theme days, for example, linked to the curriculum or festivals, competitions and prizes.





- Take part in the national or local promotions, for example, LACA National School Meals Week and School Cook of the Year.
- Display healthy options attractively and prominently on the menu.

## 2. *Guidance on Menu Planning*

### GROUP 1: BREAD, OTHER CEREALS AND POTATOES

- Be generous with foods from this group and serve according to appetite.
- Offer a variety of these foods over a week.

	Notes for Menu Planning	Serving/Cooking
<b>A. BREAD</b>	<p>For sandwiches, try different types of bread and rolls, including wholemeal brown and white.</p> <p>Filled pitta bread and wraps are popular. Try thicker slices of bread for those with big appetites.</p> <p>Include low fat sandwich fillings.</p> <p>Increasing the bread portion size (eg larger rolls with burgers) can be an inexpensive way to increase the proportion of starchy foods in the meal.</p> <p>Why not offer breadsticks as a snack option?</p> <p>Serve pizzas with a thicker base.</p> <p>A sandwich bar where pupils design their own sandwiches can be popular.</p> <p>'Grab bags' where pupils order and pay in advance are good for those in a hurry.</p>	



	Notes for Menu Planning	Serving/Cooking
<p><b>B. POTATOES</b></p>	<p>Offer mashed, new, jacket, boiled and baked potatoes.</p> <p>On days when you serve chips, roast or other fried potatoes or potato products, eg garlic potatoes and potato wedges, the menu should not contain other high fat items eg pastry, a main course cooked in batter, high fat biscuits and desserts.</p> <p>New potatoes in potato salad with a low fat dressing are an interesting alternative, adding variety.</p>	<p>If you are frying potatoes, remember:</p> <p>Large pieces of potato or thick-cut chips absorb less fat than thin ones.</p> <p>Straight-cut chips absorb less fat than crinkle cut chips.</p> <p>Oil that contains not more than 20% saturated oils is the preferred choice.</p> <p>Have the oil at the correct temperature, change it regularly and drain it off well.</p> <p>Boil potatoes in the minimum amount of water and for the shortest amount of time to retain vitamins.</p> <p>Do not glaze boiled potatoes with butter/margarine as this adds fat.</p> <p>Instead, sprinkle with herbs for added colour.</p> <p>When cooking roast potatoes brush the cooking tray and raw potatoes with oil instead of sitting them in oil.</p> <p>Or, flash fry the cut potatoes and then roast them in the oven without adding any further fat.</p>



	<b>Notes for Menu Planning</b>	<b>Serving/Cooking</b>
<b>C. PASTA</b>	<p>Pasta can be purchased in different varieties, including wholemeal, shapes and colours. It can be served cold, as part of a salad.</p> <p>Use tomato-based sauces rather than cream or cheese-based to keep the fat down.</p>	When serving pasta with a sauce be generous with the pasta and serve less sauce.
<b>D. RICE</b>	<p>Rice can be white, brown or flavoured. You can serve it hot or cold as part of a salad.</p>	
<b>E. CEREAL</b>	<p>Use some breakfast cereals in baking eg use porridge oats when making crumbles or pie bases. Some breakfast cereals are fortified with nutrients such as iron and/or folic acid.</p> <p>The iron in these foods is absorbed better into the body if they are served with a source of Vitamin C, such as fruit juice.</p>	



## GROUP 2: FRUITS AND VEGETABLES

- Be generous with foods from this group. Work towards serving at least two portions of vegetables, salad or fruit with every lunch.
- Over a week provide a variety of vegetable, salad and fruit items that children enjoy and, particularly for younger children, which are easy to handle.
- Be creative so that you find ways of incorporating vegetables into dishes which are acceptable to your pupil customers.
- If using fresh fruit and vegetables, remember that using produce in season is cheaper.

	Notes for Menu Planning	Serving/Cooking
<b>A. VEGETABLES</b>	<p>Offer a variety of fresh, frozen, canned and dried vegetables. Vary the choices between root vegetables, green leafy vegetables and salads.</p> <p>Dark green leafy vegetables and broccoli contain iron.</p> <p>Try to serve vegetables containing iron at least twice a week.</p> <p>Cauliflower, broccoli, dark green leafy vegetables, green beans and peas contain folate.</p> <p>Dark green leafy vegetables, broccoli and peas provide some calcium.</p>	<p>Try poaching or steaming mushrooms and onions instead of frying them. Add lemon juice or Worcester sauce to the poaching liquid for extra flavour.</p> <p>Cooking vegetables with the minimum amount of water helps to prevent vitamin loss.</p> <p>Steaming vegetables helps to retain nutrients, keeps them crispy and full of colour and avoids added fat.</p> <p>Do not add bicarbonate of soda when cooking green vegetables. It retains the colour at the expense of vitamins.</p> <p>Incorporate vegetables such as tinned tomatoes into meat dishes such as casseroles.</p>



	Notes for Menu Planning	Serving/Cooking
<p><b>B. SALADS</b></p>	<p>Remember that spaghetti hoops and other canned pasta in tomato sauce are not a vegetable. They are included in the bread, other cereals and potatoes group.</p> <p>Soups can be a good low fat snack and they can be hot or cold.</p> <p>Keep salad options simple, especially for younger children.</p> <p>You can provide salad cream, dressings and dips but they are not essential.</p> <p>Offer a range of dressings, including reduced fat varieties.</p> <p>Salad bars are often very popular. Offer a choice and use a combination of traditional salads and raw vegetables such as crudités and coleslaw and even fruit and nuts to vary the taste, colour and texture.</p> <p><b>NB Small children may choke on nuts and some may have a severe allergic reaction to them. For advice see section on “Notes for Special Diets”.</b></p>	<p>Some vegetables can be served raw as part of salads and with dips.</p> <p>Avoid serving vegetables in high fat sauces (such as creamy mushrooms).</p> <p>For younger children provide bite-sized food that is easy to eat, eg lettuce, tomato, cucumber slices, celery sticks and sliced carrots.</p> <p>Try offering the components of a salad separately and allow pupils to select the items they prefer.</p> <p>Serve salads ‘undressed’ where possible.</p> <p>Whole nuts should not be served to under 7s.</p>



	<b>Notes for Menu Planning</b>	<b>Serving/Cooking</b>
<b>C. FRUIT</b>	<p>Canned fruit is better in light syrup than in heavy syrup and better still in fruit juice. The juice can be drained off and used to sweeten other dishes in place of sugar.</p> <p>Try baked apples or stewed fruit.</p> <p>Apricots, prunes, figs and raisins are sources of iron. The iron may be absorbed into the body more easily if they are eaten at the same meal as a source of vitamin C such as green leafy vegetables or citrus fruits.</p> <p>Dates, sultanas, raisins, ready to eat or stewed apricots and figs provide some calcium.</p> <p>Offer a variety of fresh, frozen, canned and dried fruit - and don't forget juices.</p> <p>Offer unsweetened fruit juice as a drink option.</p>	<p>Serve a variety of fresh, frozen, canned and dried fruit.</p> <p>Present fresh fruit cut into ready-to-eat slices so that it can be eaten easily.</p> <p>Consider serving fruit with custard or include in jellies. This is particularly popular with young children and easier for them to manage.</p> <p>Present fruit so that it looks attractive.</p> <p>Offer a selection of fresh fruits as a dessert, served with a choice of fromage frais, yoghurt, including frozen, or custard.</p> <p>Add dried fruits to sponges and biscuits for added iron and fibre.</p> <p>Add a piece of fruit or a carton of fruit juice to packed lunches for school trips.</p>



### GROUP 3: MILK AND MILK PRODUCTS

- Serve moderate amounts of foods from this group.
- Try to use lower fat options where the budget allows - some lower fat products may be more expensive than the standard product.

	Notes for Menu Planning	Serving/Cooking
<b>A. MILK</b>	<p>As drinking milk should be available every day, flavoured milk is a good option.</p> <p>Milkshakes are popular and can encourage children to drink milk.</p> <p>Whole cow's milk is suitable as a main drink for most children from the age of one.</p> <p>Semi-skimmed milk can be introduced into a child's diet after two years if they are a good eater and otherwise have a good and reasonably balanced diet.</p> <p>Skimmed milk is not suitable as a main drink for the under-fives.</p> <p>Milk pudding is a good dessert option.</p>	<p>Serving milk cold makes it more pleasant to drink.</p> <p>Milk should be an option for those entitled to a free school lunch.</p> <p>Use skimmed and semi-skimmed milk instead of whole milk in cooking eg sauces, milk puddings, custard or milkshakes. But if you do use semi-skimmed milk powder for sauces, check that the variety doesn't have added vegetable fat.</p> <p>Semi-skimmed milk has the same amount of calcium as whole milk. It can be used instead of whole milk in cooking eg for making milk puddings or custard.</p>



	Notes for Menu Planning	Serving/Cooking
<b>B. CHEESE</b>	<p>A little bit of strong-flavoured cheese goes a long way in cooking and adds lots of flavour.</p> <p>Cheese is a source of protein and a great favourite for sandwiches. You can also use cheese spreads.</p> <p>Consider how much cheese you are using over a week to see if it needs to be reduced - don't forget there might be cheese in quiches and sauces too.</p>	<p>Do not serve cheese and biscuits more than once a week.</p> <p>Offer a choice in sandwiches including lower fat versions like half-fat Cheddar, Edam and cottage cheese.</p> <p>Make sure you do not rely too much on cheese as the main protein item (eg for vegetarians). Try not to serve it more than once a week as the only vegetarian option.</p>
<b>C. YOGHURT</b>	<p>Yoghurts are a popular dessert option with children.</p> <p>Fromage frais and Quark also come into this food group.</p> <p>Frozen yoghurt is a good alternative to ice cream.</p>	<p>Serve low-fat yoghurts.</p> <p>Include a yoghurt or yoghurt drink in packed lunches.</p> <p>Plain yoghurt, served in a 50:50 mix with reduced fat salad cream or mayonnaise makes a delicious salad dressing.</p> <p>Try plain yoghurt, instead of cream, in sauces eg stroganoff and add 1 teaspoon of cornflour to a 125g carton to stabilise the yoghurt.</p>





## GROUP 4: MEAT, FISH AND ALTERNATIVES

- Serve medium-sized portions of these foods.

	Notes for Menu Planning	Serving/Cooking
<b>A. MEAT, FISH AND ALTERNATIVES</b>	<p>Try to select the leanest cuts of meat you can afford.</p> <p>Include a good variety of fish on the menu, especially oily fish, such as tuna, sardines and mackerel.</p> <p>Good sources of iron which are easily absorbed into the body are lean meats and liver.</p> <p>Fish paste and canned sardines or salmon, mashed up with the bones are good sources of calcium.</p> <p>Extending meat dishes eg by using beans, pulses, vegetables and TVP (texturised vegetable protein) helps to contain costs, reduces the fat content and increases fibre content of dishes.</p> <p>Offer a variety of foods from this group, including red meat, poultry and fish.</p>	<p>Trim off any visible fat. Drain or skim the fat from casseroles and from mince wherever possible.</p> <p>Use fish eg tuna, tinned in water, brine or tomato sauce rather than oil where these are available.</p> <p>Try steaming or poaching fish rather than serving in a breaded coating.</p> <p>If you fry fish or meat, use clean oil at the correct temperature to minimise absorption.</p> <p>Drain food well and change the oil regularly. Large pieces of fish and meat absorb less fat.</p> <p>Take the skin off chicken.</p> <p>Rather than sealing meat in oil, try baking it on a rack or trivet, sealing it in a small amount of hot stock or soya sauce, dry frying, stirring well or basting it in its own juices.</p>



	Notes for Menu Planning	Serving/Cooking
<p><b>B. EGGS</b></p>	<p>Eggs contain protein and several vitamins and minerals.</p> <p>Eggs are a good source of iron, but iron is better absorbed if the meal contains a good source of Vitamin C.</p> <p>Try to incorporate some eggs into the food you offer, but to ensure variety do not make eggs the main protein item for vegetarians more than once a week.</p>	<p>Try not to add additional fat. Spray oils are useful for lining baking trays and tins or brush a tray with a little oil. Dry frying helps to get rid of fat at the beginning of cooking and reduces the need to skim later.</p> <p>Using a single crust for pies or adding a potato topping are useful ways of reducing fat.</p> <p>Serve them cooked in a variety of ways eg poached, scrambled, or as an omelette.</p> <p>Try not to serve them more than once a week as a vegetarian alternative.</p> <p>Serve boiled or poached eggs rather than fried ones.</p>
<p><b>C. BEANS AND PULSES</b></p>	<p>Dishes containing beans and pulses (eg kidney, baked and butter beans) are popular with vegetarians and non-vegetarians - offer them on the menu cycle.</p> <p>Pulses can be added to meat dishes, eg stews, to extend them.</p> <p>Red kidney, haricot and pinto beans, lentils and chickpeas are sources of iron and are most beneficial if served with a source of Vitamin C, eg green vegetables, citrus fruits or fruit juice.</p> <p>Beans, lentils, chickpeas and peanut butter are moderate sources of calcium.</p>	<p>If beans or pulses are served as the main protein item (an alternative to meat or fish), a vegetable that is not beans or pulses must be available.</p>



	Notes for Menu Planning	Serving/Cooking
<b>D. NUTS</b>	<p>Nuts are a good source of protein, fibre, iron and calcium.</p> <p>Nuts are low in sodium, unless the salted kinds are used.</p> <p>Moderate amounts are recommended, as they are high in fat.</p> <p>Some people are allergic to nuts. For advice see section on “<b>Notes on Special Diet</b>”.</p>	<p>If you use nuts in salads or in cooking, remember that some people may be allergic and need to be told, eg by the title of a dish, that nuts have been incorporated in the dish.</p> <p>Whole nuts should not be served to the under 7s.</p>



## GROUP 5: FOODS CONTAINING FAT AND FOODS CONTAINING SUGAR

- Most of the food offered should come from the first four food groups.
- Serve small portions of foods from this group.

	Notes for Menu Planning	Serving/Cooking
<b>A. FATS AND OILS</b>	<p>Oil that contains not more than 20% saturated oils is the preferred choice.</p> <p>Sauces in casseroles and meat dishes can also be thickened with lentils or split peas.</p> <p>A number of proprietary sauces which are tasty and lower in fat are now available for the school market.</p> <p>Plain yoghurt, served in a 50:50 mix with reduced fat salad cream or mayonnaise makes a delicious salad dressing.</p> <p>If you use low fat spreads, make sure they are fortified with Vitamins A and D.</p> <p>Yoghurt or fromage frais is more nutritious than cream and can be used in place of it, eg as a topping on puddings and pies.</p> <p>Try not to serve pastry dishes eg sausage rolls and pasties too often.</p>	<p>Use monounsaturated and polyunsaturated fats wherever possible for cooking, spreading and in dressings. Saturated fats include hard margarines, lard and suet.</p> <p>Monounsaturated and polyunsaturated fats include maize, corn, safflower, sunflower, soya, rapeseed, olive oils and spreads made from these oils.</p> <p>Make pies with a top crust only. Use a third wholemeal flour to make pastry. Alternatively, top with mashed potato.</p> <p>Grill or bake fish fingers, sausages and burgers rather than frying them.</p> <p>Try jayzee sauces (predominantly flour-thickened) instead of roux (which relies on a high proportion of fat).</p> <p>Skim all visible fat off sauces and gravies prior to serving.</p> <p>Thicken sauces by reducing the cooking liquid and adding potato flour (fecule) to give a quality end product.</p>



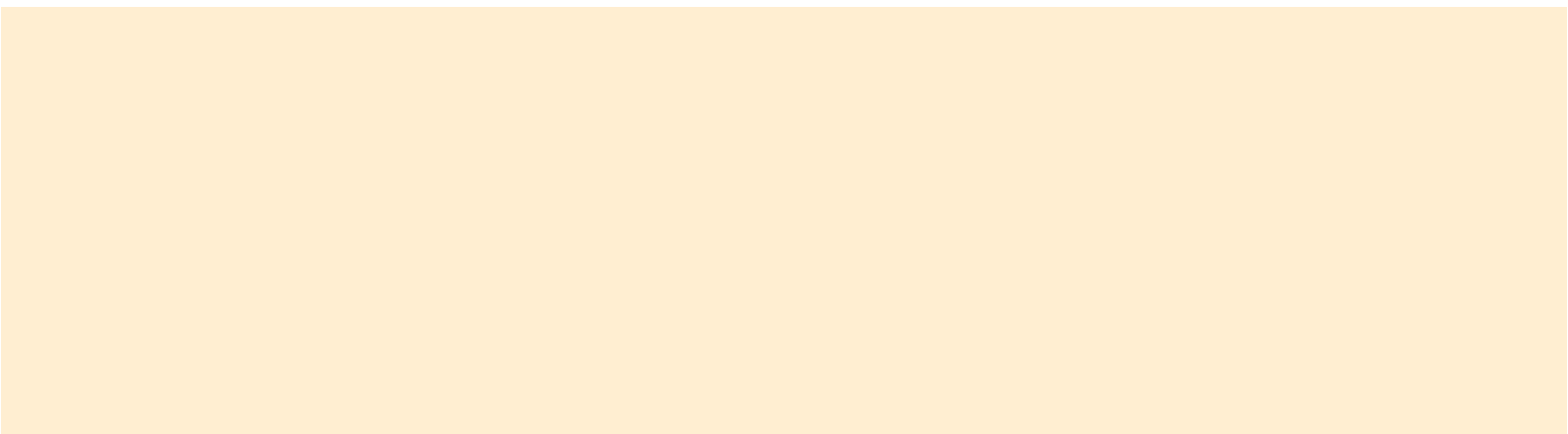
	Notes for Menu Planning	Serving/Cooking
<p><b>B. SUGARS</b></p>	<p>Tooth decay can be reduced by consuming sugary foods and drinks less often.</p> <p>Milk and water are the preferred options for drinks.</p> <p>Some soft drinks or fruit juices that have no added sugar still contain sugars that can be harmful to teeth. All squashes should be well diluted - 1 part squash to 10 parts water.</p> <p>When you are preparing desserts, try to produce a range of puddings which are lower in fat and sugar.</p> <p>Remember that fresh fruit can be an appetising option.</p> <p>Dried fruit provides extra fibre.</p>	<p>Use creamy sauces and mayonnaise sparingly. Offer low-fat alternatives.</p> <p>Do not glaze vegetables with butter or margarine.</p> <p>Do not serve ice cream as a dessert more than twice a week.</p> <p>Use low fat yoghurt or fromage frais as a topping on puddings and pies.</p> <p>For decoration make a reduced fat topping with half whipping cream and half yoghurt.</p> <p>Fresh, tinned and dried fruit should be incorporated into puddings.</p> <p>Do not dust cakes and pastries with sugar.</p>



## ***Section 4***

---

Catering for Special Diets





## Catering for Special Diets

### **1. Diabetes**

All people with diabetes are advised to eat regular meals and snacks. The current guidelines are for a diet which is:

- high in starchy carbohydrate
- high in fibre
- low in sugar
- low in fat
- low in salt

All people with diabetes have a meal plan which has been prepared specially for them by a State Registered Dietitian. It is essential that the guidance on the meal plan is strictly adhered to.

### **2. Allergies**

Food allergies are estimated to affect up to 2% of the adult population and are more prevalent in infants and children. A number of foods have been linked to food allergy, the most common of which are milk, wheat, peanuts, fish, soya, eggs and shellfish. A wide range of symptoms have been reported which vary in severity from a mild reaction to a very rapid and severe response.

Allergy to some foods, such as peanuts, peanut products, other nuts and shellfish can be particularly acute. People suffering from a severe food allergy need to know the exact ingredients in their food, because even a tiny amount of the allergenic food could kill them.

All pupils who have been diagnosed as having a food allergy should have a detailed diet sheet/meal plan prepared by a State Registered Dietitian. This will indicate the range of foodstuffs that should be excluded as well as those that are suitable.





### How can you help?

- Know which children suffer from an allergy and to which food(s).
- Ask all relevant pupils for a copy of their meal plan/diet sheet.
- Be aware of the school's policies regarding first aid and administering medication, and if there is a member of staff who has been trained to administer anti-histamine or adrenaline if a pupil has an allergic reaction. If you are in any doubt about the severity of an allergic reaction, call an ambulance.

#### a. Allergy to Gluten (Coeliac Disease)

- Pupils who are allergic to gluten must exclude wheat, barley, rye, and oats and foods containing them, such as all flour products - bread, pastry, sponges, biscuits, pasta, porridge oats and wheat based cereals, eg weetabix, shredded wheat and puffed wheat.
- Less obvious sources of gluten include processed or convenience foods, eg some packet soups, sauces, sausages or foods coated or filled with breadcrumbs, batter or sauce, eg chicken kiev, battered fish, cauliflower cheese.
- Foods which are naturally gluten free include meat, poultry, fish, eggs, pulses, milk, fruits, vegetables, nuts, potatoes, rice and maize.
- Remember to check the pupils' diet sheet for detailed information.

#### b. Milk Free Diets

- Some pupils cannot digest milk or milk products.
- If children are unable to drink cow's milk, soya drinks that are fortified with calcium should be used instead.
- They may also need to avoid yoghurt, cheese, fromage frais and foods containing them - always check the diet sheet for details.



### c. Nut Allergy

- All staff should be aware of the significance of the use of nuts and nut products, eg through training sessions or notices.
- If you use nuts or nut oils in a recipe, ask whether a susceptible student or member of staff will be able to identify them. If their presence is not clear from the name of the dish, find other ways of passing the information to the customers, eg why not label it 'contains nuts'?
- Beware of accidentally transferring food from one dish to another. Cooking equipment can be a means of cross-contaminating foods with peanut or nut protein. Allergy sufferers can react to the smallest amount of protein and even the minute amounts transferred through cross-contamination could cause a reaction.
- Remember also that any oil that has previously been used to cook products containing nuts can carry minute traces of nut proteins and thus have the same effect as nut oils.
- Ask the catering supplier to provide information as to whether the ingredients or flavourings used in their products contain nuts or seeds.
- If you prepare food, check the complete recipes of all your products so you can answer questions if asked.
- If customers ask whether there are nuts in a food and you don't know, tell them and suggest they try something else.

### 3. *Special Diets because of Religious Beliefs*

Some religions require that particular foods are avoided:

- Hindus do not eat beef and most are vegetarian. Periods of fasting are common.
- Sikhs do not eat beef. Meat must come from other animals killed by 'one blow to the head'.



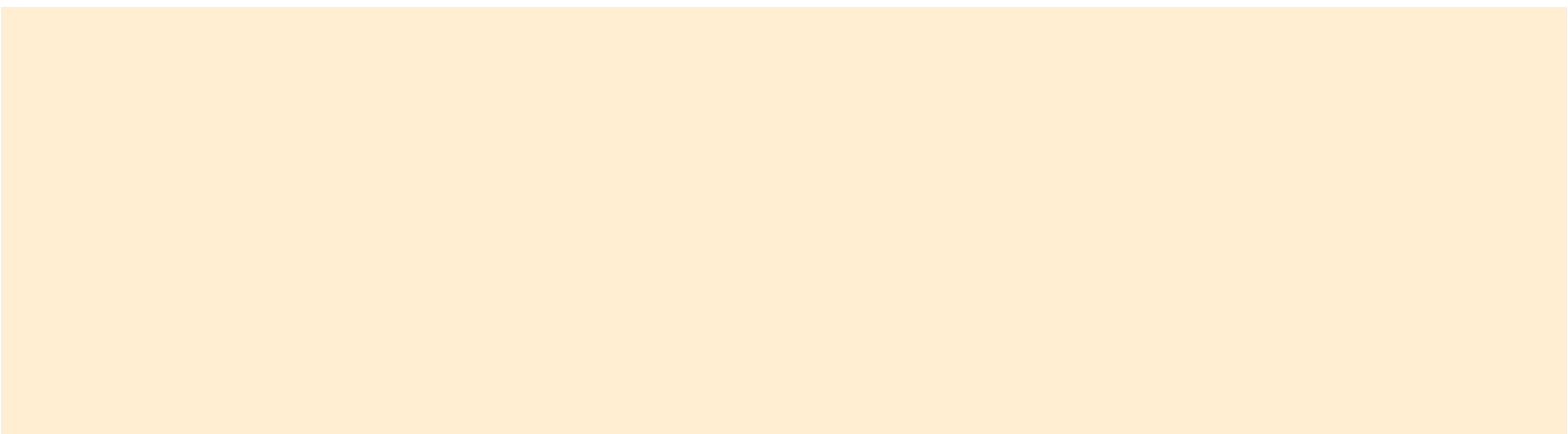
- Muslims do not eat pork or shellfish. Meat from other animals must be halal. Regular periods of fasting are observed, including Ramadan for one month.
- Jews do not eat pork. All other meat must be kosher. Meat and dairy foods must not be consumed together. Only fish with scales and fins is eaten.
- Rastafarians do not consume any animal products except milk. No canned or processed foods may be eaten and no salt may be added to food. Food should be organic.



## ***Section 5***

---

Guidance on Cooking Methods





## Guidance on Cooking Methods

The earlier sections provide guidance and advice on the content of meals, but it is also important to consider the way food is prepared and cooked. This section offers advice and makes recommendations on healthier cooking methods, particularly in relation to reducing fat and salt.

### ***To Reduce Fat***

- The best cooking methods are those which use no fat or oils. These include: steaming, braising without fat, blanching in water, simmering, boiling, stewing, poaching, casseroles, baking without fat or oil on a rack, grilling under radiant heat on a rack, roasting without fat or oil on a rack.
- Good cooking methods using the minimum of fat or oils are stir-frying, braising with some fat, baking with some fat, grilling on a grill plate eg barbecuing.
- Cooking methods which use a lot of fat or oil such as blanching in hot fat or oil, shallow frying, deep frying, roasting in fat are not recommended and should only be used occasionally. If the main item is fried, avoid serving it with other fried foods.

### ***To Reduce Salt***

- Try cutting down the amount of salt used in cooking gradually so that it is not noticed. Herbs and spices, onions and peppers, vinegar, celery and garlic powders, lemon juice and mustard can all enhance the flavour of foods.
- Offer fewer of the foods which tend to be high in sodium eg savoury snack foods, packet soups and sauces. Bouillon can be particularly salty: try a salt reduced variety, or make sure that the bouillon does not become too concentrated.



Method	Recommendation	Guidance
<b>Baking</b>	Recommended, as only a small amount or no additional fat is required.	<p>Oil that contains not more than 20% saturated oils is the preferred choice.</p> <p>Preheat the oven to the required temperature before adding the food.</p> <p>Use evenly sized pieces of food to ensure even cooking.</p> <p>Fish and poultry fillets, meat and kebabs can be marinated in fat free marinade before cooking and brushed with marinade during cooking to prevent them drying out.</p>
<b>Barbecuing</b>	Recommended	<p>Extra care should be taken to ensure that all food is thoroughly cooked.</p> <p>Partial pre-cooking is not recommended because of the associated increased risk of food poisoning.</p>
<b>Blanching</b>	Recommended provided food is blanched in water and not fat or oil.	<p>Once the food is blanched in hot water, it must be drained and refreshed in cold or iced water immediately to prevent further cooking.</p> <p>Once refreshed, do not leave food in the water as this will cause loss of nutrients and will soften the texture of the food.</p> <p>Drain the food immediately and use or chill for later use.</p>
<b>Boiling</b>	Recommended	<p>Use as little water as possible to minimise the loss of nutrients.</p> <p>Drain the cooking water off as soon as the food is cooked to prevent overcooking.</p> <p>The cooking liquid from many vegetables can be used for stocks, sauces and casseroles.</p>
<b>Braising</b>	Recommended if food is first stir fried or sweated in the minimum of oil.	



Method	Recommendation	Guidance
<b>Casseroling/ Stewing</b>	Recommended - does not require fat.	<p>Remove any excess fat before cooking.</p> <p>Cover the dish with a close fitting lid or aluminium foil to prevent moisture loss.</p>
<b>Frying (including shallow frying and deep frying)</b>	Use alternative cooking methods where possible.	<p>Use a polyunsaturated or monounsaturated vegetable oil for deep frying rather than one rich in saturated fat.</p> <p>Always use the correct frying temperature and do not overload the fryer. Lower frying temperatures mean longer frying times and increased fat absorption.</p> <p>Fry as quickly as possible.</p> <p>Prepare chunky chips rather than French Fries. Thicker chips and straight cut chips absorb less fat during cooking.</p> <p>Always drain foods thoroughly after frying and use absorbent kitchen paper to remove surface fat after draining.</p>
<b>Grilling</b>	Recommended	<p>Make sure the grill is hot before adding the food, to ensure the outside of the food is quickly sealed and the juices retained.</p> <p>Place food on a rack so fat can drain away.</p> <p>When using a grill plate simply brush the plate with the bare minimum of oil before heating.</p>
<b>Poaching</b>	Recommended	<p>Try adding herbs or spices to the poaching liquid rather than salt or sugar.</p> <p>The poaching liquid may be used in the finished dish or in other recipes.</p>
<b>Roasting</b>	Recommended when food is cooked without adding fat or, only a small amount of fat is brushed onto the surface of the food.	<p>Put meat onto a rack or trivet.</p> <p>Baste meat in its own juices.</p> <p>Trim fat prior to cooking.</p> <p>Brush vegetables with the bare minimum of oil.</p>





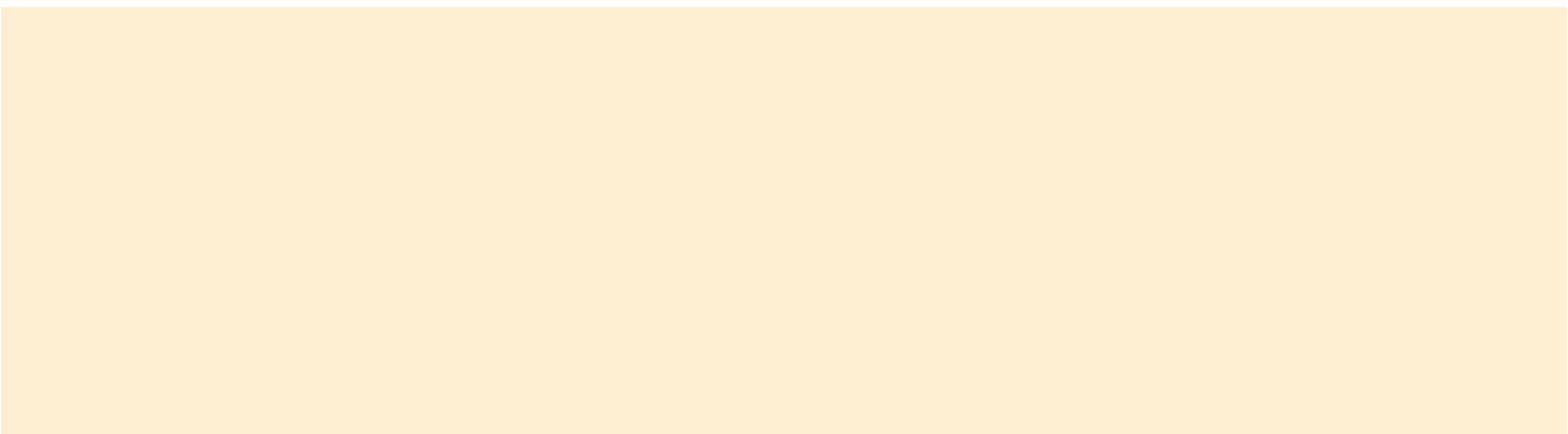
Method	Recommendation	Guidance
<b>Sautéing</b>	Use alternative cooking methods where possible.	<p>To keep fat to a minimum, the food can be sweated in a pan brushed with a small amount of oil.</p> <p>Keep a well fitting lid on the pan and cook over a low to moderate heat to prevent the food sticking.</p>
<b>Simmering</b>	Use alternative cooking methods where possible.	Do not allow the cooking liquid to remain at boiling point or the food may break up. Cover the pan to prevent loss of moisture.
<b>Steaming</b>	Recommended fat/oil not needed - flavours and nutrients retained.	Cut the food into even sized pieces to ensure even cooking.
<b>Stir frying</b>	Recommended because only a small amount of oil is used.	<p>Cut food into even sized pieces to ensure even cooking.</p> <p>Soak food in a low fat marinade before cooking.</p> <p>Use spray oil or a pastry brush to coat the pan with a minimum of oil.</p> <p>Heat the pan over a moderately high heat.</p> <p>Add the food in batches and stir fry over the heat until it is just cooked. Vegetables should be brightly coloured and crunchy.</p> <p>If food sticks to the pan during cooking, add a little stock, tomato puree or water rather than oil. It will continue to cook in the steam produced by the added moisture.</p>



## ***Annexes***

---

Annex A	Recommended Portion Sizes
Annex B	Sources of Calcium, Folate and Iron
Annex C (i)	Sample Monitoring Checklist: Nursery
Annex C (ii)	Sample Monitoring Checklist: Primary
Annex C (iii)	Sample Monitoring Checklist: Secondary





## *Annex A*

### Recommended Portion Sizes

The following pages set out recommended portion sizes for each of the first four food groups.

As the healthy eating guide, the *Balance of Good Health*, was not intended to apply to children under the age of five we have listed portion sizes for over fives only. There should however be progression towards the proportions of the different foods in the *Balance of Good Health* for the under fives and caterers should find the recommendations for the 5 to 11 year old age group helpful.

Where a range is indicated, the lower amount is recommended for younger children and the higher amount for older children.

#### **GROUP 1: BREAD, OTHER CEREALS AND POTATOES**

	<b>Recommended Portion Size for 5-11 Year Olds</b>	<b>Recommended Portion Size for 11 Year Olds &amp; Over</b>
Rice	35g	56g
Mashed, Boiled Potatoes, Croquettes Jacket Potatoes	84-168g 120-240g	250g 355g
Chips, Roast, Other Potatoes Cooked in Fat eg Jacket Wedges and Processed Potato Products	40-80g	120g
Bread: Sliced, Rolls, French Stick	30-60g	90g
Pasta (dry weight)	40g	60g



## GROUP 2: FRUITS AND VEGETABLES

	Recommended Portion Size for 5-11 Year Olds	Recommended Portion Size for 11 Year Olds & Over
Cooked Vegetables: Peas, Green Beans, Sweetcorn, Carrots, Mixed Vegetables, Cauliflower, Broccoli, Swede, Turnip	60-80g	80g
Cooked Cabbage, Spinach, Spring Greens and Other Leafy Vegetables	60-80g	80g
Raw Vegetables and Salad	40-80g	80g
Baked Beans	70-90g	90g
Coleslaw	45g	45g
Medium sized fruit, eg: Apples, Pears, Bananas, Peaches, Oranges	Half to One Fruit (50-100g)	1 Fruit (100g)
Small fruit, eg: Satsumas, Tangerines, Plums, Apricots, Kiwis	One to Two Fruits (50-100g)	Two Fruits (100g)
Very small fruits, eg: Grapes, Cherries, Strawberries	Half to One Cupful	One Cupful
Dried Fruit (eg raisins, sultanas, apricots)	Half to Two Tablespoons	One to Two Tablespoons
Fruit Salad, Fruit tinned in Juice and Stewed Fruit	1-3 Tablespoons including a little Juice/Syrup	2-3 Tablespoons including a little Juice/Syrup
Fruit Juice	150ml	150ml



### GROUP 3: MILK AND MILK PRODUCTS

	Recommended Portion Size for 5-11 Year Olds	Recommended Portion Size for 11 Year Olds & Over
Drinking Milk	200ml	300ml
Milk Puddings (including custard)	98g	98g
Cheese (including Low Fat Cheddar)	28-42g	56g
Yoghurts	125g (one pot)	125g (one pot)



## GROUP 4: MEAT, FISH, AND ALTERNATIVES

	Recommended Portion Size for 5-11 Year Olds	Recommended Portion Size for 11 Year Olds & Over
Red Meat (in roast dinners): Lamb, Beef, Pork, Gammon	56g minimum	70g minimum
Mince: Beef, Lamb, Pork and Vegetarian Mince (raw weight)	45g minimum (may reduce meat weight in composite dish in proportion if adding in another protein-based food such as beans or TVP)	70g minimum (may reduce meat weight in composite dish in proportion if adding in another protein-based food such as beans or TVP)
Burgers: Beef, Lamb, Pork, Bacon, Vegetarian Burgers (raw weight)	56g minimum	84g minimum
Sausages: Beef, Lamb, Pork, Vegetarian Sausages (raw weight)	56-84g	125g
Poultry (in roast dinners)	56g	70g
Shaped Chicken and Turkey Products eg Nuggets, Burgers	70g	95g
Poultry and Fish in Composite Dishes	56g (weight of poultry/fish in the composite dish can be reduced proportionately if adding in other protein-based foods eg beans, TVP)	56g (weight of poultry/fish in the composite dish can be reduced proportionately if adding in other protein-based foods eg beans, TVP)
Fish Cakes and Other Fish Shapes	56-112g	112g
Fish Fingers	56-84g	90g
White Fish Portions	40-60g	80g
Oily Fish	30-45g	70g

### NOTE:

1. Composite dishes using the caterer's own recipes such as home-made pies, pasta bakes, lasagne, spaghetti bolognese and stew should supply the equivalent amount of meat, poultry, fish or vegetarian alternative per portion.
2. The initials TVP refer to the meat substitute, texturised vegetable protein.



## *Annex B*

### Sources of Calcium, Folate and Iron

<p><b>CALCIUM:</b></p> <p><b>Good sources of calcium</b></p>	<p><b>Provides some calcium</b></p>
<p>Milk and yogurt</p> <p>Hard cheeses, cheese spread, soya cheese</p> <p>Canned sardines or salmon, drained and mashed up with the bones, fish paste</p> <p>Ice cream</p> <p>Egg yolk</p> <p>Bread, (except wholemeal), crumpets, muffins, plain and cheese scones</p> <p>Beans, lentils, chickpeas</p> <p>Ready to eat or stewed figs</p> <p>Tofu (soya bean) steamed or spread</p> <p>Soya mince</p> <p>Soya drink with added calcium</p>	<p>Broccoli, dark green leafy vegetables, turnip, carrots, cabbage, peas</p> <p>Dates, sultanas, raisins, ready to eat or stewed apricots</p> <p>Baked squash, sweetpotato</p>
<p><b>FOLATE:</b></p> <p><b>Rich sources of folate/folic acid</b></p>	<p><b>Other good sources of folate/folic acid</b></p>
<p>Fresh, raw or cooked brussels sprouts, cooked black eye beans</p> <p>Breakfast cereals (fortified with folic acid)</p> <p>Liver</p>	<p>Fresh, raw, frozen and cooked broccoli, spring greens, cabbage, green beans, cauliflower, peas, bean sprouts, cooked soya beans, iceberg lettuce, parsnips, chick peas</p> <p>Kidneys, yeast and beef extracts</p>





<p><b>IRON:</b></p> <p><b>Good sources of iron which are well absorbed</b></p>	<p><b>Other sources of iron. (If you add sources of Vitamin C, or meat or fish to the following foods it will help the iron to be absorbed)</b></p>
<p>Lean beef, lamb, pork: roast, mince, burgers, liver</p> <p>Chicken or turkey: especially dark meat, liver</p> <p>Canned sardines, pilchards, mackerel, tuna, shrimps, crab</p> <p>Sausages</p> <p>Fish paste</p>	<p>Breakfast cereals with added iron</p> <p>Breads</p> <p>Red kidney beans, haricot beans, pinto beans, lentils, chickpeas - boiled or canned</p> <p>Baked beans, peas - raw, cooked, frozen or canned</p> <p>Apricots, prunes, figs, peaches - ready to eat or stewed</p> <p>Raisins, sultanas</p> <p>Cauliflower, spring greens, broccoli, mixed vegetables</p>



**Annex C (i)**

**Monitoring Checklist - Nursery**

**Compulsory:**

**1. Has each pupil had the chance to have something from each of the following food groups? (Tick as appropriate, comment where answer is no.)**

	Yes	No	Comments
Bread, Other Cereals and Potatoes	<input type="checkbox"/>	<input type="checkbox"/>	_____
Fruits and Vegetables	<input type="checkbox"/>	<input type="checkbox"/>	_____
Milk and Milk Products	<input type="checkbox"/>	<input type="checkbox"/>	_____
Meat, Fish and Alternatives	<input type="checkbox"/>	<input type="checkbox"/>	_____

**2. How many times were the following served/available during the week? (Tick as appropriate and comment where the standard shown has not been met.)**

	1	2	3	4	5	Standard	Comments
Chips, Roast and Other Fried Potatoes and Garlic Bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	max: two	_____
Baked Beans as a Vegetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	max: one	_____
Cheese as the Main Protein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	max: two	_____
Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: one	_____
Red Meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: two max: three	_____
Drinking Milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____
Drinking Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____
Where there is choice - at least one portion of Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____
Where there is no choice - a Fruit based dessert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: three	_____



**3. Please use boxes below to answer the following questions and comment if the answer is no.**

	Yes	No	Comments
When fried products such as chips, roast potatoes, other fried potatoes and garlic bread are served is a non fried alternative offered?	<input type="checkbox"/>	<input type="checkbox"/>	_____
If beans or pulses form the protein part of a main course is a vegetable other than beans available?	<input type="checkbox"/>	<input type="checkbox"/>	_____

***Good Catering Practice/Healthy Cooking Methods:***

**1. Content of the weekly menu cycle:** *(Tick the appropriate box, where appropriate name the food(s) and state frequency. Please comment where answer is no.)*

FOODS:	Yes	No	State Food(s)	How Often?	Comments
rich in iron (eg meat, poultry, oily fish)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
rich in calcium (eg milk and milk products, tinned sardines, salmon)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
rich in folates (eg cauliflower, broccoli, dark green leafy vegetables, green beans, peas)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____

**2. Please use boxes below to answer the following questions.**

Which alternatives to frying and roasting are used?

When fat is used in cooking, how do you keep it to a minimum?



3. Please answer the following question, comment if the answer is no.

	Yes	No	Comments
Are pupils eating most of the food they have on their plates?	<input type="checkbox"/>	<input type="checkbox"/>	_____

4. Please answer the following question, by ticking yes or no and commenting under the two headings.

	Yes	No	What Foods	How
Are pupils being encouraged to try new foods?	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

5. Please complete the table below:

**Foods Which Result in the Greatest Waste:**

**Action Taken**



***Annex C (ii)***

**Monitoring Checklist - Primary**

***Compulsory:***

**1. Does every lunch contain a portion from each of the following food groups?** *(Tick as appropriate and record portion size. Comment where answer is no.)*

	Yes	No	Average Portion Size	Comments
Bread, Other Cereals and Potatoes	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Fruits and Vegetables	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Milk and Milk Products	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Meat, Fish and Alternatives	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____



**2. How many times were the following served/available during the week?**  
*(Tick as appropriate, comment where the standard shown has not been met.)*

	1	2	3	4	5	Standard	Comments
Chips, Roast and Other Fried Potatoes and Garlic Bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	max: two	_____
Rice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: one	_____
Pasta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: one	_____
Baked Beans as a Vegetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	max: one	_____
Where there is no choice in the menu - a dessert providing Fresh Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: three	_____
Cheese as the Main Protein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	max: two	_____
Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: one	_____
Red Meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: two max: three	_____
Drinking Milk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____
Drinking Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____
Where there is choice - at least one portion of Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____



**3. Please answer the following questions by ticking the appropriate box. As guidance the box which should be ticked to meet the required standard has been shaded. Please comment where standards have not been met.**

	Yes	No	Comments
When fried products such as chips, roast potatoes, other fried potatoes and garlic bread are served is a non fried alternative offered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
If beans or pulses form the protein part of a main course is a vegetable other than beans available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
When fried products such as chips, roast potatoes, other fried potatoes and garlic bread are served does the menu contain a main course cooked in batter or containing pastry?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Are at least half of all desserts on offer fruit and/or milk based?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Are low fat desserts always available on days when chips or other fried potatoes are offered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Is a main course containing pastry served at the same meal as a dessert that contains pastry?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Do composite main course dishes eg pies, lasagne contain at least half a portion of vegetables per serving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Do composite fruit dishes eg crumbles contain at least one portion of fruit per serving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Are alternatives to cheese as a source of protein served in vegetarian meals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____



**Good Catering Practice/Healthy Cooking Methods:**

1. **Content of the weekly menu cycle:** (Tick the appropriate box, where appropriate name the food(s) and state frequency. Please comment where answer is no.)

FOODS:	Yes	No	State Food(s)	How Often?	Comments
rich in iron (eg meat, poultry, oily fish)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
rich in calcium (eg milk and milk products, canned sardines or salmon, beans and lentils)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
rich in folates (eg cauliflower, broccoli, dark green leafy vegetables, green beans and peas)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____

2. **Please use boxes below to answer the following questions.**

Which alternatives to frying and roasting are used?

When fat is used in cooking, how do you keep it to a minimum?

3. **Please answer the following questions, by ticking yes or no and commenting under the appropriate heading.**

	Yes	No	What Foods	How
Do you offer healthier choices, eg reduced fat yoghurt?	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Do you encourage healthier choices?	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____





4. Please tick the appropriate box:

Yes No

Do pupils eat most of the foods they purchase?

5. Please complete the table below:

**Foods Which Result in the Greatest Waste:**

**Action Taken**

<b>Foods Which Result in the Greatest Waste:</b>	<b>Action Taken</b>



**Annex C (iii)**

**Monitoring Checklist - Secondary**

**Compulsory:**

**1. Is at least one item from the following food groups present on the daily menu and throughout the lunch service? (Tick as appropriate, comment where answer is no.)**

	Yes	No	Comments
Bread, Other Cereals and Potatoes	<input type="checkbox"/>	<input type="checkbox"/>	_____
Fruits and Vegetables	<input type="checkbox"/>	<input type="checkbox"/>	_____
Milk and Milk Products	<input type="checkbox"/>	<input type="checkbox"/>	_____
Meat, Fish and Alternatives	<input type="checkbox"/>	<input type="checkbox"/>	_____

**2. How many times were the following served/available during the week? (Tick as appropriate and comment where the standard shown has not been met.)**

	1	2	3	4	5	Standard	Comments
Chips, Roast and Other Fried Potatoes and Garlic Bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	max: two	_____
Rice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: one	_____
Pasta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: one	_____
Baked Beans as the only Vegetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	never	_____
Dessert providing one portion of Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____
Fresh/Tinned or Fruit Salad or fruit juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____
Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: one	_____
Red Meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	min: two	_____
Drinking Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	every day	_____



**3. Please answer the following questions by ticking the appropriate box. As guidance the box which should be ticked to meet the required standard has been shaded. Please comment where standards have not been met.**

	Yes	No	Comments
When chips or other fried potatoes are served does the menu contain a main course cooked in batter or containing pastry?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
If chips, roast potatoes or other fried potatoes are on offer today, is there an alternative from the bread, other cereals and potatoes group?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Do composite main course dishes, eg pies, casseroles, stews etc contain at least half a portion of vegetables per serving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Is fresh fruit, fruit juice, fruit tinned in fruit juice or fruit salad available every day, throughout the lunch service?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Do composite fruit dishes, eg crumbles, contain at least one portion of fruit per serving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Are at least half of all desserts on offer fruit and/or milk based?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
If beans or pulses form the protein part of a main course, is a vegetable which is not beans or pulses available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
If baked beans have been served, was an alternative vegetable available throughout the lunch service?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Are alternatives to cheese as a source of protein served in vegetarian meals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Is drinking milk available as an option every day?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Are low fat desserts always available on days when chips or other fried potatoes are offered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____



**Good Catering Practice/Healthy Cooking Methods:**

1. **Content of the weekly menu cycle:** (Tick the appropriate box, where appropriate name the food(s) and state frequency. Please comment where answer is no.)

FOODS:	Yes	No	State Food(s)	How Often?	Comments
rich in iron (eg meat, poultry, oily fish)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
rich in calcium (eg milk and milk products, canned sardines or salmon, beans and lentils)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
rich in folates (eg cauliflower, broccoli, dark green leafy vegetables, green beans and peas)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____

2. **Please use boxes below to answer the following:**

Which alternatives to frying and roasting are used?

When fat is used in cooking, how do you keep it to a minimum?

3. **Please answer the following questions, by ticking yes or no and commenting under the appropriate heading.**

	Yes	No	What Foods	How
Do you offer healthier choices, eg reduced fat yoghurt?	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Are some whole grain products used, eg brown rice?	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____



	Yes	No	What Foods	How
Are a variety of white, brown and wholemeal breads available?	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Do you encourage healthier choices?	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

**4. Please tick the appropriate box:**

	Yes	No
Do pupils eat most of the foods they purchase?	<input type="checkbox"/>	<input type="checkbox"/>

**5. Please complete the table below:**

**Foods Which Result in the Greatest Waste:**

**Action Taken**

--	--