

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18 November 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Aberdeen City Policy for Schools (Health Promotion and Nutrition) (Scotland) Act 2007
REPORT NUMBER:	ECS/10/091

1. PURPOSE OF REPORT

The Scottish Government introduced the '*Schools (Health Promotion and Nutrition) (Scotland) Act 2007*'. It aims to ensure that all schools are health promoting and that the food and drink served within school settings meets nutritional requirements as specified in the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008. Since the introduction of the Act and Regulations, schools within Aberdeen City have required support with regards the implementation of the nutritional requirements contained in the regulations. As a result the Aberdeen City Health Focus Group has developed a draft policy, which has undergone a wide consultation. The policy intends to provide direction and practical suggestions to all those providing food and drink in school settings in implementing the regulations. The purpose of this report is to put the draft policy forward for endorsement.

2. RECOMMENDATION(S)

To approve the revised Aberdeen City policy on the Schools (Health Promotion and Nutrition) Scotland Act 2007.

3. FINANCIAL IMPLICATIONS

It is not anticipated that there will be any significant additional costs in implementing the policy.

4. OTHER IMPLICATIONS

The policy will support the implementation of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and compliance with the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008. It is the responsibility of Aberdeen City Council to ensure the Act is implemented. The successful implementation of the Act will have a positive impact on the pupils within Aberdeen City. It is suggested that staff responsible for providing food and drink in school settings are aware of this policy. The policy will be updated as and when necessary.

5. BACKGROUND/MAIN ISSUES

Background

Many people in Scotland may face serious health risks because they do not eat a healthy diet and are not active enough. If we are to change this it is important to give children the best possible start in life, so they can adopt healthy lifestyles which can be carried into adulthood and ultimately, they can pass onto the next generation. Such a radical change cannot happen overnight and will require action on a number of fronts. One of the ways to tackle this is through the Scottish Government's '*Schools (Health Promotion and Nutrition) (Scotland) Act 2007*'.

The Act will aid school communities to embed a healthy lifestyle into the culture of schools and ensure health and wellbeing is valued by pupils, parents and partners. It aims to ensure that all schools are health promoting and that the food and drink served in school settings meets nutritional requirements. This builds on work carried out through Health Promoting Schools and Hungry for Success.

The regulations came into effect for primary schools on 4 August 2008 and 3 August 2009 for secondary schools. The exemption to this being the regulation regarding drinking water, which must be freely available to all pupils, as of 4 August 2008. It is the responsibility of the local authority in partnership with the NHS to ensure the policy is implemented and monitored within schools.

The Scottish Government has produced two pieces of statutory guidance, these are;

- 'health promotion guidance' to support local authorities and partners to ensure they are meeting their duty that all schools are health promoting and;
- 'healthy eating in schools' to support the implementation of the nutritional regulations for food and drink in schools.

Since the introduction of the Act, schools within Aberdeen City have had numerous queries with regards implementing the nutritional requirements under the regulations. Feedback from schools has also been that a policy to support the implementation of the regulations would be useful. As a result, a draft policy has been developed by the Aberdeen City Health Focus Group. This draft policy has been sent to all schools and key partners as part of a wide consultation process.

Purpose of this policy

The aim of the policy is to provide extra clarity and practical suggestions to all staff providing food and drink in school settings including after school clubs, breakfast clubs and community cafes based in schools. This will assist them to comply with the regulations. The policy should be read in conjunction with the regulations themselves and '*Healthy Eating in Schools, A Guide to Implementing the Nutritional Requirements for Food and Drink in Schools (Scotland) regulations 2008*'.

Who is this policy for?

The regulations apply to food and drinks provided to pupils in;

- Local authority schools
- Grant aided schools
- Hostels maintained by a local authority for pupils

The regulations apply to the following school food outlets if they are operated by the local authority, managers of a grant aided school or by another person on their behalf:

- Breakfast services
- Tuckshops
- Mid-morning and afternoon break services
- Vending services
- Community cafes
- After school clubs providing snacks or meals.

Therefore this policy is intended to provide direction to staff providing food and drink in the above settings before, during or after the school day. School catering is responsible for implementing the nutritional requirement regulations within their service. Therefore, the policy should also be used by school catering.

The policy provides guidance to schools as to what to provide in certain settings/occasions and key things to consider in implementing the regulations. A copy of the draft policy is attached as appendix 1.

6. IMPACT

Single Outcome Agreement –

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- Our children have the best start in life and are ready to succeed.

7. BACKGROUND PAPERS

Healthy Eating in Schools – A Guide to Implementing the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008. Scottish Government 2008

8. REPORT AUTHOR DETAILS

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Appendix 1

Aberdeen City Policy on The Schools (Health Promotion and Nutrition) (Scotland) Act 2007

Background

Many people in Scotland may face serious health risks because they do not eat a healthy diet and are not active enough. If we are to change this it is important to give children the best possible start in life, so they can adopt healthy lifestyles which can be carried into adulthood and ultimately, they can pass onto the next generation. Such a radical change cannot happen overnight and will require action on a number of fronts.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 will aid school communities to achieve this by embedding a healthy lifestyle into the culture and ensuring health and wellbeing is valued by pupils, staff, parents and partners. It ensures that all schools are health promoting and that the food and drink served in school settings is nutritionally balanced. The Act makes it a legal requirement for schools and partners to meet the nutritional requirements laid out in the Act.

Purpose of this policy

This policy intends to provide further direction to staff and enable them to comply with the nutritional requirements of the Act. This policy should be read in conjunction with '*Healthy Eating in Schools, A Guide to Implementing the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008*', <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition>

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The regulations apply to the following **school food outlets** if they are operated by the local authority, managers of a grant aided school or by another person on their behalf:

- Breakfast services
- Tuckshops
- Mid-morning and afternoon break services
- Vending services
- Community cafes
- After school clubs providing snacks or meals.

Therefore this policy is intended to provide extra clarity and practical suggestions to all staff with regards food and drink provision in the above settings before, after or during the school day. School catering is responsible for implementing the nutritional requirements within their service. The policy

should also be used by school catering in conjunction with the nutritional requirements.

Food and drink provided for pre-school children is **not** covered by the Nutritional Requirement Regulations in the Act. Separate guidance has been written for them; *Nutritional Guidance for Early Years*, 2006. Therefore nurseries should be aware of the Act and this policy and a whole-school approach is encouraged, however, they should refer to the '*Nutritional Guidance for Early Years*' for specific advice and guidance.

Pupils who require a special diet as the result of a medically diagnosed health care need are **exempt** from the Regulations as they may need to follow specific diets e.g. consume high calorie foods. However, their needs should still be considered in the ethos of a health promoting school.

It is recommended that this policy is shared with the wider school community including pupils, all staff working in schools, parents, PTAs, visiting specialists and partner agencies so they are aware of the nutritional requirements. It is advisable they adopt similar principles which are in line with this policy and the schools policy on providing food and drinks.

Food and Health is one of the six organisers within health and wellbeing within Curriculum for Excellence. It endorses a whole-school approach to food and health. This policy should be implemented in conjunction with an integrated food and physical activity programme across the curriculum, which will have a greater impact on health outcomes.

Summary of the Nutritional Requirements within the Act

Nutritional Requirements for Food and Drink Regulations

The regulations cover all food and drinks sold or served in schools and are broken into two parts –

1. Two sets of standards for **schools lunches** –
 - Nutrient standards which set out the proportion of nutrients pupils should receive from an average day's school lunch
 - Food and drink standards which define the types of food and drinks that pupils should be offered as part of the school lunch and their frequency.
2. Standards for food and drink served **outwith the school lunch** e.g. tuckshops, vending machines, community cafes, breakfast clubs and after school clubs.

School Catering must adopt the nutritional requirements when providing school lunches. Menus are analysed to ensure they are meeting them.

The following standards must apply to all food and drink outlets served **outwith** the school lunch (including tuckshops, vending machines, breakfast clubs and after school clubs).

Food Standards

1. Fruit and vegetables	A variety of fruit and/or vegetables must be available in all school food outlets.
2. Savoury snacks	<p>Only pre-packaged savoury snacks with:</p> <ul style="list-style-type: none"> • pack size of no more than 25g • no more than 22g of fat per 100g • no more than 2g of saturates per 100g • no more than 0.6g of sodium per 100g • no more than 3g of total sugar per 100g <p>are permitted.</p>
3. Table salt and other condiments	<p>Additional salt must not be provided in schools.</p> <p>Condiments (if available) must be dispensed in no more than 10ml portions.</p>
4. Confectionery	No confectionery can be provided (including cereal bars and yoghurt coated dried fruit). <i>Definition of confectionery is available on page 35 of the guidance.</i>
5. Fried foods	Fried foods cannot be provided.

Drink Standards

The only drinks permitted in schools are:

- Plain water (still or carbonated)
- Skimmed, semi-skimmed milk and other lower fat milks
- Milk drinks and drinking yoghurts*
- Soya, rice or oat drinks enriched with calcium*
- Tea and coffee*
- Fruit juices and vegetable juices*
- A blend containing any of the following ingredients, either singly or in combination*:
 - fruit
 - vegetable
 - fruit juice
 - vegetable juice
- Water and fruit and/or vegetable juice combination drinks*

* Refer to page 59 in the guidance document for details on specific criteria for these drinks.

The following tables provide some further clarity and practical suggestions on food and drink which can be provided **throughout the school day, before school or after school** (not including school lunches). It is not possible to provide an exhaustive list of all products which can be offered, therefore, schools should consider when providing food and drink if they are items to be promoted within a health promoting school. Also children and young people have different nutritional requirements e.g. a primary 2 will have different requirements from a S3 pupil, therefore some common sense should be used in deciding portion sizes.

Food Provided Outwith the School Lunch

Some of the items in the table require further explanation which is detailed below the table, these are denoted with an asterisk.

It is recommended the following items can be available on a daily basis: <i>Fruit and/or veg must be provided as part of any food/drink provision.</i>	The following items are suggestions for inclusion, however some care should be given to selecting them and they should not be available on a daily basis:	The following items are not allowed under the nutritional regulations:
Fruit – fresh, tinned or frozen.	Plain popcorn complying with the savoury snack criteria (although most do).	Cereal Bars
Raw vegetable sticks.	Nuts and seeds with no added salt or sugar. Be careful of allergies refer to the 'Special Dietary Policy'.	Even savoury snacks complying with the savoury snack criteria are not allowed during the lunch period as they may compete with healthier lunch items.
*Toast, scones, pancakes, crumpets, potato scones, muffins.	Small portions of cheddar cheese or processed cheese (15-25g).	Yoghurts containing confectionery e.g. with chocolate balls/flakes are not permitted.
	Rice cakes	Confectionery
	Dried fruit (preferable to limit to mealtimes as damage caused to teeth)	Coated dried fruit e.g. yoghurt coated raisins
	Yoghurts or fromage frais – choose lower fat/sugar varieties.	Chocolate or chocolate coated products.
	*Breakfast cereal or porridge	
	*Crisps complying with the savoury snack criteria.	
	*Oatcakes, water biscuits, cream crackers, breadsticks, crispbreads and melba toast complying with the savoury snack criteria.	
	*Home baked items using healthier recipes.	
	Soup	
	*Sandwiches, bagels, pitta bread, softies including wholemeal varieties.	
	*Grilled bacon/sausage served in wholemeal bread.	
	Scrambled eggs	

Toast, scones, pancakes, crumpets, potato scones, muffins – served with a vegetable based spread or cheese spread. It is suggested these are not served with condiments e.g. jam throughout the day e.g. at mid-morning as their sugar content can be damaging to teeth and therefore better to be kept to mealtimes e.g. breakfast.

Breakfast cereal - choose varieties low in sugar or not coated in sugar and preferably whole-grain or porridge served with semi-skimmed or skimmed milk, examples include shredded wheat, weetabix, branflakes, cornflakes, rice krispies.

Crisps - The consumption of crisps is not to be encouraged, therefore, if schools don't currently sell them there is no reason to start. At the time of writing 'Walker Lights' and 'Squares Ready Salted' 25 gram packets comply with the criteria.

Oatcakes, water biscuits, cream crackers, crispbreads, melba toast and breadsticks are all classed as 'savoury snacks', therefore most don't meet the savoury snack criteria. However, if you find some that do e.g. reduced fat crackers, and water biscuits, then these would be an option served with a vegetable based spread, cheese spread or small portion of cheese (e.g. 15 to 25g, e.g. babybel, triangle of cheese or small cube/stick of cheddar cheese).

Home baked items – Some schools make/buy 'home baking items' to sell (see below). These should not replace confectionery and therefore we would recommend to **not serve them more than twice a week**. The nutritional value can be enhanced by the following; increasing fruit content, using less sugar (and substituting sugar with fruit), increasing fibre (e.g. with wholemeal flour), use less fat and unsaturated fat (e.g. use liquid vegetable oil as an alternative). Flapjacks, carrot cakes, cookies, fruit cake and apple cake are all examples of items that incorporate the above tips.

NB. Schools should not serve/sell any food or drink which has been prepared at home or outwith a proper manufacturing process e.g. homemade bakery products, cheese from a local farm. Also all food and drink prepared should be overseen by someone holding a current food hygiene certificate.

Sandwiches, bagels, pitta bread, softies – suggestions for fillings include; lean ham, chicken and sweetcorn, cheese, egg or tuna and peppers. A vegetable based spread or low fat mayonnaise (as a binding agent) can be used sparingly. Limit the number of fillings using mayonnaise, use thicker slices of bread and include salad and/or vegetables where possible. Further guidance on sandwiches is available in the guidance document, see page 49.

Sausage/Bacon – If serving sausage or bacon they should be grilled and preferably served in wholemeal bread **no more than twice a week**. Some consideration should also be given to the type of product used; it should be lean bacon and specific nutrient specifications have been written for sausages which is included in the '*Nutrient Specifications for Manufactured Products*', *Food Standards Agency* - <http://www.food.gov.uk/multimedia/pdfs/tnsschool2006.pdf> If providing condiments e.g. tomato sauce, they must only be dispensed in 10 ml portions.

Drinks Served Outwith the School Lunch

Some of the items in the table require further explanation which is detailed below the table, these are denoted with an asterisk.

It is recommended the following drinks can be available on a daily basis:	The following drinks can also be provided, however some care should be given to selecting them:	The following drinks are not allowed under the nutritional regulations:
*Water – still or carbonated	Drinking yoghurts and flavoured milk complying with the criteria (refer to pg 41 of	Drinks with added sugar or artificial sweeteners, this includes

	the guidance).	
Milk – semi-skimmed or skimmed	*Fruit juice, fruit smoothies or 'juicy water' complying with the criteria.	Carbonated soft drinks included those which are sugar free e.g. diet cola
	*Tea or coffee made with semi-skimmed or skimmed milk.	Flavoured water.
		Sports drinks.
		Full fat milk.

Water - all children should have access to free drinking water on a daily basis (encouraging the use of clear drinking bottles can prevent sugary drinks being brought in from home).

Fruit juice, fruit smoothies or 'juicy water' (which is fruit juice with water added) can all help count towards one portion of the '5 a day', however can be harmful to teeth, therefore is advisable to restrict them to mealtimes, providing them with a straw can also help. Also they must meet the criteria detailed on page 42 and 43 of the guidance and portion size should be limited to 200ml.

Tea or coffee - these should only be available in secondary schools as they restrict the absorption of iron and are not advisable for younger children where iron consumption may be lower due to smaller appetites.

Breakfast clubs – The food and drink standards also apply to any breakfast provision, the following are suggested food and drink items to offer for a breakfast;

- Fruit and/or vegetables must be provided as part of a breakfast provision.
- Cereal (low in sugar or not coated in sugar and preferably whole-grain) or porridge served with semi-skimmed or skimmed milk, examples could include shredded wheat, weetabix, branflakes, cornflakes or rice krispies.
- Toast, scones, pancakes, crumpets, potato scones, muffins, these can be served with a vegetable based spread, cheese spread, jam, honey, marmalade or marmite.
- Yoghurts or drinking yoghurts (see comments above).
- Grilled bacon/sausage in a wholemeal sandwich (see comments above).
- Eggs – scrambled or boiled with toast.
- Fruit juice, fruit smoothies or 'juicy water' (see comments above).
- Tea and coffee (only for secondary schools, see comments above).

Birthday celebrations – Food and drink brought into schools to celebrate pupils' birthdays is **not** covered by the regulations. It is recommended that schools develop their own policies in line with the ethos of a health promoting school as to whether cakes can be brought in or provided/prepared by the school (e.g. nursery children baking fairy cakes). It is suggested that if a school allows cakes to be brought in or provided by the school, these should not be 'home baked', (refer to page 5 of this policy under 'home baked items' for general advice on

food preparation and produce being brought in from home). It is also suggested that small portions of a plainer cake is preferable to larger portions of a cake with lots of icing.

Prizes and rewards – Confectionery **must not** be given out as a reward in schools.

Enterprise – Enterprise activities can often involve food and drink activities. Any such activities are required to comply with the nutritional requirements of the Act.

Fairtrade Produce – Many school communities are involved in ‘fair-trade’ activities, however some of the fair-trade produce falls outwith the nutritional requirements. Chocolate bars, cereal bars and coated dried fruit are all foods that are no longer to be provided and as a result schools should consider alternative produce. However, if fair trade events are taking place occasionally or as a one-off throughout the year they can be classed as social/cultural celebrations and are therefore exempt.

Practical Food Preparation/Food Tasting – Practical food preparation is exempt from the Act. However, again in the ethos of a health promoting school consideration should be given to such activities. It is important to remember that it is all relative and tasting small quantities of food as part of a project provides valuable other experiences for pupils, e.g. tasting pastries as part of a French day.

Cultural/Social celebrations – Cultural/social celebrations are exempt from the act e.g. Burns day, Christmas party, sports day. The following are some key points to consider when planning such events;

- There is a feeling that children and young people should be allowed to consume any food or drink items during such events as they don't take place regularly and ‘anything is okay in moderation’. However, many such food and drink items have become everyday items. Therefore these events offer an opportunity to provide a choice of items and not only foods high in fat, sugar and salt as this is not then ‘moderation’.
- Also due to the number of social/cultural celebrations which can occur throughout the year, schools should consider what food and drink is provided during these events over the course of the year.
- In making decisions about providing food and drinks for social/cultural celebrations if a school decides to provide confectionery/cakes they should consider the portion size e.g. a fun size chocolate treat is preferable to a full size bar or a small plain cake is preferable to one full of icing.
- It is also recommended to involve pupils as to what can be provided at cultural/social celebrations and what healthier items may be popular.
- The above principles should be applied to all social/cultural events including those run by PTAs and other parties.
- Some suggestions for food/drink items to offer at cultural/social celebrations include; pizzas (choose options with less cheese and no processed meat), fruit kebabs, sandwiches, wraps, cheese and pineapple

sticks, vegetable sticks with dip, low fat crisps, breadsticks, plain popcorn, pitta bread and dips, plain pretzels, plain biscuits, healthier home baking (see page 5 of this policy under 'home baked items' for general advice on food preparation and produce being brought in from home) and smoothies. **This list is just some suggestions and the principal is that foods high in fat, sugar and salt should not be the only options on offer.**

Summary – This policy is intended to support schools and partners within Aberdeen City in implementing the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The overarching principle is to consider your practice within the ethos of a health promoting school. Further advice and support is available from your Health Improvement Officer.

Appendix 2

Health and wellbeing across Aberdeen City schools: Briefing Paper

As part of the then, Scottish Executive's target for all schools to become 'health promoting schools' by 2007, it was recommended that a framework for national accreditation should be developed. Following this recommendation, '*A Framework for the National Accreditation of Health Promoting Schools in Scotland, (2005)*', was published. As a result NHS Grampian, Aberdeen City Council, Aberdeenshire Council and The Moray Council developed a Grampian wide accreditation framework based on the national framework, which was submitted for endorsement in May 2006. National endorsement was received and the Grampian accreditation scheme was launched in the autumn of 2006. Plans to implement the scheme were drawn up by each local authority, which were endorsed by the Education and Leisure committee in Aberdeen City in August 2006. Accreditation has been overseen by a pan-Grampian moderation board comprising of key representatives from health and education. The accreditation framework consists of three levels, implementation within Aberdeen City is detailed below;

Commitment – schools to submit a portfolio of evidence

Commended – schools to submit a portfolio of evidence

Excellence – schools to submit a portfolio of evidence and receive a visit from members of the pan-Grampian Moderation Board.

Schools have been submitting portfolios at committed and commended level for the last three years, which have been reviewed by a team of assessors from members of the Aberdeen City Education Health Focus Group.

Ninety-eight per cent of schools in Aberdeen City have achieved commitment level and 92% of schools have achieved commended level. Aberdeen City currently has the highest number of schools achieving excellence within Grampian, with seven schools being awarded excellence namely; Airyhall School, Milltimber School, Danestone School, Manor Park School, Hazlewood School, St Machar Academy and Tullos School. Details of all schools and levels achieved are detailed in appendix 3.

Recent policy developments including the *Schools (Nutrition and Health Promotion)(Scotland) Act 2007* and *Curriculum for Excellence* have meant that the health and wellbeing work achieved through accreditation will now need to be embedded in schools through existing quality assurance systems. Accreditation has provided schools with a profile of their health promotion status. It has also heightened the profile across all schools and their communities to enabled them to look at their current practice, identify areas which are working well and identify areas for further development. A wealth of good practice around health and wellbeing is currently taking place across Aberdeen City schools and accreditation has allowed this to be highlighted (see appendix 4). The challenge now is to provide support to schools around health and wellbeing and ensure it is embedded and sustained in all schools to comply with the *Schools (Nutrition and Health Promotion)(Scotland)Act 2007*. It is the responsibility of the local authority in partnerships with NHS Grampian to monitor this process. A model to embed health and wellbeing (which includes health promoting schools) within schools in Aberdeen City is currently being drawn up which will be based on self-evaluation in line with schools quality assurance processes. This model will be based on the criteria within the accreditation scheme, the *Schools (Nutrition and Health Promotion)(Scotland)Act 2007* and the health and wellbeing experiences and outcomes within *Curriculum for Excellence*.

The current excellence model has proved extremely resource intensive and with each local authority developing their own mechanisms to embed health and wellbeing, it was felt no longer possible to continue with a Grampian model. Therefore, it has been decided to develop an excellence model for Aberdeen City schools. The new model will be based on the previous Grampian model, however, it will be updated to reflect current policy development and make it more manageable whilst maintaining the same excellent standards.

Although accreditation has raised the profile of health and wellbeing within schools, work still has to be done to tackle national priorities such as childhood obesity and oral health. The child healthy weight measuring programme which took place in all Aberdeen City schools between October 2009 and February 2010 identified that 23.2% of P5 children were in the unhealthy weight range (above the 91st centile). In addition to this, the National Dental Inspection Programme (NDIP) 2009/10 has reported that 35.4% of Primary 1 children have obvious dental decay with 8.7% of those children requiring urgent care due to abscesses and decay.

The implementation of the *Aberdeen City Policy for Schools (Health Promotion and Nutrition)(Scotland) Act 2007* is one element which can help towards tackling these issues.

Appendix 3
Health Promoting Schools – levels achieved by Aberdeen City Schools

School	Level Achieved
Aberdeen Grammar ASG	
Aberdeen Grammar	Commended
Ashley Road School	Commended
Gilcomstoun School	Commended
Mile-End School	Commended
Raeden Centre	Commended
Skene Square School	Commended
St Josephs R.C. School	Commended
Bankhead ASG	
Bucksburn Academy	Commended
Bucksburn School	Commended
Kingswells School	Commended
Newhills School	Commended
Stoneywood School	Commended
Bridge of Don ASG	
Braehead	Commended
Bridge of Don Academy	Commended
Scotstown School	Commended
Cults ASG	
Cults Academy	Commended
Culter School	Commended
Cults School	Commended
Milltimber School	Excellence
Woodlands School	Commended
Dyce ASG	
Cordyce School**	None
Dyce Academy	Commended
Dyce School	Commended
Harlaw ASG	
Broomhill School	Commended
Ferryhill School	Commended
Kaimhill School	Commended
Harlaw Academy	Commended
Hazlehead ASG	
Airyhall/Braeside	Excellence
Fernielea School	Commended
Hazlehead Academy	Commitment
Hazlehead School	Commended
Hazlewood School**	Excellence
Kingsford School	Commended

Kincorth ASG	
Abbotswell	Commended
Charleston School	Commended
Kincorth Academy	Commended
Kirkhill School	Commended
Loirston School	Commitment
Northfield ASG	
Bramble Brae School	Commended
Holy Family RC School	Commended
Muirfield School	Commended
Northfield Academy	Commitment
Quarryhill School	Commended
Manor Park	Excellence
West Park School	Commended
Heathyrburn School	Commended
Oldmachar ASG	
Danestone School	Excellence
Forehill School	Commended
Glashieburn School	Commitment
Greenbrae School	Commended
Middleton Park School	Commended
Oldmachar Academy	Commended
St Machar ASG	
Cornhill Primary School	Commended
Hanover Street School	Commended
Kittybrewster School	Commended
Seaton School	Commended
St Machar Academy	Excellence
Riverbank School	Commended
St Peter's R.C. School	Commended
Sunnybank School	Commended
Woodside School	Commended
Torry ASG	
Torry Academy	Commended
Tullos School	Excellence
Walker Road School	Commended

Appendix 4

Case Studies

Introduction

The following case studies highlight good practice across Aberdeen City's primary, secondary and special schools with regards to the implementation of the *Schools (Health Promotion and Nutrition)(Scotland) Act 2007*. In addition to this, they show how opportunities have arisen because of the Act to make inter-disciplinary links across the curriculum, e.g. health and wellbeing, literacy, numeracy, expressive arts, etc. The challenges encountered have been discussed as well as the impact that the initiatives have made on the school community. It is anticipated that the Aberdeen City Policy for Schools (Health Promotion and Nutrition)(Scotland) Act 2007 will inspire other schools within the City to adopt similar practices.

Case Study 1:

Cults Academy – S1 & S2 In-School Lunches

Introduction

In 2005, Anna Muirhead took over as Head Teacher at Cults Academy. It was brought to her attention that parents were concerned with the safety of S1 pupils visiting the shops on North Deeside Road. Therefore the school introduced a guideline whereby new S1 pupils had to stay in school for lunch at least up until the October break. This enabled the school to assess how the canteen could cope and evaluate the arrangement.

The school observed advantages such as fewer phone calls regarding pupils running across roads and more S1 pupils were attending lunchtime events. When the restrictions were lifted after October, the school found that fewer pupils were inclined to go down to the shops than in previous years.

Process

Following this, consultation began regarding the new Cults Academy building. The school received many requests and suggestions from pupils, parents and staff regarding the style of canteen areas.

Implementation

Parents continued to support keeping the younger pupils in school and looking ahead to the new building, the school felt that it was something they could accommodate. A rule was introduced from the following August that no S1 pupils were allowed into the village at lunchtime (they could still go home if parents wrote to the school) and then in 2007-08 the policy was extended to

S2 pupils.

In addition to this, consultation took place with staff regarding reducing the lunch break to 50 minutes which also helped make the journey to the village less attractive.

Challenges

While there is no doubt that the scheme has created less “community” issues, the system has put strain on the school, specifically the Senior Management Team (SMT) and prefects who supervise at lunchtimes.

Also, while the new school has been a great improvement, the catering facilities are not conducive to fast, efficient service. Although the cook and her team do their best, the system requires a large number of prefects and staff to manage the queues.

In addition to this, the very high uptake of lunches has put added strain on the schools Accord machines. The school have purchased an additional terminal but even so the office has to cope with huge queues every interval to sort out cards, put on notes, etc.

Impact

There have been a number of evident advantages to the scheme. Firstly, the uptake of main meals has significantly increased, meaning that the majority of pupils have access to a range of nutritionally balanced meals on a daily basis. As well as this, the scheme has meant that there are less safety issues, regarding pupils crossing busy roads to access the shops in the village. Finally, the scheme has increased the numbers of S1 and S2 pupils attending lunchtime events.

Case Study 2: Manor Park Primary – Social Snack

Introduction

After the introduction of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* the Health Committee decided to re-vamp the school tuck shop. It now incorporates baked goods, yoghurts and a wider variety of fruit. Due to changes made in the Act, some staff members were a little unsure of what was expected of them. Therefore on one of the in-service days, it was arranged for the Health Improvement Officer to hold a workshop for staff on the implications of the Act. This was very successful and put to rest a number of queries. The school also introduced a Social Snack time at 10.30 everyday.

Process

As a lead on from changes to the Tuck Shop, the pupil council decided they would like to trial a Social Snack time. This means that all children stop their work at 10.30 (just before playtime) and have their snack together in the classroom. The class teacher is then able to see what the children are having for their snack.

Implementation

The Pupil Council introduced a sticker system to chart the children eating a healthy snack. This means that teachers can easily monitor what is being eaten at snack time and encourages the children to make healthier choices. It also combats the problem of litter in the playground. It has reduced the number of 'wasp sting' incidents and it enables the children to be fully active during their playtime. At the end of the trial period the pupil council conducted a survey to find out if children were making healthier choices.

Challenges

There were no challenges.

Impact

Social snack has been very successful. Initial responses showed that it had encouraged children to take in healthier items for snack. The new tuck shop is obviously encouraging children to eat healthily too.

Case Study 3: Hazlewood School – Enterprise Tuck Shop

Introduction

With the introduction of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*, Hazlewood School realised that they would need to make changes to the items they sold in the tuck shop.

Process

The class did some work around whether food bought would meet the new nutritional guidelines. This was very challenging and most of the children found food labels confusing particularly due to the range of complex additional support needs of the pupils. While researching food labels, some pupils grasped the concept and are now able to state which foods meet nutritional guidelines. When shopping, pupils can tell which items meet the nutritional standards by merely glancing at the packets. External funding was sourced which allowed the school to purchase a till, a trolley, a fridge, knives and chopping boards etc to allow them to prepare the fruit for sale in the tuck

shop.

Implementation

The class buys the shopping on a Monday. The fruit is then prepared for sale in the tuck shop. The pupils from Class 8 run the tuck shop and this is linked to their personal targets i.e. did they say hello; could they tell customers what was on offer and how much things were; did they manage the money (with assistance where required) and did they say thank you and goodbye. The pupils also look after stock control and write up the shopping list for the following week. They are responsible for managing the finances and banking it.

Challenges

Food labelling and nutritional guidelines are difficult to understand.

Impact

Pupils gain experience in a whole range of life skills:

- Making and using lists
- Shopping
- Budgeting
- Dealing with customers in a retail role
- Independent travel by public bus
- Handling money in the Tuck shop and in a supermarket
- Counting and bagging money
- Healthy eating
- Using a bank
- Recycling (plastic bags)
- Food preparation
- Appreciation of a work environment

Money has been used for:

- (1) Donations for charity events
- (2) Sponsor a trophy for the school Curling Tournament
- (3) Pay for a class mobile for classroom and trip use
- (4) Help towards the cost of school trips
- (5) Playground three wheeled scooter
- (6) Leavers party

Case Study 4: Cornhill Primary School – Tuck Shop

Introduction

Two years ago, Cornhill Primary held a Playground Week to launch a new range of activities that were available for pupils to play at both playtimes and lunchtimes. It was decided to pilot a 'Healthy Tuck Shop' during that week, to raise awareness about the importance of having good dietary habits together with the importance of taking part in physical activity.

Process

The Playground Week was organised by the Health Co-ordinator in the school, taking on board suggestions from the Pupil Council. As the Healthy Tuck Shop was a huge success, it was decided to make it a permanent feature within the school.

Implementation

Currently the tuck shop is run by the Primary 5 class. They spent time looking at the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* which ensures that food and drink served in schools meet approved nutritional standards. This gave the pupils guidance as to what they were able to sell. The tuck shop started off with quite a wide range of products and has now been streamlined to the more popular items, e.g. toast, raisins, grapes, fruit juice.

While the Primary 5 class runs the tuck shop, it is the Primary 6 class that look after the finances. They are involved in the ordering, the invoicing, checking receipts, counting the money and banking. It was decided to charge a little bit extra on the tuck shop prices which would allow a small profit to build up over time. This developed the tuck shop into an enterprise project.

Since the project began the school has been able to purchase basketball kits for the school team and equipment and plants for their garden from the profits made.

Challenges

PECOS – This new system for dealing with the council finances has made it more difficult to order stock for the tuck shop. Also, it took quite a bit of work with the pupils to decide which items were allowed to be sold since the introduction of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*.

Impact

The children have access to a range of healthy products at playtime. The pupils have had the opportunity to look at and interpret food labels which allows them to make choices around healthier items. The Primary 6 class

have been learning valuable life skills around money handling and the processes involved in ordering/receiving goods. Also, they have been given the opportunity to run an enterprise project which has benefited the whole school community.

Case Study 5: Skene Square Primary – Lunch Survey

Introduction

After the introduction of a new School Meals Menu (to be in line with the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*), the Pupil Council of Skene Square Primary decided they wanted to find out what their pupils thought of the new menus.

Process

The School contacted Susan Wiseman (Hungry for Success Co-ordinator) from School Catering Service to ask if she would be able to come along to a Pupil Council meeting and help them draw up a questionnaire. Unfortunately she was unable to attend the meeting due to a previous commitment but instead she was asked to email any questions that she would like to have included in the survey.

Implementation

The Pupil Council made up a survey and circulated it to all classes. The survey was designed in a 'hands up' format as the Pupil Council were aware of the implications of printing a survey for all pupils. Instead they thought it was something that could be done on the class Interactive White Boards.

Challenges

Children wanted to have larger portions and bigger cartons of fruit juice. More work needs to be done around the Nutritional Guidelines and how this influences the menu (and portion sizes) available.

Impact

Children are beginning to have a greater understanding of the nutritional element of the *Schools (Health Promotion and Nutrition) (Scotland) Act 2007*. The School Catering Service was able to get a sample of what the children think about the new School meals.