

## Education Leeds

# A drinks policy guidance for schools and other education and health promoting settings

Applicable for key stage 1, 2 and 3

**Note:** This policy guidance is a working document and will be updated in response to changing requirements and emerging information. Feedback is always welcome as we are continually striving to improve. Please contact [Rosemary.molinari@educationleeds.co.uk](mailto:Rosemary.molinari@educationleeds.co.uk)  
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## Introduction

The main purpose of this drinks policy guidance is to provide Leeds schools with a comprehensive and simple guide to help inform and implement a school drinks policy as part of the healthy school programme. The content may also be useful for other education and health promoting settings e.g. Youth centres, and the workplace.

The recommendations are aligned to the government's national school food and drinks reforms, which provides a benchmark to promote parity and avoid mixed messages. The current drinks reform refers only to drinks sold in schools - there are no restrictions on the quality of drinks brought into school. This guidance aims to help pupils and families make an informed healthy choice.

It provides detailed information and guidance, including background policy context and offers teachers, families and health professionals a clear, evidence based understanding of how a good drinks policy can positively impact on children's health and economic well being. The information also aims to help inform lesson plans, planning and class discussion.

The guidance is structured into three core chapters;

1. Chapter 1 examines policy and the national standards
2. Chapter 2 examines the benefits of drinks policy
3. Chapter 3 provides a step by step guide on how a good drinks policy can be implemented in schools.

This content is designed to:

- Examine the benefits of introducing a drinks policy.
- Demonstrate the importance of hydration.
- Explain which drinks are recommended.
- Promote drinks are most likely to support good health and education outcomes.
- Understanding why some drinks are removed e.g. carbonated drinks.
- Provide an overview of dental health.
- Introduce the Leeds Fluoridation Programme.
- Provide contact details of all Leeds catering providers and their drinks provision.
- Make recommendations based on robust evidence.
- A stepped guide to implement a sustainable school policy.

The appendices section includes:

1. Background of existing policies
2. A table of drinks permitted in schools (national standards)
3. Glossary of terms
4. Local case studies
5. Leeds packed lunch policy framework and toolkit
6. Frequently asked questions

7. List of drinks that Leeds catering providers offer and contact details
8. Useful resources and local dental contacts.

## Chapter 1: Policy context and frameworks

### 1.1 Background

#### National standards for school food and drink

In September 2005, the government introduced mandatory nutritional standards which saw the removal of food and drinks that were high in fat, sugar and salt from being sold in schools. The standards were also in place to try and promote the use of fresh ingredients, such as fruit.

In September 2009, it became mandatory that all schools, pupil referral units, special inclusive learning environments and academies provide a school lunch that fits with the national standards. Therefore, all meals, food and drinks for the general school population must meet the standards from 08.00hr to 18.00hr and include breakfast, tuck shops and all extended service activities.

*See appendix 1 for more detailed information.*

#### Leeds school meal strategy

Education Leeds responded to the Government School Food Reform Bill and launched the Leeds school meal strategy to transform school food and increase school meal uptake. The strategy focuses on supporting the school and all Leeds catering providers to establish a sustainable school meals service and environment that meets the needs of children and young people. This drinks guidance forms a key action to implement the Leeds strategy to improve school food and drink.



#### The Leeds school meals strategy

<http://www.educationleeds.co.uk/schoolmeals/infopage.aspx?page=659>

The Leeds packed lunch policy and toolkit forms an important action to increase school meal uptake. The policy's guiding principles encourage schools to implement a 'water only' policy, or a drinks policy where all fizzy drinks, plus sugar free and diet drinks are all removed. Many Leeds schools have chosen to utilise this framework to implement a robust packed lunch policy. The Leeds policy aligned to the national school food based standards to promote parity and tackle food poverty. The policy was informed by public consultation involving hundreds of headteachers, governors, pupils and parents. The packed lunch policy includes a section on drinks see appendix 5.



Leeds Packed Lunch Policy document, includes a framework to benchmark quality across the city and a range of pragmatic guiding principles.

<http://www.educationleeds.co.uk/schoolmeals/infopage.aspx?pageno=661>



Leeds Packed Lunch evidence based rationale document, it includes the findings from the pupil consultation and illustrates a duty of care that a packed lunch policy offers.

<http://www.educationleeds.co.uk/schoolmeals/infopage.aspx?pageno=661>



The Leeds packed lunch toolkit, includes a range of tools developed to help schools implement a robust and sustained policy including surveys, letters to parents etc.

<http://www.educationleeds.co.uk/schoolmeals/infopage.aspx?pageno=661>

## National school food and drink standard resources

The Department for Children, Schools and Families (DCSF) appointed The School Food Trust to develop the school food reform and relevant resource documents to support schools. These resources include the following four guidance documents which clearly states all drinks restrictions, which have been adopted to inform this schools drinks policy guide and can act as key reference documents to further inform your school drinks policy.

The drinks standard was put into place to remove drinks from schools which have no nutritional value and can cause tooth decay in children. It aims to

encourage children to drink water or drinks that provide other important nutrients (School Food Trust, 2007).

The drinks that have been removed from schools due to these standards are sugary carbonated drinks, even the sugar free varieties have been removed. Other drinks that have been removed include sugary juices that did not comply with the standards and also drinks high in caffeine, and other high energy sugar drinks.

Drinks that have been put into schools are milk/alternative drinks that contain more than 50% milk/alternative and also fruit and vegetable juices containing more than 50% juice (see appendix 2). Water is also more readily available to children in schools to help keep them hydrated (see page 10 for more information on hydration).



1. The Food based and nutrient based standards guidance for school lunches.

<http://www.schoolfoodtrust.org.uk/document.asp>



2. A guide to the Government's food based standards for school lunches.

<http://www.schoolfoodtrust.org.uk/document.asp>



3. A guide to the new food based standards for food other than lunches

<http://www.schoolfoodtrust.org.uk/document.asp>



4.A practical guide to adopting a whole school approach for those children on special diets and special schools.

[http://www.schoolfoodtrust.org.uk/doc\\_item.asp?DocCatId=9&DocId=101](http://www.schoolfoodtrust.org.uk/doc_item.asp?DocCatId=9&DocId=101)

## 1.2 Health and education targets and inspections that should encourage schools to introduce a drinks policy

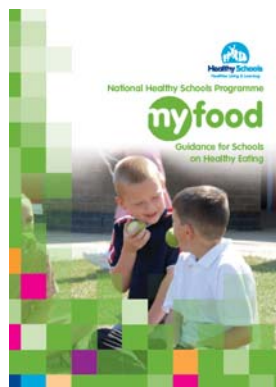
### National healthy schools programme

The national healthy schools programme aims to help schools to strive for lasting health and well-being behaviour changes in children and young people, with particular focus on providing targeted support for those who are most at risk. The outcomes will reflect school-based local and national priorities. Healthy eating is a core theme, which includes the following criteria:

- 2.3 A Whole School Food Policy
- 2.10 Easy access to water.

The minimum evidence for criteria needed is to ensure that children, young people and staff say they have access to free, clean and palatable drinking water at lunchtime and throughout the day, and have been consulted about where it is located. The school is required to monitor availability of water consumption is encouraged and ensures it is being used by children and young people. It also states that schools should consider whether water stations are clean and welcoming? Is drinking water accessible at all times? Do children and young people use water bottles during lessons? Is the consumption of drinking water promoted throughout the day as well as at meal times?

For more information go to: <http://home.healthyschools.gov.uk/>



National Healthy Schools Programme. Guidance for schools on healthy eating.

<http://resources.healthyschools.gov.uk/v/a46a61cb-75a0-4d90-8681-03ceddc619a2?c=8d58bfca-39d1-4d7d-927a-9cb501033fb9>

For local information go to:

<http://www.educationleeds.co.uk/SchoolMeals/>

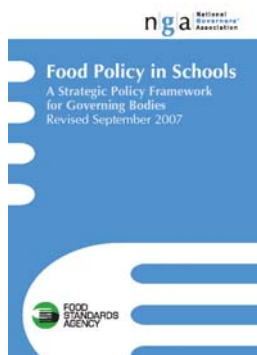


2009 National Healthy schools - Enhancement model.

<http://resources.healthyschools.gov.uk/s/Enhancement>

The national school food and drink standards are now included as a main judgement on pupil outcomes for Every Child Matters. Under the revised Ofsted inspection framework, assessment of a school’s performance on health and well-being is assessed by the **extent to which pupils adopt healthy lifestyles** as part of the evaluation criteria of healthy eating. Pupils choosing healthier drinks as part of the school’s food policy will provide this evidence.

The inspection considers that this judgement also takes into consideration the school Governor’s role in ensuring the schools comply with the standards and assesses food and drink policies.



Food Policy in Schools: A Strategic Policy Framework for Governing Bodies may be accessed

<http://www.nga.org.uk/uploads/Food%20Policy%20Doc.pdf>

For more information on Governors role and responsibility go to: [www.nga.org.uk](http://www.nga.org.uk)

## Chapter 2: Health

This chapter explains the benefits to schools and other settings to implementing a drink policy. It provides a range of general facts and information to support the development of your school drinks policy. It also offers information why an individual should adopt healthier choices of fluids to achieve hydration.

A school drinks policy should aim to encourage school children to choose healthy drinks, such as water and fluids that provide nutrients such as milk, yoghurt or dairy equivalent drinks as they address calcium requirements. Calcium is important to help bone and teeth growth. This policy guidance also aims to encourage consumption of fruit or vegetable juices that provide vitamin C and other necessary nutrients.

The following sub-chapters provide general information to support your schools drink policy development, curriculum and school discussions:

1. Hydration.
2. Water.
3. Combination drinks.
4. The link between carbonated drinks and dental health.
5. Importance of calcium.
6. Leeds fluoridated milk programme.
7. Importance of vitamin C, D and iron.
8. Drinks, Nutrition and Health.
9. Healthy eating model 'eatwell' plate.
10. Caffeine.
11. Glucose and sport nutrition.
12. Recommendations.

### 2.1 Hydration

This section explains why hydration is important for individuals.

Everyday we lose more than two litres of fluid through normal bodily functions by evaporation when we breathe and sweat, and as our bodies work they produce waste products. Fluid is also responsible for moving nutrients around the body and most of the chemical reactions within our cells take place in water. Our bodies are made of 70% water, with most of our organs and all of our cells counting on fluid to keep them working properly. Therefore, it is critical to ensure hydration is maintained. There are a variety of drinks that can help to achieve good hydration such as water, herbal teas and fruit and vegetable juices.

Adequate hydration is a key factor towards improving the performance and behaviour of children at school. Children aged 11 and above, should be drinking approximately two litres of fluid a day. However, data from the National Diet and Nutrition Survey suggest that 40% of 11 - 18 year olds are consuming less than the recommended minimum of 1.2 litres per day (British Soft Drinks Association).

The Food Standards Agency report 'Drinking in Schools' by the Expert Group on Hydration found that schools that were taking steps to increase their pupils fluid intake had found the children were calmer, generally better behaved, had better concentration, fewer headaches and a reduction in lethargy. Dehydration effects can be serious and symptoms, such as headaches, digestive problems, lack of concentration and dry skin, can develop. These can have a knock-on effect on work, studies and even socialising. At school, it could potentially have a negative effect on quality of study and performance. (Expert Group on Hydration, 2005).

### **Calculating how much fluid a person should drink every day to maintain hydration.**

An individual can roughly estimate the amount of liquid required each day as it can be calculated at 30ml per kilo of body weight.

Here are some worked examples:

1. Student weighs 10 kilos they will require  $30\text{ml} \times 30\text{ kg}^* = 900\text{ml}$  of liquid per day.
2. Student weighs 50 kilos, they will require  $30\text{ml} \times 50\text{kg}^* = 1500\text{ml}$  of liquid per day.

\* this amount will increase with the intensity of time spent exercising.

## **2.2 Water**

As discussed earlier, water is one of the best fluids to achieve good hydration. This section explains all you need to know for schools and individuals. It includes some recommendations for schools and individuals to help achieve good hydration throughout the day.

Water makes up 80% of the brain so it's important that enough water is consumed in order to concentrate - especially in lessons at school. Everyone should try to regularly add to their water levels, particularly if it's a sports day or the weather is hot.

The 2009 national standards that promote free water were introduced especially to help children switch to drinking water with meals instead of less healthy sweetened soft drinks. Water also promotes hydration and has no calories. Therefore, to promote access to good free tap water in schools ensures water is equally accessible to all.

## **2.3 Combination Drinks**

As well as plain drinks, such as water or milk, schools are encouraged to provide or promote a combination of drinks in schools which positively support the nutritional health of children. The criteria for these drinks are that they:

- Are unsweetened, unfortified and additive free.
- Do not contain preservatives, flavourings, colourings and sweeteners.

## Combination Drinks (School Food Trust)

Below is a list of combination drinks that are permitted in schools:

- Combinations of water (still or carbonated) and fruit and/or vegetable juice drinks must contain at least 50% juice, no added sugar and may contain vitamins or minerals.
- Combinations of milk (skimmed or semi-skimmed) or plain yoghurt, water, fruit or vegetable juice. In these combinations the milk or yoghurt must be at least 50% by volume, and the combined drink may contain vitamins and minerals. Less than 5% sugar or honey may be added to the milk or yoghurt components.
- Combinations of plain soya, rice or oat drink, water, fruit or vegetable juice. In these combinations the soya, rice or oat drink must be at least 50% by volume, and the combined drink may contain vitamins and minerals. Less than 5% sugar or honey may be added to the soya, rice or oat component.
- Combinations of milk (skimmed or semi-skimmed), plain yoghurt or plain soya, rice or oat drinks (with or without plain water) with cocoa. In these combinations the milk, yoghurt, soya, rice or oat drink must be at least 50% by volume and the combined drink may contain vitamins and minerals. Less than 5% sugar or honey may be added to the milk, yoghurt, soya, rice or oat component. No colourings are permitted.

### 2.4 Carbonated soft drinks and dental health?

It is estimated that between 52% and 77% of children aged 8 to 15 years have some obvious tooth decay in their permanent teeth (NHS, 2008). The evidence shows that more than 5,560 million litres of carbonated soft drinks are consumed every year in the UK, many of which are high in sugar, both and acids that attack teeth and lead to tooth decay.

Tooth decay happens in two ways when teeth are attacked by acid and sugar. Acid attacks can happen as a result of plaque bacteria acting on the sugars in our diet, or as a direct result of the acids in food dissolving away the enamel on the surfaces of our teeth. As carbonated soft drinks tend to contain high amounts of both acids (often the sugar free brands), and sugars are the worst possible combination for dental health.

Even drinks labelled 'sugar free' can still cause damage to teeth as they have the same acids as the standard carbonated drinks. Therefore, it is recommended that carbonated drinks in the diet are replaced with alternative options. Sugary and acid drinks, if consumed, are best consumed at meal times, this is because the saliva produced to digest food also protects the teeth.

The main cause of tooth decay is not the amount of sugar or acid in the diet, but how often it is consumed. The more often a child has sugary or acidic foods or drinks, the more likely they are to have decay, especially if consumed

between meals in the absence of saliva being produced. (British Dental Health Foundation, 2005).

### **Importance of Vitamins and Minerals in healthy drinks**

Drinks can provide a range of important nutrients to help growth and repair and give energy. The following sub-chapters include basic information on a few core nutrients that will benefit learning, health and energy.

#### **2.5 The importance of Calcium**

Calcium is very important for growing children and young people, as it helps build healthy bones and teeth. Milk and other dairy products are the richest sources of calcium and should be consumed every day. They also contain other valuable vitamins and minerals, as well as protein.

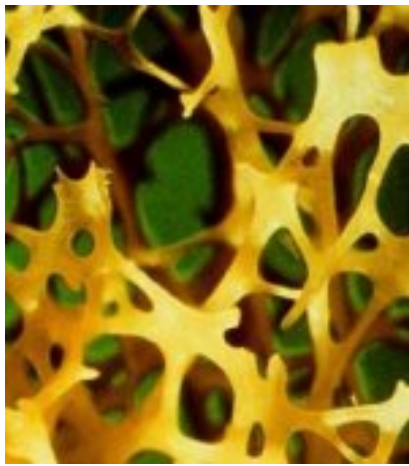
Children and young people that are lactose intolerant can get calcium from Soya, rice or oat drinks that have been fortified with calcium.

#### **Bone structures and osteoporosis**

Our skeleton will provide a solid framework for life but it needs tender loving care just like our skin, hair or heart. There are many steps you can take to help build healthy bones, which are all linked to leading a healthy lifestyle. Your skeleton grows stronger if you do regular weight-bearing exercise. This is any kind of physical activity where you are supporting the weight of your own body, for example jogging, aerobics, tennis, dancing and brisk walking. Moderate weight lifting is another good type of bone-building exercise, where the action of the tendons pulling on the bones to boost bone strength.

During teenage years we should achieve what is known as 'peak bone mass', this is achieved by healthy lifestyles including healthy diet, exercise and consuming at least half a pint of milk every day to meet calcium requirements. We continue to strengthen our bones until approximately 30 years of age. After which it is important to maintain our peak bone mass, this is achieved by healthy eating and regular exercise (of course).

Although the body contains 1kg of calcium, 99% of which is stored in our bones, and helps build strong bones, it also requires many other nutrients. Therefore, it is important to promote a wide variety of food to make sure a mix of all the vitamins and minerals needed are eaten as illustrated by the national Eatwell plate.



This is how a healthy bone structure looks like this under a microscope. The diagram illustrates a strong dense bone structure. Weight bearing exercise triggers the body to make more bone structures to strengthen the bone for life.



This is how an unhealthy bone structure looks like this under a microscope. This diagram illustrates a fragile bone structure and helps to demonstrate how easily a bone can be broken.

This condition is called osteoporosis. Further information on osteoporosis can be found at: <https://www.nos.org.uk>

## 2.6. Fluoride and the Leeds Fluoridated Milk Programme

Fluoride is probably the most effective treatment available for both preventing and limiting the spread of tooth decay. The Leeds Fluoridated Milk Project aims to encourage schools to supply milk with added fluoride to help protect children's teeth. *The project lead is Denise Creasey - Project Co-ordinator, see appendix 8 for details.*

Fluoride can have a very positive effect on dental health as it strengthens tooth enamel, making it more resistant to tooth decay. It also reduces the amount of acid that the bacteria on teeth produce.

Children with developing teeth who have fluoride tend to have shallower grooves in their teeth so plaque can be removed more easily. Adding fluoride to drinks has been researched for over 50 years and the addition of fluoride to drinks has been proven to reduce tooth decay by 40 - 60% (British Dental Health Foundation, 2005).

## 2.7 The importance of Vitamin C - Vitamin D and Iron

Vitamins and minerals often act together in the body to promote good health. Vitamin C for instance has two important functions:

1. Helps protect cells and keeps them healthy, and
2. Helps the body absorb iron from food.

Citrus fruits (such as oranges and lemons) and berries (strawberries and blackcurrants) are all good sources of vitamin C. Vitamin C will help the body absorb iron, so it's a good idea to have fruit juice with an iron-rich meal, this includes cereals fortified with iron.

Iron is an important mineral as it helps to make red blood cells, which carry oxygen around the body in haemoglobin. This will enhance children and young people's performance in both mental and physical performance.

To help absorb calcium from food and drinks, it is important to get enough vitamin D. Vitamin D comes mainly from sunlight and from foods such as margarines and spreads, breakfast cereals and oily fish. The main source is sunlight absorbed through our skin, which the body converts into vitamin D and stores in our body fat. In a fair skinned person, 20 - 30 minutes of sunlight exposure two or three times a week, on the face and forearms at midday is sufficient to achieve healthy vitamin D levels in summer in the UK. For individuals with pigmented skin and the elderly, exposure time or frequency needs increasing slightly (British Medical Journal, 2010). Our bodies store Vitamin D in the liver during the winter months for the deficit post October. The body uses and stores vitamin D throughout the year.

There are however, a few risk groups that are unable to absorb the right amount of sunlight needed. Skin colour has an impact, the darker the colour of the skin, the more difficult it is to absorb light from the sun (Public Radio International, 2008), and so it is important that it is provided in the diet (from margarine, oily fish, eggs). Religious beliefs and age can also have affect; infants and the elderly are most susceptible to vitamin D deficiency (The Medical Algorithms Project, 2009). Some religions/cultures require wearing clothing that covers the full body when outdoors, making these groups at risk as they are unable to get the sufficient sunlight needed and must get vitamin D from the diet.

## 2.8 Bladder and bowel problems

About 1 in 12 young people in the UK struggle with bedwetting, daytime wetting, constipation and soiling (Education and Resources for Improving Childhood Continence – ERIC).

ERIC offer an extensive range of resources and guidance on childhood continence. There are many causes of bladder problems. One of the main causes is drinking too many fizzy drinks, and not enough natural water. This can irritate the bladder and worsen the problem, such as bed wetting and day

wetting. Swapping to plain water and fruit juices will help, and promote small amounts through the day- reducing fluids towards bed time. (Incontact, 1999)

## 2.9 Healthy eating model 'eatwell' plate

Advice on a healthy balanced diet is demonstrated in 'the eatwell plate' which can be found at the following link:



The Eatwell plate (replaces the Balance of Good health model)

For more information go to

[www.eatwell.gov.uk/healthydiet/eatwellplate/](http://www.eatwell.gov.uk/healthydiet/eatwellplate/)

## 2.10 Caffeine

### Diuretics and Caffeine

Children are being exposed to caffeine from soft drinks, coffee, tea, energy drinks, ice cream, caffeinated water and chocolate on a daily basis. Caffeine is a diuretic; diuretics allow an increased flow of urine and aid the removal of fluids from the body. While natural diuretics aid removal of excess fluids from the body, it may also mean loss of important vitamins and minerals too. Diuretics cause your kidneys to pull more water out of your bloodstream even as the digestive system is pulling water into your body. It's a two-steps-forward-one-step-back scenario. If you add milk or sugar, then you reduce the rate of water absorption even further. Too much caffeine therefore can lead to a loss of important nutrients.

The effect of caffeine on children's moods and behaviour is a growing cause for concern. In a study done by the National Institute of Mental Health, 8-13 year olds who regularly consumed high doses of caffeine were judged to be more restless by teachers, and one-third were hyperactive enough to meet the criteria for attention deficit disorder with hyperactivity (MedicineNet, 2007).

A Stanford study (USA) found that children who were consumers of caffeine, and were then deprived of daily caffeine reported having symptoms including

trouble thinking clearly, not feeling energetic, and getting angry. The research in this area is somewhat limited, but the studies that have been conducted are compelling enough to warrant restricting caffeine intake in children to as little as possible. If there is no need for caffeine, why take the risk and allow children to consume it? (MedicineNet, 2007).

Due to the evidence found on the effects of caffeinated drinks on children and young people's behaviour, some schools have decided to remove drinks containing caffeine like red bull and other fizzy drinks. In appendix 4, you can see a case study from Morley High School in Leeds where they decided to remove caffeine containing drinks from the school.

## 2.11 Glucose and sport nutrition

Glucose is a sugar that is found in many drinks, many of which are restricted through the national guidance. However it is important to understand the role of glucose in exercise.

The body uses glucose in the blood during exercise. The drinks industry have developed a vast range of sport drinks. Where sport performance is concerned it is often not just the amount you drink but when you drink it. These drinks are valuable both before (within 2 hours), during, and after exercising. Understanding how much you should drink and when, will help improve performance. This is especially important for students who are taking part in exercise after school and have not eaten or taken in any sugars within two hours of the planned exercise session e.g. football, hockey, rugby, etc.

The science behind nutrition and sport performance is very complex. This section offers basic information to highlight the importance of nutrition and sport performance. Often students who do participate in after school activity are more likely to respond to information about healthy eating behaviour to improve their performance and prevent injury and maintain energy to concentrate in sport and study. Therefore it is an important aspect to consider this section in your school food and drinks policy, school planning, consultation and class discussion groups

### **The science**

When you exercise, your body responds to the activity by releasing hormones that cause your body to increase blood glucose levels. This occurs through a process called gluconeogenesis or glycogenesis that takes place in the liver.

Excessive glucose that has been previously digested and converted and stored in the liver as glycogen is converted back to glucose and sent to the muscles during exercise. In the muscles, the glucose is broken down to yield energy which is the fuel source for muscles.

It is important to have some glucose readily available in the blood before exercising and to stock up on glucose after exercising; as exercise demands more energy and that energy comes from your blood glucose. Following your workout, your blood glucose level remains low as the body rebuilds its

glucose reserves in the liver. Therefore it is important to replace the depleted stores of glucose in the liver and the muscles. This can be done easily by eating a healthy meal with carbohydrates within 2 hours of exercising (this is the preferred option), or if a healthy meal is not available within the 2 hour period after exercise it is recommended to eat a glucose snack e.g. 50grams of carbohydrate e.g. two large bananas

Ideally the healthy food is the preferred option as it also provides the tired muscles with important nutrients that help to repair and strengthen muscles ready for the next time you exercise.



The recommended amount of glucose is usually calculated at 5% strength.

This equates to just 5 grams of glucose to every 100mls of water.

Note: - Sport drinks are often 10% strength - these can be diluted down with water by 50% (half)

## 2.12 General recommendations and guiding principles for hydration

### Water recommendations for schools

1. Make sure that water is available, easily accessible and is free of charge to all pupils where they are having lunch.
2. Signpost water stations in the dining room.
3. Give younger children a cup or glass of water or let them carry water bottles.
4. Dining room supervisors should direct children to water sources.
5. Promote water availability throughout the school, so children do not have to rely on taps in toilets for a drink.

### Nutrition and sport

1. Make sure pupils have access to adequate water before during and after exercise.
2. Consuming carbohydrates before and during exercise will help, however, this does not necessarily need to be sport drinks – it can be just two bananas.
3. A school food policy should consider access to appropriate food and drink to support energy requirements especially sport colleges, and after school activities.

4. Pupils should be encouraged to eat a healthy meal containing carbohydrates and protein and important nutrients (not drinks) within 2 hours of finishing rigorous exercise e.g. chicken pasta with vegetables

### **Combination drinks recommendations for schools**

1. Combine a variety of fruit juices, for example apple, orange, pineapple or mixed juices.
2. Include smoothies made from yoghurt and/or milk combined with fruit or fruit juice using a variety of fruits to introduce children to new flavours. Let the children watch and learn how to make smoothies as it can also help them to achieve their 5 A DAY.
3. Your catering provider, or if you are a school that provides in-house catering is obliged to provide access to free drinking water in order to comply with the national standards. This could include the provision of freshly-poured tap water together with cups on tables and at the serving counter.
4. Consider installing a point-of use water cooler which uses mains water.
5. Modern water fountains could be an additional water point in the dining room.
6. Implement drinks policy that reflects the national standards.
7. Implement policy that restricts drink brought into school that are high in caffeine.

### **Recommendations for individuals**

1. Avoid sugary, or acidic drinks, or sugar free drinks between meals - water or milk are the best options.
2. Leave a gap of one to two hours each time you eat or drink to allow for remineralisation to occur.
3. Consume only water after you have brushed your teeth at night; less saliva is produced at night.
4. Do not brush your teeth immediately after eating acidic foods or drinks. If teeth are brushed when in a demineralised state, a layer of tooth enamel may also be removed (BBC, 2008).
5. Sugar free chewing gum produces more saliva, which cancels out the acid after food/ drink. Chewing gum containing Xylitol may help to reduce tooth decay. (British Dental Health Foundation, 2005).

### **Hygiene recommendations for water bottles and cups**

1. Where bottles are being used for water only and single use (not shared – only one per person), they can be washed once a week (where not soiled).
2. Where bottles are used for juice of any description they should always be washed afterwards – the same as a cup would be washed after every use.
3. Where water is being dispensed in a cup it should be treated the same as a fork/knife/spoon and should be washed after every use.

### Chapter 3: How to introduce and establish a healthy drinks policy

This section offers a step-by-step guide to creating a drinks policy in your school.

<p><b>Step 1</b> Project Planning</p>	<p>Choose a lead person and set up a group of pupils and/or staff to work on creating a drinks policy. Ask the school council to look at this topic as part of their school packed lunch policy work group.</p>
<p><b>Step 2</b> Carry out a drinks survey</p>	<p>To gather information about the current drinks being sold/brought into schools the group of pupils/staff or school council should carry out a survey. The results can be used to help decide the final drinks policy. The survey can be conducted by pupils from the school council through questionnaires and / or observations.</p> <p>Once the findings will inform the outcome and analysis can be conducted in maths or IT lessons. The impact can be considered / discussed in Personal Social Health Citizenship Education (PSHCE) to improve healthy eating.</p>
<p><b>Step 3</b> Discussion and contribution (all stakeholders)</p>	<p>To encourage the types of drinks sold/brought into schools, both parents and pupils need to be onboard with any changes that are being made within the school.</p> <p>Consultation is a very important part of bringing about change. A good consultation exercise will:</p> <ul style="list-style-type: none"> <li>• Offer the chance to explain what the school/centres want to achieve and why.</li> <li>• Gain a greater understanding of the needs of children and young people and families</li> <li>• Allow children and young people and families to recognise that their views are valued, which will result in more confidence and compliance with the policy</li> <li>• Encourage parents and pupils to get involved in their school community.</li> </ul> <p>Discussions can be carried out by a variety of groups within your school such as the healthy schools forum and pupil school council. The drinks policy should be included / promoted - parents evenings / health events / Sports days / After school when parents are waiting to collect their children.</p> <p><b>Note:</b> Self-catering schools need to ensure drinks are aligned to the standards and avoid mixed messages with drinks policy.</p>

<p><b>Step 4</b> Develop a drinks policy</p>	<p>The next step is for the group of pupils/staff that were selected to work on the drinks policy, to use the information collected from surveys and discussions to create a policy that meets the needs of the school. The policy should be aligned to the national standards explained in this document (appendix 2).</p>
<p><b>Step 5</b> Marketing and promotion</p>	<p>Market and promote your drinks policy through schools newsletters / letters home/ web site / twitter etc.</p> <p>Gradual changes; When creating a drinks policy, it is important that all families feel supported and encouraged to make positive, gradual changes. Any changes made to the types of drinks which can be brought into school should be made slowly.</p>
<p><b>Step 6</b> Monitoring and evaluation</p>	<p>It is important that you build in time to monitor and evaluate how successful your drinks policy has been. Encourage the pupil/staff group to talk about how you feel it would be best to keep an eye on your drinks policy. Pupils need to be fully-involved in this. Make sure pupils can develop creative ways to track progress and help to keep up the momentum.</p> <p>Monitoring can simply be a gentle reminder of the schools health ethos – not control and command policing. The health culture will be influenced and behaviour change will occur gradually. In a secondary school it could take up to 5 years for the drinks policy to be fully embedded. Be prepared to be patient and to persevere with your health messages and mutual benefits.</p>

# Appendices Section

## Appendix 1: Background

### National standards for school food and drink

In September 2005 the government introduced mandatory nutritional standards, which are set out in the Education Nutritional Standards for School Lunches (England) Regulations 2000 (SI 2000/1777) School Standards and Framework Act 1998: Section 114. The standards removed foods and drinks that are high in fat, sugar and salt from being sold in schools, and aimed to promote the use of fresh ingredients.

The transformation of school food and drink has become a central plank in the Department of Children Schools and Families (DCSF) wider portfolio to improve the health and wellbeing of pupils to ensure their readiness to learn. The standards contribute directly to achievement of the 'Be Healthy' Every Child Matters outcome and the Government's Public Service Agreement (PSA) target on child obesity. Its importance is further recognised by the inclusion of 'school lunch take-up' as an indicator for the child health PSA and National Indicator Set; and by its place as one of four components of the joint DCSF/DH Healthy Schools Programme.

The 21<sup>st</sup> Century Schools White Paper proposed as part of the pupil guarantee that every pupil goes to a Healthy School that promotes healthy eating, an active lifestyle and emotional health and well-being. The DCSF recognise eating a healthy school lunch (which includes drinks) as a key part of meeting that guarantee. In September 2009, it became mandatory that all schools, including academies, provide a school lunch that conforms to the national standards. Therefore, all meals, food and drinks for the general school population must meet the standards from 08.00hr to 18.00hr and include breakfast, tuck shops and all extended service activities.

Tackling obesity is a key national priority. This can be seen by its prominence in the Public Health White Paper: 'Choosing Health' (2004) and the introduction of National Institute of Health an Clinical Excellence (NICE) guidance. More recently, the 'Healthy Weight, Healthy Lives' cross-government strategy has been developed. This aims to promote and support the adoption of the healthier lifestyle choices required to reduce obesity, especially among children.

For more information go to:

Department of Children Schools and Families (DCSF)  
<http://www.dcsf.gov.uk/>

## Appendix 2: Drinks permitted in schools according to the national standards

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

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

**Table 1: List and definition of drinks permitted in schools**

**(Source School Food Trust guide for standards document 2 above)**

### Appendix 3: Glossary of Terms

<b>Absorption</b>	A process in which one substance filters through another.
<b>Antioxidant</b>	Chemical substances found in nature. They are a group of vitamins, such as vitamin C, vitamin E, vitamin A, etc.
<b>Attention deficit disorder</b>	A childhood syndrome characterised by a short attention span, often accompanied by hyperactivity and disruptive behaviour.
<b>Caffeine</b>	A naturally occurring chemical compound found in tea, coffee and fizzy drinks that act as a stimulant and a diuretic.
<b>Carbonated</b>	Adding carbon dioxide gas into water/fluid to produce 'fizzy drinks'.
<b>Combination Drinks</b>	Drinks that are mixed with another to create a non-alcoholic flavoured drink.
<b>Dehydration</b>	The loss of water and salts essential for normal body function.
<b>Demineralised</b>	The loss of minerals from teeth.
<b>Dental Caries</b>	Soft decayed area in a tooth; progressive decay can lead to the loss of a tooth.
<b>Diuretic</b>	Promotes the formation of urine by the kidney.
<b>Electrolytes</b>	Chemicals such as salts and minerals needed for various functions in the body.
<b>Enamel</b>	The hard outer coating of a tooth.
<b>Evaporation</b>	The conversion of a liquid to the vapour state (usually by heat).
<b>Gluconeogenesis</b>	The conversion of glycogen to glucose in the liver.
<b>Glycogenesis</b>	The conversion of glucose to glycogen.
<b>Hormones</b>	Chemical substances created by the body that control many body functions.
<b>Hydration</b>	To supply water to a person in order to restore or maintain fluid balance.

<b>Hyperactivity</b>	Having highly or excessively active behaviour.
<b>Nutrient</b>	A chemical factor that is needed for the growth and survival of an organism.
<b>Osteoporosis</b>	Disease of the bone that leads to an increased risk of fracture.
<b>Peak bone mass</b>	Point at which bones reach their maximum strength and density.
<b>Plain Drinks</b>	Pure drinks, such as water, milk and 100% fruit juice.
<b>Plaque</b>	A sticky, colourless film of bacteria and sugars that constantly forms on our teeth.
<b>Preservatives</b>	Used to help keep food for longer.
<b>Remineralisation</b>	The addition of minerals to a tooth to replace minerals lost.
<b>Sugar Free</b>	No added sugar.
<b>Unfortified</b>	No additional ingredients added.
<b>Unsweetened</b>	No added sugar or sweeteners.
<b>Xylitol</b>	A naturally occurring sweetener that does not cause tooth decay.

## **Appendix 4: Case Studies**

### **Morley High School, Leeds**

Morley High School in Leeds is one of the schools that have implemented a drinks policy where caffeine containing drinks have been removed from the school. Caffeinated drinks, such as red bull – which has a very high caffeine content, and fizzy drinks have been removed and are not sold to pupils in school and pupils are not allowed to bring them in. Morley have chosen to sell only pure fruit juice and water to pupils instead.

The school is aware that it will take some time for the drinks policy to be followed completely, as pupils do bring their own drinks in, but the policy has not been implemented by control and command – it is there to create a gradual shift and hopefully influence the pupil's attitudes and behaviour towards the school's health ethos. New pupils entering the school and parents are informed of schools expectations and drinks policy.

### **Bankside Primary School, Leeds**

Pupils completed an application form and interview for the role of 'Happy Lunchtime Helpers'. They encouraged other pupils to drink water (giving stickers to those that drank enough), as well as overseeing the dinner queues and praising healthy packed lunches.

Water awareness promotion: Classes debated how to raise awareness of drinking water but avoid potential water fights with bottles. Resultantly, pupils will apply in writing and interview for roles with the Pupil Forum as 'Quench Busters' (water monitors).

### **Boston Spa School, Leeds**

Boston Spa School has never sold common vending items in the main school (fizzy drinks, crisps and confectionery). When they decided to introduce vending over seven years ago, the focus was on providing children with alternatives to fizzy drinks. So they installed machines selling bottled water.

The demand for vending grew, so Boston Spa worked with their vending operator and a local dietician who set strict nutrient standards for food and drinks, including levels of fat, sugar and salt, to provide a list of drinks and snacks. All products were initially taste trialled by the student council, who regularly discuss the school's food and drink provision, and they loved all of them. Vending has continued to expand and take up is excellent- the school have seven bottled water machines and also five water fountains.

### **Swinnow Primary, Leeds**

Swinnow primary school based in Leeds, carry out general observations of children's packed lunches. Children are required to report to staff if another

child brings a fizzy drink in. Staff at this school claim that it is going very well as only one parent has complained about this policy throughout the years.

Staff at this school also said that healthy alternative drinks are always available and that the children do not miss fizzy drinks. This policy is also stated in the school's prospectus.

**Appendix 5: Leeds Packed Lunch Policy 'At A Glance'** This framework is taken from the Leeds packed lunch policy document.

## TOOL 20

# CLICK HERE TO CREATE YOUR OWN SCHOOL 'AT A GLANCE' PACKED LUNCH POLICY

Enter school name: \_\_\_\_\_

For a balanced packed lunch select these healthier foods and drinks:

	Fruit and Vegetables	✓
	Meat and Alternatives	✓
	Oily Fish	✓
	Starchy Food	✓
	Milk and Dairy Food	✓
	Drinking Water	✓
	Healthier Drinks	✓

Avoid including these foods in packed lunches:

	Snacks	
	Confectionery	
	Meat Products	

†Be aware of nut allergies. Refer to the school policy on nuts or visit [www.allergyinschools.co.uk](http://www.allergyinschools.co.uk) for more information

## **Appendix 6: Frequently Asked Questions**

### **How much water/fluid should children drink a day?**

The standard recommendation is at least 6-8 glasses (1.5-2 litres) of water/fluid should be drunk regularly throughout the day, and at least 3-4 glasses should be drunk while at school. Children also need to ensure that they are getting plenty of additional fluid during warm weather and/or when exercising.

### **What percentage of fluid deficiency triggers a decline in a pupil's ability to concentrate?**

Just 1 - 2%!

### **Does water have to be chilled?**

If water can be chilled then it is more appealing but this is not a requirement of the standard.

### **Can pupils add sugar to their hot drinks?**

Yes, but try to restrict access to sugar for hot drinks.

### **A lot of fruit juices are high in sugar, so why are they being encouraged in schools?**

The new standards aim to improve children's diets, and fruit juices provide a healthier alternative to sugary soft drinks. Fruit juices contain important nutrients (e.g. antioxidants, vitamins) so are useful for schools to offer. However it is also important to be aware that fruit juices contain sugars, and consuming sugary drinks too often contributes to dental decay. Therefore individual schools may decide to offer these items at mealtimes only, and offer other alternatives such as water throughout the day.

### **Are flavoured milks allowed?**

Yes but they must contain at least 90% low fat or lactose reduced milk (milk where the fat content has been reduced to no more than 1.8%) and may contain vitamins and minerals. Less than 5% added sugar or honey may be added to the milk component of the drink. Flavoured milk drinks may also contain additives and flavourings permitted by EU law.

### **How nutritious is flavoured milk?**

Flavoured milk is as nutrient-rich as cow's milk - it provides the same essential nutrients; including calcium, potassium, phosphorus, protein and various vitamins.

**As the standards now specify that only low fat milk can be provided in schools, can whole milk still be provided to pupils up to the year in which they turn 5?**

The definition of milk that can be provided in schools has been updated from “skimmed or semi-skimmed” to “low fat milk” (milk where the fat content has been reduced to no more than 1.8%).

The School Food Regulations, Schedule 2, paragraph 7 states that no milk other than low fat milk may be provided in schools, except that whole milk may be provided for pupils up to the end of the school year in which they turn five. This schedule remains unchanged, and therefore whole milk can still be provided for these pupils.

The Regulations do not apply to nursery schools or nursery units within primary schools, and whole milk can be provided to pupils in nursery schools or nursery units within primary schools.

**I want to serve a drink which combines fruit juice and water. What are the rules for these types of drinks?**

This type of combination drink must contain at least 50% juice, and may not contain added sugar. These types of combination drinks are classified as non-alcoholic flavoured drinks under EU law and are allowed to contain the additives and flavourings as specified by Council Directives 89/107/EEC and 88/388/EEC. However, schools are strongly encouraged to provide drinks that are additive free, in line with the original intention of the School Meals Review Panel which was for children to drink ‘pure’ drinks which offer nutritional benefit.

## Appendix 7: List of drinks that Leeds catering providers offer and their contact details

Leeds Providers	Catering	Catering Provider Contact Details	Catering Provider Phone Number
Catering Agency Leeds City Council		Mandy Snaith Mandy.a.snaith@leeds.gov.uk	0113 2149541
Chartwells (PFI)	(Scolarest)	Craig Bland Craig.bland@compass-group.co.uk	07736010566
Edwards and Ward (PFI)		Mark Bennet catering@pinnacle-psg.com	0113 2638390
Carillion (PFI)		Christine Syron Christine.syron@carillionplc.com	07730636137
Jarvis (PFI)		Stephen Cass Stephen.Cass@jarvis-uk.com	07711031210
Taylor (Independent)	Shaw	Andrew Hutchison Andrew.hutchison@taylorshaw.com	07768012729
Mellors Services	Catering	Chris Tate christophert@mellors.co.uk	07793490202

**Table 2: Catering provider details**

Table 2 shows the contact details of Leeds catering providers

<b>Leeds Catering Providers</b>	<b>List of Drinks that Leeds catering providers offer</b>
Catering Agency Leeds City Council	Calypso Aqua 67 (Apple/ Blackcurrant), Calypso (Orange, Apple), Barr St Clements Pure Juice (Orange, Apple), Barr Simply Juicy Pure (Orange, Apple), Britvic Fruit Shoot, Strathmore Water, SS Milk, Yazoo Milkshake, Mr Coolit Slush, Mr Coolit Milkshake, Tea, Nestle Coffee, Hot Chocolate
Chartwells (Scolarest) (PFI)	Yazoo Milkshake (Banana, Chocolate, Strawberry), Buxton Water, Calypso Aqua Juice (Apple, Apple and Blackcurrant, Forest Fruits, Lemon and Lime, Orange) Calypso Pure Juice (Orange, Apple, Grapefruit, Pineapple), Calypso Long Life (Orange, Apple), Pritchitt Flavoured Milk (Banana, Chocolate, Strawberry), Suso (Absolute Berry, Totally Lemon, Positively Orange)
Edwards and Ward (PFI)	Water
Carillion (PFI)	Mango & Orange Smoothie, Strawberry & Banana Smoothie, Kids Smoothie (Apple/Blackcurrant), Innocent Smoothies (Orange Mango Pineapple, Strawberry Blackberry Raspberry), Fruit Juice (Apple, Orange, Pineapple, Apple & Blackcurrant, Tropical), Fair Trade (Orange, Apple), Fun time Milkshake (Banana, Chocolate, Strawberry), Milk Cartons, Buxton Water, Evian Water, Priory Falls Still Water, Vittel Water, Yazoo Milkshake (Banana, Chocolate, Strawberry)
Jarvis (PFI)	St Clements Fruits (Citrus, Apple/ Pear/ Kiwi, Strawberry/ Lime, Blackcurrant/ Apple/ Blueberry, Simply Pure Apple, Simply Juicy (Orange/ Peach), Strathmore Water (Still, Sparkling), St Clements Pure Juice (Orange, Apple), St Clements Smoothies (Strawberry/ Banana, Mango/ Passion Fruit), Simply Fruity (Apple, Orange, Strawberry, Blackcurrant), St Clement Squeeze (Orange, Apple, Citrus), Rubicon Juice (Mango, Apple, Peach, Guava, Berry, Blackcurrant), Priory Falls Water, Calypso Aqua Juice (Orange, Apple, Apple/ Blackcurrant, Forest Fruits), Crusha Milk (Chocolate), Smoothies (Strawberry/ Banana, Orange/ Mango), Brakes Juice (Orange, Apple, Pineapple), Fruitina Juice (Strawberry, Orange, Lemon/ Lime, Apple/ Blackcurrant, Apple/ Mango), Fruitina Milkshake (Strawberry, Chocolate, Tropical), Fruitina Thick Shake Base, Slush Puppy (Lemon/ Lime, Mango/ Passion Fruit, Raspberry)
Taylor Shaw (Independent)	andrew.hutchison@taylorshaw.com
Mellors Catering Services	Water

**Table 3: List of drinks**

Table 3 shows the list of drinks that Leeds catering providers make available to schools.

## Appendix 8: Useful contact details and resources

### BBC Health

Nutrition- Drinks

[www.bbc.co.uk/health/healthy\\_living/nutrition/drinks\\_soft2.shtml](http://www.bbc.co.uk/health/healthy_living/nutrition/drinks_soft2.shtml)

Nutrition- Dietary Requirements

[www.bbc.co.uk/health/healthy\\_living/nutrition/dietary\\_dental1.shtml](http://www.bbc.co.uk/health/healthy_living/nutrition/dietary_dental1.shtml)

### British Dental Health Foundation

Fluoride

[www.dentalhealth.org.uk/faqs/leafletdetail.php?LeafletID=17](http://www.dentalhealth.org.uk/faqs/leafletdetail.php?LeafletID=17)

Frequently Asked Questions

[www.dentalhealth.org.uk/faqs/leafletdetail.php?LeafletID=14#faq236](http://www.dentalhealth.org.uk/faqs/leafletdetail.php?LeafletID=14#faq236)

### British Nutrition Foundation

Food in Schools

[www.nutrition.org.uk/foodinschools](http://www.nutrition.org.uk/foodinschools)

### British Soft Drinks Association

Soft Drinks

[www.britishsoftdrinks.com/default.aspx?page=0](http://www.britishsoftdrinks.com/default.aspx?page=0)

### Department for Children, Schools and Families (DCSF)

[www.dcsf.gov.uk/](http://www.dcsf.gov.uk/)

### Drinks for Schools

[www.drinks4schools.co.uk/index.html](http://www.drinks4schools.co.uk/index.html)

### Education Leeds

Packed Lunch Policy Guidance

[www.educationleeds.co.uk/SchoolMeals/toolkit/EL%20policy%20guidance.pdf](http://www.educationleeds.co.uk/SchoolMeals/toolkit/EL%20policy%20guidance.pdf)

### Education and resources for improving childhood continence (ERIC)

[www.eric.org.uk/](http://www.eric.org.uk/)

### Healthy Schools- National Healthy Schools Programme

Guidance for Schools on Healthy Eating

<http://home.healthyschools.gov.uk>

### I love water

[www.ilovewater.co.uk/leeds/](http://www.ilovewater.co.uk/leeds/)

### Incontact

Bladder and Bowel Problems

[www.incontact.demon.co.uk](http://www.incontact.demon.co.uk)

### Lucozade Sport

Sports Nutrition

[www.lucozade.com/sport/sport-science/sports-nutrition/default.aspx](http://www.lucozade.com/sport/sport-science/sports-nutrition/default.aspx)

### **MediKidz**

MediHealth – Dehydration

[www.medikidz.com/articles/medtozeds/dehydration](http://www.medikidz.com/articles/medtozeds/dehydration)

### **National Fluoride Information Centre**

Fluoride Information

[www.fluorideinformation.com](http://www.fluorideinformation.com)

### **School Food Trust**

Healthier Drinks

[www.schoolfoodtrust.org.uk/stacker\\_detail.asp?Contentid=436](http://www.schoolfoodtrust.org.uk/stacker_detail.asp?Contentid=436)

A (revised) guide to the Government's new food-based standards for school lunches

[www.schoolfoodtrust.org.uk/UploadDocs/Library/Documents/School-food-trust.pdf](http://www.schoolfoodtrust.org.uk/UploadDocs/Library/Documents/School-food-trust.pdf)

Updated list and definition of drinks permitted in schools in England

[www.schoolfoodtrust.org.uk/UploadDocs/Contents/Documents/sft\\_summary\\_drinks\\_table\\_Jan09.pdf](http://www.schoolfoodtrust.org.uk/UploadDocs/Contents/Documents/sft_summary_drinks_table_Jan09.pdf)

### **The School Drinks Company**

[www.schooldrinks.co.uk/](http://www.schooldrinks.co.uk/)

### **Yorkshire Water**

Water and Health

[www.yorkshirewater.com/education-and-learning/school-zone/water-and-health.aspx](http://www.yorkshirewater.com/education-and-learning/school-zone/water-and-health.aspx)

### **Local dental contact**

**Denise Creasey** (Project Co-ordinator)

Leeds Fluoridated Milk Project

[denise.creasey@nhs.net](mailto:denise.creasey@nhs.net)

(0113) 3929869

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British Dental Health Foundation (2005). Fluoride.

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<http://www.britishsoftdrinks.com/Default.aspx?page=331>

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[www.educationleeds.co.uk/SchoolMeals/toolkit/EL%20policy%20guidance.pdf](http://www.educationleeds.co.uk/SchoolMeals/toolkit/EL%20policy%20guidance.pdf)

Education and resources for improving childhood continence (ERIC).

<http://www.eric.org.uk/>

Food Standards Agency. Iron.

<http://www.eatwell.gov.uk/healthydiet/nutritionessentials/vitaminsandminerals/iron/#elem220413>

Food Standards Agency. Milk and Dairy.

[www.eatwell.gov.uk/asksam/healthydiet/milkanddairyq/](http://www.eatwell.gov.uk/asksam/healthydiet/milkanddairyq/)

Food Standards Agency. Water and Soft Drinks.

[www.eatwell.gov.uk/healthydiet/nutritionessentials/drinks/waterandsoftdrinks/#elem224910](http://www.eatwell.gov.uk/healthydiet/nutritionessentials/drinks/waterandsoftdrinks/#elem224910)

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## Acknowledgements

Education Leeds – the school meals team would like to thank everyone who contributed to this. Kulvinder Sian an under-graduate student for Public Health Nutrition; Mary Cooper NHS-PCT Leeds Community Dietitians and the Leeds Dental Team.

This is a working document, your feedback and suggestions are always welcome, should you require further information please contact Rosemary Molinari - School meals strategy adviser.  
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