

GNEEVEGUILLA N.S.

**Healthy Eating
Whole School
Policy**

Gneeveguilla N.S. Healthy Eating Policy

Introductory Statement

This document is a statement of the aims and objectives, principles and strategies for healthy eating in Gneeveguilla N.S. It was drafted and reviewed during the academic year 2022/23 through a process of consultation with the teaching staff, pupils and parents.

Rationale

Healthy eating policies should outline how the school supports healthy eating practices through the promotion of healthy lunches and healthy snacks and by other means. Regulating food intake is not the job of schools. However, schools are well placed to support pupils to develop an understanding of the nourishment of common and easily accessible food products, and facilitate the development of the skills and attitudes to make informed decisions about their food intake. Schools are an integral component of our society and play a considerable transformational role in the lives of our young people. Habits created at a young age continue to inform us throughout life.

The education sector, together with our partners across relevant Government Departments and agencies, can greatly contribute to the realisation of a healthy active population, and heightening awareness of the importance of healthy lifestyle. We are committed to ensuring that our young people have the knowledge, skills and behavioural competencies to make informed decisions to lead healthy enhancing lifestyles. But such habits must be reinforced by families and their community to make it have a lasting impact.

Vision

We strive to create a happy, welcoming, safe and well-ordered environment for the pupils, staff, parents, Board of Management and the wider community. We aim to nurture each pupil in all dimensions of their life- spiritual, cognitive, emotional, social and physical. We value and cherish all children equally, and celebrate their differences.

Gneeveguilla N.S. is committed to encouraging and developing positive attitudes towards food and a healthy diet. Promoting a healthy life style is part of the curriculum and we recognise the importance of offering children the opportunity to make informed choices about what and why they eat. As a school we know that food is fundamental to the quality of a child's life, not just in providing essential nutrition but in communicating and sharing positive values, attitudes and experiences with each other. We believe that adults (staff, parents and carers) should be good role models and should support the children in understanding how balanced nutrition contributes to a person's health, happiness and general well-being.

Aims and Objectives

To improve the health of pupils and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues including what constitutes a healthy diet.

- To promote healthy eating across school life, consistent with national healthy eating guidelines and school curriculum.
- To make the provision and consumption of food an enjoyable and safe experience.
- To ensure pupils are well nourished at school and that every pupil has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.
- To ensure that lunchtimes in the school acknowledges the ethical and medical requirements of staff and pupils e.g. vegetarian, medical and allergenic needs.
- To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that contradict them.
- To enable the child to accept some personal responsibility for making wise food choices and adopting a healthy balanced diet.
- To encourage and promote the recycling of lunch packaging, the reduction of waste food and the reuse of food containers and bottles/flasks.

Organisation – Curriculum

- We regard healthy eating education as a whole-school issue and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum.
- Healthy eating education forms an important part of our school's curriculum. The importance of balanced nutrition and healthy food choices is explicitly taught through the Science and SPHE curriculum.
- The PDST continues to support the SPHE and PE curricula and, through the wider lens of this curriculum support, promotes healthy eating and activity policies (relevant material is available on www.pdst.ie and www.sphe.ie).
- The Math Curriculum is also an avenue to explore healthy eating – e.g. label reading skills are math based! (Quantities, serving size, calories etc.) Additionally, Geography might demonstrate the numerous countries that ingredients come from in processed foods and History could be used to track the origin of certain foods and the introduction to Ireland (e.g. Potato, different breeds of cattle, sheep, horses etc, also cultural changes in our food likes/dislikes/availability)
- All pupils have the opportunity to learn about food hygiene and safe food preparation and to learn about where food has come from.
- Pupils learn about the requirements for plant growth, the food chain and the components of a healthy diet through the Science curriculum.
- Through the SPHE curriculum, children will learn about food and nutrition as part of the strand unit; taking care of my body.

- In addition the Physical Education programme supports the physical development and fitness levels of the children.

Organisation – Management of Eating

- In our school the children eat twice a day, before going out to play. To ensure good concentration it is important for children to eat a healthy breakfast before coming to school.
- Lunch is an important meal for school going children. It should provide one third of their recommended daily allowance of nutrients without being high in fat, sugar or salt. It should also provide dietary fibre (roughage).
- Pupils' lunch choices should offer balanced nutrition. Across a week parents are encouraged to offer a variety of healthy foods in accordance with the Lunchbox Guidance Leaflet available as an e-mail or hard copy if requested. The Guidance Leaflet recommends a balanced selection of foods which should be available to the children in their lunch box.
- Lunch box guidance is included in enrolment pack.

Treats

- Chocolate, sweets, biscuits, crisps, and cakes are actively discouraged as everyday snacks in school or as part of lunch boxes.
- Cereal bars are also discouraged because these can often contain as much sugar as chocolate bars.
- Chewing gum and fizzy drinks are not permitted on the school premises or while the children are representing the school.
- The contents of pupils' lunchboxes will be monitored occasionally by the class teacher. To ensure fairness for all pupils, we will ring parents if there is continued unhealthy lunches or inappropriate treats or if a child has not got an adequate amount of food. This is part of our Health and Safety policy.
- As we recognise that there is no such thing as "bad food", we teach the children to enjoy treats in moderation. Special events such as end of term parties in class are also times where food contributes to a sense of celebration and sharing. On these occasions foods other than fruit or vegetables may be offered, but the staff will remind the children that this is an "occasional" treat and not "every day food".
- Portion – no child is made to finish all the food that they are offered because we know that appetites vary from person to person. However, we do actively encourage the children to "try a little bit more" if they can to ensure that they are not hungry later on in the day.

Oral Health

- Specific information in relation to oral health and food and drink choice is listed in the Safefood Healthy Lunchboxes leaflet referred to above. The HSE provides a dental health service to schools. Schools are advised to contact their local office for information on specific services provided in the area

Healthy Rewards

Using food as a reward:

- Rewarding good behaviour with food contradicts the messages given as part of the curriculum.
- Social rewards which involve attention, praise or thanks are often more highly valued than food.

Asking children to come up with alternatives to food rewards will give you lots of ideas.

Alternatives to food rewards	
Rewards	
<u>Recognition</u> <ul style="list-style-type: none">• Certificate or sticker acknowledging a 'great job'• Photo recognition board in a prominent place in the school• Recognise achievement on the noticeboard, website or through school announcements.• Phone call or note to parents	<u>Rewards for the Class</u> <ul style="list-style-type: none">• Golden time.• A book read aloud to the class.• Listening to music during lunch.• Playing a game or doing puzzles together.• Dancing or physical activity time.• Eating lunch or class time outdoors.
<u>Privileges</u> <ul style="list-style-type: none">• Choosing a class activity.• Teaching the class.• Helping a teacher/member of staff.• Making deliveries to the office.• Extra playtime.• Designing a class bulletin board.• Homework pass.• Reading school announcements.• Show and tell time.• Sitting on special chair or beanbag.	<u>Prize Box</u> <ul style="list-style-type: none">• Stationary• Pencils• Pens• Stampers• Bubbles• marbles• Small toys• Colouring books• Colouring materials•

Allergies

- The school community is aware of the possibility of food allergies and special dietary requirements within the school population. Parents or carers of children who are on special diets for medical reasons, or who have allergies, will be asked to provide as much information as possible about which foods are suitable or foods which must be avoided.

- In the appendix, we have included information on allergies and allergic reactions. We would like to raise awareness on allergies and the importance of following our guidance on these medical conditions.

The role of Parents

The school is aware that the primary role model in children's healthy eating education lies with parents. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective Gneeveguilla NS will:

- Choose a reputable food company to provide nutritious, wholesome lunches made with fresh and good quality ingredients.
- Support parents and their children in making good food choices and provide a balanced, nutritious lunch.
- Inform parents about the school healthy eating education policy and practice. A copy of our policy will be on our website.
- Encourage parents to be involved in reviewing school policy and making modifications to it as necessary.
- Inform parents about the best practice known with regard to healthy eating so that the parents can support the key messages being given to children at school.
- Support parents to safely manage their child's food allergies within our school setting.

Benefits of a Healthy Balanced Diet

Eating a healthy balanced diet, along with regular physical activity, is essential for growth, development and general well-being. Benefits of a healthy balanced diet are as follows:

- Improved attention and concentration
- Increased energy levels
- Reduced hyperactivity
- Strong bones and teeth
- Healthy skin and eyes
- Healthy body weight and prevention of obesity
- Increased confidence and self-esteem

Lunch

Please see Lunchbox Ideas for practical guidance and ideas for parents and pupils to prepare a healthy, nutritious lunch.

Check out the Safefood website for easy ways to choose a balanced, nutritious and tasty lunch

Physical Activity

The promotion of physical activity can complement schools' efforts in relation to promoting healthy eating, as well as promoting pupils' overall mental health and wellbeing.

4.1 Curricular provision for Physical Education (PE) Principals and Boards of Management are reminded that schools are required to provide PE for all pupils. The recommended time currently is one hour of PE per week at all class levels.

Schools play an important role in promoting physical activity outside of the formal PE curriculum. Physical activity is central to pupil wellbeing. Its importance extends beyond its role in achieving energy balance to, in certain cases, preventing and treating the adverse impact of overweight and obesity, alongside sensible eating practices. Adequate levels of physical activity improve cardiovascular health, metabolic health, brain and mental health, musculoskeletal health and social health across the lifespan. Emerging research has also shown a positive association between physical activity, physical fitness in children and adolescents, and academic achievement. Recent research by the ESRI has indicated that participation in activities, such as sports, can act as 'a buffer to academic stress' (ESRI, 2015). Schools are encouraged to participate in the Active School Flag initiative which is funded by the Department of Education and Skills and supported by the Department of Health and the HSE. We applied to take part in this programme in October 2020. Completed again in 2023.

Food Dudes

Schools are encouraged to engage with the Food Dudes programme to support healthy eating and we have participated in this programme. The programme in Ireland is organised by Bord Bia and is funded by the Department of Agriculture, Food and the Marine and the EU School Fruit and Vegetable Scheme.

It encourages children to eat more fruit and vegetables at schools and at home. Healthy eating remains an important issue as 1 in 4 children in Ireland are overweight or obese. In the first national rollout, 98% of primary schools completed the programme. Freshly prepared fruit and vegetables, rewards and Food Dudes lunchboxes are provided free of charge to participating schools, and a designated project manager will assist in implementation.

We had Food Dudes intervention in May 2023.

Monitoring

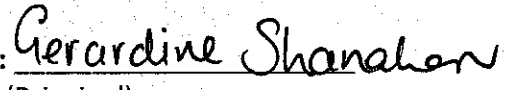
The effective implementation of this policy will be monitored by the staff of the school, principal, parents and the Board of Management. The policy will be reviewed every three years.

Reviewing and Evaluation

Gneeveguilla N.S. will take the initiative in reviewing and monitoring our own practices in these areas through whole-school consultation, reflection and action as part of the school self-evaluation (SSE) process.

Ratification and Communication

Signed: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: 13.06.2023

Date: 13.06.2023

Date of next review: June 2025/2026

Appendix

1. Useful websites
2. Documents
3. Resources for classes
4. Documents and Resources for Staff and Parents
5. Food Allergies
6. A Guide to Healthy Lunchboxes, by Safefood.

Additional websites to support nutrition education

www.hse.ie/schoolswellbeing

www.healthyireland.ie/health-initiatives/heg/

www.indi.ie

www.irishheart.ie

www.coeliac.ie

www.irishosteoporosis.ie

www.irishanaphylaxis.org

www.bodywhys.ie

www.hse.ie/healthyeating

The Irish Nutrition and Dietetics Institute

The Irish Heart Foundation

The Coeliac Society of Ireland

The Irish Osteoporosis Society Provides support to those with allergies National charity for people affected by eating disorders

Key Documents

HSE

- Wellbeing Policy Statement and Framework for Practice 2018-2023.
- Healthy Eating Policy Toolkit
- 24 Healthy Eating Resources
- Healthy Food for Life – the Healthy Eating Guidelines and Food Pyramid
<http://www.healthyireland.ie/health-initiatives/heg/>

The Department of Health keeps dietary recommendations under review as part of its role in promoting evidence based public health. As part of this review, the new Healthy Food for Life – the Healthy Eating Guidelines and Food Pyramid have been developed by the Department working in partnership with other experts in nutrition in Ireland. Healthy Food for Life is a toolkit which includes the updated Food Pyramid and guidance materials to help people make choices to maintain a healthy, balanced diet. The resources reflect best national and international evidence and advice. The guidance applies for everyone from 5 years of age upwards.

The three key messages are:

- Limit high fat, sugar and salt foods from the top shelf of the Pyramid to no more than once or twice a week
- Eat more fruit and vegetables, at least 5 to 7 servings a day
- Use the Pyramid as a guide for serving sizes and remember that portion size matters

Support to Schools in 'Managing Chronic Health Conditions at School' This resource is aimed at helping teachers and parents manage students with chronic health conditions such as diabetes, epilepsy, asthma and anaphylaxis. It gives guidance on how to provide a safe environment for these students by the development of school guidelines, providing sample forms and letters as well as practical emergency plans for the classroom. A copy can be downloaded at:
www.anaphylaxisireland.ie/downloads/ManagingChronicHealthConditonsatSchool.pdf

Department of Education and Skills

- Nutrition Standards for School Meals Department of Employment Affairs and Social Protection and Department of Education and Skills.
- Department of Education and Skills Circular Promotion of Healthy Lifestyles in Primary Schools 0013/2016

Healthy Eating Resources for Schools

- Start Campaign www.makeastart.ie - A campaign to inspire and support parents to start building and persisting with healthy lifestyle habits.
- Booklet for parents/carers with tips and advice on how to create a healthy lifestyle for your children.
- Healthy lunchbox leaflet.
- 5 day meal plan.
- Posters on breakfast, dinner and snacks.

Order resources from www.healthpromotion.ie

Resources by class Junior – Senior Infants

- ‘When Sally met Sammy’ & ‘Sammy & Sally grow together’ – storybooks from Safefood
- ‘Clean hands’ song activity to promote handwashing – from Safefood
- ‘Mediawise’ an online resource to develop children’s media literacy skills – from Safefood
- ‘Seedlings’ programme – from Bord Bia
- ‘Mighty Mouth school programme’ from Dental Health Foundation
- Food Dudes – healthy eating activities for all ages.

1st-2nd Class

- ‘Tastebuds’ CD/online resource for 8-10yrs – from Safefood
- ‘Seedlings’ programme – from Bord Bia
- ‘Moo Crew’ activities on dairy foods – from National Dairy Council
- Food Dudes – healthy eating activities for all ages
- ‘Mediawise’ an online resource to develop children’s media literacy skills – from Safefood

3rd-4th Class

- ‘Tastebuds’ CD/online resource for 8-10yrs – from Safefood
- ‘Hands of doom’ drama kit promoting handwashing – from Safefood
- ‘Moo Crew’ activities on dairy foods – from National Dairy Council

- Food Dudes – healthy eating activities for all ages
- ‘Mediawise’ an online resource to develop children’s media literacy skills – from Safefood

5th-6th Class

- ‘Hands of doom’ drama kit promoting handwashing – from Safefood
- ‘Mediawise’ an online resource to develop children’s media literacy skills – from Safefood
- Moo Crew’ activities on dairy foods – from National Dairy Council
- Food Dudes – healthy eating activities for all ages

Food Allergies

Gneeveguilla N.S. is aware of the possibility of food allergies and special dietary requirements within the school population. Parents or carers of children who are on special diets for medical reasons, or who have allergies, will be asked to provide as much information as possible about which foods are suitable or foods which must be avoided. We are also aware that pupils can develop allergies at any age and this vital information must be reported to the school as soon as possible. It is a parent's responsibility to ensure that the school is provided with a detailed medical plan and medication if required. Please ensure that all dates are regularly checked on medications as they can lapse very quickly. A list of all pupils with food allergies will be made known to all staff and displayed in the staff room. This will be updated on a yearly basis or when the need arises throughout the school year.

A guide to Food Allergies

We have found this helpful guide to help address the care of children with food allergies attending Primary Education in Ireland; how to prepare and cater for, include and support them. We recommend that parents and educators meet and discuss all elements of the child's food allergy action plan. This document can be found on [Irish Nutrition and Dietetic Institute](#).

Food allergy in school: why is this important?

Food allergies are a growing food safety and public health concern. In Ireland 4% of children now have a food allergy. Thus, almost every average-sized school class in Ireland is likely to have a food allergic child enrolled. Raising awareness of allergies and health and safety of all our pupils is paramount.

What is food allergy?

A food allergy occurs when the immune system forms antibodies against food proteins similar to the way it does to fight bacteria and viruses. These food proteins are called allergens. This usually happens very early in life, as early as 3 to 6 months of age. Every time after that when the body is re-exposed to those food proteins an immune reaction is triggered.

What foods cause allergy?

The most common food allergy is to egg. Peanut, Tree nuts (e.g. cashew, hazelnut, almond, brazil, pine, walnut etc.) are the next most common food allergens (coconut is not nut). Other common food allergens include dairy, fish, seeds, shellfish, beans, peas, fruit (especially kiwi), wheat and soya.

The majority of egg and milk allergic children can tolerate some form of egg or milk by the time they enter primary school.

What are the symptoms (what the patient feels)

and the signs (what you, the observer can see) of an allergic reaction?

Symptoms and signs can be mild, moderate, and severe/life threatening known as anaphylaxis (pronounced anna-fill-axis).

Mild symptoms include an itchy tongue or roof of mouth. Small children will often report that their mouth feels “funny” or “fizzy”. Children may have mildly itchy eyes, nose or skin. They may describe abdominal pain or nausea.

Mild signs include small crops of hives or rash appearing on the skin, mild sneezing fits, localised swelling (e.g. slight eye lid swelling),

Moderate signs include swelling of one or the eyes, lips, itchy watery red eyes, large areas of rash/ hives.

Severe symptoms include fear-children appear panicked, distressed. They may have difficulty talking and /or swallowing. They may feel weak, confused.

Severe signs: difficult/noisy breathing, drooling, protruding tongue (sticking out of mouth) hoarse voice, wheeze or persistent cough persistent dizziness or collapse, pale and floppy (young children).

*It is also important to consider, as very severe, a collection of moderate symptoms, all present together: such as swelling of numerous parts of the body, abdominal pain / vomiting, severe itch and large areas of hives/rash. This is also an indication to administer adrenaline

What is anaphylaxis?

Anaphylaxis is the presence of severe symptoms and signs. It is essential that immediate action is taken if an allergic child has symptoms and signs of anaphylaxis. We have pupils in our school with severe allergies and a medical plan is in place and will be followed if required.

How is anaphylaxis be treated?

- Adrenaline is the only effective first aid treatment for anaphylaxis. It is given as an injection using an adrenaline autoinjector “pen” into the outer mid thigh muscle.
- Adrenaline autoinjectors are designed so that anyone can use them in an emergency. They are most effective when they are used early in the reaction.
- Adrenaline in an autoinjector pen device is NOT harmful.
- **IF IN DOUBT ALWAYS GIVE ADRENALINE.** Don't waste time by calling parents to ask what to do – they have already provided a medically approved action plan.

What determines how bad a reaction is going to be?

A few key principles:

Food allergic reactions rarely occur unless a child is in direct contact with that food. Skin contact reactions are always milder than reactions after ingestion (eating). For example:

- If a milk allergic child contacts with milk on their hand they are likely to develop rash (hives) at the point of contact.
- If that child rubs cow's milk on their face they may develop facial rash, swollen eyes, sneezing, swollen lips.
- If the same child accidentally ingests milk then they experience any number of symptoms including life threatening anaphylaxis.
- Not all allergic children will have the same allergy threshold (i.e. they can react differently to the same amount of food).
- Most food allergic children will experience no symptoms or only develop mild symptoms if they contact with trace amounts of allergens. However there are some allergic children who develop severe reactions after exposure to tiny amounts of food.
- Some allergic reactions will depend on how the food is prepared. Most children with egg allergy can tolerate egg baked in cakes, muffins, scones but will react if they eat whole egg (boiled, scrambled etc.) or egg that is hidden but only pasturised (mayonnaise, ice cream). Similarly most children with milk allergy can tolerate milk in a biscuit but will react if they ingest yogurt, chocolate or whole cow's milk.

Is peanut allergy the most dangerous allergy?

No! It is a misconception that children with peanut allergy are at greater risk than children with other food allergies. Any food allergy can potentially trigger a life threatening allergic reaction. Any school policy for allergy should apply to all food allergies, not just nut allergy.

Should schools ban food that children are allergic to?

There are 14 legally declarable food allergens. Banning a potential 14 food allergens from a school is impractical and impossible to police 100% of the time. It is much more important to have good food allergy safety measures in place and effective emergency preparedness. Depending on the medical needs of pupils within a class, certain foods may be banned from that room.

These measures are discussed below – **"How to keep food allergic children safe in school"**. In conjunction with these measures it may be appropriate to ban a food from a class, rather than the whole school.

How to keep children safe in school

1. General considerations

- Consider developing a policy for the care of allergic children in your school.
- Get input from all stakeholders: Parents of allergic children, school board, and teachers.
- Include all aspects of care:
 1. Day to day management of food allergy/safety measures
 2. Emergency response plan
 3. Peer and staff allergy awareness training

Develop safety practices that include rather than exclude allergic children:

1. Promote the concept of never sharing food "Sharing is caring but never share food".
2. Ensure that all eating is supervised and orderly. Advise children to put away all books and pencils before eating. Children should sit at their desks while eating, rather than walk around, as this increases the risk of exposure.
3. Encourage all children to wash their hands after before and after eating. If this means trips to bathrooms then consider having children bringing soapy wipes to school.
4. Discourage all teachers from using food as a reward or treat (e.g. sweets, jellies, lollipops etc.) These top shelf food pyramid items do not promote a healthy eating message. Consider using non-food rewards and treats instead (e.g. pencils/erasers/stickers etc.).
5. Identify specific events that may increase the risk of allergic reaction. Consider how to manage these events without excluding the allergic child.
 - Children being moved to another classroom.
 - Birthday parties, cultural events and celebrations-involve the child's parent; ensure there is alternative food available.
 - Cooking activities: raw egg and whole milk are high-risk products for egg and milk allergic children. Tiny amounts will be distributed long distances if egg/milk are whisked. Baking that involves raw egg/whole milk should be discouraged in classes with egg and or milk allergic children.
 - For classes with nut allergic children, attention is needed if/when making bird feeders and nature tables both of which commonly contain nuts. Nut allergic children can still be involved as long as both activities are free from nut.
 - Arts and crafts – egg boxes may have raw egg on them. Children with food allergy often have atopic dermatitis and their skin is very sensitive to many products independent of their food allergy. They may not tolerate face paints etc.
 - Nature walks/trips to parks can present risks. Make sure to talk to parents of allergic children before planning these trips (even a simple walk to the local park). Children may

need extra medication on the day of the trip. Children with severe pollen allergy may experience sudden eye and nose symptoms. Nut allergic children should not collect any nuts.

1. Child specific considerations:

- Before creating a management plan specific for an allergic child it is recommended that a teacher meet with the child's parents.
- Explain to them the schools general approach to allergy management (as above). Be aware that parents of food allergic children starting school are particularly anxious. Their child may never have spent time out of their presence before. Their child may have already experienced an anaphylactic reaction.
- Identify the foods that their child needs to avoid.
- Ask about the child's understanding of their own allergies.
- Request information regarding the emergency plan that has been advised by the child's doctor. This is the parent's responsibility to ensure that we are provided with an updated care plan with clear steps laid out in case of an emergency.
- Establish if a doctor has advised that the child carry adrenaline autoinjectors.

Parents/guardians should provide schools with

- liquid anti histamine
- (if prescribed) 2 in date adrenaline autoinjectors
- an action plan for the student.

All these items should be stored unlocked and easily accessible to all staff.

- Both adrenaline autoinjectors must be kept together. Both should be taken on outings from school.
- Identify all school staff members that need to be aware of the child's allergies.
- Identify how all the gathered information will be communicated: written plan displayed in staff room etc.

How does school staff access adrenaline autoinjector training?

At the current time, there is neither a legal nor formal requirement for adrenaline autoinjector training in Irish childcare, education or work environments.

There is a link from our website site to all 4 adrenaline autoinjectors that are available in Ireland, to their training pens and educational video clips.

<http://ifan.ie/adrenalineautoinjectorsandtrainerdevices/>

Indemnity

Existing legislation already covers any person from liability if they offer to assist a person in a life-threatening medical emergency. Signed parental waivers do not improve this cover.

Emerging legislation will allow schools go further and keep generic adrenaline autoinjectors, rather than relying on individual families to provide multiple kits. Staff will need prescribed training. This will improve safety at school significantly as the generic autoinjectors can be used by trained staff for children who develop a severe reaction for the first time and do not have their own AAls.

We strongly recommend a meeting between parent and teacher to ensure that all elements of the child's emergency plan are in place: adrenaline pen, trainer device, management plan etc.

Special needs assistant (SNA) applications

The SNA scheme was put in place to provide for Children and Young People with Special Educational Needs to cater for a minority of students who have significant need for care support and who would not be able to attend school without such additional support.

There is no indication that a child with food allergy requires an SNA in order to be able to attend school and to take part in education.

However, where a child has significant care needs arising from a disability or medical condition, plus a food allergy, they may qualify for SNA based on their disability or medical condition.