

Section C

Good food hygiene and safety practices

A characteristic of good practice in secondary schools is that learners prepare and cook dishes, taste food and perform investigations hygienically and safely.

Key features



Staff demonstrate the application of good food hygiene and safety knowledge and understanding.



Food hygiene and safety is integrated into Schemes of Work and lessons. Staff are role models for good hygiene and safety. Systems and procedures are devised, implemented and monitored to prevent bacterial multiplication, food poisoning and allergic reactions.



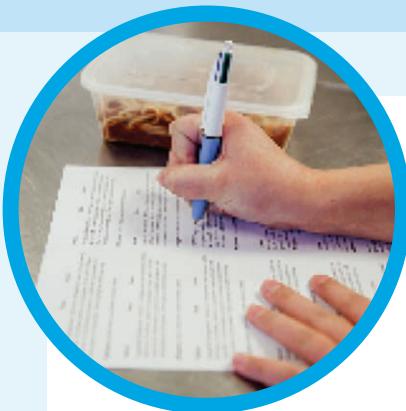
Teaching resources that embed the highest standards of food hygiene and safety are developed and/or selected. Equipment is in good working order and is stored hygienically and safely. Ingredients are purchased from a reputable supplier, are in date and are stored correctly.



Learners are enabled to apply and justify their knowledge of food hygiene and safety through planning, communication and food preparation and investigation activities.



Assessment procedures reflect stated learning objectives, demonstrate progression and provide constructive feedback to learners. Food hygiene and safety is integral when assessing practical activities.



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As part of our food hygiene and safety procedures, we pre-print labels for dishes made by learners. This helps to manage the food stored in the department and provides information to learners about storage, reheating and allergens. Learners are told that food should be eaten within 48 hours from when it was made (24 hours for rice dishes) and we place any dishes not collected after this time period in the food waste bin.

The labels are made at the start of the year as part of our departmental planning process, so they are ready in advance of the lesson and are available for the learners to use. We have also created label templates that the learners can use for their own recipes.

Creating the labels does take time initially, but using them has made us more effective as a department as we know that we are demonstrating good practice and due diligence.

KAREN'S TIPS

1. When planning lessons, identify and include the information that would be needed on a label on your planning sheet. This will make it easier to complete the labels when the time comes.
2. Include allergenic ingredients on the label, where possible.
3. Always have spare blank labels to hand just in case you run out in the middle of a lesson!

CASE STUDY

Putting the characteristic into practice

Staff and learners adopt a regular routine for getting ready to cook

Establish a routine for learners to get ready to cook, modelled by all staff. Examples include:

- placing ingredients in the food room at the start of the day and storing in the correct place;
- removing blazers, and jumpers (if appropriate), on entering the food room;
- removing nail varnish and jewellery;
- keeping school bags away from the food area;
- tying up long hair, ensuring it is not hanging down;

- securing long head scarves or coverings;
- rolling up long sleeves;
- thoroughly washing and drying hands;
- putting on a clean apron.

Other examples:



Staff and learners implement robust food hygiene and safety procedures

- Establish cleaning schedules for the practical food room; these should be monitored and reviewed.
- Complete daily fridge temperature checks, record and monitor.
- Check date marks on ambient, chilled and frozen food. Label open bottles and jars in the fridge with an 'opened on date' to ensure good stock management.
- Ensure ingredients are stored correctly before and after use.
- Avoid washing raw meat to prevent cross-contamination.
- Use digital temperature probes to check the core temperature of food is at least 75°C (or 70°C for 2 minutes).
- Make sure that hot food is cooled quickly and stored below 5°C within 1-2 hours.
- Ensure that finished dishes are stored appropriately in the food room until the end of the day.
- Place any dishes not collected by learners in food waste bins, after 48 hours or 24 hours for rice dishes.

Other examples:



Staff and learners take measures to prevent cross-contamination of allergens and the risk of allergic reaction

- Establish procedures to ensure that learner and staff food allergies and intolerances are known, recorded and reviewed regularly.
- Store food containing allergenic ingredients separately.
- Make sure equipment is used, cleaned and stored separately to prevent cross-contamination of allergens.
- Make sure that staff and learners are aware of the main 14 allergenic ingredients in recipes, food for tasting and investigations.

Other examples:



Putting the characteristic into practice

Staff and learners role model exemplary practical skills and food safety and hygiene practices

- Demonstrate safe use and storage of electrical equipment, e.g. food processors or blenders.
- Use clean, tidy and effective procedures for practical activities, including demonstrations.
- Demonstrate the correct use of equipment for practical activities to prevent cross-contamination, e.g. red chopping board for raw meat.
- Use oven gloves when handling hot items or taking items in or out of the oven.

Other examples:



Staff and learners follow safe and hygienic procedures for tasting and testing

- Ensure that staff and learners are aware of allergenic ingredients in food provided for tasting activities or investigations.
- Establish clear guidelines for hygiene standards when sampling food and drink, e.g. no 'double dipping' or licking fingers.

Other examples:



Staff and learners engage in activities that allow theory to be applied

- Demonstrate how the use of time plans, flow charts and quality control charts can be used to apply theory to practical activities.
- Challenge learners to list food hygiene and health and safety risks during practical activities and/or on recipes.
- Set learners the task/challenge to be 'Food safety inspectors' during practical activities. Reverse the roles next lesson.
- Use recipes that demonstrate how bacteria is used in food production, e.g. yogurt or bread.

Other examples:



Insights

- Place a small pot of water in the fridge and use a digital thermometer to record the temperature of fridges each day. Taking the temperature of the water provides a more accurate reflection of the temperature of the food and drink in the fridge.
- Have a supply of hair bands, nail varnish remover/plastic gloves and spare aprons.
- If there is a 'bottleneck' at the hand wash station, divide the class in half. Task one half to wash their hands and the other to read through the recipe they are going to be making. The two halves should then swap activities.
- Use a rack to store clean plastic chopping boards to enable them to air dry fully and prevent mould and the multiplication of bacteria.



Going beyond

Visit another school to see practical lessons and activities in action.

Spend time with the catering team to learn about food hygiene and safety in a commercial environment.

Undertake a more advanced food hygiene and safety qualification. It is recommended that food and nutrition teachers hold an up-to-date Level 2 food safety and hygiene qualification. Why not study for a Level 3 or 4 qualification?

Raise awareness and provide information to senior leaders and/or parent teacher groups to gain funding to enhance food storage equipment such as blast chillers or cold rooms.

Create a 'dishes and their allergen content' board for use in the practical room. Use the board to identify the allergenic ingredients present in directed recipes made by learners. <https://bit.ly/2NSzu9S>

Plan and create short peer to peer instruction videos that can be used as part of a lesson or independently by learners.