

Characteristic 5

Establishing good food hygiene and safety practices

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

Overview

- Staff ensure guidance regarding food hygiene and safety during food lessons is embedded in the whole school food policy.
- Staff establish food hygiene and safety procedures and practices to prevent bacterial multiplication, food poisoning and allergic reactions.
- Staff integrate food hygiene and safety teaching during practical food lessons to help pupils learn about, and apply, food hygiene and safety procedures and practices.
- Staff and other adults are role models and demonstrate good food hygiene and safety practices.

- Staff use teaching resources and equipment that support the highest standards of food hygiene and safety.
- Staff ensure ingredients are purchased from a reputable supplier, are in date and are stored correctly before, during and after lessons.
- Staff ensure provision has been made for pupils with food allergies, intolerances and/or other dietary requirements so they can participate safely in food activities.



Rosalie Forde

Three Ways School
England

We involve pupils in all aspects of food safety and hygiene during cooking lessons. All teachers are consistent with the food safety language they use and their expectations of learners from year one through to year six across the school. Students quickly learn through repetition how to work hygienically and use equipment safely. This is to embed the knowledge they will need so that by the time they leave primary school this best practice has become second nature. We also teach them where different food is stored and where and how to dispose of any food waste. We have high standards and the children always rise to our expectations. This underpins the focus we have as a school on building life skills, our Eco School ethos and supporting their progression into secondary education. I keep a regularly updated list of all pupil allergies and our lessons are inclusive and built around the needs of our most vulnerable learners. I support my colleagues with updates on professional skills and

subject knowledge, any resources they may need; highlighting any alternative ingredients they may require and how to adapt recipes accordingly.

ROSALIE'S TIPS

1. Keep open sight lines when teaching so you can monitor possible cross contamination, allergy and food safety issues that may arise
2. Utilise all learning opportunities, if some food has gone off, grown mould or smells, highlight it in a safe but memorable and sensory way so they know what to look out for as consumers and at home.
3. Use Allergy UK factsheets to easily share information with staff, parents and students about allergies.



Putting the characteristic into practice

Food allergies and intolerance

In practice, staff:

- send an ingredient check letter home to parents/carers to check for allergies, intolerances, religious, cultural or other reasons why children may not be able to taste or handle a particular food (ideally completed at the beginning of the school year to cover all future practical activities);
- check ingredient food labels used in practical activities to ensure that they do not contain ingredients that any pupils may not consume (as identified on the ingredient check letter completed by parents/carers);

- inform all pupils about the importance of not sharing ingredients or equipment that have come into contact with ingredients to which others in the lesson may have an allergy or intolerance.

Other examples:



Prepare the classroom

In practice, staff:

- ensure the space used for food work is clear, and that tables are cleaned with anti-bacterial spray or wipes (if tables are general classroom furniture and not used solely for food preparation, they should also be covered with clean, plastic table cloths);
- make sure there is access to a sink with hot and cold water and anti-bacterial handwash, where pupils and staff can wash their hands;

- ensure that a waste bin and/or food compost bin is available.

Other examples:



Getting ready to cook

In practice, staff:

- remove jumpers and sweatshirts (if appropriate);
- remove nail varnish and jewellery;
- tie up long hair, ensuring it is not hanging down;
- secure long head scarves or coverings;
- roll up long sleeves;

- put on a clean apron.

- thoroughly wash and dry hands (before and after practical work, and after going to the toilet or touching the bin);

Other examples:



Putting the characteristic into practice

Ingredients

In practice, staff:

- store high risk food, such as dairy and ready-to-eat food, in a fridge between 1°C - 4°C;
- check all date marks on food, to ensure the food is in date;
- store food containing allergenic ingredients, separately;
- make sure that hot food is cooled quickly and stored in a fridge between 1°C - 4°C within 1-2 hours;

- label finished dishes with storage, cooking or re-heating instructions.

Other examples:



Equipment

In practice, staff:

- check the cleanliness and temperature of the fridge;
- store sharp equipment securely, e.g. knives;
- make sure cooking equipment is used, cleaned and stored correctly;
- establish cleaning schedules for equipment, including aprons and tea towels.

Other examples:



Safe and hygienic practices

In practice, staff:

- confidently and competently demonstrate how to prepare food safely and hygienically, to prevent cross-contamination or injury;
- demonstrate safe use of sharp equipment and electrical items, e.g. knives, graters, blender;
- use oven gloves when handling hot items or taking items in or out of the oven (pupils to be supervised);
- establish clear guidelines for sampling food and drink hygienically, e.g. no licking fingers, eating while cooking;

- ensure first aid procedures are in place in case of accidents.

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Provide a fridge and equipment, and food storage facilities, for undertaking practical work.
- Plan staff meetings with a focus on food hygiene and safety.
- Invite the school cook or caterer to talk to staff about how they approach food safety and hygiene.

Curriculum lead/co-coordinator

- Raise awareness and provide information to senior leaders/parent teacher groups to gain funding to enhance food storage, such as a dedicated fridge for food activities.

Class teacher

- Ask pupils to create food safety and hygiene posters for display around the classroom, e.g. handwashing, how to work safely with sharp equipment, not tasting during cooking.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.