



# HEALTHY EARLY YEARS AWARD

Southampton



## Southampton Healthy Early Years Award (HEYA)

### Bronze Self-Assessment Form: SAMPLE

We have put this sample together to guide you through the completion of this self-assessment form and show you the sort of things you need to record, questions you need to consider and ideas for responses. Remember that you need to complete All parts (leaving no gaps – if something doesn't apply to you, please state this).

1. About your setting	
Questions	Self-assessment questions (please complete all)
Setting name	Insert your setting name
Setting address	Insert your setting address
Number of children on roll:	Add the current information
Name of person completing form:	Add your name here
Date form completed:	Add date completed

## 2. Food & Drink Provision

Criteria	Self-assessment questions (please complete all)	
<p><b>2.1 All foods and drinks (including meals and snacks) meet the Healthy Eating Standards (which are list as food based standards)</b></p> <p><b>2.2 Menus are available for parents/carers (and staff) to see – this includes settings offering snacks and drinks only, in addition to those offering full meal provision</b></p> <p><b>2.3 Cultural and religious preferences and medical needs (including allergies, e.g. to certain fruit) are catered for where appropriate</b></p>	<p><b>2.1.1</b> <i>What is your food provision? Please state the following:</i></p> <ul style="list-style-type: none"> <li>- <i>Whether you provide meals or just snacks</i></li> <li>- <i>Which meals and snacks you provide (e.g. breakfast, morning and afternoon snacks)</i></li> </ul>	<p>Specify which meals you provide – breakfast, lunch, dinner/ high tea, which snack you provide. Do you make your meals on-site or use a commercial company?</p>
	<p><b>2.1.2</b> <i>Have you included your menu in your submission? (YES / NO)</i></p>	<p>Simply answer yes or no here</p>
	<p><b>2.1.3</b> <i>Have you included details on your menu about the following? (YES / NO)</i></p> <ul style="list-style-type: none"> <li><b>a)</b> <i>Which brand(s) of yoghurt you use (ensuring they contain less than 15g sugar per 100g of product)</i></li> <li><b>b)</b> <i>Which brand(s) of spread you use (ensuring they meet the criteria on the Healthy Eating Standards)</i></li> <li><b>c)</b> <i>Which brand(s) or types of cereal you use (e.g. cornflakes, rice crispies, weatabix)</i></li> <li><b>d)</b> <i>Which type of crackers / breadsticks / rice cakes, you use (e.g. cream crackers, plain rice cakes)</i></li> </ul>	<p>Simply answer yes or no here</p> <p>Points a) to d) show some of the areas we want to draw your attention to, to ensure you provide enough details on your menus. Please answer these questions, but also make sure you include this information on your actual menus, so that parents/carers can see exactly what you are offering</p>
	<p><b>2.2.1</b> <i>Where is your menu displayed / kept? (state the location / area)</i></p>	<p>It's a requirement of bronze that your menu is displayed for parents / carers to view it. Where is your menu displayed? E.g. on a display board at the entrance to setting</p>
	<p><b>2.2.2</b> <i>Did you already have a menu prior to working towards this award? (YES / NO)</i></p>	<p>Simply answer yes or no here</p>
	<p><b>2.3</b> <i>How do you adapt your menus to ensure cultural &amp; religious preferences &amp; medical needs are met?</i></p>	<p>Briefly explain how you adapt your menus, e.g. you have vegetarian options available, and are able to cater for coeliacs as required.</p>

<p><b>2.4 The purpose of these questions is to baseline your current practice around food and drink provision*</b></p> <p>a) Portion sizes b) Packed lunches c) Complementary feeding (weaning) d) Breastfeeding</p> <p><b>NB – whilst the information you provide in this section (2.4) is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b></p>	<p><b>2.4 a)</b> <i>Do you currently monitor portion sizes? (YES / NO)</i></p> <p><b>2.4 a)</b> <i>If you do monitor portion sizes, which guidance do you use? (for example, please state which website / leaflet you use)</i></p>	<p>Simply answer yes or no here</p> <p>If you do already monitor portion sizes, state the guidance you use, e.g. First Steps Nutrition Trust, Schools Food Trust, Infant Toddler Forum. What made you choose the guidance you're using?</p>
	<p><b>2.4 b)</b> <i>Do children bring in their own packed lunch? (YES / NO)</i></p>	<p>Simply answer yes or no here</p>
	<p><b>2.4 b)</b> <i>If children bring in their own packed lunch, do you provide any guidance on suitable options (or send home any particular items that don't fit with your policy)? Please summarise your approach</i></p>	<p>NB at Bronze level, you don't need to be considering packed lunches, so it's fine if you currently don't provide any guidance. If you do provide guidance already, what guidance do you use? E.g. we have a policy which states we do not accept fizzy drinks or chocolate bars; we provide a list of suitable foods....</p>
	<p><b>2.4 c)</b> <i>What is your approach to complementary feeding (weaning) / how does your setting cater for this?</i></p>	<p>If you don't have any under 1s in your setting, please simply state this. If you do have babies, do you provide pureed versions of the meals? Do you provide finger foods (and when – at meals and/or snacks?) What do you do if a parent requests a certain weaning approach – are you able to cater to this – perhaps give an example of when you've done this</p>
	<p><b>2.4 d)</b> <i>Do you currently encourage breastfeeding within your setting? (YES / NO)</i></p> <p><b>2.4 d)</b> <i>If you already encourage breastfeeding in your setting, please summarise how do you do this</i></p> <p><b>2.4 d)</b> <i>Is there somewhere in your setting where mothers can breastfeed in private if needed? (YES / NO – if YES, please specify this location)</i></p>	<p>Simply answer yes or no here</p> <p>Perhaps you have a poster or are already a certified Breastfeeding Friendly setting</p> <p>Specify the location, e.g. the manager's office</p>

3. Leadership and Managing Change	
Criteria	Self-assessment questions (please complete all)

<p><b>The setting has:</b></p> <p><b>3.1 A named member of staff who oversees all aspects of healthy eating / nutrition in the setting, ensures healthy eating standards are met and are regularly reviewed. This includes monitoring food choices, and using this information to inform menu development and snack provision in the setting</b></p> <p><b>3.2 A system in place that ensures that staff and parents/carers are able to identify this named person</b></p> <p><b>3.3 Evidence of consultation with staff and parents/carers about embarking on the HEYA healthy eating theme*</b></p> <p><b>*Ideas on how to consult with staff include:</b></p> <ul style="list-style-type: none"> <li>● <i>Staff meeting discussions</i></li> <li>● <i>Staff bulletins</i></li> <li>● <i>Emails to staff</i></li> <li>● <i>Appraisals &amp; new staff inductions</i></li> </ul> <p><b>Ideas on how to consult with parents / carers include:</b></p> <ul style="list-style-type: none"> <li>● <i>Communications, e.g. email, newsletters, Tapestry, website</i></li> <li>● <i>Displays / notice boards</i></li> <li>● <i>Parent committees</i></li> </ul>	<p><b>3.1.1</b> <i>Healthy Eating Lead name</i></p>	State this person's name
	<p><b>3.1.2</b> <i>Did you have someone in this role prior to starting this award? (YES / NO)</i></p>	Simply answer yes or no
	<p><b>3.2.1</b> <i>How can staff and parents/carers identify this Healthy Eating Lead? (e.g. is their name highlighted on a notice board, healthy eating policy, website?)</i></p>	State how people would find this out, e.g. documented on the healthy eating policy, clearly specified on notice board, staff memos, newsletters etc...
	<p><b>3.3.1</b> <i>Who governs change in your setting? E.g. Manager, committee, staff</i></p>	This will depend on the type of setting – but please specify the relevant response
	<p><b>3.3.2</b> <i>How did your setting consult with staff, childminding assistants and/or the committee about starting to work towards the HEYA? (Please provide examples of consultation or a summary of methods used and the outcomes)</i></p>	There could be a variety of ways your setting consulted with staff / assistants, and committee (where relevant). This may be through staff meetings, emails to staff, meeting with committee etc.
	<p><b>3.3.3</b> <i>How did your setting consult with parents / carers about starting to work towards the HEYA? (Please provide examples of consultation or a summary of methods used and the outcomes)</i></p>	There could be a variety of ways your setting consulted with parents/carers, for example emails, newsletters, website, meetings, display boards
<p><b>3.3.4</b> <i>What were the major barriers you had to overcome to get HEYA on the setting's agenda?</i></p>	Summarise main barriers and how you overcame them, for example, "we received resistance from parents about changes in the menus, but we overcome this through sending communication about the importance of healthy eating and updating our policy"... "we received resistance from staff about eating healthier packed lunches in front of children. We overcome this by having a series of meetings with staff about the importance of healthy eating and good role modelling"	

	<p><b>3.3.5</b> What feedback have you received from staff, committee and parents / carers since starting the HEYA? (please record examples of both 'positive' and 'negative' comments)</p>	<p>Highlight some examples or quotes from staff, parents etc If you didn't receive any feedback, please state this.</p>
	<p><b>3.3.6</b> How would you describe your setting's 'ethos' to nutrition &amp; healthy eating as a result of embarking on the HEYA? (Please provide a short summary)</p>	<p>Please provide a short summary of your ethos having got this far in the award process. It might help to consider the following questions in creating your ethos statement in relation to nutrition / healthy eating:</p> <ul style="list-style-type: none"> <li>• 'What is important to your setting?'</li> <li>• 'What is your setting known for?'</li> <li>• 'What do you aspire your setting to be known for?'</li> <li>• What is different about your setting?</li> </ul>

<h2>4. Healthy Eating Policy</h2>		
Criteria	Self-assessment questions (please complete all)	
<p><b>4.1</b> The setting has a healthy eating policy in place (which has been consulted on), which covers the following as a minimum*:</p> <ul style="list-style-type: none"> <li>• Background information about type of setting, meals provided, number of children on roll</li> <li>• Food &amp; drink provision (e.g. meals / snacks provided, how you tailor this to meet cultural and medical needs)</li> <li>• Approach to role modelling</li> <li>• Date produced and review date</li> </ul> <p><b>4.2</b> Policy is regularly highlighted to parents/carers, e.g. at registration, when the policy is changed / updated</p> <p><i>*Your healthy eating policy may also include information on packed lunch policy, complementary feeding (weaning), breastfeeding, curriculum planning, rewards / treats, and</i></p>	<p><b>4.1.1</b> Did you have a healthy eating policy in place prior to starting this award? (YES / NO)</p>	<p>Simply answer yes or no</p>
	<p><b>4.1.2</b> How has your setting consulted with parents / carers on this policy?</p>	<p>Please provide a description of all methods you have used to consult with parents / carers, e.g. parent focus groups, newsletters, Facebook page discussions, parent baselining questionnaires, discussions with individual parents etc... Some of these might be the same methods that you used for the overall consultation around the award (which you summarised in section 3 above)</p>
	<p><b>4.1.3</b> How has your setting consulted with staff and committee (if applicable) on this policy?</p>	<p>Please provide a description of all methods you have used to consult with your staff and committee (if applicable), e.g. meetings, staff questionnaires, staff appraisals. Some of these might be the same methods that you used for the overall consultation around the award (which you summarised in</p>

<p><i>approach to birthdays and special occasions – however these are only required for the bronze award, and more information will be given about these requirements at silver level, and how to include them in your policy accordingly</i></p>		section 3 above)
	<p><b>4.1.4</b> <i>What barriers (if any) did you have to overcome in order to develop and/or implement this policy?</i></p>	<p>State any barriers / difficulties / challenges you had in putting your healthy eating policy in place. How did you overcome these? E.g. staff were initially reluctant to sit and eat with the children – we overcame this by providing training to our staff about the importance of role modelling</p>
	<p><b>4.1.5</b> <i>What are the main changes implemented in your setting as a result of developing / updating your healthy eating policy?</i></p>	<p>Provide a brief description of these, e.g. staff have started eating with children, menus are healthier, noticed children bringing in healthier packed lunches, reduced food wastage etc...</p>
	<p><b>4.2.1</b> <i>How frequently do you highlight your policy to parents / carers and how do you do this?</i></p>	<p>E.g. we will highlight our policy every month to parents / carers in our newsletter, and speak to parents individually if there are ongoing issues with a particular child / family</p>
	<p><b>4.2.2</b> <i>How do you plan to keep parents / carers and staff updated on further changes to your healthy eating policy?</i></p>	<p>Please provide a description of all methods you plan to use, e.g. staff meetings, Facebook page, newsletters, healthy eating displays, daily diaries etc...</p>

5. Positive Role Modelling		
Criteria	Self-assessment questions (please complete all)	
5.1 Staff act as positive role models by eating with the	5.1.1 Do your staff eat with the children? (YES / NO)	Simply answer yes or no

<b>children</b> <b>5.2 Staff actively encourage children to try new foods</b> <b>5.3 Drinking water encouraged and promoted throughout the day</b>	<b>5.1.2</b> <i>Please provide a summary of how this is managed / arranged</i>	Provide a description of how you ensure staff eat with children, e.g. staff rotate their breaks, rotating who eats with children, specify what the staff eat (i.e. do they eat the same foods as the children, or do they eat their own food? If eating own food, is this role modelling / do the foods eaten fit with Healthy Eating Standards?) Do staff sit with children at every occasion or just some meal / snack times?
	<b>5.1.3</b> <i>Did your staff eat with children prior to starting this award? (YES / NO)</i>	Simply answer yes or no
	<b>5.2.1</b> <i>Do staff encourage children to try new foods? If so, how do they do this?</i>	E.g. by staff role modelling new foods at mealtimes, new foods introduced in curriculum activities (e.g. cooking or growing), cultural food experiences. How do you know that you are introducing new foods? Is this communicated with parents and if so, how?
	<b>5.3.1</b> <i>How do your staff encourage and promote the drinking of water to children in your setting?</i>	Are children able to help themselves to water, and what system is used (e.g. water fountain, jugs & cups)? Do staff role model drinking of water in the setting?

6. Rewards		
Criteria	Self-assessment questions (please complete all)	
<b>6.1 The purpose of these questions is to baseline your current practice around rewards and treats</b>  <b>NB – whilst the information you provide in this section is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b>	<b>6.1.1</b> <i>Please summarise how you reward children in your setting, e.g. for good behaviour</i>	E.g. stickers or praise are given for good behaviour / achievements. Consider how you manage rewards given at home which the parents want continued in the setting, and how you manage this
	<b>6.1.2</b> <i>Is food used as a reward? (YES / NO)</i>  <i>If you answered 'yes', what foods are used? (E.g. chocolate buttons for potty training)</i>	Answer yes or no – if yes, please specific which foods are used, e.g. sweets or buttons for potty training; pudding only if finished main course

	<p><b>6.1.3</b> Do children have to finish their main course before they can have their pudding? Please outline how you manage this</p>	<p>You can simply answer yes or no here but you can also add an explanation to help explain what you do, e.g. children are encouraged to finish their main course first, but if they don't finish they are still given pudding</p>
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## 7. Birthdays

Criteria	Self-assessment questions (please complete all)	
<p><b>7.1</b> The purpose of these questions is to baseline your current practice around birthdays and special occasions</p> <p><b>NB – whilst the information you provide in this section is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b></p>	<p><b>7.1.1</b> Does your setting provide birthday cake to celebrate a child's birthday? (YES / NO)</p>	<p>Simply answer yes or no (<i>this question is just to baseline your current practice</i>)</p>
	<p><b>7.1.2</b> Does your setting welcome or encourage parents to bring in cake / sweets when it's their child's birthday? (YES / NO)</p>	<p>Simply answer yes or no (<i>this question is just to baseline your current practice</i>)</p>
	<p><b>7.1.3</b> Please provide summary of how your setting celebrates a child's birthday</p>	<p>E.g. if cake is brought into the setting, it is cut up and given out at snack time; any cake brought in is distributed and sent home with each child to eat at home, we don't allow cake but instead use other methods to celebrate like a special hat or candles on a birthday train</p>

## 8. Celebrations & Special Occasions

Criteria	Self-assessment questions (please complete all)	
<p><b>8.1</b> The purpose of these questions is to baseline your current practice around birthdays and special occasions</p> <p><b>NB – whilst the information you provide in this section (7) is not assessed as part of the Bronze award, you still</b></p>	<p><b>8.1.1</b> Which events, parties or special occasions do you celebrate in your setting? (Please list them all)</p>	<p>E.g. Christmas, Chinese New Year, Diwali, Christmas party, end of term parties, Easter</p>
	<p><b>8.1.2</b> Does your setting use 'treat' or 'party' foods at any of these occasions? What types of foods are used at each celebration? (please provide examples)</p>	<p>E.g. Chocolate eggs on Easter egg hunt, fortune cookies for Chinese New Year, ginger cookie decorating and eating at</p>



<p><b>need to complete this information for baselining purposes.</b></p>		Christmas, chocolate mini rolls & jaffa cakes at parties
	<p><b>8.1.3</b> <i>Are parents/carers ever asked to send in foods for special occasions, e.g. parties? (YES / NO)</i></p>	Simply answer yes or no
	<p><b>8.1.4</b> <i>If parents / carers are asked to send in food for special occasions, what guidance do you currently give them (if any)?</i></p>	E.g. we don't provide any guidance – we let them send in what they like... we provide a list of foods for them to sign up for to ensure a good mix of healthy foods and some treat foods

## 9. Dining Environment

Criteria	Self-assessment questions (please complete all)	
<p><b>9.1 The purpose of these questions is to baseline your dining environment</b></p> <p><b>NB – whilst the information you provide in this section is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b></p>	<p><b>9.1.1</b> <i>Please provide a summary of your dining environment</i></p>	<p>E.g. we set up tables in the main playroom, we use fruit-themed wipe-clean tablecloths, colourful plastic cups and plates are provided, children are encouraged to lay the table, children are able to serve themselves, babies sit on highchairs etc...</p> <p>Is this the same for snack, lunch and dinner or are there differences?</p>
	<p><b>9.1.2</b> <i>Are there any areas that could be improved to make the environment more welcoming, clean or conducive to healthy eating and social interaction? (NB there is always room for improvement!)</i></p>	<p>There is always something you could improve on – e.g. using colourful tablecloths or placemats, changing the way food is served, ensuring babies and older children are seated at the same height, promoting social interaction</p>
	<p><b>9.1.3</b> <i>How long do children have to eat at snack (include meal and snack times too)</i></p>	<p>Specify the times children have snacks, lunch and tea to and from. If you have rolling snack times, explain how this works</p>

## 10. Curriculum Links & Foods used in Activities

Criteria	Self-assessment questions (please complete all)	
<p><b>10.1 The purpose of these questions is to baseline your curriculum planning around healthy eating</b></p> <p><b>NB – whilst the information you provide in this section is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b></p>	<p><b>10.1.1</b> Do you include healthy eating in your curriculum planning? (YES / NO)</p> <p><i>If YES, please provide a summary of how you include healthy eating in your curriculum planning, and the sorts of activities carried out</i></p>	<p>Simply answer yes or no</p> <p>If ‘yes’, specify the ways you do this, such as role play activities, cooking activities, books about healthy food, growing, chopping / preparing food, learning about cultural foods</p>
	<p><b>10.1.2</b> Do children have the opportunity to cook in your setting? (YES / NO)</p> <p><i>If YES, please provide some examples of recipes / foods you cook with the children</i></p>	<p>Simply answer yes or no</p> <p>If ‘yes’, provide some examples of recipes, e.g. cheese scones (using plain flour, wholewheat flour, butter, cheese and milk), plain fairy cakes (using flour, butter, sugar, egg), soup (butternut squash, carrot, onion and low salt bouillon)</p>
	<p><b>10.1.3</b> Do you use food (or food-related language) in any other activities? (YES / NO)</p> <p><i>If YES, please provide a summary of how you include food in your curriculum planning, and the sorts of activities carried out</i></p>	<p>Simply answer yes or no – this question specifically relates to the use of food in activities not specifically relating to healthy eating curriculum links, such as books about food</p> <p>If ‘yes’, provide some examples – some of these may be similar to those specified in section 10.1.1</p>

11. Communicating Messages Home		
Criteria	Self-assessment questions (please complete all)	
<p><b>11.1 The purpose of these questions is to baseline your current practice around communicating messages about healthy eating to the children’s home environment</b></p>	<p><b>11.1.1</b> Do you send any information about healthy eating to the home environment at the moment, e.g. in newsletters, on website? (YES / NO)</p> <p><i>If YES, please provide a summary of how you do this,</i></p>	<p>Simply answer yes or no</p> <p>If yes, provide a summary – for example, “we post monthly</p>

<p><b>NB – whilst the information you provide in this section is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b></p>	<p><i>and the sorts of information included?</i></p>	<p>healthy recipes of cooking activities we've done with children on our Facebook page"</p>
	<p><b>11.1.2</b> <i>Do you feel that your communication about healthy eating / nutrition to the home environment could be improved? (YES / NO)</i></p> <p><i>If YES, how?</i> <i>If NO, why not?</i></p>	<p>Answer yes or no</p> <p>If 'yes', state how this could be improved, e.g. "we could consider printing some of the HEYA factsheets to include on our Facebook page or display board"</p> <p>If 'no', state why you think your current communication is adequate (note – you can usually improve something!)</p>
	<p><b>11.1.3</b> <i>Do you currently have any healthy eating / nutrition displays, e.g. display board? (YES / NO)</i></p> <p><i>If YES, what information are you currently displaying?</i> <i>If NO, is this something you feel you could work on at silver level?</i></p>	<p>Answer yes or no</p> <p>If 'yes', state what you display, e.g. "we display our menus and a large picture of the Eatwell Guide from NHS Livewell website on our display board"</p> <p>If 'no', state if you think you could work on this at Silver</p>

12. Staff Training & CPD		
Criteria	Self-assessment questions (please complete all)	
<p><b>12.1 The setting's healthy eating approaches (including the Healthy Eating policy and positive role modelling) are covered in induction for all new staff</b></p>	<p><b>12.1.1</b> <i>Is your setting's approach to healthy eating covered in new staff inductions? (YES / NO)</i></p> <p><i>If YES, who carries this out?</i></p>	<p>Simply answer yes or no</p> <p>If 'yes', insert the name of the person who is responsible for discussing the HEYA healthy eating at new staff inductions</p>

<p><b>12.2 The purpose of these questions is to baseline your current practice around staff training and CPD relating to nutrition and healthy eating</b></p> <p><b>NB – whilst the information you provide in this section (11.2) is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b></p>	<p><b>12.2.1</b> <i>Have staff been consulted about any training needs around nutrition? (YES / NO)</i></p> <p><i>If YES, what are the training needs of your staff?</i></p>	<p>Simply answer yes or no</p> <p>If 'yes', what are the training needs, e.g. "our chef would benefit from some training around menu planning, our staff have said they'd like some training / information on portion sizes and healthy packed lunches"</p>
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## 13. Staff Health & Wellbeing

Criteria	Self-assessment questions (please complete all)	
<p><b>13.1 The purpose of these questions is to baseline your current practice whether staff are given opportunities to maintain/improve their health and wellbeing</b></p> <p><b>NB – whilst the information you provide in this section is not assessed as part of the Bronze award, you still need to complete this information for baselining purposes.</b></p>	<p><b>13.1.1</b> <i>Are there any opportunities for staff to improve their health &amp; wellbeing? (YES / NO)</i></p> <p><i>If YES, please provide a brief summary of these potential opportunities</i></p> <p><i>If NO, please explain why you think this is the case</i></p>	<p>Simply answer yes or no</p> <p>If 'yes', provide a summary, e.g. "we are currently doing the Couch to 5k together as a staff team" ... "we are considering doing a staff survey to find identify gaps around this"</p> <p>If 'no', please highlight potential reasons, e.g. "staff are currently resistant to improving their health and wellbeing, but we are planning some events to help engage staff"</p>

## 14. Moving Forward

<p><b>Going through this self-assessment form may have given you ideas on what you could work towards for the Silver Award. Please use the rows below to summarise areas you have identified to be developed further when undertaking Silver Award in Healthy Eating (you can add rows to add extra ideas if you wish)</b></p>
<p>1. Identify some areas from your Bronze findings that you feel need to be developed – e.g. improving the dining environment, developing communication with parents, auditing the healthiness of packed lunches, or ideas you feel would be beneficial to address in your curriculum planning – try to identify at least three if you can (you can also add more of course!)</p>

2.

3.

## 15. Submission

Please Include ALL the following documents in your submission and submit **by email to:** [heya@southampton.gov.uk](mailto:heya@southampton.gov.uk)

- *Old menu (from before if you started working towards the bronze award)*
- *Current (new / updated) menu*
- *Old healthy eating policy (if you had one)*
- *Current (new / updated) healthy eating policy*
- *Completed Bronze self-assessment form*
- *If you think it will strengthen your submission, you may submit NO MORE THAN five additional pieces of evidence (e.g. meeting minutes, photos) – although this is not required. We encourage you to include all relevant information as part of this self-assessment form*