Fruit tuck shops
in primary schools

A practical guide to planning and running a school fruit tuck shop
Produced by Jo Moe, Joan Roberts and Claire Paisley. Our thanks go to Laurence Moore, Anne Dennehy, Sue Bowker and Jenny Woolfe for their comments and to the Graphics team at Health Promotion Division, National Assembly for Wales.
What is a fruit tuck shop?

It is a shop set up by members of the school community (pupils, parents or staff) to sell any combination of fresh fruit, dried fruit and fruit juice to pupils during the school day. Fruit can be supplied via a wholesaler, retailer, supermarket or co-operative, and is delivered to school or collected on a regular basis. The shop may be organised by adults or almost entirely run by children. It can operate before school or at any time during the school day. All these options are discussed further within this booklet.

Why eat more fruit?

Fruit and vegetables form part of a healthy, balanced diet. It is recommended that children eat at least five portions of fruit and vegetables a day. However, most children currently eat less than this.

- The daily intake of fruit and vegetables can reduce the chance of developing coronary heart disease and a number of cancers, particularly bowel cancer.
- A balanced diet including fruit and vegetables can help prevent overweight and obesity in children.
- Fruits are a very nutritious snack providing vitamins, minerals and fibre.
- Eating fruit in moderation as a snack instead of sugary foods is the healthier choice for teeth.
- In addition eating fruit in childhood can help develop good eating patterns to be carried through into adult life.
Planning background considerations

Below are some of the issues you may need to consider before embarking on a school fruit tuck shop.

**The level of demand for a fruit tuck shop**

How much initial enthusiasm is there among staff, governors, parents and children? You need to establish whether a fruit tuck shop would be welcomed by members of the school community, and how much practical support they would be willing to give. You also need to ascertain the number of potential customers to the fruit tuck shop.

**Adult involvement**

Is there a member of staff, governor or parent willing to take responsibility for the initial planning? It will be necessary for at least one key adult to take overall charge in the initial stages. However, once the system is established, adult involvement can be minimal. Many successful fruit tuck shops currently operating in primary schools are run almost entirely by the pupils.

**Review of school policy on snack foods**

What do children currently eat at break times? Is any food currently sold at school other than for school lunches? There are many potential barriers to the uptake of fruit for example, the sale of chocolate and crisps at break time and children bringing chocolate and crisps to school. You may need to review your policy if a fruit tuck shop is to operate to maximum effect.

**The current school policy on money brought into school**

Would it be acceptable to staff and parents for children to bring in money to spend at a daily fruit tuck shop? If this is likely to be a problem you could consider running the fruit tuck shop before school, or for example collecting money weekly or half-termly.
### Who?

<table>
<thead>
<tr>
<th>Question</th>
<th>School A (Primary, n.o.r. 238; small town location)</th>
<th>School B (Primary, n.o.r. 475; inner city location)</th>
<th>School C (Primary, n.o.r. 92; rural location)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sells</td>
<td>A rota of Y6 children (with 1 overall ‘manager’)</td>
<td>Y6 sell to Juniors; Infant staff take fruit direct to class</td>
<td>Rota of Y5/6 children</td>
</tr>
<tr>
<td>Buys</td>
<td>Children/staff</td>
<td>Classroom assistant</td>
<td>Children/staff</td>
</tr>
<tr>
<td>Orders</td>
<td>Y6 children</td>
<td>Classroom assistant</td>
<td>Head</td>
</tr>
<tr>
<td>Records sales</td>
<td>Y6 children</td>
<td>Classroom assistant</td>
<td>Y6 children</td>
</tr>
<tr>
<td>Banks money</td>
<td>Office staff</td>
<td>Office staff</td>
<td>Office staff</td>
</tr>
<tr>
<td>Pays bills</td>
<td>Office staff</td>
<td>Office staff</td>
<td>Office staff</td>
</tr>
<tr>
<td>Supplies</td>
<td>Fruit wholesaler</td>
<td>Local ‘man with a van’</td>
<td>Fruit shop in nearby town</td>
</tr>
</tbody>
</table>

### What?

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</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>Apples, bananas, oranges, plums, pears, kiwi fruits, lychee (seasonally varied)</td>
<td>Apples, oranges, bananas, pears</td>
<td>Apples, bananas, oranges, kiwi fruits; Fruit juices</td>
</tr>
<tr>
<td>Price</td>
<td>15p*</td>
<td>15p*</td>
<td>15p*</td>
</tr>
</tbody>
</table>
Q: Can we make a profit?
A: A good relationship with your fruit supplier should result in you being offered the 'best buys' of the season, at an agreed price which will allow for a reasonable profit margin. Ensuring that you match supply and demand for your school, and maintain interest in the shop, should guarantee a profit.

Q: How much fruit should we order in the first week?
A: Factors such as the size of your school and the number of potential customers make this a highly individual question. If the fruit tuck shop has been well promoted and interest is high, you can expect healthy sales in the first few weeks. It is better to under-order at first, but to have an arrangement with your fruit supplier for extra deliveries in the initial stages, if needed. 'Hardy' fruits such as apples or pears can be ordered in greater numbers than more perishable ones such as bananas, as they can be stored for more than a week. A useful 'rule-of-thumb' may be to order at the beginning of the first week a number of pieces of fruit equal to the number of children in your school.

Q: What can we do with perishable fruit that is unsold on Fridays?
A: With thoughtful ordering of perishable fruit this need not be a problem. However, end-of-week sales of fruit at knock-down prices can be very popular, with children, staff and parents (perhaps open up an after-school stall in the playground). Alternatively, use surplus fruit as end-of-week prizes in class or assembly.

Q: Will there be a problem with children bringing money into school?
A: In practice, this has not been a significant problem in schools with fruit tuck shops, especially if children are encouraged to bring in the correct amount of money each day. For younger children, money could be collected weekly or even half-termly, by the class teacher, the office staff or a parent. Alternatively, the shop could run before school, so that there is no need for children to be carrying money in school.

Q: Can we make a profit?
A: A good relationship with your fruit supplier should result in you being offered the 'best buys' of the season, at an agreed price which will allow for a reasonable profit margin. Ensuring that you match supply and demand for your school, and maintain interest in the shop, should guarantee a profit.
### Health promotion

‘Parents see this as a really positive move.’ Year 6 Teacher  
‘More children are eating fruit in the playground.’ Classroom Assistant  
‘The teachers buy lots of fruit too.’ Pupil aged 10

### Enjoyment

‘Running the school fruit tuck shop was fun, I’d love to do it again.’ Pupil aged 11  
‘I like spending my money.’ Pupil aged 9

### Opportunities to support the curriculum

‘Our rising fives can now subtract 15p from 20p.’ Headteacher  
‘An excellent use of real life data for IT work.’ IT Advisor  
‘One of the best school projects we have seen.’ Ofsted Inspectors

### Minimum adult involvement

‘The system is slick, it doesn’t interfere with curriculum time at all.’ Headteacher  
‘Having a reliable pupil to take charge takes the pressure off me.’ Headteacher

### Social benefits

‘Having responsibility for the shop helps the quieter, less confident children.’ PSHE Teacher  
‘We help the little ones to sort their money.’ Pupil aged 10  
‘I buy fruit for my friends.’ Pupil aged 11
This booklet has described how to set up and run a school fruit tuck shop. It highlights the fact that there are several different ways to run a successful shop, and that these can be tailored to suit your school’s individual requirements.

The key issues upon which success is dependent are the following:

- The commitment of one key adult
- Enthusiasm for the project from the school community
- A flexible approach
- Maintaining a high profile for the fruit tuck shop

There are now many successful fruit tuck shops operating in primary schools in England and Wales. We hope that the information contained in this booklet will help your school fruit tuck shop to be a success too.

The information in this booklet is based on the experiences of primary schools in England and Wales who took part in a year-long trial of fruit tuck shops. The research project was carried out by the University of Bristol, Department of Social Medicine, and the Health Promotion Division of the National Assembly for Wales. The project was funded by the Ministry of Agriculture, Fisheries and Food, the Food Standards Agency and the National Assembly for Wales.
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