



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

# Food Policy

## Reviewed December 2019

## FOOD POLICY

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## **INTRODUCTION**

The school is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed choices about the food they eat. This will be achieved by a whole school approach to food and nutrition documented in this school food policy.

The policy was formulated through consultation between members of staff, governors, parents, pupils, and our Education Health Leader (Rebecca Turner).

All parent governors will be informed that a draft food policy has been drawn up and invited to a meeting to discuss and comment on it.

The nutritional principles of this policy are based on the findings of the National Diet and Nutrition Survey of 4 to 18 years olds; the 1991 Dietary Reference Values for Food Energy and Nutrients for the UK (Appendix 1).

## **FOOD POLICY CO-ORDINATOR**

This school food policy and healthy eating strategy is co-ordinated by Craig Porter.

## **FOOD POLICY AIMS**

The main aims of our school food policy are:

1. To enable pupils to make healthy food choices through the provision of information and development of appropriate skills and attitudes.
2. To provide healthy food choices throughout the school day.

These aims will be addressed through the following areas:

- PHSE/DT curriculum content
- Food Technology
- DT
- Step Up
- AQA Entry Level

## **1. EQUAL OPPORTUNITIES**

In food and nutrition education, as in all other areas of the curriculum we recognise the value of the individual and strive to provide equal access of opportunity for all.

## **2. CURRICULUM**

Food and nutrition is taught at an appropriate level throughout each key stage by developing a scheme of work.

**This is addressed through:**

### **2.1 Teaching methods**

Effective teaching requires pupils to develop their understanding of healthy eating issues and appropriate skills and attitudes to assist them in making informed decisions. Teaching methods adopted in the classroom offer a rich variety of opportunities for participatory learning and include debating issues, group discussions and role-play. These decisions are made at teacher's planning meetings.

## **2.2 Leading by example and staff training**

Teachers, caterers and school nurses have a key role in influencing pupil's knowledge, skills and attitudes about food, so it is important that they are familiar with healthy eating guidelines.

## **2.3 Visitors in the classroom**

This school values the contribution made by the school nurse in supporting class teachers and appreciates the valuable contribution of outside agencies. We believe it is the responsibility of the school to ensure that the contributions made by visitors to the classroom reflect our own philosophy and approach to the subject. The status of visitors to the school is always checked ensuring that the content of the visitor's talk is suitable for the ages of the pupils. The school's code of practice for visiting speakers is adopted.

## **2.4 Resources**

Resources for the teaching of nutrition education in PHSE and DT have been selected to complement the delivery of the curriculum in other subject areas. These are stored in the PHSE cupboard. Samples from some of these resources are displayed in the PHSE teacher's folder and are clearly linked to the term's programme of work. The range of materials used is available for review on request to the head teacher. Books are available for pupils in the library.

## **2.5 Evaluation of pupil's learning**

### **Primary**

The healthy eating aspects of the National Curriculum are assessed through teacher assessments.

Other aspects of healthy eating work are evaluated through activities, which have been built into the programme, as part of the planning process.

### **Secondary**

Teachers are encouraged to use a range of strategies to evaluate the teaching and learning in nutrition education.

These include:

- Discussion of the suitability of resources and methodology at team meetings.
- Simple tick sheets for completion by the teacher at the end of a session
- Consultation with pupils through the School Council about existing programmes of study and special events.
- Review sheets for pupils at the end of a unit of work or at the end of a special event about the suitability of the programme and resources.
- The formation of task groups or focus groups of pupils to look at existing provision and to make recommendations for the future.

## **3. FOOD AND DRINK PROVISION THROUGHOUT THE SCHOOL DAY**

### **Breakfast**

Breakfast is an important meal that should provide 25% of a child's energy requirements and contribute significantly to their vitamin and mineral intake. Children are encouraged to eat breakfast before they come to school and this is promoted through the curriculum work.

The school operates a breakfast club that provides a nutritious meal for pupils before the school day. The breakfast menu includes toast (choice of wholemeal and white bread), a fortified breakfast cereal, fresh fruit and no added sugar fruit juice. Lower fat versions of milk and milk products will be provided in addition to whole milk. Spreading fats are used sparingly and breakfast cereals high in sugar are not provided.

### **National nutritional standards for school lunches**

The Government introduced compulsory national nutritional standards for school lunches in September 2006. These standards apply to all hot and cold midday meals prepared for pupils during term time, including packed lunches. The standards describe how many servings from each food group of the Balance of Good Health should be available at lunch.

Food prepared by the school catering team meets the national nutritional standards for school lunches. The Healthy Schools Coordinator liaises with the school cook to produce a range of alternative healthy options to satisfy the appetites of the vast range of students.

Meals are delivered on a dinner plate and not on flight trays.

### **School fruit scheme**

The school is participating in the National School Fruit Scheme and provides all children aged between 4 and 6 with a free piece of fruit each school day.

### **Out of hours learning**

The school offers pupils a number of out of hours learning opportunities and provides a small snack if required before the activities begin. We ensure that healthier options are available in line with other aspects of the food policy

### **Use of food as a reward**

The school does not encourage the regular eating of sweets or other foods high in sugar or fat, especially as a reward for good behaviour or academic or other achievements. Other methods of positive reinforcement are used in school where the students earn stars and merits.

### **Drinking water**

The national nutritional standards for healthy school lunches recommend that drinking water should be available to all pupils, every day, and free of charge.

The school agrees with this recommendation and provides a free supply of drinking water. Water coolers are available in all departments.

## **4. FOOD AND DRINK BROUGHT INTO SCHOOL**

### **Snacking**

The school understands that snacks can be an important part of the diet of young people and can contribute positively towards a balanced diet. Young people, parents and carers are encouraged to bring healthier options to schools as snacks.

The school discourages the consumption of snacks high in fat and sugar at break-time unless the individual's diet requires this, eg a high fat diet.

### **Packed lunches brought to school by pupils**

The school encourages parents and carers to provide children with packed lunches that adhere to these standards. This is achieved by promoting healthy packed lunch options using the principles of the Balance of Good Health.

## **5. SPECIAL DIETARY REQUIREMENTS**

### **Special diets for religious and ethnic groups**

The school provides food in accordance with pupil's religious beliefs and cultural practices.

### **Vegetarians and vegans**

School caterers offer a vegetarian option at lunch every day. When necessary the school also provides a vegan option.

### **Food allergy and food intolerance**

Individual care plans are created for pupils with food allergies. These document symptoms and adverse reactions, actions to be taken in an emergency, and emergency contact details. School caterers are made aware of any food allergies/food intolerance and requests for special diets are submitted according to an agreed process. Where students have a known allergy, ie nut allergy, this ingredient will not be used on site during food technology lessons.

## **6. FOOD SAFETY**

Appropriate food safety precautions are taken when food is prepared or stored. These vary depending on the food on offer and include: ensuring that adequate storage and washing facilities are available; that refrigerators are used when necessary; that food handlers undergo appropriate food hygiene training; and that suitable equipment and protective clothing are available. **Staff and students are encouraged to wear hair nets or tie hair up in a bunch as deemed appropriate.** Any food safety hazards are identified and controlled. We consult our local Environmental Health Department about legal requirements where necessary.

## **7. MONITORING AND EVALUATION**

**Content of lessons is monitored through learning walks, observations and monitoring the subjects being delivered against curriculum requirements.**

### **National Diet and Nutrition Survey of 4 to 18 Year Olds**

Young people require a varied and balanced diet to maintain health and promote proper growth and development. A good diet in childhood can also help prevent ill health in later life. The National Diet and Nutrition Survey of 4 to 18 years olds found that although the majority of young people in the UK are getting all the nutrients they require, they are not eating a balanced diet. White bread, savoury snacks (including crisps), chips, biscuits, potatoes (boiled, mashed, jacket) and chocolate were the most popular foods consumed. Soft drinks were consumed by 98% of participants. On average, sugar provided 16% of food energy, which exceeded the recommended average intake of 11%.

On average, children in the survey ate less than half the recommended amount of fruit and vegetables. Only 47% of boys and 59% of girls ate raw and salad vegetables (excluding tomatoes) and only 40% of boys and girls ate cooked leafy green vegetables. Citrus fruit consumption was particularly low, with 76% of boys and 72% of girls not eating any citrus fruits. Also the intake of saturated fats from pastries and cakes was higher than the recommended average intake.

These findings suggest that young people could benefit from consuming less food and drinks high in sugar and fat, and more fruit and vegetables and bread, other cereals and potatoes.

National Diet and Nutrition Survey: Young People Aged 4 - 18 years. MAFF/ Department of Health (2000) London The Stationary Office

### **Dietary Reference Values for Food Energy and Nutrients for the UK**

These values described in the 1991 report of the Panel on Dietary Reference Values of the Committee on Medical Aspects of Food Policy, are estimates of how much of individual nutrients people require including children.

The healthy eating principles which this policy uses, help to ensure that pupils are eating a diet that provides the recommended amount of the different nutrients required for health.

Dietary Reference Values for food energy and nutrients for the United Kingdom. Report of the Panel on Dietary Reference Values of the Committee on Medical Aspects of Food. Department of Health (1991) London, HMSO.