

<b>SCHOOL POLICY FOR Food</b>			
<b>Co-ordinator:</b> Sally Farrell	<b>Buddy:</b> Kay Ferriday	<b>Date Adopted:</b> Summer 2014	<b>Review by:</b> Summer 2018
<p><b>How the Policy developed</b></p> <p><b>Background</b> Numerous scientific reports have outlined the case for a healthy diet that is low in fat, sugar and salt, and high in fibre, with plenty of starchy foods, fruit and vegetables. Many have emphasised the need for this to begin in childhood. It is well established that obesity and many illnesses are related to poor diet or incorrectly prepared food. This school's policy is linked to the National Healthy Schools Programme.</p> <p><b>Context</b> As a church school, the school will strive to promote the spiritual, moral, social, cultural, mental and physical development of ALL of the pupils.</p>			
<p><b>Intentions</b></p> <p>In our school we are committed to giving all our pupils consistent messages about all aspects of health to help them understand the impact of particular behaviours, and encourage them to take responsibility for the choices they make. This policy should be read alongside the school's PSHE, Science, Health and Safety and D and T policies.</p> <ul style="list-style-type: none"> <li>We encourage healthy eating through PSHE, other curriculum areas e.g. Design and Technology, Science, and through extra-curriculum activities and events e.g. Walk on Wednesdays, Fitness Fridays, visitors to school, Shire Catering competitions etc. ( see <i>Appendix 1</i>)</li> </ul> <p>Our school is an accredited healthy school for 2013-2014 we intend that this will continue.</p>			
<p><b>Aims and Objectives</b></p> <p>The aim of this school is to contribute to the health of the community by teaching pupils ways to establish and maintain life-long healthy and environmentally sustainable eating habits. This shall be achieved through food education and skills (such as cooking and growing food), the delivery of school lunches and all other food on school site, in line with the government school based food standards and curriculum including science, food technology and PSHE.</p> <p>This will be achieved through a whole school approach involving all the staff, pupils, parents and others as relevant, in the school community.</p> <p>These aims are embedded in the school's Healthy Eating work through the National Healthy Schools Programme</p> <p><b>Aims</b></p> <p>Our school's aims are to:</p> <ul style="list-style-type: none"> <li>ensure healthy balanced diet throughout the school day, rich in fruits, vegetables and starchy foods which can help reduce the risk of serious illnesses</li> <li>to promote health awareness</li> <li>to give children and young people the confidence, skills, knowledge and understanding to make healthy food choices</li> <li>promote good food hygiene practice to reduce the risk of food poisoning illnesses such as those caused by e-coli and salmonella</li> <li>to teach knowledge and skills, including menu planning, cooking and gardening</li> <li>to enrich social development and celebrate, nurture and increase our appreciation of cultural diversity.</li> <li>to ensure that we are giving consistent messages about food and health</li> <li>to contribute to the healthy physical development of all members of our school community</li> </ul> <p><b>Specifics:</b></p> <p><b>Water for all</b> Water is available from water fountains throughout the school day to all members of the school community. Children may bring a water bottle and drink their water at any time except during the 15-minute assembly. EYFS children are also reminded to drink water or milk at snack time, which is provided in plastic beakers.</p> <p><b>Snack</b> We take part in the Government initiative to provide all infants with free fruit and vegetables during the day. All EYFS</p>			

and KS 1 classes are offered a morning break time snack of cut and washed fruit to all children, in Nursery it is shared in a small group setting for all class members. Children are given responsibility for passing the fruit to others and for helping to clear away. KS 2 children bring fruit, which they eat at playtime — no other snack is allowed during break.

### **Food Allergies**

It is the parents or carers responsibility to notify the school in writing of their child's allergies and appropriate procedures. A list of allergies is kept in the Office as well as with the individual Class Teacher. In the case of severe allergies, a photograph of the child and treatment required is also displayed on the Staff notice board in the staffroom. Staff receive training from appropriate personnel to support the needs of children who potentially may present with severe food intolerance reactions.

### **Special dietary requirements**

It is the parents or carers responsibility to notify the school in writing of their child's specific dietary requirements and appropriate procedures, for example if their child is vegetarian, has religious dietary requirements or for health reasons such as diabetes. A list of specific requirements and actions is kept in the office as well as with the individual Class Teacher.

### **Special Occasions**

Whilst we advocate healthy eating and good choices, we also have special occasions where sweet food and treats are consumed within moderation. These might include prizes such as Easter eggs, cake sales and our Christmas party. Children sometimes bring in sweets or cakes to share with their class on their birthdays; these are given out at the end of the day so that parents can decide when their child eats these treats and if it is appropriate for their child's dietary needs.

### **School lunches and packed lunches**

All our school meals are provided by a contracted caterer who has a healthy-food policy as part of their tender. Where possible, this includes the use of fresh fruit and vegetables each day as a choice for the children. They provide a vegetarian and non- vegetarian option, both of which pay regard to nutritional balance and healthy options. Many children bring packed lunch to school. We regularly include newsletter items about the contents of these and we do not allow sweets or fizzy drinks and chocolate bars (although we do allow chocolate covered biscuits at present ).

All school meals food provided is in line with the national standard including:

- School Meals service (Shire Services/Silver Standard/FFL)

### **Principles of Teaching and Learning**

The new D &T curriculum now states the following as statutory:

*As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.*

*Pupils should be taught to:*

#### **Key stage 1**

- *use the basic principles of a healthy and varied diet to prepare dishes*
- *understand where food comes from.*

#### **Key stage 2**

- *understand and apply the principles of a healthy and varied diet*
- *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*

A new planning grid for food / cooking activities has been produced by the D&T co-ordinator so teachers are aware of how this fits into our 4 year planning cycle. A new *Planning on Page* resource has also been purchased to support teachers' planning and delivery of the food aspect requirements of the curriculum. ( see *Appendix 1*)

We recognise that there are many opportunities for food to make links with other curriculum areas across the curriculum and aim to develop these in our planning and delivery of our aims and objectives. ( see *Appendix 2*)

## **Roles and Responsibilities**

### **The role of the Governing Body**

The governing body recognizes the important connection between a healthy diet and a pupil's ability to learn effectively and achieve high standards in school. It recognizes the role the school can play:

- as part of the larger community, to promote family health and sustainable food and farming practices
- in making pupils' food experiences a way to nurture and celebrate our cultural diversity and as a bridge for building friendships and inter-generational bonds

The Governing Body has a duty to ensure that the government food based standards for School Meals and Food Other than School Meals are adhered to.

### **The role of the head teacher and staff**

#### **1. Policy and procedures**

- There is a senior member of staff who oversees all aspects of food in school:  
Name: Mrs K Ferriday role: Headteacher
- The staff will ensure a whole school approach to developing or reviewing the food policy to involve pupils, staff, governors, parents/carers and key partners in the community
- All staff are made aware of this policy and its clear links to other key policies.

#### **2. Pupils and parents**

- The pupils and parents will be involved in guiding food policy and practice throughout the school

#### **3. Curriculum**

- Pupils will have opportunities to develop their understanding of the nature of food and healthy eating through PSHE, other subject areas e.g. Science, Food Technology and through assemblies and other school activities, e.g. fundraising. (See Appendix 1)
- The policy will be promoted and implemented throughout the school

## **Equal Access and Outcome**

All pupils have the opportunity to eat school lunches and this is encouraged. Those on restricted or special diets are catered for. From September 2014 all KS1 children will be offered a free school lunch; parents will be able decide if they wish to take this option or provide a packed lunch for their child.

## **Health and Safety**

The Health and Safety Policy will be adhered to. School visits will be planned carefully with regard to the requirements for educational visits. Food hygiene practises will be adhered to when preparing and serving food. Staff training: Some teachers in school have Level 2 Hygiene Certificates - all staff need some training so this will be built into the next academic year 2014/2105

### **Confidentiality**

The School/ LEA Confidentiality policy will be adhered to at all times.

## **Implementation**

The policy will be implemented following consultation with staff and governors. All staff will receive a copy of this policy and have had input in the review.

Delivery of the policy will be monitored by the Headteacher.

## **Monitoring, evaluation and review**

- The school will review this policy every 3 years or before as required and assess its implementation and effectiveness regularly and take the appropriate action.

### **This policy was developed by:**

- pupils
- staff
- parents/carers
- governors

## **Summary**

We intend that this policy will enable us to continue to develop a whole school approach to food.

We believe that our policy and practice will ensure our pupils are provided with the understanding and awareness and encouragement of how to achieve a healthy lifestyle for a lifetime.

## Appendix 1

### DESIGN & TECHNOLOGY PLANNING - 4 YEAR CYCLE KEY STAGE WITH PLANNED PROGRESSION OVER YEAR GROUPS FOR KEY STAGE 2

	Autumn	Spring	Summer
CYCLE 1 2015/16	<i>Invasion</i> <b>Mechanical Systems</b> Y3/4 Levers and linkages Y5/6 Pulleys or gears	<i>Rainforests</i> <b>Structures</b> Y3/4 Shell structures (including computer aided design) Y5/6 Frame structures	<i>Grand Designs</i> <b>Food</b> Y3/4 Healthy and varied diet (including cooking and nutrition requirements for KS2) Y5/6 Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)
CYCLE 2 2012/13	<i>Pirates</i> <b>Food</b> Y3/4 Healthy and varied diet (including cooking and nutrition requirements for KS2) Y5/6 Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)	<i>Earth and Space</i> <b>Electrical Systems</b> Y3/4 Simple circuits and switches (including programming and control) Y5/6 More complex switches and circuits (including programming, monitoring and control)	<i>Tomb Raiders</i> <b>Textiles</b> Y3/4 2D shape to 3D product Y5/6 Combining different fabric shapes (including computer-aided design)
CYCLE 3 2013/14	<i>Bookworms</i> <b>Mechanical Systems</b> Y3/4 Levers and linkages Y5/6 Pulleys or gears	<i>Journeys/Places/ Transport/ Maps</i> <b>Food</b> Y3/4 Healthy and varied diet (including cooking and nutrition requirements for KS2) Y5/6 Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)	<i>War and Peace</i> <b>Structures</b> Y3/4 Shell structures (including computer aided design) Y5/6 Frame structures
CYCLE 4 2014/15	<i>Castles</i> <b>Textiles</b> Y3/4 2D shape to 3D product Y5/6 Combining different fabric shapes (including computer-aided design)	<i>Extreme Environments</i> <b>Electrical Systems</b> Y3/4 Simple circuits and switches (including programming and control) Y5/6 More complex switches and circuits (including programming, monitoring and control)	<i>Life on Earth</i> <b>Food</b> Y3/4 Healthy and varied diet (including cooking and nutrition requirements for KS2) Y5/6 Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

### DESIGN & TECHNOLOGY PLANNING - 4 YEAR CYCLE KEY STAGE 1

	Autumn	Spring	Summer
CYCLE 1 2015/16	<i>Toys</i> <b>Mechanisms</b> – Sliders and levers	<i>Fabulous Forests</i> <b>Structures</b> – freestanding structures	<i>Mother Nature/ OLYMPICS</i> <b>Food</b> - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)
CYCLE 2 2012/13	<i>Pirates</i> <b>Textiles</b> – Templates and joining techniques	<i>Journeys / Chinese New Year</i> <b>Mechanisms</b> – Wheels and axles	<i>Food and Farming</i> <b>Food</b> - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)
CYCLE 3 2013/14	<i>Bookworms</i> <b>Mechanisms</b> - Sliders and levers	<i>Important People</i> <b>Textiles</b> – Templates and joining techniques	<i>Seaside</i> <b>Food</b> - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)
CYCLE 4 2014/15	<i>Homes and Mega-Structures</i> <b>Structures</b> – freestanding structures	<i>Around the World</i> <b>Mechanisms</b> – Wheels and axles	<i>Life on Earth / Dinosaurs</i> <b>Food</b> - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)

## Appendix 2 Cross- curricular links

In **EYFS, KS 1 and KS 2**, there are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy-eating patterns and practical skills that are needed to understand where food comes from such as shopping, preparing and cooking food.

**Food Technology** as part of **DT** provides the opportunity to learn about where food comes from and apply healthy-eating messages through practical work with food, including preparation and cooking.

**Literacy** provides children with the opportunity to explore poetry, persuasion, argument and narrative work using food and food-related issues as a stimulus, e.g. writing to a company to persuade them to use locally grown or organic foods in children's food and drink etc.

**Maths** can offer the possibility of understanding nutrition labelling, calculating quantities for recipes, weighing and measuring ingredients.

**Science** provides an opportunity to learn about the types of food available, their nutritional composition, digestion and the function of different nutrients in contributing to health, and how the body responds to exercise.

**RE** provides the opportunity to discuss the role of certain foods in the major religions of the world. Children experience different foods associated with religious festivals.

**ICT** can afford pupils the opportunity to research food issues using the internet and other electronic resources. Pupils design packaging and adverts to promote healthy food choices.

**PSHE** encourages young people to take responsibility for their own health and well-being, teaches them how to develop a healthy lifestyle and addresses issues such as body image. Pupils are able to discuss issues of interest to young people, e.g. advertising and sustainable development.

**Music** can provide pupils with knowledge about different properties of cooked and uncooked foods where pulses and grains are used in untuned percussion instruments.

**Geography** provides a focus on the natural world and changing environment, offering the chance to consider the impact our consumer choices have on people across the world who rely on growing food as their source of income.

**History** provides insight into changes in diet and food over time.

**PE** provides pupils with the opportunity to develop physically and to understand how healthy eating can enhance the benefits of sport, exercise and other physical activity such as dance and walking.

**Extended learning opportunities** and gardening clubs, growing seeds; there is now a small orchard on the Nursery/ KS1 site where children can observe the growing cycle and harvest the fruit to eat or cook with. KS 2 pupils have made links with Sainsbury's and visit the supermarket for various activities.

We collect compostable waste from staffroom kitchens to make our own compost.