



Food and drink Policy

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Framework for Food Policy

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Policy Statement

Introduction

School's values statement

In our school we are committed to giving all our pupils consistent messages about all aspects of health and well-being, for them to develop their understanding of particular behaviours and encouraging the taking of responsibility.

We value all members of the school community and seek to promote the health and well-being of all members as part of being an enjoyable place to work and learn. We recognise that food and nutrition form an important aspect of our health and well-being and thus contribute to all being able to learn effectively. We recognise that food and drink play an important role in our different cultures and for all of our emotional and social well-being and are committed to communicating consistent messages across the school.

*This policy should be read alongside the school's policies for:
e.g. Health & Safety, PSHE, curriculum policy*

The purpose of this policy is to inform all members of the school community and implement systems and structures to be consistent about the food and drink provision at our school.

The scope of this policy encompasses all food and drink consumed on the school site and as part of a school activity. It aims to promote the Balance of Good Health (see Fig 1) and to promote sustainability through reduced packaging, responsible recycling and disposal of the waste produced by food and drink.

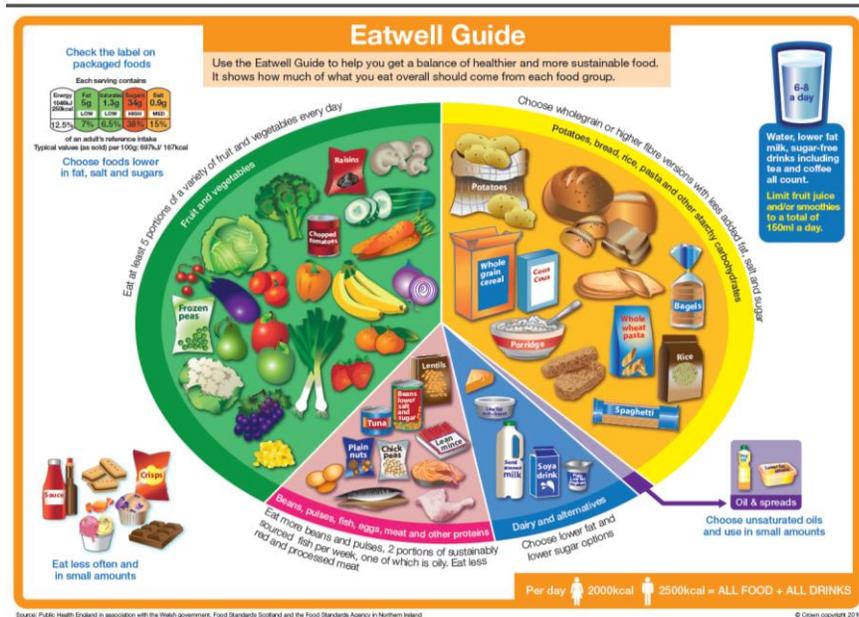


FIG 1

A healthy diet is defined as one where there is a balance of food and drink which provides the nutrients required in the right amounts.

Aims and objectives

Our aim is for all aspects of school life to promote the health and well-being of all members of the school community, including food and nutrition, as part of our commitment to being a Healthy School.

Objectives:

- To set out a consistent approach to food and drink provision throughout the school day
- That all our pupils learn about food and drink as part of a curriculum that supports health and well-being
- To provide high quality school meals to our pupils, within the resources available
- To provide suitable social settings for pupils and staff to consume food and drink
- To work in partnership with parents and carers

The Curriculum

Teaching about food and drink forms part of the curriculum in: science, design and technology, PSHE and citizenship, topic work, PE, literacy and RE*. The curriculum framework for health eating (see: appendix 1) sets out the curriculum coverage and continuity and progression through the key stages.

Wherever possible, practical and active teaching and learning opportunities will be provided for pupils, in particular to develop skills in the preparation of food, in the analysis of food and in maintaining personal health. Creative learning opportunities in food and drink will also be developed across the curriculum.

The whole school nature of learning about food and drink is reinforced through assemblies and in celebrations. When visitors, such as parents or specialist cooks, are involved in lessons about food and drink, they will work in accordance with this policy and always with a member of the teaching staff present.

Food and drink provision

- School meals

School meals are provided by *Scolarest* and follow the nutritional guidelines set out by the DfES' and Caroline Walker Trust. The implementation of national nutritional standards and information about the style of service and menu content are identified in the catering contract. This contract specification forms part of this food policy (see appendix 2).

Steps to excite and motivate pupils to try new foods, and also to involve and consult with pupils and parents / carers about school meals are taken. These include themed days and tasting sessions where menus will be displayed prominently. We are committed to non-discriminatory procedures to ensure all pupils who are eligible for free school meals take up their entitlement.

The importance of pupils and staff having enough time to eat and digest lunch will be taken into account when planning the school day.

- Special dietary needs

Parents / carers are expected to inform schools of allergies and other diet related medical conditions. The school will support pupils with special dietary needs during the school day.

- Packed lunches

The school is committed to informing pupils and parents / carers about approaches to the preparation of a packed lunch that is balanced and healthy. The school will identify areas for the eating of packed lunches where pupils can have easy access to drinking water.

- Snacks

Snacks at break time provided for pupils or brought from home should only be fruit or vegetable.

- Celebrations, treats and rewards

The school recognises that food is often an important element of celebrations and will ensure that healthy options are available. The school will only use non-food based rewards. However as a staff we have agreed not to distribute sweets or cakes on a child's birthday so parents are asked not request this of the teachers.

- Drinks

The school recognises the contribution that the consumption of sufficient water makes to learning, positive behaviour and health. The school will meet its legal requirement to make clean, palatable water available to all pupils and staff throughout the school day. Parents / carers are encouraged to provide an appropriate container for drinking water and ensure that containers are kept clean. Parents / carers will be provided with information about the value of drinking sufficient water.

- Dining environment

The school aims that our eating environment in the hall is welcoming and encourages the positive social interaction of pupils and staff.

Extended school and social activities

The school will endeavour to ensure that all school social events and school clubs operate consistently within the objectives of this policy.

- Breakfast club and after school club

The after school club and breakfast club will provide healthy and tasty foods in accordance with national nutritional standards and ensure food is prepared in healthy and safe conditions by trained staff.

- Partnership with parents

The school will work actively with parents / carers around food and diet. This will include:

- Menu consultation and tasting of school dinners;
- Information about a balanced and healthy packed lunch;
- Involvement in the healthy school group;
- The availability of an appropriate, designated area for breast feeding, and other infant feeding.

- School events

All events will aim to take place consistently with this policy.

Professional development

All school staff and governors will have access to opportunities for CPD to support the implementation of this policy. Groups of staff will have particular CPD needs, which will be addressed, for example for MSA's, to encourage consistent implementation at lunchtime, and teachers of DT around food technology.

Health and safety

All food preparation will adhere to the school's health and safety policy and be carried out according to good food hygiene and preparation standards. Health and safety remains the responsibility of all staff. Wherever possible, food preparation will be carried out in designated areas in the school and an equipment inventory for food technology will be maintained and audited by the DT coordinator (see: appendix 3).

The school's risk assessment procedures will include consideration of food hygiene. Parents/ carers should notify the school in writing of any special medical dietary needs and the school will work in the best interests of the child.

Implementation

The implementation of the Food Policy is the responsibility of the school's healthy school group, which will consider aspects of healthy eating as part of developments in the school. Subject leaders are responsible for the coordination of the curriculum in relation to food, drink and nutrition. The action plan for healthy schools can be found in appendix 4.

Steps will be taken to consult with pupils, including via the Junior Governors (school council), about food and drink provision at school.

There is a named governor for monitoring the food policy, including the provision of school meals. This governor will include consideration of the food and drink available as part of their visits to school. Opportunities will be taken to inform parents / carers about the policy, and to respond to comments.

Monitoring and Review

The monitoring of this policy will be the responsibility of the Head. There will be an annual report to the governing body about aspects of food and drink at school. Progress with healthy eating part of healthy school developments will be monitored as part of school improvement planning. Individual subject curriculum policies will set out the learning elements which relate to food and drink and these will be monitored as part of regular subject monitoring.

This policy will be subject to a formal review every three years or sooner if significant changes occur.

Date of policy

Signed by:

APPENDIX 1

HEALTHY EATING - USEFUL WEBSITES

www.foodinschools.org

This will give you access to the Food in Schools Toolkit which is downloadable.

The kit has the following sections:

The Essential Guide

8 Key Themes that run through the resource: 'Whole School Food Policy', Healthier Breakfast Clubs, Healthier Tuck Shops, Water Provision, Healthier Vending, Healthier Lunchboxes, Dining Room Environment, Healthier Cookery Clubs and Growing Clubs.

<http://www.teachernet.gov.uk/wholeschool/healthyliving/foodanddrink/>

Useful source about food and drink practice in schools, from Breakfast Clubs to Procuring School Meals

www.sustainweb.org

This is the web site for the charity 'Sustain, The Alliance for Better Food and Farming'.

On this site you can access the Grab5! Pack – a healthy eating tool for KS 2 pupils.

There are many useful sections including curriculum links, model Whole School Food Policy All or parts of the pack are downloadable.

Another interesting and informative paper called '*Changing Diets, Changing Minds: how food affects mental health and behaviour*' is published on this site.

www.wiredforhealth.gov.uk

Four sites for pupils, covering a range of health education topics. These are:

- Welltown, www.welltown.gov.uk, for Key Stage 1
- Galaxy-H, www.galaxy-h.gov.uk, for Key Stage 2
- LifeBytes, www.lifebytes.gov.uk, for Key Stage 3
- Mind, Body and Soul, www.mindbodysoul.gov.uk, for Key Stage 4.

www.eatwell.gov.uk/ The Food Standards Agency website.

Lots of information about food and food safety; including healthy diet, food labelling and keeping food safe.

www.soilassociation.org/foodforlife

Contains the 'Food For Life Curriculum Pack', which is downloadable (KS1 & 2), and lots of other information about improving school food.

www.nugtrition.org.uk

Website of the British Nutrition Foundation, with support materials for schools, including the teaching of Food Technology

www.bhf.org.uk

Resources and information about a healthy diet and exercise for all ages. Click the navigation bar for links to teaching resources; cbhf.net (for under 11s) yheart.net (for over 11s); Food4Thought website. Some of the resources are free

APPENDIX 3 READING FOOD LABELS

Energy

Can be expressed as KJ (kilojoules) or as Kcal (kilocalories). Use kilocalories.

Fat

There are 3 main fats listed: saturated, polyunsaturated and mono unsaturated. Eat foods high in poly and mono unsaturated fat and foods low in saturated fat. Low fat = less than 3g of saturated fat per 100g.

NUTRITIONAL INFORMATION		
TYPICAL VALUES (cooked as per instructions)		
	Per Flan	Per 100g
ENERGY	1462 KJ	975KJ
	351 Kcal	234 Kcal
PROTEIN	9.0g	6.0g
CARBOHYDRATE	28.2g	18.8g
Of which sugars	3.0g	2.0g
Of which starch	25.2g	16.8g
FAT	22.3g	14.0g
Of which saturates	7.6g	5.1g
Of which monounsaturates	10.9g	7.3g
Of which polyunsaturates	2.7g	1.8g
FIBRE	1.6g	1.1g
SODIUM	0.6g	0.4g
SALT	1.5g	1.0g

Carbohydrate

Includes both sugars and starches. The figure given for sugar includes both added sugar and natural sugar.

Fibre

All plant foods contain some fibre. There are 2 types soluble and insoluble. Department of Health recommends 24g a day for men and women.

Salt

Salt is sodium chloride. Multiply sodium by 2.5 to work out how much salt is in the product.

The nutritional panel on the food label of most foods can provide information about its nutrition content. Amounts are given per 100g of food and may also be provided per serving of the product so you can work out how much energy, protein, fat and sugar you will be getting

GUIDELINE DAILY AMOUNTS

GUIDELINE DAILY AMOUNT		
EACH DAY	WOMEN	MEN
CALORIES (Kcal)	2000	2500
FAT	70G	95G
SALT	5G	7G
OFFICIAL GOVERNMENT FIGURES FOR AVERAGE ADULTS		

WHAT IS A LOT AND WHAT IS A LITTLE?

For 100g of Food	A lot	A little
Sugars	10g	2g
Total fat	20g	3g
Saturated fat	5g	1g
Fibre	3g	0.5g
Sodium	0.5g	0.1g
Salt	1.25g	0.25g

Quantities that fall between the two figures above are recommended by the Food Standards Agency to be moderate and therefore acceptable

SOME HEALTH CLAIMS

NO ADDED SUGAR – No sugars from any source have been added. However it might contain a lot of natural sugar e.g. fruit sugar in fruit juice and sweeteners such as aspartame

LOW SUGAR – Contains no more than 5g of sugar per 100g or 100ml of food

REDUCED SUGAR – Must contain 25% less sugar than the regular product.

LESS THAN 5% FAT (or 95% free) Indicates the food contains less than 5g fat per 100g.

REDUCED FAT – The food must contain 25% less fat than a similar standard product. It does not mean the product is 'low fat'.

LOW SALT/SODIUM – The food must contain less than 0.4g or 40mg of sodium per 100g/100ml of food

HIGH OR RICH SOURCE OF FIBRE – the food contains more than 6g of fibre per 100g of food

APPENDIX 4

DRINKING WATER IN SCHOOLS

Q: Why is drinking water for school children so important?

A: Drinking adequate amounts of water throughout the day can protect health and prevent a range of short and long-term health problems, from headaches to bladder, kidney and bowel problems. Children will achieve more when both their health and learning needs are met.

Q: Does drinking water affect learning and behaviour?

A: When we are thirsty, mental performance deteriorates by 10%. Keeping well hydrated throughout the day enables pupils to concentrate better because they are not distracted by the effects of dehydration such as thirst, tiredness and irritability. It also replaces caffeine or sugar based drinks which can affect a child's blood sugar levels and ability to concentrate.

Q: What are the guidelines on drinking water provision in schools?

A: The Food in Schools programme is a joint initiative between the Department of Health and the Department for Education and Skills, which aims to help schools implement a whole school approach to food education and healthy eating. Water provision is one of the eight key themes in its Toolkit. It states: "Easily accessible, free, fresh drinking water should be available at convenient points throughout the school and in every building. Children should be able to get a drink of water at any time during the school day - many schools allow children to carry water bottles with them." There is a 16 page guide containing advice and information as well as a five-step process on how to introduce a drinking water programme.

Q: There are taps in school toilets. Isn't this adequate?

A: The Government's 2004 Healthy Living Blueprint for Schools states that all pupils should have access to drinking water at all times, preferably not from taps in the toilets. The Department of Education makes the advice on the location of facilities more explicit via its website TeacherNet: "Drinking water should be available to pupils throughout the day at a number of points within a school, and not from taps or drinking fountains in the toilets". School toilets can present additional obstacles such as poor hygiene caused by lack of hand towels, soap and children slurping directly from taps.

Q: How much water should pupils drink?

A: The Food Standards Agency recommends that everyone should drink 6 -8 glasses of water (1/5 – 2 litres) at regular intervals throughout the day. This should amount to at least 3-4 glasses while at school, ensuring that plenty of additional fluid is drunk during warm weather and when exercising.

Q: Does drinking water have to be chilled?

A: Water does not have to be chilled, but it does have to be appealing, fresh and clean. Chilling water is an effective way to make it appetizing and refreshing. If we want to encourage children to drink more water, we must make it tasty and appealing. Water that has been stood around long enough to become lukewarm will often be unpalatable. Water drawn from potentially unhygienic sources, such as toilets, can run the risk of spreading infection from contamination with taps that may have been 'slurped' from by pupils or touched by unwashed hands.

Q: Should tap water be filtered?

A: The quality of UK tap water is one of the highest in Europe. Drinking water quality in England and Wales is regulated by the government through the Drinking Water Inspectorate (DWI). The DWI task is to monitor and check the safety of drinking water. Drinking water supplied by South East Water has been confirmed as top quality by the Drinking Water Inspectorate year on year. According to the Chief Inspectors' 2004 Drinking Water Quality Report, 99.87% of water samples complied to their stringent standards.

Consultation Materials

1. Diamond Nine Activity

An activity designed to encourage participants to discuss and analyse their attitudes. Can be used either starting with individuals moving then into pairs or with a small group.

Method

1. Preparation- Select the statements to be discussed (see below), print onto 9 cards (or print more than 9 and give an additional task to discard certain statements) and place inside envelopes.

2. Demonstrate how to rank the statements as follows:

- X = most important statement
- XX = next two most important statements
- XXX = next three most important statements
- XX = next two most important statements
- X = least important statement

3. Distribute the envelopes to each pair or small group and ask the participants to form their diamond in response to the statement “ it is important to have a food policy ...”

4. Debrief the activity using prompts such as:
How easy /difficult was it to agree about the ‘top’ statement?
How much agreement/disagreement was there?
Which statements did you disagree most about and why?
Did anyone change their mind about any statement and why?

To remove junk food from the school site	To ensure all children learn about the preparation of food
To encourage all children and families eat to a healthy diet	To ensure all children build knowledge and skills about healthy living

<p>To ensure that school meals are healthy and enjoyed by children</p>	<p>For all staff to model healthy eating and drinking</p>
<p>To be consistent about the availability of healthy food and drink options across the school</p>	<p>To provide parents / carers with guidance about what to put into lunchboxes</p>
<p>To promote recycling and reduce the amount of waste</p>	<p>To improve our work with parents / carers about healthy food and drink</p>
<p>To increase the drinking of water by children and staff</p>	<p>To guide children and parents / carers about snacks</p>
<p>To make healthy food and drink available at all social functions</p>	

2. Consultation Checklist

The table below is a tool for the member of staff leading the policy to development to think through which stakeholders should be consulted about which aspects of the draft policy. Effective consultation will include such planning, in recognition that there are a minority of stakeholders at a school who would have the time and role to contribute across the whole scope of the policy. For most, it will be more effective to focus consultation on specific aspects and concerns.

This table can also give a shape to planning when different members of the school community are to be consulted and what method will be used. It is presumed that the governing body will be kept informed about progress and that a governor will be actively involved in the policy's development, as part of his / her role to have an overview of food and drink in school, including school meals.

	All staff	Healthy school group	SMT	Parents / carers	Pupils
Introduction, aims and objectives Ethos and values of policy Purpose of policy					
The Curriculum Coordination Teaching and learning Professional development					
Food and drink provision School meals Special dietary needs Packed lunches Snacks/vending Drink Celebrations, treats and rewards Dining environments					
Extended school and social activities Social events Breakfast club / after school club Partnership with parents					
Health & safety					
Implementation, monitoring and review Key roles How to monitor					

APPENDIX 1
EXAMPLE KS1 AND KS2 CURRICULUM MAP FOR HEALTHY EATING

Year group	Science	Design Technology / Art	PHSE	History / Geography / RE	Other
Reception	Our Senses A balanced diet	Drawing fruit & veg with attention to hygiene around food	Hygiene – keeping clean routines Lunchtime routines A Balanced Diet	Harvest festival	
Year 1	1A Ourselves 1B Growing plants	1C Eat more Fruit	Caring & feeding for babies	1C Celebrations 1E Jewish beliefs	
Year 2	2A Health and Growth 2B Plants and Animals		B4/C5/C11 Health	2C Celebrations	
Year 3	3A Teeth and eating 3B Helping plants grow well	3B Sandwich Snacks Packaging	Health issues	7/8 Tudors 3b Hinduism	
Year 4	4A Moving and growing 4B Habitats		C16/5/4/11/12 Drug Ed	10 Village in India 6a Roman life 6B Anglo Saxons 4 B Celebrations 4C Easter	
Year 5	5A Keeping Healthy 5B Life cycles	5B Bread 5D Biscuits	Personal Hygiene Balanced diet in puberty	11 water 11/12 Victorians 5a /B Muslims	
Year 6	6B Micro Organisms		C8 Bacteria and virus Hygiene Personal hygiene /health Body systems in drug ed	9 Second WW 14 Greeks	

EXAMPLE KS 3 CURRICULAR MAP FOR TEACHING OF FOOD, NUTRITION AND HEALTHY EATING

Subject	Science	Design and Technology	PSHE	Other – incl PE, RE, geography, citizenship.
Year 7	7l Energy resources	7ai Understanding materials focus: food. 7bi Designing and making for yourself: food.	Key Stage 3 2b) How to keep healthy and what influences health, including the media	Geography Year 8 Unit 14: Can the earth cope? Ecosystems, population and resources. P.E. Key Stage 3 Section 3 of each unit – knowledge and understanding of fitness and health <ul style="list-style-type: none"> To recognise the benefits to their health of regular exercise and good hygiene and the benefits of being active in physical activity.
Year 8	8ai food and digestion	8ai Exploring materials: food. 8bi Designing for clients: food. 8ei Producing batches: food.	2c) That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health 2f) To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel	
Year 9	9b Fit and Healthy 9d Plants for food	9ai Selecting materials: food. 9bi Designing for markets: food 9ei Ensuring quality production: food.	- about the link between eating patterns and self-image, including eating disorders	