

## School Food Policy



### 1 Aims and objectives

- 1.1 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. We encourage pupils, staff and their families to improve their health by influencing their eating habits, through increasing their knowledge and awareness of food issues. This includes knowing what constitutes a healthy and environmentally sustainable diet, and hygienic food preparation and storage methods.
- 1.2 To increase pupils' knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.
- 1.3 To ensure pupils are well nourished at school, and that every pupil has access to safe, tasty and nutritious food, and a safe, easily available water supply during the school day.
- 1.4 To ensure that food provision in the school reflects the ethical and medical requirements of staff and pupils e.g. religious, ethnic, vegetarian, medical and allergenic needs.
- 1.5 To make the provision and consumption of food an enjoyable and safe experience.
- 1.6 To introduce and promote practices within the school to reinforce these aims and remove or discourage practices that negate them.

### 2 Teaching and learning style

- 2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote food, e.g. designing and making a food product to meet design criteria, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, whom we invite into the school to talk about their role in creating a positive and supportive local community.
- 2.2 Develop an understanding and ethos within the school of safe, tasty, nutritious, environmentally sustainable food, through both education and example.
- 2.3 Create an environment, both physical and social, conducive to the enjoyment of safe, tasty, nutritious, environmentally sustainable food.
- 2.4 Help to promote and raise awareness of environmentally sustainable food production methods and socially responsible food marketing practices.

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### **3 Teaching about Food**

Food topics are covered within the following curriculum areas

- Personal Social and Health Education eg Menu planning, Nutrition
- Design Technology e.g. Food technology
- English e.g. Instructional texts
- ICT e.g. Recording results of food surveys
- Maths e.g. Weights and Measures
- Science e.g. keeping healthy, teeth and eating.
- Physical Education e.g. links between healthy eating and exercise
- Geography e.g. What food grows where, transporting food, passport to the world, European weeks.

### **4 Foundation Stage**

- 4.1** We teach about food in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the food aspects of the children's work to the objectives set out in the EYFS documentation. Our teaching about food matches the aim of developing a child's personal, emotional and social development as set out in the EYFS documentation. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

### **5 Teaching about food to children with special educational needs**

- 5.1** At our school we teach all children, whatever their ability. Issues about food are taught through a cross-curricular approach, providing a broad and balanced education to all children. Through teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
- 5.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 5.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to food issues.
- 5.4** We enable pupils to have access to the full range of activities involved in learning. Where children are to participate in activities outside the classroom, for example, a supermarket visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **6 Extra curricular events/celebrations**

- 6.1** Where food is available in extra curricular events eg school discos and PTFA events, a healthy option will be available to ensure that children have a choice.

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- 6.2** Those providing prepared food will need to have completed the minimum of a basic food hygiene certificate, eg school cook. Opportunities to complete such training will be identified and made available (budget permitting) for individuals who may wish to be involved with the preparation of food in school, eg teaching staff, teaching assistants, PTFA, MDAs.
- 6.3** Sweets are not used as rewards to ensure that there is a consistent approach to healthy eating messages.
- 6.4** Should children bring sweets for other children to celebrate birthdays etc, they should be given out at the end of the day and the children should be reminded to brush their teeth afterwards, giving a consistent message about oral health.

### **7 Monitoring and Reviewing**

- 7.1** The Healthy School Co-ordinator is responsible for monitoring the food policy. The Co-ordinator supports colleagues, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Co-ordinator is also responsible for giving the headteacher feedback relating to the monitoring of the food policy, identifying strengths and weaknesses in the coverage and indicating areas for further improvement.
- 7.2** The teaching about food within the science and design technology curriculum is monitored by the science and the design technology co-ordinators.
- 7.3** The healthy provision of food at lunchtime is monitored by the catering service and provided by the school cook.
- 7.4** The school will apply for accreditation on the National Healthy School Standard to achieve recognition for the school's development on this theme.

#### **Note**

This Food policy should be read in conjunction with the PSHE and citizenship policy.

### **Equality of Opportunity**

In this school we recognise that each individual has the right to equality of opportunity regardless of gender, race, cultural background, religion, age, disability, intellectual ability or financial circumstances.

### **Staff Roles of Responsibility**

It is the role of the co-ordinator for Healthy schools Co-ordinator, with the head and deputy head, to help other members of staff to effectively implement the food policy of the school. It is the role of individual members of staff to implement the agreed food policy to ensure the continued and successful development of the subject throughout the school.

### **How the Policy was Developed**

The policy was drafted by the co-ordinator for Healthy schools using the agreed format. It was considered by the entire staff at a full staff meeting.

This policy was presented to the governors on \_\_\_\_\_

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**Signed:** \_\_\_\_\_ co-ordinator

\_\_\_\_\_ headteacher

**Date:**

**Date reviewed** \_\_\_\_\_