

NUTRITIONAL STANDARDS AND FOOD IN
SCHOOL

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NUTRITIONAL STANDARDS AND FOOD IN SCHOOL

QUEEN BOUDICA COMMUNITY PRIMARY SCHOOL

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Governing Body
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ISSUE AND REVISION RECORD

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March 2010	01	Original	March 2012
December 2014	02	Intro. ref. to ECM removed Aims – <i>Healthy School</i> status added School Meals section updated	December 2017
November 2015	03	Updated in line with government regs.changes	November 2018

Nutritional Standards & Food in School Policy

Introduction

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 other policies relating to the curriculum and the promotion of our clear vision for helping our children lead healthy lifestyles. It covers **all aspects of school life relating to food and drink including**: the curriculum, links with our community, procurement of food, nutrition, school meals, packed lunches, healthy eating and growing our own produce.

Rationale

It is important that we consider all elements of our work to ensure that we promote health awareness in relation to food in school in all members of the school community. We can provide a valuable role model to pupils and their families with regard to food and healthy eating patterns.

Through effective leadership, the school ethos and the curriculum, all school staff can bring together all elements of the school day to create an environment which supports and encourages children to adopt a healthy lifestyle and make healthy choices with regard to food and their diet.

Aims and objectives

- To ensure that we are giving consistent messages about food, drink and healthy lifestyles in all aspects of school life
- To give our pupils the information they need to make healthy choices
- To promote health awareness
- To contribute to the healthy physical development of all members of our school community
- To increase teachers' confidence and competence in teaching about food and nutrition
- To increase pupils' experience of working with food
- To increase pupils' knowledge of diet, nutrition, healthy eating, food hygiene and safety
- To enable the school to develop and deliver a good quality, cost effective and healthy school meal service
- To aid us in our school development and help us to continue to be a '*Healthy School*'
- Ensure that food provision at Queen Boudica, as far as is practicable, reflects the cultural, ethical and medical requirements of staff and students eg. religious, ethnic, vegetarian, medical and allergenic needs.

Settings for Nutritional Standards and Food Policy

There are various aspects of school's life ie. *settings* where our policy particularly applies and certain policies/practices are unique to these settings. Some settings are already in place and some may be developed at some point eg. school meals, packed lunches, breakfast club, after school club, snacks, drinks, water and the curriculum.

The school supports the '*5 a day*' campaign across all settings to encourage children to eat five portions of fruit and vegetables a day, which has been shown to reduce the onset of certain life-threatening conditions as well as being helpful in tackling and preventing childhood obesity.

The proportion nationally of children with a true food allergy is approximately 5-8% of children and 1-2% of adults. At all times, including across all settings but also in wider contexts such as school events and trips, we are aware of food allergic pupils and have appropriate procedures in place. We have a *nut aware* approach and do not have nuts in school, including asking parents not to put nuts or nut products such as peanut butter and Nutella in their children's lunches. Although we minimise risks, staff receive epi-pen training because we are aware the risks cannot realistically be eliminated.

Snack

All Foundation Stage (FS) and Key Stage One (KS1) classes include a morning break time snack of washed fruit (School Fruit and Vegetable Scheme) to all children, which is shared in a family setting for all class members. Key Stage Two (KS2) children bring fruit or a healthy snack (not chocolate products or crisps) from home to eat at break time. Currently we do not run a tuck shop but if we decide to do so in the future, this policy will be applied to all items sold.

School Meals

All our school meals are provided in line with government guidance on hot and cold options, both of which will pay regard to regulations for nutrient-based standards and final food-based standards, compulsory from January 2015 in primary schools (see Appendix 2 for details). The school must demonstrate that the average school meal meets the required nutrient standards across a 'menu-cycle' (the cycle being no less than one and no more than four weeks). There are computer programmes to help catering staff calculate this. We recognise that it is vital the school provides a tasty and nutritious meal for children, especially for some children as it may be the only substantial meal they eat all day. The Governing Body is responsible for provision of the school meal service, including finance and personnel related matters. Our meal service includes free school meals and paid school meals. From September 2014, all children in EYFS and KS1 have been able to access free school meals as part of the Government's universal offer.

Packed Lunches

Many children bring packed lunch to school and we aim to make sure the contents are in line with the whole school food policy, also to bring our parents/carers on board in agreement with this policy. We promote healthier packed lunches. We do not allow sweets or fizzy drinks. In order to achieve this we provide provision of information for parents about healthy packed lunches such as healthy menu plans. We also make sure that packed lunches are stored appropriately and accessibly in trolleys during the day and consider carefully safety issues ie. children not having glass bottles or tins in their lunch boxes.

Water

Water is freely available throughout the school day to all members of the school community and we encourage children to drink water at frequent intervals. Furthermore we educate children about the importance of hydration. Children may drink their water at any time except during assembly. Regular water and brain breaks are built into the school day and curriculum by class teachers. EYFS and KS1 children are also reminded to drink water at their snack time. We also ensure that there is provision of jugs of water and plastic beakers on dining tables at lunchtime.

Food Across the Curriculum

At Queen Boudica Primary School we ensure that learning about nutrition, healthy eating and making healthy choices is embedded in the curriculum (see also 'Curriculum and Planning Policy'). Our curriculum, through different subject areas, offers a strategic approach to education about food and nutrition which develops a broad understanding of healthy eating in a systematic way, and provides consistency across subjects. Some examples of how we do this include:

- in FS, KS1 and KS2, 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;
- 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;
- literacy provides children with the opportunity to explore poetry, persuasion, argument and narrative work using food and food related issues as a stimulus, eg. writing to a company to persuade them to use non-GM 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;

- 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;
- food technology as part of Design and Technology (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;
- PSHE Education 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, eg. advertising and sustainable development;
- 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 and history provides insight into changes in diet and food over time;
- PE provides pupils with the opportunity to develop physically and to understand the practical impact of sport, exercise and other physical activity such as dance and walking;
- school visits provide pupils with activities to enhance their physical development eg. to activity centres.

Partnership with Parents/Carers

The partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other. Among other things, we ask parents not to send in fizzy drinks and we remind them that only water may be drunk during the school day, except at lunch when children may drink juice or squash.

Role of the Governors

Governors monitor and check that the school policy is upheld and can also offer guidance where a member of the body has particular expertise in this area. The National Governors Association has produced a document called 'Food Policy in Schools: A Strategic Policy Framework for Governing Bodies' (2007). This provides a guide to developing, implementing, improving and refining this school's policy.

Monitoring and Review

- Subject Leaders are responsible for the curriculum development of this policy in relation to their curriculum areas
- The Headteacher is responsible for supporting colleagues in the delivery of this policy
- This policy will be reviewed every three years to take account of new developments
- The Headteacher will feedback to the relevant Governing Body committees on key issues such as take up of school dinners etc

The following documents have informed much of the content of this policy:

'School Food Standards – January 2015'

'The National Curriculum for key stages 1 and 2' (DfE 2014)

'Early Years Foundation Stage Statutory Framework' DfES (2012)

'RE matters for every child' Essex agreed syllabus for Religious Education 2010

'Food Policy in Schools: A Strategic Policy Framework for Governing Bodies' (Food Standard Agency 2007)

Appendix 2 – School Food Standards 2015