

# Maidensbridge Primary School

## Whole School Food 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 the school's Healthy Break and Lunchbox guidance.

The school supports the '5-A-DAY' approach in encouraging 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.

At the beginning of every academic year, we evaluate our provision and produce action plans in sport and PE, physical activity and food (including cooking in the curriculum). These plans are part of our over-arching Obesity Reduction Plan/Strategy.

### **Rationale**

Maidensbridge considers itself to be a 'healthy school'. It is important that we consider all elements of our work to ensure that we promote health awareness 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 a healthy lifestyle.

### **Aims and Objectives**

Our overall aim is to ensure that healthier food and drink is provided at all times of day, taking account of individual needs; e.g. cultural, ethical, medical,(in line with the school Equality Scheme).

We aim:

- To ensure that we are giving consistent messages about food and health
- 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

### **Contexts**

#### **Morning and Afternoon break- time**

All FS and KS1 classes include a morning break- time snack of washed fruit to all children through the government fruit and vegetable initiative, which is occasionally shared in a family setting. Children are given responsibility for passing the fruit to others and for helping to clear away.

KS2 children are encouraged to bring fruit which they eat at playtime — no other snack is allowed during morning break. **See Healthy Break Policy (2015).**

#### **School lunches**

School lunches are provided by Dudley Catering, who have taken account of the Government's Requirement for School Regulations (Jan 2015).

Dudley Catering already meet the nutritional guidelines. Where possible, this includes the use of fresh fruit and vegetables each day as a choice for the children. A single main meal choice is provided each day, which is supplemented by the regular options of a jacket potato with a choice of filling or a hot chicken wrap. These options are ordered by parents at least a week in advance. The cost of the school meal is a fully comprehensive price which includes the meal, dessert, side salad and a healthy drink. All of the options pay regard to nutritional balance and health initiatives.

### **Packed lunches**

Many children bring packed lunch to school. The school is currently following the School Food Trust initiatives and provides information and advice to parents regarding the nutritional value of food which is included in packed lunches for their children. Apart from sweets, the only other items which are prohibited are chewing gum and carbonated drinks. **See Lunchbox Policy (2016)**

### **Water for all**

Educational, medical and scientific research points towards the benefits of adequate hydration for pupils to aid the learning process. Therefore, water consumption is actively promoted. Water is freely available throughout the school day to all members of the school community from our water fountains. Children may drink their water during lessons and break and lunch times. This initiative has been promoted through the provision of a free water bottle to every child in the school, funded by the H.S.A.

### **Allergies and special dietary requirements**

Care plans of pupils with allergies are kept in the staff room. The Management Information System also maintains a record of pupils with allergies or special dietary needs (medical or cultural).

### **Equality**

All policy and procedure decisions linked to the food policy are in line with the aims of the school's Equality Policy. In particular, this involves consultation with all stakeholders with regard to cultural, disability, religious and gender considerations.

### **Food in the Curriculum**

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. The pupils will also be involved in opportunities of 'seed to table' opportunities linking both food technology and environmental education.

**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 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. The children will also gain understanding and practical application of composting and growing organic fruit and vegetables.

**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/ origins using the internet and other electronic resources. Pupils design packaging and adverts to promote healthy food choices. Pupils will also have opportunities to use simulations showing plant growth. Furthermore they will have opportunities to use data handling packages to show food preferences and to sort food using different criteria.

**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.

**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.

**Citizenship** provides opportunities to look at food issues around the world such as fair-trade and charity work that involves providing food aid where there are food shortages. The children are also involved in an annual collection of food (during the harvest festival) for distribution to charities such as Rainbow House children's hospice.

**Music** can provide pupils with knowledge about multicultural aspects of music which sometimes include songs about traditional foods from around the World. The children also have opportunities to play instruments from around the world that are made from seed cases, pods and cane.

**Art** provides pupils with opportunities to use foods and/ or their packaging as the subject for still life, painting or printing. Some year groups will look at the work of famous artists who also use food as inspiration.

**Geography** provides a focus on the natural world and changing environment, particularly acquiring knowledge of where different foods come from and 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, as well as the traditions of eating.

**Physical Education** provides pupils with the opportunity to develop physically and to understand the practical impact of food on sport, exercise and other physical activity such as dance.

### **Out of hours learning**

Out-of-hours learning includes cookery and gardening clubs from time to time.

In addition to the cross curricular aspects, we also hold focus events periodically, e.g. theatre visits, cultural focus days, themed weeks such as British Food Week and creative and cultural week.

### **Partnership with parents and 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. This is not always easy but our school is well placed to lead by example.

Parents and carers are regularly updated on our food and health initiatives through school and H.S.A. newsletters and through parental involvement in focus events. Any major changes or introduction of new initiatives are only successful when support from home is forthcoming. For this reason, the school endeavours to consult with families through the school council, the governing body, the H.S.A. and through consultation questionnaires or documents. During out-of-school events, e.g. school discos etc, the school encourages parents and carers to consider the food policy in the range of refreshments offered for sale to the children.

Our Kids Club staff are also aware of the current School Food Standards and this policy.

### **Role of the Governors**

Governors have responsibility and oversight for the implementation of School Food Standards in school, as well as monitoring and checking this and other associated policies.

### **Implementation, monitoring and review**

All staff are responsible for the curriculum development and promotion of the food policy. The headteacher and PSHE co-ordinators are responsible for supporting colleagues in the delivery of the food policy.

The review of food in school and links to healthy lifestyles is carried out as part of the schools general self-evaluation. The school also utilises the data provided by the biannual Schools Lifestyle Survey administered by Dudley Public Health (for pupils in Years 4, 5 and 6) to shape policy and provision.

This policy will be reviewed annually to take account of new developments and national guidance.

**Date of policy implementation:** February 2008 – Reviewed 2010 – Reviewed 2016

**Date of next review:** February 2018