



Deanshanger Primary School Whole School Food Policy

Introduction

Deanshanger Primary School is dedicated to providing an environment that promotes healthy food and eating and enabling pupils to make informed choices about the food they eat. This will be achieved by the whole school approach to food and nutrition documented in this whole school food policy. This policy covers all aspects of food and drink at school.

The policy was formulated through consultation between members of staff, governors, caterers, parents/carers, children/young people and Paul Evans, Healthy Child Advisor from Northamptonshire County Council.

The policy is referred to on the school website and in the school prospectus and is communicated to the entire school community. We have a Health and Wellbeing section on our school website for everyone to access. The policy is adhered to by everyone involved with the teaching/serving/cooking of food/drink in school during the day and other organisations that share our school premises.

The nutritional principles of this policy are based on current evidence based findings; and the 'eatwell plate' is the agreed model for ensuring a healthy balanced diet.

www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx

www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material

Standards for school food throughout the school day are in place. www.childrensfoodtrust.org.uk

Further information can also be found in the School Food Plan (July 2013)

www.schoolfoodplan.com

Food Policy Co-ordinator

This school food policy and healthy eating strategy is co-ordinated by Mrs Rachel Rice (Head Teacher) and Mrs Kerry Morris (KSI leader and class teacher)

Food Policy Aims

The main aims of our school food policy are:

1. To enable pupils to make healthy food choices through the provision of information and development of appropriate skills and attitudes
2. To provide healthy food/drink choices throughout the school day and ensure food brought into school is healthy too
3. To ensure that all aspects of food and drink in school promote the health and well being of pupils, staff and visitors to our school

Equal Opportunities

In healthy eating we recognise the value of the individual and strive to provide equal access of opportunity for everyone.

Our aims will be addressed through the following areas:

Curriculum

At Deanshanger we believe it is essential that nutrition education is embedded in the curriculum and we ensure that there is consistency across different subjects- science, technology, PSHE, PE and that it remains consistent with the whole school food policy.

Food and nutrition eating is taught at an appropriate level throughout each key stage in many subjects. There are numerous opportunities in the curriculum for pupils to develop knowledge of healthy eating and healthy lifestyles.

Science

Appendix 1 shows how each year group covers healthy eating in science. In July 2016, there will be a whole school science week based on Healthy Eating and Healthy /Lifestyles.

Design and Technology

Cooking and nutrition

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.

PSHE

The whole school PSHE curriculum was revised March 2016 to ensure it covered safeguarding, the Prevent Duty, E-safety, British Values and health and well-being expectations. **See Appendix 2**

PE

The national curriculum for primary physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

These objectives are addressed through:

2.2 Teaching Methods

Effective teaching requires pupils to develop their understanding of healthy eating issues and appropriate skills and attitudes to assist them in making informed decisions. Teaching methods adopted in the classroom offer a rich variety of opportunities for participatory learning and include debating issues, group discussions, role-play, practical work and school trips. These decisions are made at teachers' planning meetings.

2.3 Resources

We use a variety of resources to promote and inform children about healthy eating that are all centred around the 'eatwell plate'. There are many on-line resources used such as those provided

on www.foodafactoflife.org.uk. Children have access to topical books in the library. The library services also provide books to certain year groups when they study healthy eating topics throughout the year, particularly in Years 2 and 3. We have registered with 'Farm to Fork' and are using their on-line resources. We are looking at using some resources provided by the Learning Resources Centre in Northampton to enhance the teaching of healthy living topics. There are many practical opportunities for children in our school to learn about healthy eating such as; Year 2 design and make a healthy fruit smoothie in DT, Year 3 design and make a healthy lunch and Year 1 grow beans for the school nature area and cress during their topic about plants.

Staff are aware of the information from the Childrens Food Trust food and nutrient guidance documents on www.childrensfoodtrust.org.uk and information from School Food Plan (July 2013). Mrs Rachel Rice, Mrs Kerry Morris ensure that resources are up to date and appropriate with the support of the science subject leader, Mrs Lindsay Greaves, the DT subject leader and the PSHCE subject leader, Miss Catherine Toop.

2.4 Outside learning/visitors to the school

We believe it is the responsibility of the school to ensure that the contributions made by visitors to the classroom reflect our own philosophy and approach to the subject. The status of visitors to the school is always checked ensuring that the content of the visitor's talk is suitable for the ages of the pupils.

This year we have registered with the Tesco 'Farm to Fork' scheme and Year 3 have visited our local store to learn about food and healthy eating as part of their topic. A representative is also visiting our school in July when we have our science week based on Healthy Eating and Healthy Lifestyles.

Year 1 visited a farm on March during their topic on 'Animals'. They learnt about where their food came from and some of the crops that were grown there.

2.5 Extra-Curricular

Each year children from across the school have the opportunity to join 'Green Fingers Gardening Club'. This club is run by Mrs Webb and they do various projects around the school, including growing vegetables.

Food and drink provision throughout the school say

National Nutritional Standards for food in schools became compulsory in June 2014. Food and Nutrient based Standards covering all aspects of school food, form the basis for all food offered and eaten in school throughout the school day. Together they apply to all food and drink sold or served in schools up to 6pm: breakfast, lunch, tuck shops, vending and after-school clubs. (Full details and the documents and guidance relating to this are available from the Children's Food Trust) www.childrensfoodtrust.org.uk

3.1 Wrap Club - Breakfast Club

Breakfast is an important meal that should provide 25% of a child's energy requirement and contribute significantly to their vitamin and mineral requirements.

Our school operates a breakfast club that provides a nutritious meal for pupils before the school day and complies with the standards. Our local Co-op provide the cereal for Wrap Club.

The breakfast menu includes: bread, toast, healthy cereal, milk and fruit juice. Cereals high in sugar are not provided.

3.2 Break time snacks

At Deanshanger Primary we understand that snacks can be an important part of the diet of young people and can contribute positively towards a balanced diet.

Only fruit snacks are allowed at morning playtime. Key Stage 1 children have their fruit provided while Key stage 2 bring their own. If children in Key Stage 2 bring in an unhealthy snack they are asked to take it home at the end of the day and they are encouraged to have a piece of fruit that is provided for them. Sugary fruit based snacks are not allowed.

We participate in the National Fruit Scheme which monitors from key stage 2 distribute to classes in Foundation Stage and Key Stage 1.

3.3 School Lunch

Food prepared by the school catering team meets the National Nutritional Standards for School Lunches. We currently use Nourish as our provider led by Mrs Lisa Gordon, however our provider will change in September. Information will be shared with the community when arrangements have been confirmed. Our lunches provide healthy options – there is always a vegetarian option and a salad bowl. Parents and children are given opportunities to sample the school lunches at annual sample sessions.

As a school we encourage pupils to have a school lunch provided by our catering service and free school meals are provided to all those pupils who are entitled to them, including children in Foundation Stage, Key Stage 1. Parents are provided information about the process for applying for free school meals as they register at the school.

3.4 Packed Lunches

Deanshanger Primary School encourages parents and carers to provide children with packed lunches that compliment the nutritional standards. This is achieved by promoting healthy balanced packed lunch options using the principles of the 'eatwell plate'. This will ensure children having packed lunches have a healthy balanced meal. The following foods and drinks are not allowed:

- fizzy drinks
- chocolate and products containing chocolate
- sweets
- crisps
- sugary snacks

Parents have received information about healthy lunch boxes; this information is held on the Health and Well-being page of our website.

3.5 After School Club

The food and drink provision at our after school club is in line with the overall whole school food policy and complies with standards for all school food other than lunches.

3.6 Food as a reward

The school does not encourage the regular eating of sweets or other foods high in sugar or fat, especially as a reward for good behaviour or academic or other achievements. Other methods of positive reinforcement are used in school. Some of these include Power points, Golden Time and stickers.

Children may bring in sweets when it is their birthday but these are to be given out at the end of a school day to eat at home with parental consent.

3.7 Drinking Water

The National Nutritional Standards for Healthy School Lunches recommend that drinking water should be available to all pupils, everyday, and free of charge.

Our school agrees with this recommendation and children are provided with their own named water bottle - this is filled every morning. Children are encouraged to drink at frequent intervals throughout the day. Water is available free for all pupils at the lunchtime meal service. Only water is allowed in school water bottles.

Special Dietary Requirements

4.1 Special diets – Religious and ethnic groups

The school provides food in accordance with pupils' religious beliefs and cultural practices as required.

4.2 Vegetarian and Vegans

Our school caterers offer a vegetarian option at lunch everyday. Vegans are also catered for upon request.

4.3 Special Diets- Medical

We recognise that some pupils may require special diets that do not allow for our food policy to be exactly met. In this case parents are asked to make us fully aware of this. Individual care plans need to be created for pupils with special dietary needs/requirements. These should document symptoms and adverse reactions, actions to be taken in an emergency, and emergency contact details, along with any particular food requirements e.g. for high-energy diets. Our school and school caterers are made aware of any food allergies/food intolerance/medical diets and requests for these diets are submitted according to an agreed process.

All staff are made aware of specific children's dietary requirements in their class as a form is given to parents to complete each year. This is kept with the class teacher. Information is displayed in the kitchen off the hall about children's medical needs.

Parents are given a Medical Diet School Meal Request Form if they have a child who follows a special diet and requires a school meal, available from the relevant school food supplier.

Food Safety

Appropriate food safety precautions are taken when food is prepared or stored. These vary depending on the food on offer and include: ensuring that adequate storage and washing facilities are available; that food handlers undergo appropriate food safety and hygiene training; and that suitable equipment and protective clothing are available. Any food safety hazards are identified and controlled. Information is cascaded to everyone who is involved with food related activities in school. We have food safety information displayed in the appropriate areas.

The preparation kitchen and team have regular inspections for food hygiene – our constant rating is 5 stars.

6. The Food and Eating Environment

Our school provides a clean, sociable environment for pupils to eat their lunch and has developed the healthy/welcoming aspects of the dining room environment. Each day two members of staff eat their lunch with the children to assist in maintaining a calm environment in which to eat.

Children that demonstrate good manners and appropriate lunchtime behaviours are rewarded by having their name written on the Top Table board on the wall. Once all 20 places have been achieved they eat their lunch on the 'Top Table'. This is a specially decorated table and their lunch is served to them. They are also accompanied by Mrs Rice, the Head teacher and a school governor.

Lunch time supervisors help to ensure a safe, enjoyable experience at lunchtime and encourage healthy eating. They also have reward stickers and they are given to children that eat all of their food and show good manners.

Leading by example and staff training

Teachers, Learning Support Assistant (LSAs), office and cleaning staff, caterers and lunchtime supervisors have a key role in influencing pupils' knowledge, skills and attitudes about food, so it is important that they are familiar with healthy eating guidelines. The Head teacher and SLT ensure that staff are kept up to date with any changes in guidelines.

It is essential that staff are committed to setting an example with food in school and they are encouraged to eat and drink healthy food products when in school. All staff have also a school water bottle to promote drinking water.

Some members of staff have also signed up to the Workplace Challenge and are taking part in the Race for Life as a school team. We have had a staff badminton event and a walking club has begun.

Food Related Action Plans

As a school we are aware that we need to ensure healthy and nutritious food is available across the school day. The food agenda in school is part of criteria to be fulfilled for Healthy Schools Enhancement in relation to the healthy weight agenda.

See Healthy School Action plans for details.

Consultation/Monitoring and Evaluation

This policy has been developed through wide consultation with the whole school community and Paul Evans, our Healthy Child Advisor from Northamptonshire County Council.

The policy and its impact is reviewed on an ongoing basis by Mrs Rachel Rice and Mrs Kerry Morris and the school governing body.

The policy is communicated to the entire school community and new families/staff to our school are made aware of its importance.

Appendix I

Science curriculum or additional opportunities to promote the 'Healthier Child programme'

- Teaching about food and healthy eating
- Local businesses make a contribution to healthy eating aspects of the curriculum
- Pupils promote well-being
- Drug education
- Understanding of the contribution of physical activity to a healthy lifestyle
- Community members from different cultures engaged with healthy eating activities with the pupils
- Healthy eating messages displayed in school and promoted to the community

Year group	Science curriculum	Additional opportunities
FS	<p style="text-align: center;"><u>Understanding the world</u></p> <p>Term 1 – Ourselves Body parts How we grow and change Term 4 – Chinese New Year Tasting Chinese food cooked by members of our local community</p>	<p>Weekly cooking opportunities e.g.:</p> <ul style="list-style-type: none"> • Fruit crumble • Cheese straws • Pitta bread pizza • Pancakes • Cottage pie <p>Opportunities to grow vegetables. Daily opportunities in outdoor environment. Rainbow stickers to promote well-being. Healthy snacks and water available daily. Real PE Sport Relief event</p>
1	<p>Term 3/4 – Dinosaurs and Animal Antics Beginning to learn about different types of food when learning about carnivores, herbivores and omnivores</p> <p>Term 4 -Animal Antics Beginning to learn about different parts of the body will underpin future understanding of need for healthy lifestyle to contribute to a healthy body</p>	<p>Healthy snacks and water provided daily. Real PE Daily mile and Sport Relief event</p> <p>Medicines – PSHE Zippy's Friends – PSHE wellbeing</p> <p>Visit to a farm to find out where our food comes from.</p> <p>Term 5 – How does your garden grow Growing plants we eat in class and on the school allotment, linked to science work on plants. Tasting edible seeds.</p>
2	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Term 4 – The Circle of Life</p> <ul style="list-style-type: none"> • Basic teaching of food groups • Beginning to understand about 	<p>Healthy snacks and water provided daily. Real PE Daily mile and Sport Relief event</p>

Reviewed April 2016 and presented to Governors for information. As with all policies, it will be reviewed on an annual basis.

	<p>balanced meals</p> <ul style="list-style-type: none"> Science investigation – which drink is best / worst for our teeth? 	Design and make a fruit kebab
3	<p>Term 1 – Come and join the Celebration – including light</p> <ul style="list-style-type: none"> recognise that light from the sun can be dangerous and that there are ways to protect their eyes and sun safety <p>Term 3 – Out of the Box topic including</p> <ul style="list-style-type: none"> Teaching of food groups Balanced diet Survey of lunchboxes Designing and making 2 different healthy lunches - pasta salad and sandwich/wrap with finger food Celebration assembly to promote Healthy Eating including drinking water and exercise Display in hall and classrooms to promote healthy eating Tesco From Farm to Fork visit <p>Term 6 3 Giant Steps topic including</p> <ul style="list-style-type: none"> skeletons and muscles for support, protection and movement – will contribute towards understanding of need for healthy lifestyle to contribute to a healthy body 	<p>Healthy snack encouraged (fruit available if needed) and water provided. Real PE Daily mile and Sport Relief event Child of the week – promoting positive qualities of each individual Friendship tokens – positive reinforcement of caring / kind gestures</p>
4	<p>Term 6 Super Heroes</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 	<p>Healthy snack encouraged (fruit available if needed) and water provided. Real PE Daily mile and Sport Relief event Term 3 – Promoting well-being PSHE Term 6 -Devising a healthy snack or meal for a superhero to link with science week challenge Devising and taking part in superhero workouts</p>
5	<ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<p>Healthy snack encouraged (fruit available if needed) and water provided. Real PE Daily mile and Sport Relief event March 21st 2016 – Life Education Bus visit – Healthy life choices and Drugs Education</p>

		<p>'Flour Babies' - understanding responsibility and being able to care for something</p> <p>Summer term Theory and practical: MK Dons weekly sessions - exercise</p>
6	<p>As a 'stand-alone unit' -</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. <p>March 21st 2016 – Life Education Bus visit – Healthy life choices and Drugs Education</p>	<p>Healthy snack encouraged (fruit available if needed) and water provided. Real PE Daily mile and Sport Relief event Healthy body, healthy mind – exploring these ideas. Importance of mental health in our lives. Jan 2016 - Celebration assembly to share and promote healthy lifestyle and well-being. Links made between wide range of extra-curricular activities, success and well-being.</p> <p>Summer term Puberty and sex and relationship education – BBC sex and relationship education.</p>

Appendix 2: PSHE Objectives

Year One

Objectives:

To learn: about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)

The learner will be able to:

- Identify some ways of taking care of themselves
- List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation
- Talk about how physical activity, sleep and exercise helps their bodies to grow and helps them to feel well

Essential skills: Active listening, Self-reflection, Make decisions and choices

Key Questions:

- What do we think we need to do to keep ourselves healthy?
- What do we do during our day that keeps us healthy?
- What do we think healthy people do and don't do?
- What things can we do when we feel good and healthy?

Year Two

Objectives:

To learn about the benefits of a healthy lifestyle and different ways to stay healthy

Learning Outcomes:

The learner will be able to:

- Describe what being healthy means
- Describe the different physical activities they do in and out of school
- Explain how good health depends on physical activity, rest, healthy eating, taking care of their teeth
- Describe different ways in which they can keep healthy
- Explain what the benefits (short-term and long-term) are of being active, taking rest, eating healthily and looking after their teeth
- Talk about the impact on their health and on others if they don't look after their bodies

Essential skills: Active listening, Self-reflection, Make decisions and choices

Key Questions:

- How do we think healthy people look and feel?
- What do healthy people do some of the time? All of the time? Never?
- What do we do in and out of school that keeps us healthy?
- What else do we know about keeping healthy?
- What do we need to do more/less of to keep healthy?

Year Three

Objectives: To learn about opportunities they have to make their own choices about food and what makes up a balanced diet

Learning Outcomes:

The learner will be able to:

- Explore opportunities they have to make choices about food
- Explain what they need to consider when making these choices

Reviewed April 2016 and presented to Governors for information. As with all policies, it will be reviewed on an annual basis.

- Describe the benefits of a balanced diet

Essential skills: Making decisions and choices, recalling and applying knowledge and skills

Looking at evidence

Key Questions:

- What do we know about healthy eating and how it keeps our bodies healthy?
- Who makes the choices for us about what we eat?
- What choices are we able to make for ourselves?
- Are these always the right choices?
- What helps us to choose?
- What do I need to know before I make these choices?
- Is there anything we should/could change?

Year Four

Objectives: To learn about the consequences of choices (positive, neutral and negative) and what to include to make a diet 'balanced'

Learning Outcomes:

The learner will be able to:

- Describe the potential short and long term consequences that their choices can have on maintaining good health
- Identify choices that may have neutral or negative consequences on health
- Explain what is meant by a 'balanced diet'
- Describe the benefits of a balanced diet on health and wellbeing
- Identify foods that we eat to make us feel good and do our bodies good
- Identify foods that we eat that make us feel not so good and why treats are fine in moderation

Essential skills: Making decisions and choices

Looking at evidence

Key Questions:

- How can we eat for health?
- Do we need to make any changes to our eating habits?
- What happens to the food inside us?
- What consequences do our choices have?
- How do we feel when we've had too much of something?

Year Five

Objectives: To learn about the choices they can make about their health and wellbeing and what influences their choices

Learning Outcomes:

The learner will be able to:

- Identify role models of healthy lifestyles and describe what makes them healthy
- Talk about positive and negative effects on their health and wellbeing
- Describe the benefits of a healthy lifestyle
- Identify the everyday choices they make about their health and wellbeing
- Explain how to take care of their body and mind
- Identify how the media portrays healthy, fit, successful people
- Explain whether the media's portrayal of people is realistic and how it might affect us

Essential skills: Making decisions and choices, planning and deciding, recalling and applying knowledge

Key Questions:

- How might the media's portrayal of fit and healthy people affect our feelings about ourselves?
- How might it affect other's feelings about themselves?
- Is this fair?

Year Six

Objectives: To learn about the positive and negative influences on health and wellbeing and how media influences can affect their choices

Learning Outcomes:

The learner will be able to:

- Analyse the positive and negative influences on choices related to health
- Identify choices that they can make about their health that they couldn't have made before
- Recognise that responsibility for their choices lies with them
- Identify positive role models of healthy lifestyles in the media and explain why they think they are positive
- Talk about the influence of media advertising/celebrity culture on health and lifestyle choices
- Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing
- Describe the long term consequences of informed choices on their body and mind

Essential skills: Making decisions and choices, planning and deciding, recalling and applying knowledge

Key Questions:

- What/who influences our choices related to our health?
- Do these influences always have our best interests in mind?
- How do we describe and judge lifestyles?
- What is the difference between 'real', 'reality' and 'fantasy' lifestyles presented by the media?
- How might the media's portrayal of lifestyles affect our feelings about ourselves?
- How might it affect others' feelings about themselves?
- Is this fair?
- Does image really matter?
- What image do we want to present?