



Whole Food Policy



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Policy Review

This policy will be reviewed in line with the Mosaic Federation policy review cycle.

The policy was last reviewed and agreed by the Governing Board 30.3.22

It is due for review in 2027

Head Teacher:	Date:
Chair of Governors:	Date:
Vice Chair of Governors:	Date:



MODEL WHOLE SCHOOL FOOD POLICY

INTRODUCTION

The school is dedicated to providing an environment that promotes healthy 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.

The policy was formulated through consultation between members of staff, governors, parents, pupils, and our school nurse. **(Include details of any healthy eating working groups and consultation with parents etc.)**

The nutritional principles of this policy are based on the findings of the National Diet and Nutrition Survey of 4 to 18 year olds; the 1991 Dietary Reference Values for Food Energy and Nutrients for the UK; and the Balance of Good Health (BOGH) (Appendix 1).

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 choices throughout the school day

These aims will be addressed through the following areas:

1. EQUAL OPPORTUNITIES

In healthy eating, as in all other areas of the curriculum we recognise the value of the individual and strive to provide equal access of opportunity for all.

2. CURRICULUM

Food and nutrition is taught at an appropriate level throughout each key stage.

This is addressed through:

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 and role-play. These decisions are made at teachers planning meetings.

Leading by example and staff training

Teachers, caterers and school nurses 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.

Visitors in the classroom

This school values the contribution made by the school nurse in supporting class teachers and appreciates the valuable contribution of outside agencies. 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. The school's code of practice for visiting speakers is adopted.

Resources

Resources for the teaching of healthy eating in PSHE have been selected to complement the delivery of the curriculum in other subject areas. These are stored in the school. Samples from some of these resources are displayed in the PSHE teacher's folder and are clearly linked to the term's programme of work. The range of materials used is available for review on request to the head teacher. Books are available for pupils in the library.

Evaluation of pupils learning

◆ Primary

The healthy eating aspects of the National Curriculum are assessed through SATS.

Other aspects of healthy eating work are evaluated through activities, which have been built into the programme, as part of the planning process.

◆ Secondary

Teachers are encouraged to use a range of strategies to evaluate the teaching and learning in healthy eating.

These include:

- ◆ Discussion of the suitability of resources and methodology at team meetings
- ◆ Simple tick sheets for completion by the teacher at the end of a session – on the 'How did that feel for you?' model
- ◆ Consultation with pupils through the School Council about existing programmes of study and special events
- ◆ Questionnaires for pupils at the end of a unit of work or at the end of a special event about the suitability of the programme and resources
- ◆ The formation of task groups or focus groups of pupils to look at existing provision and to make recommendations for the future.

3. FOOD AND DRINK PROVISION THROUGHOUT THE SCHOOL DAY

Breakfast

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

The school operates a breakfast club that provides a nutritious meal for pupils before the school day. The breakfast menu includes: Cereal, fruit and toast.

National Nutritional Standards for School Lunches

National Nutritional Standards for school Lunches became compulsory in April 2001. The Government has announced new standards for school food. There are three parts, to be phased in by September 2009. Together they cover all food sold or served in schools: breakfast, lunch and after-school meals; and tuck, vending, mid-morning break and after-school clubs.

Food prepared by the school catering team meets the National Nutritional Standards for School Lunches.

TUCK SHOP

A tuck shop should provide a range of snack foods that contribute positively to the BOGH.

SNACKING

The school understands that snacks can be an important part of the diet of young people and can contribute positively towards a balanced diet.

The school discourages the consumption of snacks high in fat and sugar at break-time.

USE OF 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.

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.

The school agrees with this recommendation and provides a free supply of drinking water. ***There are water fountains situated in the Junior hall and outside of the school library.***

4. FOOD AND DRINK BROUGHT INTO SCHOOL

MOBILE CATERERS SERVING FOOD ON SCHOOL PREMISES

To operate on school premises, mobile caterers must demonstrate that staff have undergone appropriate food hygiene training; that their facilities meet appropriate food safety requirements; and that they provide lower fat alternatives to foods and dishes with ingredients in the proportions depicted in the BOGH.

PACKED LUNCHES

Packed lunches prepared by the school caterers adhere to the National Nutritional Standards for Healthy School Lunches

The school encourages parents and carers to provide children with packed lunches that complement these standards. This is achieved by promoting healthy packed lunch options using the principles of the BOGH.

5. SPECIAL DIETARY REQUIREMENTS

SPECIAL DIETS FOR RELIGIOUS AND ETHNIC GROUPS

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

VEGETARIANS AND VEGANS

School caterers offer a vegetarian option at lunch everyday. When necessary the school also provides a vegan option.

FOOD ALLERGY AND INTOLERANCE

Individual care plans are created for pupils with food allergies. These document symptoms and adverse reactions, actions to be taken in an emergency, and emergency contact details. School caterers are made aware of any food allergies/food intolerance and requests for special diets are submitted according to an agreed process.

6. 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 hygiene training; and that suitable equipment and protective clothing are available. Any food safety hazards are identified and controlled. We consult our local Environmental Health Department about legal requirements.