

St. Stephen's CE Primary School
Whole School Food Policy

1 Introduction

1.1 This policy has been developed by a working group which has consulted with the whole school community.

2 Aims and Objectives

2.1 To ensure that all aspects of food and nutrition in school promote health and well-being of pupils, staff and visitors to St. Stephen's CE Primary School.

3 Rationale

3.1 St. Stephen's CE Primary School recognises the important connection between healthy eating and a pupil's ability to learn effectively and achieve high standards in school. It also recognises the role the school can play, as part of the larger community, to promote family health and sustainable food, including production and farming practices. The school recognises that sharing food is a fundamental experience for all people; a primary way to nurture and celebrate our cultural diversity; and an excellent bridge for building friendships and intergenerational bonds.

4 Objectives

4.1 To improve the health of pupils, staff and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues, including what constitutes healthy eating.

4.2 To provide an opportunity for pupils to plan recipes, budget, prepare and cook food.

4.3 To increase pupils' knowledge of food production, manufacturing, distribution and marketing practices and their impact on both health and the environment.

4.4 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.

4.5 To ensure that food provision in the school reflects the ethical, cultural and medical requirements of staff and pupils, eg religious, ethnic, vegetarian, medical and allergic needs,

4.6 To make the provision and consumption of food an enjoyable and safe experience in a pleasurable environment.

4.7 To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that do not support them.

4.8 To monitor menus and food choices to inform policy development and provision.

5 Guidelines

5.1 Breakfast Club

The breakfast club operates on a daily basis in the school for all children from Reception. We target some children who we know have little or no time for breakfast in the mornings at home. The food offered is healthy and is consistent with a healthy diet. We provide toast, bread, low-fat spread, fruit jam, yoghurt, low-salt/low-sugar fortified cereals, slices of fresh fruit, baked beans and eggs. Children choose from water, milk, orange juice and apple juice to drink.

5.2 Snack

All our under-5s are entitled to free milk. All FS and KS 1 classes include a morning breaktime snack to all children. We take part in the Government initiative to provide all infants with free fruit and vegetables during the day. KS2 may also bring fruit which they can eat at playtime - no other snack is allowed during break.

5.3 School lunches and packed lunches

All our school meals are provided by a contracted caterer who has a healthy food policy as part of their tender. Where possible, this includes the use of fresh fruit and vegetables each day as a choice for the children, which pay regard to nutritional balance and healthy options. Many children bring packed lunch to school and all children on packed lunch receive a copy of our Packed Lunch policy. We regularly include newsletter items about the contents of these and we do not allow sweets, chocolate bars (although we do allow chocolate covered biscuits at present) or fizzy drinks.

5.4 Water for all

Cooled water is freely available throughout the school day to all members of the school community from water coolers. Regular water and brain breaks are built into the school day and curriculum by class teachers. FS and KS 1 children are also reminded to drink water at their snack time.

5.5 Food across the Curriculum

In FS, KS 1 and KS 2, 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. 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. 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 using the internet and other electronic resources. Pupils design packaging and adverts to promote healthy food choices. Food 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. PSHCE 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. Music can provide pupils with knowledge about different properties of cooked and uncooked foods where pulses and grains are used in unpitched percussion instruments. 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. History provides insight into changes in diet and food over time. Physical Education 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, e.g. to activity centres. Out-of-hours learning includes cookery, PE and rambling clubs from time to time.

6 Partnership with Parents and Carers

6.1 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.

6.2 Parents and carers are regularly updated on our water and packed-lunch policies through school and class newsletters. 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.

7 Role of the Governors

7.1 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.

8 Monitoring and Review

8.1 The Head Teacher, Deputy Head Teacher and PSHE Co-ordinator are responsible for the curriculum development of the food policy and are responsible for supporting colleagues in the delivery of the food policy. The LEA is responsible for ensuring the quality of the food offered as part of the contract with the caterer.

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

Signed:

Date: