

BYRON COURT PRIMARY SCHOOL

FOOD AND NUTRITION POLICY

1.0 INTRODUCTION

- 1.1 At Byron Court Primary we develop the full potential of all learners to enable them to make a greater contribution to our society.
- 1.2 We are an inclusive school where pupils, parents, staff, governors, the L.A. and local services work in partnership to meet the needs of the community.
- 1.3 We celebrate the positive contribution made by different social, ethnic and linguistic groups.
- 1.4 Diet is central to health; children and adults' diet can be an important influence on their health now and in the future.
- 1.5 Byron Court Primary School believes it is important that we promote health with all members of our school community and demonstrate a positive approach with regard to foods, balanced diets and healthy eating habits.
- 1.6 This policy is a key part of our work to support the Every Child Matters Agenda and achieving the outcome of "be healthy" for our children.
- 1.7 We recognise the link between a healthy diet and a child's ability to learn and achieve their full potential at school.

2.0 AIMS

- 2.1 To ensure that all aspects of food and nutrition in school promote the health and wellbeing of the children, staff and visitors to the school.
- 2.2 To provide a formal curriculum that ensures all information relating to food and nutrition is consistent and up to date, provides opportunities for children to develop and practise their skills in making healthy lifestyle choices and considers attitudes towards food.
- 2.3 To promote healthy eating and drinking messages in all aspects of school life.
- 2.4 To work with the school caterer to ensure that school meals meet the government nutritional standards and provide balanced and healthy choices.
- 2.5 To make the consumption of food and drink an enjoyable and safe experience.
- 2.6 To provide access to drinking water for all the school community.
- 2.7 To ensure the food provision and food messages reflect the ethical and medical requirements of staff and children e.g. religious, ethnic, vegetarian, medical and allergenic needs.
- 2.8 To support children with particular needs in relation to food and nutritional issues through the pastoral and welfare support systems.
- 2.9 Provide children and parents with knowledge about nutrition to make informed and healthy choices about what they eat, which avoid national health issues such as obesity, diseases and illness.

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3.0 THE ROLE OF THE HEADTEACHER AND THE LEADERSHIP TEAM

- 3.1 The school improvement plan has clear objectives and strategies for ensuring the aims of this policy.
- 3.2 The school's CPD cycle includes regular provision for training staff in co-ordinating subject areas to update their knowledge and skills and disseminate this to all staff.
- 3.3 Information about children with food allergies and food related conditions is shared with all staff members and training opportunities provided.
- 3.4 Adults who assist with food preparation activities in the school have the opportunity to gain a food hygiene certificate.
- 3.5 Training is provided on a regular basis for lunchtime supervisors.
- 3.6 All local and national legislation is followed relating to the preparation and consumption of food on school premises.
- 3.7 To participate in national initiatives ensuring the school meets standards to promote healthy eating and lifestyles. e.g. National Healthy Schools Programme, School Fruit and Vegetable Scheme (SFVS), Walk to School Week, National Smile Week (oral health).
- 3.8 To provide further enrichment learning opportunities through whole school programmes. Examples may include an annual "Health Week" that includes a focus on healthy food and an "International Week" that includes a celebration of food from different countries. An important aspect of these themed weeks is also to promote community cohesion.

4.0 THE ROLE OF THE OFFICE STAFF

- 4.1 To prepare school letters and the newsletter after input from staff giving important messages to the school community about food and nutrition.
- 4.2 Assist teachers in co-ordinating off-site visits/visitors/clubs.

5.0 WHOLE SCHOOL APPROACH TO FOOD AND NUTRITION IN THE CURRICULUM

- 5.1 Food based topics including diet, nutrition, food safety and hygiene, food preparation and cooking, origins of food, attitudes to food and diet, advertising, food issues and concerns and healthy eating are covered in a number of subject areas. Examples include Design and Technology, Science, PSHCE and Humanities.
- 5.2 The school will adopt a cross-curricular approach between subject areas to ensure:
 - Consistent messages are provided.
 - Programmes provide clear learning outcomes and progression.
 - Resources are complementary, up to date and unbiased.
- 5.3 In the Foundation Stage, Key Stages 1 and 2 the school will provide a number of opportunities for children to develop their knowledge and understanding of health, including balanced and healthy eating patterns and practical skills.

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- 5.4 **Literacy** provides children with the opportunities to explore poetry, persuasion, argument, instructions and narrative using food and food related issues as a stimulus.
- 5.5 **Mathematics** can offer the possibility of understanding nutrition labelling, calculating quantities for recipes, weighing and measuring ingredients, dietary trends and costs of different foods.
- 5.6 **Science** provides an opportunity to learn about different food types, their nutritional composition, digestion, the role of different nutrients in contributing to health and the relationship between diet and exercise.
- 5.7 **RE** provides the opportunity to discuss the role of foods in the major religions of the world. Children can experience different foods associated with religious festivals.
- 5.8 **ICT** can provide opportunities for research into foods using the internet and other electronic resources. It can be used to present and share information and arguments.
- 5.9 **Food Technology** as part of Design and Technology provides the opportunity to learn about where food comes from, what is in foods, packaging and food hygiene. There is the opportunity to apply healthy eating messages through practical work with food including preparation and cooking.
- 5.10 **PSHCE** encourages children to take responsibility for their own health and wellbeing. Children can gain knowledge and understanding about healthy lifestyles, influences on making healthy choices, attitudes to health and to develop the skills to make informed choices. It also provides the opportunity to discuss and debate topical issues such as Fair Trade, sustainability, advertising and body image.
- 5.11 **Music** offers children the enjoyment of singing songs about foods from around the world and uses this as a stimulus for discussion and celebration around food and diet.
- 5.12 **Geography** provides a focus on the natural world and changing environments, offers the chance to consider the impact our consumer choices have on people and environments across the world. **History** provides insight into changes in diet and food over time.
- 5.13 **PE** helps children to develop physically and to understand the impact of sport, exercise and other physical activity such as dance and walking.
- 5.14 **Art** provides opportunities to discuss foods and food issues by viewing work by different artists and considering external features such as size, colour, texture and the senses and presenting these as images using a range of materials.

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6.0 EXTRA CURRICULAR ACTIVITIES

- 6.1 The school encourages teachers and non-teaching staff to organise clubs / activities to enrich the curricular programme.
- 6.2 Examples include: a healthier cookery club, cooking and tasting activities as part of Health / International Weeks and a gardening / wildlife club.

7.0 THE ROLE OF THE CLASS TEACHER

- 7.1 Effectively plan schemes of work / lessons that challenge children and implement the aims of this policy. Planning should include a range of teaching methods and differentiation to meet the needs of all groups of children including SEN, EAL and gifted / talented.
- 7.2 Ensure planning is inclusive and resources are deployed to support the children's learning.
- 7.3 Ensure that a wide range of resources are available to engage children's individual learning styles.
- 7.4 Use assessment methods to evaluate the impact of lessons on the children's learning and progression.
- 7.5 Use a cross-curricular approach to enable children to understand the real-life context of activities and the importance of nutrition / diet in their lives.
- 7.6 Use ICT to enhance the children's learning.

8.0 THE ROLE OF THE TA

- 8.1 Support class teacher with strategies and resources for planning lessons.
- 8.2 Use inclusive strategies to support learning of all the children e.g. pictures, word banks, writing frames, ICT, dual language resources and games.

9.0 THE ROLE OF THE GOVERNORS

- 9.1 Monitor and check the school food policy is upheld.
- 9.2 To support the Senior Leadership Team in compliance with new regulations and requirements.

10.0 PROVISION OF FOOD AND DRINK WITHIN THE SCHOOL

- 10.1 **Mid-morning snack.**
 - 10.1.1 Children in Years R, 1 and 2 all receive a washed piece of fruit through the SFVS.
 - 10.1.2 Other Year Groups are encouraged to bring a piece of fruit as a snack for mid-morning. This is promoted with children through assemblies and curriculum opportunities and with the parents through our newsletter and parents' evening.
 - 10.1.3 Only fruit is accepted as a suitable food for this snack.
 - 10.1.4 The school does not have a tuck shop.

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10.1.5 All children in the school are advised to bring a bottle of water / juice.

10.2 **Lunch time.**

10.2.1 The school works closely with the school caterers to offer balanced and healthy choices that meet the needs of all our children including religious, ethnic, vegetarian and medical needs.

10.2.2 This includes the use of fresh fruit, vegetables and salads each day as a choice for the children.

10.2.3 Menus are published and displayed in classrooms and the canteen.

10.2.4 Information for parents promoting healthy packed lunches is available at parents' evening and from the school office. Healthy packed lunches are promoted through our regular newsletter.

10.2.5 We do not allow fizzy drinks, sweets or chocolate in lunch boxes.

10.2.6 Lunch boxes are stored safely in the school canteen.

10.2.7 The school promotes messages on a balanced and healthy approach to eating with regard to school lunches and has systems in place to monitor children's choices.

10.2.8 The school has a strict policy of no sharing of lunches between children. Children are informed of the reasons regarding this policy. Issues covered include allergies, ethnicity and medical requirements.

10.2.9 School lunches (including packed lunches) are eaten in the canteen where there is supervision by dinner ladies, school support staff and a qualified teacher at all times.

10.2.10 The school is planning to display posters that encourage healthy eating and wellbeing messages.

10.2.11 Children are not segregated in any way. They can choose to sit wherever they like. This encourages children to integrate with each other and practice social skills. The school does not impose any time limits on children to eat their lunch. Children take as much time as they need.

10.2.12 Staff always supervise the queuing system and encourage the children to make balanced and healthy choices.

10.2.13 Years 3-6 have a rota system for sittings to ensure fairness.

10.2.14 Children are encouraged to take responsibility for clearing up and making sure there is no litter.

10.2.15 The school has future plans to modernise the canteen.

10.3 **Drinks.**

10.3.1 The school actively promotes water consumption.

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10.3.2 It has water fountains in all the playgrounds where children can access clean drinking water during break times.

10.3.3 Children are encouraged to bring their own bottles of water (labelled) for use in the classroom. Parents and children are responsible for bottle cleanliness.

10.3.4 Children are encouraged to drink water particularly after physical activity and in hot weather.

10.3.5 The school does not allow fizzy drinks.

10.3.6 Healthy drink choices are encouraged as part of a packed lunch.

10.4 **Celebrations**

10.4.1 At school celebrations e.g. Christmas party for children- the school promotes a range of refreshments that includes healthy options. Examples include fresh salad sandwiches, fruit and juice.

10.4.2 The school adopts a balanced approach to celebrations e.g. if sweet foods are a traditional part of a religious festival the significance is discussed, but sweets are forbidden for individual birthday celebrations and children are encouraged to bring healthier options or an alternative token, such as a class book.

11.0 **MONITORING & EVALUATION**

11.1 The formal curriculum is monitored through subject monitoring systems involving review of lesson planning, lesson observations and children's work.

11.2 Lessons and units of work are regularly evaluated with children and staff.

11.3 Numbers attending clubs are monitored and activities are promoted and celebrated e.g. sharing produce from the gardening club.

11.4 The school caterer record menu choices and the SLT regularly monitor and evaluate the school meal provision.

11.5 Lunchtime staff will monitor the content of packed lunches. Any concerns are passed to the SLT who will contact parents if appropriate.

11.6 The school council are planning ways to promote fruit snacks and other healthy eating messages throughout the school after discussions with children.

11.7 This monitoring also applies to food served in the After School Club.

12.0 **PARTNERSHIP WITH PARENTS / CARERS**

12.1 The school strongly values the partnership with its parents and carers in the promotion and support of the health and well being of the children.

12.2 Parents and carers are regularly updated on school policy in relation to food through newsletters, parents' evenings and informal discussions with members of staff providing information based on the "balance of good health".

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- 12.3 We welcome parents and carers to share ideas and suggestions in relation to food in the school.
- 12.4 During out of school visits and other events, the school encourages the promotion of healthy foods in the range of refreshments provided.
- 12.5 The school actively works with parents in finding out about their child's medical condition, diet needs and allergies. This information is recorded and taken into account when teaching and learning about nutrition and food. The school's Safeguarding Children, Child Protection and Equal Opportunity policies will apply to ensure safety, confidentiality and equality.

13.0 LINKS WITH OTHER POLICIES

13.1 This policy should be read in conjunction with the updated policies in:

- PSHCE
- Curriculum policies for Design Technology, Science and PE
- Inclusion Policy
- Health and Safety
- Drugs Education
- Extended School Provision

14.0 EQUAL OPPORTUNITIES

14.1 The school is committed to providing all children with an equal entitlement and opportunity in food and nutrition education regardless of race, gender, culture, disability or class.

15.0 REVIEW

15.1 Date of policy--- June 2014

15.2 Date of review---June 2017