

Whole School Food Policy

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1. Introduction

- 1.1. The School is dedicated to providing an environment that promotes healthy eating and enabling students 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.
- 1.2. The policy was formulated through consultation between members of staff, governors, parents and students.

2. Food Policy Co-ordinator

- 2.1. This School food policy and healthy eating strategy is co-ordinated by David Phillips, Chef Manager.

3. Food Policy Aims

- 3.1. The main aims of our School food policy are:
 - 3.1.1. To enable students to make healthy food choices through the provision of information and development of appropriate skills and attitudes;
 - 3.1.2. To provide healthy food choices throughout the School day.

These aims will be addressed through the following areas:

3.2. Equal Opportunities

- 3.2.1. 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.

3.3. Curriculum

- 3.3.1. Food and nutrition is taught at an appropriate level throughout each key stage and is differentiated according to individual student ability and understanding. This is addressed through:

3.3.1.1. Teaching methods



Effective teaching requires students 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 Coaches planning meetings.

3.3.1.2. Leading by example and staff training

Coaches, caterers and School nurses have a key role in influencing students' knowledge, skills and attitudes about food, so it is important that they are familiar with healthy eating guidelines. To facilitate this all staff will be kept up to date with details about diet, health and nutrition by the Food Policy Coordinator.

3.3.1.3. Visitors in the classroom

This School values the contribution made by the Chef Manager in supporting Coaches 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 students. The School's code of practice for visiting speakers is adopted.

3.3.1.4. Resources

Resources for the teaching of healthy eating in PSHE have been selected to complement the delivery of the curriculum in other subject areas. 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. Books are available for students in the library.

3.3.1.5. Evaluation of students learning

Coaches 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 students through the School Council about existing programmes of study and special events
- Questionnaires for students 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 students to look at existing provision and to make recommendations for the future.

4. Food and Drink Provision Throughout the School Day

- 4.1.** The School café will provide a range of hot and cold food, drinks and snacks throughout the school day. The aim is to provide a varied range in order to give students and staff a choice. We are committed to ensuring that we provide healthy, balanced diets including high-quality meat, poultry or oily fish at least 2 options of fruit and vegetables with every meal and bread, other cereals and potatoes.
- 4.2.** We will include some fizzy drinks, crisps and chocolate as part of the menu options in order to support students making choices about their own diet, health and well-being.

5. Borrowing Money to Purchase Food and Drink

- 5.1.** In Key Stage 4 it is the parent/carer responsibility to ensure that their child arrives daily with a packed lunch and drinks or enough money to purchase what they need to eat and drink from the School café (drinking water is available free at all times).



- 5.2. Where a child in Key Stage 4 does not have food and drink they can borrow up to £3 per day from the School Reception to cover the cost of the food and drink they need to purchase to the total of £6 over a half term.
- 5.3. Any money borrowed should be paid back the following day.
- 5.4. Where a student accumulates a debt of £6 the parent/carer will be asked to repay this money by the end of the School Term.
- 5.5. Once your child reaches the £6 limit they will not be able to borrow any further money and you will be contacted each time they request a loan.
- 5.6. Where a parent/carer does not want any money loaned the School should be informed in writing.
- 5.7. Sixth Form students are encouraged to purchase nutritious food from the School café. However, Sixth Form students are able to leave site during the course of the day and may therefore purchase food and drink offsite.
- 5.8. Sixth Form students are not permitted to purchase food offsite for Key Stage 4 students to consume in School.

6. Drinking Water

- 6.1. Drinking water will be available to all students and staff every day, and free of charge.

7. Food and Drink brought into School

7.1. Mobile Caterers Serving Food on School Premises

- 7.1.1. 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.

7.2. Packed Lunches



7.2.1. Packed lunches brought into school may be eaten within the school café to encourage positive eating methods.

8. Special Dietary Requirements

8.1. Special Diets for Religious and Ethnic Groups

8.1.1. The School provides food in accordance with students' religious beliefs and cultural practices.

8.2. Vegetarians and Vegans

8.2.1. School caterers offer a vegetarian option at lunch every day. When necessary the School also provides a vegan option.

8.3. Food Allergy and Intolerance

8.3.1. Individual care plans are created for students 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.

9. Food Safety

9.1. 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.

10. The Food and Eating Environment

10.1. The School café is the only place which students and staff are permitted to eat and drink within the School premises. Appropriate tables and chairs and drinking water is provided in order to make this a pleasant experience. Supervision over eating periods will be undertaken by staff in order to ensure students are eating and drinking.



11. Monitoring and Evaluation

11.1. Parents are invited to an annual review of the healthy eating policy and to contribute to a healthy eating approach where appropriate.

