

GRAFTON PRIMARY SCHOOL FOOD POLICY

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Introduction

At Grafton we recognise the importance of providing our pupils with the knowledge, life skills and abilities to make healthy choices. As a school we are committed to providing an environment that promotes healthy eating and enables our pupils to make informed choices about the food they eat.

This policy helps ensure that the whole school community, including parents, staff, governors and pupils, have a shared understanding of our whole school approach to food, including our policy on food consumed throughout the school day.

In developing this policy we have considered our legal responsibilities, the needs of our pupils and the curriculum, and we have consulted staff, pupils, governors and parents/carers.

This policy should be read in conjunction with the following policies: Physical Education, Positive Behaviour Policy.

Aims and Objectives

At Grafton we aim to promote the health and well-being of the whole school community through all aspects of food and drink.

We aim to:

- Promote a school ethos and environment which encourages health awareness;
- Provide consistent messages about food and health, giving our pupils the information they need to make healthy choices;
- Contribute to the healthy physical development of our pupils;
- Ensure children consume sufficient amounts of water by providing a clean and easily available water supply during the school day;
- Ensure pupils are well nourished at school, by providing nutritious food;
- Actively source healthier food and drink provisions;
- Remove or discourage practices that negate our aims.

Food Provisions within the School

At Grafton, we understand that we play a vital role in promoting healthy eating habits to our pupils. Food consumed in breakfast club, school meals and packed lunches can make an important contribution to the energy and nutrient intake of our children. We therefore ensure that all food and drink provisions monitored regularly and that these meet or exceed the required government standards.

School Meals

All our school meals are provided by our in-house catering team. School meals are prepared in line with the School Food Trust Standards, ensuring that our pupils are provided with healthy, nutritionally balanced options (see appendix for three week menu cycle). We offer a clean, well-organised and welcoming lunch area to enable children to socialise, listen and talk in a relaxed atmosphere. The menu and lunchtime provisions are monitored by the Headteacher, catering manager, PSHE coordinator and our school council.

Packed Lunches

We aim for 100% uptake of school meals, however, a small percentage of our children chose to bring a packed lunch to school. We ensure that parents are provided with advice on healthy options for packed lunches and do not allow fried foods, sweets, chocolate or fizzy drinks, large bags of crisps. Lunchtime staff regularly monitor the content of children's packed lunches and report any concerns to the class teacher.

Water Provisions

Free, clean and palatable water is available for children and staff throughout the school day. Children are also encouraged to bring a water bottle into school and are permitted to drink water during lessons. This is regulated by their class teacher.

Snack

As part of the Department of Health 'School Fruit and Vegetable Scheme' all Foundation Stage and Key Stage 1 children are provided with a daily snack of washed fruit. This forms part of the 5 A DAY programme to increase fruit and vegetable consumption. We also purchase semi-skimmed milk for our Foundation Stage children which is subsidised by the EU School Milk Scheme.

Extended Day

Our Breakfast Club operates on a daily basis and is available for all children from age 5 upwards. Breakfast Club is promoted to parent and carers through their induction to the school and all children have an opportunity to attend.

When appropriate, we also target children who have little or no time for breakfast in the mornings at home. Our breakfast club provides a variety of healthy foods, in line with the Food Standard *Agency* guidance. In addition to the daily breakfast menu (see appendix), we also have themed breakfast events linked with school and curriculum activities, such as World day or charity fundraising events, such as Children in Need.

Our after school centre also provides a healthy snack for the children which attend (see appendix).

Our extended day food provisions are provided by the Magic Breakfast charity and our school catering team. In addition to this, the children who attend extended day activities are encouraged to plant, grow, maintain, pick, wash and consume fruit and vegetables from our school gardens.

Rewards

We do 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; please see our Positive Behaviour Policy for further details.

Special Occasions

As birthdays are special occasions, we allow the children to bring in a small birthday cake to share with the class. This cake must clearly indicate the ingredients and must be nut free. Party bags and additional confectionery are not permitted.

At Christmas and at the end of the school year, teachers may wish to hold class parties for the children to celebrate their achievements. Class teachers

encourage the children to contribute healthy foods and provide a list of possible healthy options for parents and carers, such as fruit and vegetables, dips, bread and salads.

In addition to this, food may be consumed as part of other celebrations and whole school events, such as Harvest festival or World Day. During these

events, the school encourages parents and children to contribute healthy and well-balanced food options.

Dealing with Food Allergies

Grafton operates a strict no nuts policy.

Parents report all known allergies on their child's induction form and these are included on the register of SEN and Disability, Serious allergies are clearly communicated with lunchtime staff and first aiders. Any food allergy medications, such as epipens, are stored in the school office and clearly display the child's photograph and name. If a member of lunchtime staff suspects a child is suffering from a food allergy, a first aider will be called immediately and appropriate first aid procedures will be followed.

Food Across the School Curriculum

The Curriculum

In the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2, there are a number of opportunities for pupils to develop their knowledge and understanding of food preparation and food issues.

We aim to help our pupils to:

- Recognise that food is a basic requirement of life but should also be enjoyed;
- Learn about food safety and hygiene;
- Understand food science and nutrition;
- Develop their skills in food preparation and cooking;
- Become aware of consumer issues and be able to make informed choices about food.

Our pupils develop their knowledge and understand and extend their experience of food through many curriculum areas.

| Subject | Topics and links to the food curriculum |
|---------|---|
| Science | <p>KS1</p> <ul style="list-style-type: none"> • Understanding of seeds growing into plants • Describe the basic needs of animals in terms of food. • describe the importance for humans of, eating the right amounts of different types of food <p>KS2</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function |

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| PSHE | <ul style="list-style-type: none">• Identity; me and my culture (Year 1)• Looking after myself: What does being healthy mean? (Year 2)• Making a difference: Where does my food come from? (Year 2)• Rights and responsibilities: moral and social dilemmas (Year 3)• Looking after myself: exploring choices (Year 4)• Rights and responsibilities: the media as a persuader (Year 5)• Looking after myself; What's best for me? (Year 6) |
| RE | <ul style="list-style-type: none">• Festivals and celebrations, e.g. Harvest Supper, Shrove Tuesday. |

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| Geography | <ul style="list-style-type: none"> • Finding out how the food trade impacts on the lives of people in other countries, e.g, learning about food trade during Fairtrade • Fortnight; • Finding out about food transportation, e.g. how it travels to different countries and mapping routes; <p>Finding out where different foods have come from and the food miles involved;</p> |
| History | <ul style="list-style-type: none"> • Making and tasting food eaten by different societies in the past, e.g. role play as part of the 'Off the Page' Roman Feast. • Comparing past diets with the 'Eat well Plate' and considering how this linked with health problems of the time, e.g. compare rich and • Learning about how food was produced in past societies, e.g. Egyptian farming. • Researching how food was prepared, preserved and stored in the past, e.g. how the Tudors salted and pickled foods. • Looking at the impact of events or social class on food availability in the past, e.g. the Victorian period (rich and poor), World War II (food rationing); • Looking at kitchen inventions (equipment and appliances) over time, e.g. early utensils, cookers, canned food. |
| Mathematics | <ul style="list-style-type: none"> • Shop role play and learning about the value of different foods. |
| English | <ul style="list-style-type: none"> • Narrative units: Link stories about food, food production and healthy eating to narrative units. E.g. Jack and the Bean Stalk or The Enormous Turnip to traditional story units. • Non-fiction units: Writing healthy shopping lists. Reading, following and writing recipes. Writing persuasive texts to encourage healthy eating or advertise a particular food type. Writing explanation text about • Poetry: Exploring foods and link to the senses. |

We are currently developing our food curriculum so that we can outline specific objectives for each year group.

Food Preparation and Cooking Skills

Cooking Skills Early Years:

- Weighing and measuring - measure using spoons
- Cutting skills: use a table knife to cut soft foods eg strawberries
- Mixing: combine small amounts of cold ingredients in bowl, eg fruit salad
- Shaping and assembling: use hands to shape dough in to simple shapes
- Heating: preparing food for cooking eg cakes cases in a bun tray
- Serving and garnishing: spoon cold food on to a plate
- Food safety: take part in simple clearing up tasks eg clearing and cleaning tables
- Recipes and ingredients: recognise familiar foods

Cooking Skills KS1:

- Weighing and measuring - use measuring spoons for liquids, solids and dry ingredients
- Cutting skills: use a serrated knife to cut soft foods eg tomato
- Mixing: with help crack and egg and beat with a fork
- Shaping and assembling: use hands to shape dough in to small ball shapes
- Heating: prepare food for baking and frying eg greasing baking tins
- Serving and garnishing: lightly sprinkle garnish on cold food
- Food safety: take part in simple clearing up tasks eg clearing and cleaning tables
- Recipes and ingredients: follow simple recipes instructions eg using picture

Cooking Skills lower KS2

- Weighing and measuring - use digital scales and measuring jugs
- Cutting skills: use serrated knives to cut hard foods eg carrots, onions
- Mixing: crack an egg and beat with a whisk
- Shaping and assembling: knead and shaping dough into aesthetically pleasing products - eg bread rolls

- Heating: begin to use a toaster and microwave
- Serving and garnishing: begin to understand appropriate portion sizes
- Food safety: know how to get ready to cook
- Recipes and ingredients: recognise and name a broad range of ingredients

Cooking Skills upper KS2

- Weighing and measuring - accurately use scales and measuring jugs
- Cutting skills: dice and cut food in to evenly sized pieces
- Mixing: confidently crack an egg
- Shaping and assembling: use a rolling pin to roll out dough to an accurate size and thickness eg pizza
- Heating: with supervision begin to use the hob
- Serving and garnishing: are able to plan and serve their own breakfast and a simple balanced cooked meal eg pizza and salad
- Food safety: demonstrate good safety practices
- Recipes and ingredients: identify how to change a recipe to improve a dish
- Consumer awareness: are able to use food labels to inform choice

Extra-curricular activities

Family Kitchen

The Family Kitchen takes place over a six week programme. During this time children and their families learn about a range of food issues, including consumer choices and nutrition, and develop their cooking skills. We target children and families to take part in our Family Kitchen club so that they can develop their skills and confidence in cooking, enhance their knowledge of food hygiene and safety, and enjoy the social aspects of eating.

Growing Club

Children plant, grow and maintain seasonal vegetables and fruits in our school wild garden. The produce are picked and prepared by children in breakfast club and are consumed as part of extra-curricular club food provisions.

Let's Get Cooking

'Let's Get Cooking' is a national network of cooking clubs for children, families and their communities across England. Pupil and family sessions are run as part of our extended day club and during whole school events, such as Harvest Supper.

Promoting Healthy Eating

We hold a whole school 'Health Week' during which pupils and the school community focus on health issues, including healthy eating. Throughout the week whole school activities take place such as cooking workshops, food tasting, healthy eating lessons and healthy eating monitoring. Parents are involved through information sessions and coffee mornings, as well as leaflets and guidance on healthy eating issues, such as healthy packed lunch ideas. We also support the '5 a day' campaign to encourage children to eat at least five portions of fruit or vegetables every day,

Promoting New Foods

When appropriate, we encourage the children to try new foods and often link festivals and celebrations to the food curriculum. For example, during Chinese

New Year celebrations the children were offered lychee to taste in breakfast club.

NB Not all of these clubs operate every year.

Equal Opportunities and Inclusion

This policy has been developed to take into account the diversity of the school population and to meet the needs of the pupils. As part of our programme, children are encouraged to celebrate the diversity of their local, national and global communities and learn to respect the differences between people.

Teachers have the responsibility to minimise any obstacles to effective learning and plan for all children to participate in the curriculum and achieve the best that they can. The teaching materials we use are regularly reviewed with staff and parents or carers to ensure their suitability.

Monitoring and Review

The content of this policy will be reviewed annually to take into account changing needs of the pupils, parent and staff feedback and in the light of any developments and changes to the school food provisions. This policy will be monitored by the school's governing body.

Date of completion: October 2016.

Date of review: October '18

Signed: _____

Date: _____