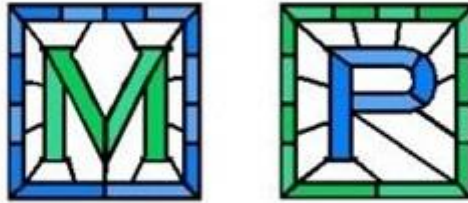


Monkfield Park



**Primary School and
Care & Learning Centre**

Healthy Eating Policy

Approved by the Governing Body in:

Spring 2024

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Section 1

Context Including National and Local Policy

Legislation

Children's diet has an important influence on their health both now and in the future. Evidence shows that good diet in childhood can help protect against a number of chronic diseases in later life including coronary heart disease and cancer. It also shows that there is an increase in the prevalence of children who are overweight or obese. Dietary surveys indicate that too many children's diets are too high in fat, salt and sugar and too low in fruit and vegetables. Poorly nourished children, especially those who are overweight and obese, often experience social and psychological problems. This can have a significant impact on behaviour and performance in school.

Since 2001, the government has moved from the position of leaving individual schools to decide what food to make available to pupils, to introducing legislation about the type and frequency of food that can be provided. In 2001, food standards were introduced for school lunches but there were no regulations relating to other food. In September 2006, new food standards for school lunches were introduced.

The School Standards and Framework Act 2006 provided the Secretary of State for Children, Schools and Families (now Secretary of State for Education) with the power to make regulations on non-lunch food, such as vending machines, breakfast clubs, tuck shops, mid-morning break and after school clubs. From September 2006, schools were banned from providing confectionery, sugary drinks and savoury snacks with added sugars, fat or salt at school lunchtimes. Schools were also encouraged to remove these items from vending machines and tuck shops.

As part of the School Food Plan, a new set of food standards was introduced and these became mandatory in all maintained schools, and in new academies and free schools from January 2015.

This Policy supports a whole school approach to food and nutrition in school and the promotion of healthy eating and is consistent with current legislative frameworks and non-statutory guidance, including the School Food Plan (see appendix 1 National Legislative and Policy Context).

Ofsted noted that a whole school approach to developing food policy and practice is likely to be more effective if it is built into the school development plan. Ofsted's report 'Healthy Eating in Schools' (2006) revealed that, although schools understood the importance of coherent messages between the food provided in school and what is taught within the curriculum, few had developed a whole school food policy.

Other policies in school linked to Healthy Eating Policy are: PSHCE, Health and Safety, Design & Technology, Inclusion, Equality, Curriculum, Anti-Bullying, Staff Health and Wellbeing.

Section 2

Our Healthy Eating Policy

Rationale

Monkfield Park is a healthy school. We are committed to giving our children consistent messages about all aspects of health, to help them understand the impact of particular behaviours and to encourage them to take responsibility for the choices they make.

Through effective leadership, the school's ethos and the curriculum, all staff can bring together all elements of the school day to create an environment which supports a healthy lifestyle. It is important that we consider all elements of our work to ensure that we promote health awareness in all members of the community. We can provide a valuable role model to children and their families with regard to food and healthy eating patterns.

All aspects of food and nutrition in school should promote the health and well-being of the whole community and give children the up-to-date and consistent information they need to make healthy choices for life.

Introduction

This school believes that as part of its duty to promote pupil wellbeing, all children have the right to learn about and have access to a healthy diet. We believe that messages about food and nutrition taught in the curriculum must be echoed and reinforced by the type of food and drink provided in school throughout the whole school day. This whole school approach must be planned and systematic, involve teachers, caterers, parents/carers and pupils, and be reflected in the overall ethos and environment of the school. The purpose of this Policy is to communicate how the school aims to create an environment which promotes a healthy diet and to ensure the quality of food provision in school. This is important in its own right but also it is likely to have a significant impact on children's behaviour and performance at school.

Aims

We aim to:-

- provide our children the information they need to make healthy choices about the food they eat;
- praise the profile of healthy eating and of its effect on children's physical and emotional wellbeing, behaviour and performance in school;
- ensure that the entire school community and the wider public understand the ethos of the school in relation to food and drink, both within the curriculum and across the whole school day including the provision of food and drink;
- ensure the provision of food and drink across the school day, including contracts for school food providers, complies with government regulations;
- ensure pupils have easy access to free, fresh drinking water throughout the school day;
- provide guidance on how food will be used for rewards and/or during celebrations;
- provide guidance on how food is consumed across the school day, (e.g. the eating environment, dining facilities, service style, length of breaks, litter, pupils bringing food to school, packed lunches) and promote healthy eating;
- provide guidance on the school's policy on foods brought in from home;
- ensure that all aspects of food and nutrition in school promote the health and wellbeing of pupils and staff;

- encourage the take-up of free school meals by all who are eligible;
- involve parents/carers, staff, governors and pupils in developing, implementing and reviewing the Policy;
- ensure all staff know, understand and have the skills to support the delivery of work on healthy eating (in the wider context of healthy lifestyles) in the curriculum;
- offer support and help for children and families with weight management issues;
- monitor incidents of bullying amongst children who may have weight management issues (underweight, overweight or obese) and to respond quickly within the terms of our Anti-Bullying and Behaviour Management Policies;
- provide curriculum opportunities including a curriculum framework for Personal Development that includes learning about healthy eating and practical food education within the context of healthy lifestyles;
- provide enrichment and extracurricular activities, e.g. cookery club
- encourage healthy eating options at school events and lettings;
- seek to extend our healthy school work by working with the Cambridgeshire PSHE Service.

Section 3

Implementing a Whole School Approach

Snacks

Children have the opportunity to eat a fruit snack during their morning break time. We take part in the Government's free fruit and vegetable scheme. As part of this scheme, all children aged between four and six in Foundation Stage Reception and Key Stage 1 (Years 1 & 2) receive a free piece of fruit or vegetable each school day. These children are also invited to bring in their own alternative choice of fresh or dried fruit or vegetable if they have a personal preference. Older children in Key Stage 2 (Years 3, 4, 5 & 6) who are not covered by the School Fruit and Vegetable scheme are encouraged to bring fresh or dried fruit or vegetables for consumption during their morning break time.

Children in Year 6 are given the responsibility for distributing the fruit provided by the government to Reception and Key Stage 1 classes. They also distribute left over fruit and vegetables from the previous day to Key Stage 2 classes to reduce waste. We do not allow children to eat other snacks for their fruit break in the morning, unless it is for a medical reason agreed with the Head teacher.

Children who attend the Care and Learning centre pre-school have a choice of fruits available to them throughout their session.

Children who attend the Care and Learning centre breakfast and/or after school club are offered a choice of healthy snacks, toast or fruit each session.

School Meals

We aim to provide an enjoyable eating experience for children. Our catering provider who is Dolce helps us to do this by creating tasty and nutritious food for the children to choose from. The meals prepared for the children include a wide range of foods that enable children to develop healthy eating habits. Importantly, the children are also able to make independent choices and are encouraged to try new foods.

Dolce works with Monkfield Park's school council on an annual basis to gain feedback about current menu choices. Dolce also provides a star rating system at the point of pre-order, so that parents and pupils can make their opinions heard directly to our menu planning team. Along with parent, pupil and school surveys, attendance at parent evenings, Area Managers regularly eating with pupils when spot checking and analytics from their online systems; they are able to build menus that achieve a very high uptake, whilst surpassing Government nutritional guidelines.

Packed Lunches

Many children bring a packed lunch to school. We encourage children's lunchboxes to contain a variety of foods to help children to have a balanced diet. Crisps, biscuits, chocolate, cake and sweets are discouraged as part of lunch boxes. A 'Happy, Healthy Packed Lunches' leaflet is available to offer top tips and guidance. Lunchbox recipe ideas are also shared via the whole school newsletter and are uploaded onto Seesaw.

Dining Environment

The school believes that the dining environment should give children the opportunity to sit and enjoy their meal together allowing them to feel refreshed for learning during the afternoon. We also believe that the dining environment should encourage positive social behaviour and community cohesion. We provide two dining spaces for the children. The main hall serves the children who have school meals and the activity hall serves the children who have packed lunches. Both hall spaces are light, open and pleasant spaces where the children can sit and enjoy eating their healthy food together. Positive praise and dojo points are used to encourage and praise healthy food choices, socialising and table manners.

Water Consumption

Drinking water throughout the school day aids health, hydration and concentration. We actively encourage all of our children to bring a clean water bottle to school each day. We allow these to be kept in classrooms and children are encouraged to drink from them regularly. Water bottles can be refilled throughout the school day using the drinking water taps available in the classrooms. Water is served with our school meals and children who bring a packed lunch to school are encouraged to bring water as part of their meal.

Milk

Monkfield Park meets the legislative requirement for all Under 5s and those entitled to FSM by offering a portion of free milk each day. There is also an option for other children throughout the school to take part in a subsidised milk scheme.

Breakfast Club

The Care and Learning Centre operates a Breakfast club and afterschool club under the Extended School Facility arrangements in association with our school. This Healthy Eating policy and Government nutritional guidelines apply to all items available to the children.

Celebrations / school visits / rewards

The School values opportunities to celebrate special occasions and cultural events. Foods and drinks served at celebrations can be high in saturated fat, sugar and salt, and therefore have limited nutritional value. In school, there can be many special occasions, such as birthdays, meaning that the children may be eating these foods very frequently.

We will:

- involve parents/carers in developing our Whole School Food Policy
- advise parents/carers on healthier food and non-food options (e.g. craft activities, songs and stories, dressing up, decorating rooms, playing special games or encouraging children to find out more about a wide range of events from a variety of cultures) to celebrate special occasions
- not reward achievements in school with foods high in fat and sugar (i.e. we use non-food options or healthy options)
- encourage parents/carers to follow the packed lunch guidelines as part of the Whole School Food Policy when the children are going off site
- ensure food and drink is transported safely and hygienically on journeys

Section 4

The Curriculum

Aims

During the Foundation Stage, Key Stage One and Key Stage Two curriculum, there are a number of opportunities for children to develop a knowledge and understanding of health, including healthy eating, an understanding of where food comes from and the practical skills that are needed to prepare and cook food. All adults will work towards achieving these aims for healthy eating education in our school.

We seek to enable our children to:

- know what healthy eating is, and how to choose a varied and balanced diet;
- understand the reasons for and benefits of healthy eating;
- learn about healthy eating as part of broader work around healthy lifestyles (which also includes physical activity, sleep, emotional wellbeing, and making healthy choices);
- be aware of their own capacity to make healthy choices and be encouraged to take responsibility for their own lifestyles, appropriate to their age and stage;
- understand that health is a continuum and that everyone is at different stages on this continuum at different times;
- learn about and respect a range of practices in relation to food, including cultural and religious;
- be able to plan and prepare simple healthy food safely;
- value, care for and respect their bodies.

Programme

In our curriculum programme we:

- regard healthy eating as a whole school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum (more details can be found in the relevant schemes of work for each age group);
- ensure teaching is consistent with the Healthy Eating Policy;
- provide opportunities for teaching about healthy lifestyles and healthy eating through topics in PSHE/ Citizenship / Design Technology / Science / PE / History/ Geography;
- deliver the objectives of the curriculum for healthy eating mainly in: Science / DT /PSHE-
Science provides an opportunity to learn about the types of food available, their classification, nutritional composition, their digestion and the function of different nutrients in contributing to health;

Food Technology as part of DT provides the opportunity to learn about where food comes from and teachers are able to promote healthy eating messages through practical work with food, including preparation and cooking;

PSHE provides the children with the opportunity to consider a range of factors which contribute to a healthy lifestyle, developing the idea that health is not only physical, but also emotional and social. Children develop their understanding of healthy eating, extending their familiarity with the Eatwell plate, to include nutrients provided by different food groups and their benefits for our bodies. They are also given the opportunity to plan, prepare and cook simple healthy food, perhaps while learning about religious festivals or enjoying a class or whole school celebration. They learn that we need a balance of energy in (food) and energy out (physical activity) in order to stay healthy and be active, and that different types and amounts of food provide different amounts of energy. Children also consider various influences on the choices they make about diet and exercise, including the media, peers and adults. They will learn to recognise ways in which they can take responsibility for achieving a physically, emotionally and socially healthy lifestyle.

- deliver some aspects of healthy lifestyles in other subjects such as: PE / History / Geography where a focus is upon how food is an integral part of different cultures, festivals and environments.
- promote healthy lifestyles and healthy eating through enrichment activities and whole school initiatives e.g. Healthy Lifestyles Week and Change for Life resources.

Resources

We use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the PSHE curriculum component of teaching about healthy lifestyles.

We will avoid a 'resource-led' approach to delivering the curriculum, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives and will evaluate teacher resources, including online resources before using them.

We will select resources which:

- are consistent with the Curriculum for Healthy Lifestyles
- support the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up to date and accurate in factual content
- do not show unfair bias towards/advertise a commercial product
- emphasise a balanced lifestyle, (rather than categorising foods into "good" and "bad", or focusing on calorie counting)
- avoid racial, gender, sexual and socio-economic stereotyping
- encourage active and participative learning.

Section 5

Sensitive Issues

Confidentiality

In our school we have a clear and explicit policy statement about confidentiality which can be found as part of the Child Protection & Safeguarding Policy, and is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the School website. The Policy states that:

- ☐ staff are unable to offer absolute confidentiality
- ☐ we will reassure children that staff will act in their best interests and that this may involve sharing information if they are at risk of harm
- ☐ Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Weight Management

Information about the national picture for weight management and details about the National Child Measurement Programme (NCMP) can be found in appendix 5 of this Policy.

- ☐ As a school we take part in the National Child Measurement Programme (NCMP)
- ☐ We are focussed on promoting a healthy lifestyle and will make provision to ensure that every family, including the children themselves, is given the opportunity to discuss concerns relating to their child's weight. Should there be any concerns originating from the school and its staff, there are procedures in place for approaching families.

Children with Special Dietary Needs

The School's position is to try to undertake all reasonable measures to ensure that any necessary dietary guidelines given in writing by a health care professional are acted on in the most appropriate manner.

We aim to:

- ☐ adhere to a written dietary management plan, obtained from the health care professional, including triggers to avoid, medications and contact information
- ☐ extend protective measures to breakfast clubs / school clubs and on school trips/holidays
- ☐ ensure staff are aware of how to handle potential food alternatives safely, including effective cleaning of surfaces and utensils
- ☐ educate school staff to recognise and undertake emergency treatment of potential complications
- ☐ ensure that relieving and emergency medication will be available at all times
- ☐ include all staff members in training
- ☐ investigate procedures followed so that future mistakes can be prevented if a severe complication occurs within the school
- ☐ ensure school staff is indemnified against prosecution for the consequences of administering emergency or relieving medication.

Food Safety and Hygiene

As a school, we are responsible for the overall safety of pupils whilst in our care. Special precautions are taken by all adults and children when preparing, handling, cooking and storing food at school. Kitchen and food safety is about managing everything that happens in the food area or classroom to reduce the risk of burns, cuts, falls, food poisoning and food allergy or intolerance.

We aim to:

- ☐ ensure that all teachers in charge of food activities and food technology teaching carry out and manage food- safety procedures and check that areas are operable
- ☐ secure parental/carer consent in writing for every child who is to participate in food preparation and cooking activities, which includes permission to handle ingredients and equipment (including knives), and tasting and eating food.
- ☐ ensure written consents are filed and available for inspection by anyone teaching or supervising food activities
- ☐ inform all teachers and supervising adults of any pupils' suspected or known food allergies or intolerances.
- ☐ provide pupils with allergies or intolerances and especially those whose allergies may require medication, with alternative ingredients where possible
- ☐ in severe cases of food allergy or intolerance, exclude certain ingredients altogether
- ☐ only in severe cases of food allergy or intolerance, exclude the pupil from participating in the specific cooking activity
- ☐ ensure a qualified school first aid representative will be on hand to administer medication, if needed
- ☐ include all children in food activities but if there is any doubt regarding the safety of any pupil or adult participating in specific food activities, we reserve the right to decline their participation
- ☐ ensure a risk/benefit assessment is completed prior to every cooking session and vigilance is maintained throughout the activity and the clearing away procedures.

Section 6

Involving the Whole School and Wider Community

Working with Staff

The school aims to ensure all staff:

- are confident in their knowledge and understanding of what constitutes healthy eating;
- promote healthy eating through their own choices and ways of talking with children about their choices;
- model good food hygiene and eating practices;
- are informed about individual children's dietary needs, food allergies and food hypersensitivities;
- model and encourage water consumption throughout the school day;
-

Those responsible for teaching about healthy eating as part of the curriculum will be supported to develop knowledge, skills and attitudes and to share good practice. Staff training needs will be reviewed regularly and relevant training arranged.

The Role of Governors

Where funding for school meals has been delegated to the school, the governing body has a legal responsibility to ensure that the minimum school food standards and nutritional guidelines for

school meals are met. Governors will therefore conduct an annual review of food and drink provision and report and act on their findings.

Working with Parents/Carers

Parents/carers are key figures in educating their children about healthy lifestyles. We seek to work in partnership with parents/carers when planning and delivering the curriculum, and when making decisions about food and drink in school.

We aim to:

- ☐ inform parents/carers of forthcoming food/healthy eating topics, and the wider Personal Development/PSHE programme relating to healthy lifestyles
- ☐ make the Whole School Food Policy available to parents/carers on request
- ☐ inform parents/carers about the Whole School Food Policy when their child joins the school through the website
- ☐ communicate with parents/carers about their child's eating habits during the school day
- ☐ ensure that all those entitled to Free School Meals are aware of their entitlement and reassure them that this information remains confidential, i.e. their child will not be singled out from their peers
- ☐ provide supportive information about parents' /carers' roles in promoting healthy lifestyles to their children
- ☐ invite parents/carers to discuss their views and concerns on an informal basis via the Headteacher's Drop In sessions
- ☐ collect information annually from parents/carers about their children's dietary needs and food hypersensitivities
- ☐ invite parents/carers into school to talk to the children about their own areas of specialist knowledge, e.g. of cultural food practices.

Involving the Children

We will involve children in the evaluation and development of teaching about healthy lifestyles, and in decision-making about appropriate aspects of our whole School Food Policy e.g. the dining environment.

We will:

- ☐ refer to local/county/national data (e.g. Health-Related Behaviour Survey) for our school.
- ☐ engage the children in assessment activities to assess their development needs, for example 'Draw and Write' activities.
- ☐ ask children to reflect on their learning and how this impacts on their choices
- ☐ encourage children to evaluate the curriculum and teaching methodologies where appropriate
- ☐ involve children in identifying ways to promote healthy eating options
- ☐ involve children in monitoring food choices to inform developments in provision and curriculum

Support from Outside Visitors

We believe that teaching about healthy lifestyles is most effectively carried out by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may

enhance, but not replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow our Code of Practice when working with visitors.

- ☐ The care and management of pupils is the responsibility of the school at all times.
- ☐ In class teaching situations, visitors will not be asked to work alone with pupils, but be supported by a member of staff.
- ☐ The school will know whether visitors have had a DBS check and arrangements will be made to accompany them as appropriate.
- ☐ All visitors will be made aware of the contents and principles of this Policy, prior to their visit.
- ☐ All lessons will be planned in direct liaison with the PSHE Coordinator/Class Teacher, taking account of the age and needs of the group and the context of the work within the teaching programme.
- ☐ Visitors will be reminded that, whilst contributing to teaching in a classroom setting, they must adhere to the same confidentiality code as staff members.
- ☐ Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Coordinator/Class Teacher beforehand.
- ☐ The contributions of visitors will be regularly monitored and evaluated.

When planning with visitors, we will use Working with School Visitors in Healthy Lifestyles Education from the Healthy Eating Toolkit.

Section 7

Monitoring and Evaluation

This policy will be reviewed in accordance with our programme of policy review and will be reviewed and revised every three years.