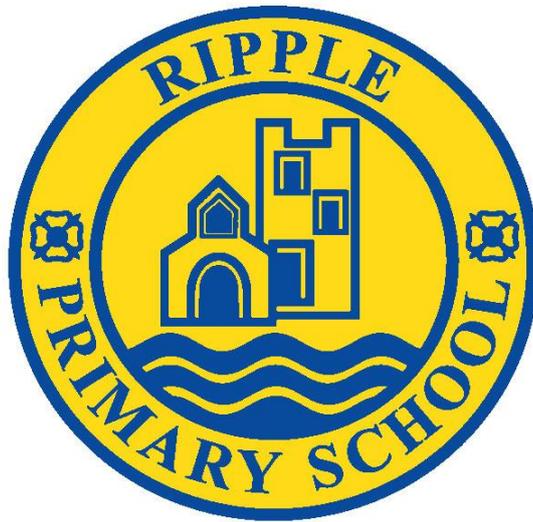




RIPPLE PRIMARY SCHOOL



WHOLE SCHOOL FOOD POLICY

2016



All policies, procedures and guidance apply to all staff, governors and volunteers working in school.

Rationale

The school is dedicated to providing an environment that promotes healthy eating and enabling pupils to make informed choices about the food they eat. This will be achieved by a whole school approach to food and nutrition documented in this policy. Immersing children within a provision rich in forward-thinking attitudes towards food helps to engender a positive disposition towards healthy life-style choices in later life.

Children should learn that such attitudes towards food run in tandem with those towards exercise and physical activity - essential to good promoting health and physical well-being.

The nutritional principles of this policy are based on the findings of the National Diet and Nutrition Survey of 4 to 18 year olds; the 1991 Dietary Reference Values for Food Energy and Nutrients for the UK; and the Balance of Good Health (BOGH). The lunchtime provision at Ripple Primary School is run by the Local Authority's Catering Service for Schools. This department maintain and staff the school's kitchen, which offers full catering facilities.

Aims

1. To enable pupils to make healthy food choices through the provision of guidance, close care, information and the nurturing of a positive healthy-disposition within later life.
2. To provide healthy food choices throughout the school day.
3. To work in partnership with parents to adopt healthy food choices within the home.
4. To understand that children require a balanced diet in order to thrive – which, as part of this, may include carbohydrates and sugary drinks.
5. To acknowledge that a variety of very complex social, emotional and cultural underlying reasons culminate in perceived 'unhealthy' attitudes towards food, which needs careful understanding in order to ensure successful redress.

Equal Opportunities

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.

Young children enjoy sharing and tasting different foods, including those from different cultures and this is a good vehicle to help explore, share and celebrate the diversity within the school community.

As always, careful attention needs to be given to the needs of individuals and a careful understanding of underlying circumstances linked to perceived attitudes towards food habits and choices. These might be deeply-rooted and governed, for example, by pre-existing medical conditions, emotional-needs, religious belief, social-economic circumstances, cultural legacy, misinformation or simply habitual-patterns passed through generations of a family. It is essential, therefore, to be sensitive to these



underlying circumstances and paramount to work alongside parents as partners when attempting to change behaviours and perceptions towards food.

Curriculum

Positive attitudes towards adopting healthy food choices is taught both formally and informally throughout the school.

This is addressed through:

Learning

Within Key Stage One and Two, children are formally taught about healthy food choices within Science, PSHE (SEALs), Design and Technology, Geography, History, RE and PE lessons. Within the Foundation Stage, important learning takes place within the Knowledge and Understanding of the World, PSED and Physical Development provision. Effective teaching requires pupils to develop their own understanding of healthy eating issues and appropriate skills and attitudes to assist them in making informed decisions.

Teaching strategies adopted offer a rich variety of opportunities for participatory learning and include rich first-hand experiences (educational visits, tasting and sharing food), second-hand experiences (watching media and researching on-line), group discussions and role-play. Important learning takes place within assemblies, which challenges issues identified and fed-back by lunchtime staff. An extended provision, including Cooking Club and Breakfast Club, help to address this further.

Maintaining a Personalised Provision

The degree of success is linked, in part, to maintaining a complex personalised and risk-free learning culture, enabling staff to build upon their own strengths, orchestrating learning opportunities tailored to their ever-growing understanding of the needs of individuals and groups of children within their care.

This includes, for example:

- The Headteacher and office staff working very closely with Catering Staff, ensuring that food choices meet local expectations and service and support for children and families are carefully tailored and meet individual needs.
- Encouraging staff to pursue their own areas of interest and share these skills with peers and the greater school community.
- Maintaining a fully “joined-up provision”, in which the Strategic Leadership Team have a good knowledge of children’s needs and responsively draws upon this and other school data when considering how to address attitudes towards amongst specific individuals.
- Implementing a very comprehensive lunchtime provision, offering healthy set-meal choices.
- Empathetic lunchtime staff carefully monitor children’s food habits and, where appropriate, are empowered to intervene (supported by the Headteacher) in order to implement a very responsive support mechanism process, which may result in children being offered replacement, alternative or supplementary food options where shortfalls, inadequacies or imbalances are identified. Similarly,



the school cook works very closely with the Office Leader and the Headteacher to ensure that families are sensitively supported when unable to afford school meals or whilst re-applying for Free School Meals.

Community Cohesion/Parental Events

The Local Authority's Catering Service for Schools have on-line menus for parents to peruse at home and there are links to this from the school's website. Maintaining an established ethos of celebrating different cultures through performances, assemblies and community-based events heavily lends itself to enriching children's exposure to foods.

The Social Inclusion Team are involved in parental events to provide demonstrations and advice on healthy eating.

Catering Services also promote themed meals, which are sometime supplemented by the school. These include, for example, a "St George's Day", "Diwali", "Chinese New Year", "Easter", "Christmas" and "Eid".

A Learning Community

All staff have a key role in influencing pupils' knowledge, skills and attitudes about food, so it is important that they are familiar with healthy eating guidance. Training takes place both formally and informally. In addition to formal training during regular staff & team meetings, the Headteacher and key members of the school's leadership team work have high-profile roles during lunchtimes and responsively address strategic training needs as they arise in an informal manner.

Resources

Resources for the teaching of healthy eating have been selected to complement the delivery of the curriculum in other subject areas. These are stored centrally in school, as well as electronically.

Assessment for Learning

The school fully embraces the principles of Assessment for Learning. The healthy eating aspects of the National Curriculum are assessed through formative and, where applicable, summative assessments – in line with the school's Assessment Policy.

A rich culture of dialogue centred around learning takes place across school amongst staff at all levels.

This information is also drawn upon when complementing formative assessments, implementing a personalised provision and having "joined up discussions" about individual support.

Other aspects of healthy eating work are evaluated through activities, which have been built into the programme, as part of the planning and school evaluation process.

To be reviewed January 2018