Great Paxton Church of England School

Whole School Food Policy

Whole School Food Policy

Contents

Section 1 Context Including National and Local Policy Legislation

Section 2 Our Food Policy

- Introduction
- Policy Aims

Section 3 Implementing a Whole School Approach

- Reviewing food policy and practice
- Policy development in individual areas

    - School lunches
    - Packed lunches
    - Dining environment
    - Breakfast clubs
    - Break time snack & drinks
    - Water
    - After school clubs
    - Celebrations / school visits / rewards
    - Inclusion / Equality and Diversity

Section 4 The Curriculum

- Aims
- Programme
- Teaching methodologies
- Resources

Section 5 Sensitive Issues

- Confidentiality
- Weight management
- Children with special dietary needs
- Food safety and hygiene

Section 6 Preventing, Reducing and Responding to Food Related Incidents

- Allergy position statement
- Preparation for the treatment of an acute episode

Section 7 Involving the Whole School and Wider Community

- Working with the staff
- The role of governors
- Working with parents/carers
- Involving the children
- Support from outside visitors

Section 8 Monitoring, Review and Evaluation

Section 9 Appendices

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.

Our Shared Beliefs about Food in School

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.

Other policies in school linked to the Whole School Food Policy are*: PSHE, Health and Safety, Design & Technology, Inclusion, Equality and Diversity, Curriculum, Bullying and Harrassment, Wellbeing.*

Section 2
Our Food Policy

Introduction

This Whole School Food Policy is a shared, evolving document for all in our school. It expresses a common vision of the aims and values, ethos, status and role of all aspects of food within our school. In particular, it aims to develop a coherent approach to promoting healthy eating.

- We are committed to promoting pupil wellbeing and recognise that the Whole School Food Policy can significantly impact on the health and wellbeing of pupils and staff.
- We believe that children who eat a healthy, well balanced diet are better able to concentrate and are more likely to be receptive to learning.
- We believe that a whole school food policy is more effective than piecemeal activities and gives a consistency of message across all school activities.
- The Leadership Team and the Governing Body have strategic ownership of the Policy and we believe that a whole school approach to all aspects of food provision and the curriculum should be part of school development planning.
- We will ensure that the whole school community, outside visitors and organisations/venues which children visit all understand the ethos of the school in relation to food and drink, both within the curriculum and in food which is provided across the whole school day.

Policy Aims

The aim of our Whole School Food Policy is to ensure a consistent approach to all aspects of food and healthy eating in our school.

The Policy aims to:

- raise 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 details of the procurement and provision of school lunches
- 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
- promote 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
- help children and families with weight management issues to secure help and support
- 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 extracurricular activities, e.g. cookery club, growing club

- state how the school grounds will be used to grow fruit & vegetables
- 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

Reviewing Food Policy and Practice in School

As a school, we want to ensure that the whole school community and the wider public understand the ethos of the school in relation to food and drink provision and in the curriculum. To do this the school:

- will adopt a strategic approach to developing policy and practice
- will assess existing provision and practice to identify issues for policy development
- the governors standards committee to oversee the review and development of policy and practice
- will review all relevant policies (e.g. Curriculum Policy, PSHE Policy, Health and Safety Policy, Anti-Bullying Policy) referring to various aspects of food policy to ensure they complement and are consistent with the school's Whole School Food Policy
- collect information from research and from the whole school community (e.g. parent/carers, school council, and other surveys, question boxes) to plan development
- discuss policy in relation to all aspects of food provision across the whole school day to incorporate into the overall Policy
- if required include actions from the whole school food policy priorities in the school development plan
- consult widely on the draft proposals with the whole school and revise and amended these as agreed
- will identify a member of the Senior Management Team to oversee implementation of the Policy
- Governing Body has responsibility for monitoring and reviewing the Policy
- will celebrate success in implementing the Policy with the whole school community.

*see Appendix 2 for further information about the Health Related Behaviour Survey

Policy Development in Individual Areas

School lunches

Since September 2007, all maintained schools and pupil referral units in England must comply with the Education Regulations (Nutritional Standards for School Food) for food provided at lunch time. They set out requirements for the amount of energy and 13 nutrients that must be in an average school lunch during a one to four week menu cycle. Since September 2007, food standards also apply to food provided across the whole school day from 8am to 6 pm.

We aim to:

- maintain and/or increase levels of uptake of school lunches
- provide, and increase the uptake of free school meals (FSM) for all who are eligible
- ensure that food provided is compliant with the standards for school lunch, is of high quality and promotes healthier eating
- ensure that choices provided address cultural, religious and special dietary needs
- ensure that the school provides a meal for all those that request one
- provide free of charge facilities for children to eat packed lunches brought in from home.

To achieve this we will:

- review/develop the school catering contract to ensure it complies with relevant nutritional standards
- ensure that the contract holder (the school Governing Body/catering manager/ local authority /other contractor) has the ability to ensure that the standards are being met
- ensure that the Governing Body regularly reviews and reports on compliance and take up of meals
- review the facilities in place/required to provide the contract
- review the Health and Safety requirements and responsibilities
- review staff arrangements and contracts and identify any staff training needs

- consult with parents/carers and pupils about food provision/choices available
- regularly invite parents/carers to join their children for school lunch

Packed lunches

A proportion of children choose to have a packed lunch brought from home. Statutory standards for school food do not include packed lunches from home.

We aim to:

- ensure that the contents of packed lunches are in line with the Whole School Food Policy.

To achieve this we will:

- consult with parents/carers on our Whole School Food Policy
- agree guidelines regarding the content of packed lunches
- review arrangements for the safe storage of packed lunches

Dining environment

The school believes that the dining environment should give pupils 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 aim to:

- ensure that the dining environment is a pleasant place to be to where children can sit and enjoy a healthy meal/healthy food together, promoting social and community cohesion.

To achieve this we will:

- ensure that the dining environment is clean, fresh and attractive
- provide a dedicated eating area
- ensure good levels of light and an ambient temperature in the dining area
- ensure appropriate levels of noise and encourage rest and relaxation through encouraging conversation
- ensure the time available for lunch is long enough to allow all children to sit and eat their meal whilst being able to enjoy playing and lunchtime activities
- ensure safe, orderly and the minimum of queuing for lunch
- operate a lunchtime rota for year groups to reduce numbers of children entering the dining room and to reduce queuing
- ensure that lunchtimes are well managed and supervised to reduce tension and queue jumping
- ensure that menu and food presentation is inviting through providing attractive crockery and cutlery
- ensure that menus and food options are shared with parents and children before lunchtimes to encourage the uptake of school meals and to reduce the time it takes to choose at the servery
- encourage children to mix and to sit together whether they have a packed lunch or hot school meal allowing them to socialise when eating

Breakfast clubs

We recognise the importance of all children having breakfast before the start of the school day. Breakfast can affect children's ability to concentrate, can address the needs of children who arrive at school early and who don't otherwise have breakfast, can promote punctuality, better pupil attendance and social skills as well as links with parents/carers.

We aim to:

- provide a healthy breakfast for children who attend our breakfast club
- ensure that all food provided at the breakfast club complies with the statutory food based guidelines
- provide a safe, relaxing environment to help prepare children for the school day.

To achieve this we will:

- all children will have open access to the Breakfast Club
- monitor and review service provision with users
- ensure all appropriate safeguarding checks are in place
- consider wider polices regarding Staffing, Funding, Insurance Health and Safety and Food Hygiene, Behaviour and Relationships, Anti-Bullying, Safeguarding and Child Protection, Inclusion, Confidentiality

- provide a healthy and nutritionally balanced breakfast in line with statutory food based standards
- provide an opportunity for children to learn about the benefits of a healthy breakfast and healthy eating
- encourage a positive eating environment and encourage social eating behaviour.

Break time snack and drinks

Our Policy applies to snacks provided by the school, brought from home and/or bought on the journey to school. Food brought in from home or bought on the way to school is not covered by statutory regulations.

We aim to:

- ensure that break time snacks and drinks are in line with our Whole School Food Policy
- ensure that snacks and drinks provided are in line with the statutory food based standards for school food
- gain parents/carers agreement and support regarding our healthy snacks guidelines as part of the Whole School Food Policy
- encourage parents/carers to adhere to the statutory regulations on healthy snacks and drinks as part of our Whole School Food Policy
- ensure that litter is kept to the minimum and that any waste is recycled.

To achieve this we will:

- participate in the national School Fruit and Vegetable Scheme (as part of this scheme all children aged between four and six are entitled to receive a free piece of fruit or vegetable each school day)
- encourage older children who are not covered by the School Fruit and Vegetable Scheme to bring a piece of fruit or vegetable as their snack
- involve the children in managing the distribution of fruit and vegetables
- distribute the fruit and vegetables prior to break in individual class groups
- monitor children's consumption of fruit and vegetables as part of the Scheme
- distribute left over fruit and vegetables to older children/compost left over fruit and vegetables
- not provide/sell any other snacks in school

Water

We aim to:

- encourage pupils to drink water through the school day to aid health, hydration and concentration
- ensure pupils have easy access to free, fresh, palatable drinking water throughout the school day/during lunch and break.

To achieve this we will:

- promote water consumption to pupils/parents/carers and staff
- encourage children to bring water bottles into school
- provide water coolers to allow pupils to refill water bottles throughout the school day ensuring adequate water is available during hot weather and after physical activity
- ensure adequate provision of water at lunchtimes for children taking a school lunch and for those with packed lunches
- ensure that the school toilets are bright, airy, accessible and safe so that children feel comfortable using them.

After school clubs

We aim to:

- provide a safe, relaxing environment to help children to rest after the school day
- ensure that the food and drink provided at after school club and other clubs in school e.g. cookery club/growing club complies with the statutory food based guidelines and the Whole School Food Policy.

We will achieve this by:

- involving the in-house provider for after school club in developing options for food and drink/menus
- providing activities that promote healthy eating choices in the club
- providing a safe, relaxing environment to help children rest at the end of the school day

- considering wider polices regarding staffing, funding, insurance health and safety and food hygiene, behaviour and relationships, anti-bullying, safeguarding and child protection, inclusion, confidentiality.

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 aim to:

- discourage parents/carers from providing cakes or sweets for birthdays and other celebrations.

To achieve this we will:

- not reward achievements in school with foods high in fat and sugar (i.e. we use non-food options or fruit)
- 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

Inclusion / Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, race, religion, ability or aptitude. Our approaches to food in school will take into account the religious and cultural backgrounds of the pupils to ensure that all can access the curriculum and receive appropriate food provision.

We aim to:

- ensure that all children have access to appropriate food and drink, taking account of their religious and cultural backgrounds
- ensure that the healthy lifestyles curriculum recognises and values the religious and cultural backgrounds of the children in the school

Section 4
The Curriculum

Aims

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 Whole School Food Policy
- provide opportunities for teaching about healthy lifestyle through topics in PSHE/Citizenship / Design Technology / Science / PE / History/ Geography
- deliver the objectives of the curriculum for healthy eating mainly in: PSHE / Science / DT
- deliver some aspects of healthy lifestyles in other subjects such as: PE / History / Geography
- address some aspects of healthy lifestyles in enrichment activities, e.g. visits from the Life Education Centre classroom / social skills groups / nurture groups / residential trips.
- Details about what the children are taught and our long term plan are appended to this Policy.

Teaching Methodologies

Ground rules: Healthy Lifestyles is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Teachers and children together will ensure there are ground rules in place which create a supportive and caring environment where every child feels safe and is able to learn. These will cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering questions: We acknowledge that sensitive and potentially difficult issues may arise as children may want to share information and ask questions, or equally may be reluctant to share information about their home situation. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for curriculum content and is consistent with the Whole School Food Policy.

Distancing techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role play, DVDs, to enable young people to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Resources

We will 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. We will carefully evaluate teacher resources, leaflets and DVDs, before using them. We will refer to the Checklist for Selecting Resources in the Healthy Eating Toolkit.

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 and is shared with staff, pupils and parents/carers. *This Policy is communicated to parents/carers in 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

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/most 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 Preventing, Reducing and Responding to Food Related Incidents

Further information about food hypersensitivity can be found in Appendix 4 of this Policy.

Food allergy reactions can present for the first time on school premises and those reactions may be severe, the most severe allergic reactions present as anaphylaxis.

Allergy Position Statement

This section aims to ensure that a food-allergic child has the opportunity to participate in educational activities in a safe environment without stigmatism, and to have access to medication and trained personnel in the event of an acute reaction.

The school's position is not to guarantee a completely allergen free environment, rather to minimise the risk of exposure, encouraging self responsibility, and plan for an effective response to possible emergencies.

We aim to:

- enquire about allergic disease at the registration of new pupils, and ask that parents/carers should inform the school of any new allergy diagnosis
- adhere to a written allergy management plan obtained from the doctor, including allergens/triggers to avoid, medications and contact information
- ensure an effective system to identify food-allergic children to staff, especially catering or new/temporary staff is in place
- take reasonable measures to ensure appropriate allergen avoidance.
- extend protective measures to breakfast clubs / school clubs / on school trips / holidays
- ensure staff are aware of how to handle potential food allergens safely, including effective cleaning of surfaces and utensils
- ensure food-allergic children have the option of allergen-free 'treat' foods for class celebrations or rewards
- educate school staff in allergen avoidance and recognition and emergency treatment of allergic reactions
- ensure relieving and emergency medication is available at all times
- ensure school staff is indemnified against prosecution for the consequences of administering emergency or relieving medication.

Preparation for the Treatment of an Acute Episode

We aim to:

- ensure school staff is indemnified against prosecution for the consequences of administering emergency or relieving medication
- ensure that a child at risk of anaphylaxis has written notification from the parents/carers or doctor on file
- have and adopt a written emergency treatment plan produced by the allergist (and agreed with the family doctor)
- have individually labelled emergency kits for each child, containing the emergency treatment plan, intramuscular adrenaline auto-injectors and oral antihistamines
- ensure school staff are aware of the location of emergency kits, and they know to check the expiration dates of medication regularly
- alert temporary or replacement staff to allergic children and make them aware of measures to protect them
- ensure appropriately trained school staff administer all emergency medication to young children
- allow older pupils to self-medicate when they have reached sufficient maturity and after appropriate training
- train all / most staff members in allergen avoidance, recognition and treatment of anaphylaxis
- ensure protective measures continue during extracurricular activities such as school trips and holidays
- in the event of a severe reaction, conduct an investigation into the

procedures followed so that future mistakes can be prevented

- ensure school staff are indemnified against prosecution for the consequences of administering emergency medication
- take reasonable measures to try to accommodate a particular diet.

Section 7
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.
- are provided as part of their induction training with information about the Whole School Food Policy.

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 reviews of food and drink provision and report and act on their findings.

Governors play an active role in reviewing, developing and, where appropriate, implementing the Policy. They will also monitor the implementation of the Policy assisted by the Headteacher / PSHE Coordinator / Staff.

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 school brochure / prospectus / 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
- invite parents/carers to discuss their views and concerns on an informal basis
- invite parents/carers to special events and celebrations / to have a school lunch with their children
- collect information annually from parents/carers about their children's dietary needs and food hypersensitivities

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:

- 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

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 8
Monitoring, Review and Evaluation

This Policy is regularly monitored and evaluated to ensure its effectiveness.

The Policy review is coordinated by Headteacher / PSHE Coordinator / Governing Body and includes collecting data and gathering the perceptions of the whole school community.

The results of the review are used to inform areas for school development, which are included in the School Development/Improvement Plan and other appropriate action plans.

Next review date:

Section 9 Appendices

Appendix 1: National Legislative and Policy Context

This Policy takes into account the recommendations of Ofsted and is consistent with the following national guidance:

Annex 3 Healthier Packed Lunches

Sections 512, 512ZA, 512ZB, 512A and 533 of the **Education Act 1996**, as amended

Section 114A of the **School Standards and Framework Act 1998**

2007 No. 2359 The Education (Nutritional Standards and Requirements for School Food) (England) Regulations 2007, as amended by S.I. 2008/1800 and S.I. 2011/2190 ('the School Food Regulations').

The School Food Plan
www.schoolfoodplan.com

Appendix 2: Health Related Behaviour Survey

Health Related Behaviour Survey, Schools Health Education Unit

This survey uses the Health Related Behaviour Questionnaire with Year 5 and 6 pupils in some schools.

For information about the HRBQ in Cambridgeshire, contact the PSHE Service.

For information about the HRBQ nationally, go to www.sheu.org.uk

Appendix 3: School Food Standards

See
http://www.schoolfoodplan.com/actions/school-food-standards/

Appendix 4: Food Hypersensitivity

Food hypersensitivity is defined as "any bad reaction to a food", if the immune system is involved this food hypersensitivity is called a food allergy, if the immune system is not involved it is known as a food intolerance.[1] The difference in diagnosis has a direct impact on how either the food allergy or intolerance is managed within a school.

The prevalence of true food hypersensitivity has been difficult to establish, food allergies are estimated to be around 25% of European school children and this can reduce their quality of life with a direct impact on school performance.[2]

Food allergies

The proportion of the population with true food allergy is approximately 1-2% of adults and about 5-8% of children, which equates to about 1.5 million people in the UK, **they are reproducible adverse reactions to a particular food that involve the immune system**.[3]

Virtually all known food allergens are proteins. They can be present in the food in large amounts and often survive food-processing conditions. Allergic reactions are characterised by the rapid release of chemicals in the body that cause symptoms, which can occur within minutes or up to an hour or more after ingestion of the allergen.[3]

Whilst almost any food protein can cause an allergic reaction in some people, the most common food allergens in Europe include:[3] Milk, Hens eggs, Soya, Wheat, Seafood (including crabs, prawns, lobsters, mussels and cockles), Fish, Peanuts, Tree nuts (almonds, hazelnuts, walnuts, Brazil nuts, cashew nuts, pecan nuts, pistachio nuts, macadamia nuts and Queensland nuts)

More recently other allergens have become more common including kiwi, sesame, celery and mustard.[1, 3]

Food allergy reactions can present for the first time on school premises and those reactions may be severe, the most severe allergic reactions present as anaphylaxis.[2]

Food intolerance

Food intolerance can be a result of different types of reactions:

- enzymatic where there is not sufficient enzyme to digest a food component
- pharmacological where there is a reaction to naturally occurring substances in food
- and also food intolerances with no known mechanisms, some people may struggle to digest certain foods which may make an existing condition worse, and these are usually not allergies.[1]

Food Intolerances do not involve the immune system and are rarely life threatening, they can show a wide range of symptoms ranging from immediate to delayed and mild to severe and are unique to the individual.[1]

Coeliac Disease

Coeliac disease is not an allergy. Whilst it is classified as food intolerance, it is not like other intolerances in that it is an 'auto-immune' disease, which means that the body produces antibodies that attack its own tissues. In coeliac disease this attack is triggered by gluten, a protein found in wheat, rye and barley. This intolerance to gluten causes an inflammatory response that damages the gut. Villi (tiny, finger-like projections that line the gut) become inflamed and then flattened (villous atrophy), leading to a decreased surface area for absorption of nutrients from food. People with undiagnosed coeliac disease can, as a result, have a wide range of digestive symptoms and can suffer from nutritional deficiencies.[3]

References:

1. BDA
2. Muraro A, et al. (2010) The management of the allergic child at school: EAACI/GA²LEN Task Force on the allergic child at school.
3. National Governors Association (2007) Food policy in schools: A strategic policy framework for governing bodies. Food Standards Agency.
4. Wychwood School. Allergy and Anaphylaxis Management Policy

Information/Guidance/Resources:

- Anaphylaxis Campaign has a dedicated website aimed at schools and pre-schools:

  http://www.anaphylaxis.org.uk/schools/help-for-schools
- Coeliac UK:

  http://www.coeliac.co.uk/
- Food Standards Agency:

  http://www.eatwell.gov.uk/healthissues/foodintolerance/

Appendix 5: Weight Management

Statistics show that in 2010/2011 over a fifth (22.6%) of the children in reception was either overweight or obese and in Year 6, this rate was one in three (33.4%). The percentage of obese children in Year 6 (19.0%) is over double that in Reception (9.4%).

The Department of Health has published a follow-on document to the Public Health White Paper called 'Healthy lives, healthy people: A call to action on obesity in England', which sets new national ambitions for a downward trend in excess weight by 2020. These ambitions underline the importance of taking a 'life course' approach where responsibility and accountability belongs to everyone.

The National Child Measurement Programme (NCMP) is an annual programme to measure the height and weight of all children in Reception Year (ages 4-5) and Year 6 (ages 10-11). The information is used to compile data about children's growth and obesity levels, and to help the NHS plan and provide better health services for children. The programme also includes the feedback in the form of written correspondence to parents of their child's measurements. For more information about the programme, see www.hscic.gov.uk/ncmp