



# School Food Policy Guidance

<b>Policy Level:</b>	
	4 <b>ODBST Policy Guidance</b> Member Schools may use the document to inform the drafting of their non-statutory policy. No approval from the ODBST Board is necessary.
<b>Other related ODBST policies and procedures:</b>	
<b>Committee responsible:</b>	AEC
<b>Approved by:</b>	AEC and adopted FTB
<b>Date Approved:</b>	18/12/19
<b>Date for Next Review:</b>	December 2023

In reviewing this policy the Trust Board has had regards to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged.





## School Food Policy Guidance

### Introduction

ODBST is committed to giving all its pupils consistent messages about all aspects of health to help them understand the impact of particular behaviours and encourage them to take responsibility for the choices they make.

In the Department for Education document 'School Food in England: Departmental advice for governing bodies' (January 2015). Trust boards are strongly encouraged to support Governing bodies to develop a whole school food policy for their school; setting out the school's approach to its provision of food, food education, the role of any catering team as part of the wider school team and the school's strategy to increase the take-up of school lunches. Compliance with these Standards is mandatory for all our academies as an explicit requirement in their funding agreements

The principles of this policy incorporates those outlined in the School Food Plan

<http://www.schoolfoodplan.com/> The nutritional principles of this policy are based on the 'eatwell plate' <http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx> and the mandatory [National School Food Standards](#) (January 2015). These standards:

- Outline what can and cannot be provided during the extended school day (between the hours of 8am and 6pm)
- Ensure a wide variety of foods are served across the school week for a good balance of nutrients.

Research proves that good food is vital to children's health, development, concentration, behaviour and academic achievement.

ODBST notes that studies show that obesity doubles between Reception and Year 6 and that one third of children are leaving primary school overweight or obese and that one third of children have tooth decay. Good eating habits established in childhood are more likely to be maintained in adulthood. This will influence health:

- In the short term to ensure healthy weight and good dental health
- In the long term to protect against type 2 diabetes, heart disease and cancer.

Where our schools can influence how food is grown and produced it can also have a positive impact on sustaining our local economy, the environment, climate change and health. As a result, the Trust supports the '5 a day' campaign to encourage children to eat 5 portions of fruit and vegetables a day, which has been shown to reduce the onset of certain life-threatening conditions as well as being helpful in tackling and preventing childhood obesity.



## **Rationale**

ODBST academies promote health awareness to all members of the school community through our policies and practices. They provide a valuable role model to pupils and their families with regard to food and healthy eating patterns.

Through effective leadership, individual school ethos and the curriculum, our school staff can bring together all elements of the school day to create an environment which supports a healthy lifestyle.

## **Aims and Objectives**

- To ensure that schools are giving consistent messages about food and health
- To give our pupils the information they need to make healthy choices
- To promote health awareness
- To contribute to the healthy physical development of all members of our school community
- To ensure our pupils understand the impact of physical exercise and the potential contribution that such activities can make towards social inclusion and the development of healthy lifestyles
- To encourage all children to take part in the '5 a day' campaign

## **Food Safety**

The Headteacher has a responsibility to ensure that all food produced, prepared or served on the premises is safe. (The activity of food preparation, handling and serving of food in the classroom is distinct from the provision of school lunch by caterers).

## **Breakfast clubs**

Breakfast Clubs may operate daily in some Trust schools for children from age 5. Schools may target some children who they know have little or no time for breakfast in the mornings at home.

The food offered should be healthy and consistent with a healthy diet. Schools should seek to provide a choice of foods which may including:

- toast, wholemeal bread, low fat spread, fruit jam, honey, marmite, yoghurt, low salt/low sugar fortified cereals and slices of fresh fruit.

Children should be able choose from water, milk, hot drinks and juice drinks.

## **Snacks**

Children under 5 are entitled to free milk which is organised by school staff. Our schools take advantage of the schools' fruit scheme. Pupils are encouraged to eat a piece of fruit during morning play time.

Where our schools have Nursery children they have a choice of milk or water plus a daily snack of cut and washed fruit, which is shared in a group setting for all class members.

We do not use vending machines in our schools.

## **School lunches**

All our school meals are provided by either contracted caterers or in-house kitchens who have a



healthy food policy as part of their working practice. This includes the use of fresh fruit and vegetables each day as a choice for the children.

The choice of hot meals includes choices for pupils with food allergies, intolerances and other special diets for medical and religious/cultural reasons which pay regard to nutritional balance and healthy options (see appendix 1). Such choice will not always allow pupils to select an alternative, based on a food preference, to a meal offered to cater for allergies, intolerances and other special diets, but our schools should always provide a range of choices of other nutritionally balanced and healthy options.

### **Packed Lunches - Background**

It is a common misconception that a packed lunch brought from home is healthier than a school meal. The new standards for school food do not cover a packed lunch however studies have shown that packed lunches often contain high levels of salt, fat and sugar.

Some pupils in our schools bring packed lunches to school and our governing bodies are encouraged to provide advice sheets for parents on preparing healthy packed lunches. These commonly discuss the provision of sweets, sweetened drinks, chocolate bars and crisps. Packed lunches are monitored and action taken where deemed necessary.

The importance of choosing healthy lunch options and food awareness is promoted in whole school assemblies

#### **Aim**

- To set guidelines (in consultation with parents) regarding the content of packed lunches in line with the whole school approach to food in schools.
- To ensure that packed lunches are stored safely to avoid food safety risks.

### **Water for all**

Water should be freely available throughout the school day to all members of the school community.. Children should be encouraged to bring a bottle (available from the school) to store their water in. Headteachers may consider how children drink water during class time or how regular water breaks are built into the school day and curriculum by class teachers.

### **Food across the Curriculum**

#### Background

The headteacher has the responsibility for preparing a curriculum policy and scheme of work to encompass the food elements of the Design & Technology National Curriculum orders. The local governing body's strategic role is to consider, agree, monitor and review the policy and its implementation.

#### **Aims:**

- To enable pupils to make healthy and informed choices by increasing knowledge, changing attitudes and enhancing skills.
- To educate pupils to understand the importance of a balanced diet, appropriate portion sizes, where food comes from and the relationship between food, physical activity and



health benefits.

- To ensure schemes of work for all key stages will reflect the whole-school approach to healthy eating.
- To ensure opportunities within the whole school curriculum promote and raise awareness of the following topics- healthy weight, breastfeeding, oral health.

In EYFS, KS1 and KS2, there are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy eating patterns and practical skills that are needed to understand where food comes from such as shopping, preparing and cooking food.

The specific teaching of how to have a healthy lifestyle is embedded within the science, PSHE and D&T curriculum. School curricula may provide a regular focus on cooking through topics and provide opportunities across subject areas, for example:

- Maths can offer the possibility of understanding nutrition labelling, calculating quantities for recipes, weighing and measuring ingredients.
- Science provides an opportunity to learn about the types of food available, their nutritional composition, digestion and the function of different nutrients in contributing to health and how the body responds to exercise
- RE provides the opportunity to discuss the role of certain foods in the major religions of the world. Children experience different foods associated with religious festivals.
- ICT can afford pupils the opportunity to research food issues using the internet and other electronic resources. Pupils design packaging and adverts to promote healthy food choices. They can simulate tooth decay and see the differences eating a healthy diet can make
- D&T provides the opportunity to learn about where food comes from and apply healthy eating messages through practical work with food, including preparation and cooking.
- PSHE encourages young people to take responsibility for their own health and well-being, teaches them how to develop a healthy lifestyle and addresses issues such as body image. Pupils are able to discuss issues of interest to young people, e.g. advertising and sustainable development.
- Geography provides a focus on the natural world and changing environment, offering the chance to consider the impact our consumer choices have on people across the world who rely on growing food as their source of income.

Trustees note that the partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned. Each should reinforce the other. This is not always easy but our schools are well placed to lead by example. The school should encourage parents and carers to consider the Food Policy in the range of refreshments offered for sale at external events recognising the place for treats within a healthy balanced diet.

### **Role of the Governors**

Trustees have devolved the responsibility of framing a school food policy to individual local governing bodies which pays regard to this guidance and also takes account of the unique community and circumstances of each of our academies. Trustees are clear that local governing bodies have a key role to play in food in school. They have a duty to ensure that healthy eating is



promoted, encouraged and embedded within the school ethos.

The local governing body is responsible for ensuring that the national school food standards are met. Governors should develop systems so they monitor and check that the school policy is upheld. The trust is happy to offer guidance where a school requires additional support

### **Monitoring and review**

- The local governing body is responsible for ensuring that the food served is in accordance with Trustees intention as set out in this policy guidance.
- Curriculum and other senior leaders are responsible for the curriculum development of the Food Policy.
- Senior leaders are responsible for ensuring the quality of the food offered as part of the contract with the caterer.

### Key National Documents

The School Food Plan and School Food Standards

<http://www.schoolfoodplan.com/standards/>

School food in England: Departmental advice for governing bodies

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/393122/School\\_food\\_in\\_England\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393122/School_food_in_England_2015.pdf)

Information on food allergens [www.food.gov.uk/allergy](http://www.food.gov.uk/allergy) and food allergen poster

<http://www.food.gov.uk/sites/default/files/fsa-dfe-eu-fic-schools-posterv2.pdf>

Government Buying Standards for food and catering services

<https://www.gov.uk/government/collections/food-buying-standards-for-the-public-sector-the-plan-toolkit>

School Fruit and Vegetable Scheme factfile

<http://www.nhs.uk/Livewell/5ADAY/Documents/SFVS%20Factfile%20for%20Schools.pdf>



**Food allergies, intolerances and other special diets for medical reasons**

- Food allergies are when the body’s immune system reacts unusually to a specific food, because it mistakenly perceives it as a threat. There is no cure for food allergies, so pupils with allergies need to avoid the foods to which they are allergic. It is important that children with suspected food allergies see their GP. In certain circumstances some foods may need to be banned or restricted to ensure the safety of members of the school community.
- Food intolerances are different from food allergies. Symptoms tend to appear more slowly, often several hours after eating the food.
- Coeliac disease is not an allergy or intolerance. It is an autoimmune disease, where eating gluten triggers the immune system, damaging the lining of the gut and also affecting other parts of the body. People with coeliac disease cannot eat foods containing gluten.
- Other medical diets can include where children need to follow high energy or fat diets, or food with a modified texture to make it easier for them to chew and swallow. Settings may need to seek advice from a health professional where medical diets are required.
- Vegetarian and vegan diets - Vegetarians do not eat meat, poultry, fish, shellfish or animal products such as lard or gelatine. There are three main types of vegetarian:
  - Lacto-ovo-vegetarians eat both dairy products and eggs; this is the most common type of vegetarian diet.
  - Lacto-vegetarians eat dairy products but not eggs.
  - Vegans do not eat dairy products, eggs, or any other products derived from animals (e.g. honey). Seek advice from a dietitian if a vegan diet is requested.

Many schools include a vegetarian option as part of their menu every day, as vegetarian diets are relatively common. Vegetarian dishes can also be eaten by non-vegetarian pupils.

- Religious and cultural diets - Many of our schools cater for a diverse range of children from different backgrounds. Children from minority ethnic or religious communities may follow specific dietary customs and may exclude or prepare food in a particular way.

**Food Related Customs**

The main differences in food choice commonly observed by those from other religious and cultural backgrounds are laid out in the table below:

	Jewish	Hindu	Sikh	Muslim	Buddhist	Rastafarian
Eggs	No blood spots	Some	Yes	Yes	Some	Some
Milk/yoghurt	Not with meat	Yes	Yes	Yes	Yes	Some
Cheese	Not with meat	Some	Some	Possibly	Yes	Some
Chicken	Kosher <sup>1</sup>	Some	Some	Halal <sup>2</sup>	No	Some

<sup>1</sup> Kosher - term used for food that conforms to the regulations of 'kashrut' which is Jewish dietary law

<sup>2</sup> Halal - foods that are permissible for Muslims to eat or drink under Islamic Shari'ah (law) (The most common example of non-halal (or haraam) food is pork (pig meat))



Mutton/lamb	Kosher	Some	Yes	Halal	No	Some
Beef/beef products	Kosher	No	No	Halal	No	Some
Pork/pork products	No	No	Rarely	No	No	No
Fish	With fins and scales	With fins and scales	Some	Some	Some	Yes
Shellfish	No	Some	Some	Some	No	No
Butter/ghee	Kosher	Some	Some	Some	Some	Some
Lard	No	No	No	No	No	No
Cereal foods	Yes	Yes	Yes	Yes	Yes	Yes
Nuts/pulses	Yes	Yes	Yes	Yes	Yes	Yes
Fruits/vegetables	Yes	Yes	Yes	Yes	Yes	Yes

<http://www.foodincare.org.uk/special-diets/food-related-customs>

### **Best practice**

- If a pupil requires a special diet, talk to their family and agree how to meet their dietary needs. In some cases, you might also need to seek advice from a registered dietitian or a doctor
- Make sure that all staff are aware of children’s individual dietary requirements, so that children’s choices, beliefs and safety are respected and protected
- Have a policy and procedure in place to follow when you receive requests for a special diet for a child.
- Children with special needs should be included in meal and snack times (unless otherwise indicated by their condition) with the other pupils in the school
- Schools should work closely with dietitians and other health professionals; parents and children where medical diets are required.

