

# LISTER INFANT SCHOOL

## FOOD AND NUTRITION POLICY

### BACKGROUND INFORMATION

Lister Infant School presently has 225 girls and boys aged 4-11 on roll who come from the residential areas of Tuebrook. Within each year group there are identified pupils with special education needs.

### POLICY FORMATION AND CONSULTATION PROCESS

The Headteacher and PSHE co-ordinator wrote a draft policy and consulted the Healthy schools group. The draft policy was then introduced to staff at a staff meeting in February. The policy was adopted at a full governing body meeting in April.

### AIMS OF FOOD AND NUTRITION

Lister Infant School recognises the important connection between a healthy diet and a pupil's ability to learn effectively and achieve high standards in school. The school also recognises the role the school can play, as part of the wider community, to promote family health.

The school aims to:

- Improve the health of pupils and staff, and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues, including what constitutes a healthy and environmentally sustainable diet, and hygienic food preparation and storage methods
- Ensure pupils are well nourished at school, and that every pupil has access to safe, tasty and nutritious food, and a safe, easily available water supply during the school day
- Present consistent, informed messages about healthy eating within school through all school practices
- Improve the dental health of pupils through the inclusion of dental health education within the planned PSHE programme
- Ensure that food provision in the school reflects the medical and ethical requirements of pupils and staff for example medical, allergenic, religious, ethnic and vegetarian needs
- Ensure the provision and consumption of food is an enjoyable and safe experience

The school will work towards these aims in partnership with the parents.

Food and nutrition education forms part of the formal curriculum through Science, RE, geography, PSHE and Citizenship, and DT.

The food and nutrition element within the PSHE and Citizenship programme focuses on the four strands of the national curriculum framework:

- Personal development - developing confidence and responsibility and making the most of their abilities
- Active citizens - preparing to play an active role as citizens
- Health and safety - developing a healthy, safer lifestyle
- Relationships - developing good relationships and respecting the differences between people

Other school policies which have relevance to food and nutrition are:

- PSHE and Citizenship
- DT
- Science
- Behaviour
- Special Educational Needs
- PE
- Geography
- RE
- Drugs Education
- Medical
- Health and Safety
- Anti-bullying
- Early Years
- Equal Opportunities
- Teaching and learning

#### MORAL AND VALUES FRAMEWORK

The food and nutrition education element of the science, geography, RE, PSHE and Citizenship, and DT programmes will reflect the school's overarching aims, and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

#### EQUAL OPPORTUNITIES

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

#### CONTENT

Topics and themes will be revisited from year to year taking account of the pupils' development and the spiral curriculum concept.

The content of the food and nutrition education programme including learning outcomes will be based on the recommended education curriculum programme 'Health for Life' as a framework.

A full curriculum programme is attached at the end of the policy.

## ORGANISATION

The food and nutrition element of the formal curriculum will be co-ordinated by the co-ordinators for science, PSHE and citizenship, and DT, in close co-operation with the deputy and headteacher.

Delivery will be:

- as topics
- through planned aspects of PSHE, science, DT, geography and RE
- addressed occasionally in assembly time
- through special performances
- through pastoral time e.g. circle time
- through story time
- through the personal, social and emotional development area of learning in the foundation stage e.g. snack sacks
- through extra-curricular activities e.g. Sportslink cookery clubs, gardening clubs
- through special projects e.g. healthy eating sessions, tasting sessions, competitions
- Health week.

Active learning methods which involve pupils' full participation will be used.

At present all members of staff are committed to delivering elements of food and nutrition education supported by an in-service training programme. For example a member of staff went on a biscuit factory work placement to further enhance the work undertaken in DT lessons.

Liaison procedures which facilitate the spiral curriculum are already in place.

## SPECIFIC ISSUES STATEMENTS

### School Fruit and Vegetable Scheme

The school is fully involved in the School Fruit and Vegetable Scheme which provides every child aged 4 to 6 with a free piece of fruit. This has been extended to Key Stage 2 through NRF funding until 2006. Year 5 pupils are responsible for dispensing the fruit to Key Stage 1 and 2.

### School Meal Provision

School meal provision meets government nutritional standards. Food is provided which meet the ethnic, allergenic, vegetarian, religious and medical needs of staff and pupils. Sandwiches, salads, jacket potatoes, fruit and vegetables are readily available for all. The school is working with the school meal providers to increase the number of healthier school dinner options (in liaison with community dieticians). Menus are on display in the school. Year 5/6 pupils role model good manners and encourage positive eating habits, as dinner table monitors for Key Stage 1 pupils.

The school council is regularly asked to report on school dinner provision. They consider the organisation of the dining experience and the food provided. The food and nutrition working group is currently auditing the school's catering facilities with a view to improving the dining room environment and the options provided. Dining room supervisors are supported

with an in-service training programme which includes sessions on food and nutrition awareness (including allergies), hygiene and behaviour strategies. Catering staff monitor the temperature of food daily. Regular meetings are held between the catering manager and the head to ensure a good working relationship where the catering environment and the food provision are reviewed.

#### Packed Lunches

Parents are encouraged to provide healthy packed lunches for their children. Fizzy drinks, chocolate and sweets are not permitted in packed lunches or as snacks. Healthy packed lunch suggestions are available on request. A parents' workshop on creating a healthy packed lunch was included within a number of parents' sessions on healthy eating. All packed lunches are stored away from direct sunlight. Pupils are encouraged to bring packed lunches in a cool bag.

#### Water Provision

All pupils have access to drinking water at all times, at a number of points around the school. Pupils are also encouraged to carry water with them and consumption is permitted both in the class, and during break and lunchtimes. Water is also available during sport activities.

#### Milk Provision

Milk is supplied for pupils at a reduced cost.

#### Dental Health Education

The school uses the dental health resources provided jointly by the LEA and the Directorate of Community Dental Health.

#### Health Week

All classes received dental health lessons provided by the Dental Health Directorate and participated in a special dental health project. Other activities during the week included cooking demonstrations and fruit tasting sessions. The 5 A DAY co-ordinator came in to talk to the children in assembly and in classrooms, about healthy diets. Pupils participated in competitions for designing healthy packed lunches and created healthy eating posters. The school council selected the competition winners. A hygienist came in with a machine that showed up germs on the children's hands and talked about the importance of good hand washing. A farmer also came in to talk about the journey of milk from cow to bottle and a group of boys from West Derby came in to work with the children on healthy exercise. The week culminated in a fun obstacle course.

#### Cookery Club

The school runs an after school cookery club. The sessions relate to the five food groups of the Balance of Good Health plate model with recipes and activities supporting the key messages. A risk assessment form, identifying allergies, is initially completed and updated with pupil changes.

#### Special events

The school ensures that healthy options are available at special events. If a pupil brings a birthday cake to school the pieces are divided up for distribution at home time.

### Sponsorship

The school considers carefully the messages being sent out to the pupils before becoming involved in any sponsorship scheme. Schemes which require the consumption of large amounts of fatty or sugary snacks are not promoted.

### Growing Schools Scheme

The pupils grow their own fruit, vegetables and herbs.

### Reward systems

All staff recognise the need for consistent messages about healthy eating within school. A fruit bowl in the staffroom is regularly filled for use by the school staff. Sweets are not used to reward good behaviour or work.

### Free School Meal Provision

The school encourages all families entitled to free school meal provision to access this assistance. Monitoring of uptake is undertaken confidentially.

### Hygiene

Pupils are encouraged to wash their hands after going to the toilet and before handling food. All government regulations appertaining to food hygiene are complied with by food service providers. Cleaning and disinfectant schedules are regularly inspected by the Health and safety co-ordinator and the catering service provider. All staff employed in food preparation hold a basic food and hygiene certificate. At present all members of staff involved in the provision of food and nutrition are supported by an in-service training programme. An independent food hygiene inspection of food storage, meal preparation and food serving areas is carried out annually. The water supply is regularly tested.

### Allergies

Parents inform the school if a pupil suffers from an allergy, identifying the foods to which s/he reacts and the usual symptoms of the reaction. To ensure all staff, including supply staff, are aware of pupil allergies a list of class health problems is displayed on teacher noticeboards. Pupils with allergies are also identified on kitchen, staff and office noticeboards. All staff members are aware of the school's medical, and health and safety procedures.

### Food poisoning

In the event of a food poisoning outbreak advice will be sought from the LEA Health and safety department and the local environmental health office.

### Outside Agencies

Outside agencies will be used to support and assist the teachers in the development of the classroom based work. If the school or a parent has any concerns regarding a specific pupil the head will initially seek advice from the school nurse. Support is available through the school nurse who can support a weight reduction programme for children and their families.

### Other Policies

Other associated policies contain specific issues which will need considering.

### **DISSEMINATION OF THE POLICY**

All staff members and governors will receive a copy of this policy. Several copies are available from the secretary's office on request. A short summary of this policy will be included in the school prospectus.

## EVALUATION, MONITORING AND REVIEW

Food and nutrition elements within the science curriculum will be formally assessed.

The policy will be reviewed in July 2011 using a consultative process which identifies staff, pupil and parent feedback on food and nutrition provision and education within the whole school community.

A nominated governor will have a link role between the school and the governing body.

\_\_\_\_\_  
Head teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair of Governors

\_\_\_\_\_  
Date

## Action planning for developing or reviewing a school food and nutrition policy

### 1. Set up a working party

Initially this should be a small core group of interested teachers and governors. Involve other people later e.g.

- headteacher
- school PSHE, science, DT, RE and geography co-ordinators
- School catering manager
- parent representative
- school council representative
- school governor
- breakfast club representative
- LEA/NHS representative e.g. community dietician, School Fruit and Vegetable co-ordinator, 5 A DAY co-ordinator, dental health representative
- school nurse
- voluntary organisation representative e.g. Sportslink cookery club representative
- religious and ethnic minority groups representative

### 2. Review existing policy and practice

- other school policies e.g. behaviour, health and safety, DT, science, PSHE, medical, RE. geography etc.
- other school documents e.g. school development plan, school catering contract, curriculum statement
- consider existing food and nutrition education practice in the areas of DT, science, geography, RE, and PSHE and citizenship

curriculum provision e.g. OfSTED reports, examples of pupils' work, feedback from staff and pupils on the existing programme, curriculum audit

- audit of current food and nutrition practice e.g. [www.foodinschools.org](http://www.foodinschools.org). [www.nutrition.org.uk](http://www.nutrition.org.uk)
- review existing support and training provision for subject co-ordinators and catering staff

### 3. Identify pupils' needs

- formal or informal survey of pupil opinion of food and nutrition provision and education programme
- formal or informal survey of pupil knowledge  
This could be achieved using the 'Draw and Write' technique in primary schools as developed by Noreen Wetton at Southampton University, or the 'Health Related Behaviour' questionnaire developed by John Balding at Exeter University
- information from national and local research e.g. questionnaire of present practice for food and nutrition developed by Joanne Atkinson, Sportslinx data, Where do we go from here? Sportslinx publication on obesity levels in Liverpool

### 4. Identify staff and wider community needs

- structured feedback from staff; health professionals, youth workers (use of focus groups, questionnaires)
- structured feedback from parents and significant others to identify support/concerns for existing programmes and future involvement (use of meetings, questionnaires)
- health data in 'Liverpool Public Health Annual Report'
- Liverpool: Active City 2005 -2010 strategy

### 5. Consideration of other guidelines

- Nutritional Standards for School Lunches Regulations 2000
- LEA nutritional standards
- Food in schools toolkit DoH 2005
- Healthy living blueprint for schools DfES 2004
- Eating well at school dietary guidance for school food providers – Part 1 for governors and headteachers in schools which do not manage their own school meals provision DfEE
- Eating well at school dietary guidance for school food providers – Part 2 for policy makers in local education authorities and schools which manage their own school meals contracts DfEE
- Eating well at school dietary guidance for school food providers – Part 3 for catering contract managers and caterers in schools DfEE
- Vending healthy drinks – a guide for schools Food Standards Agency 2004
- Grab 5 – a model school food policy a practical guide 2002
- Right to the core – promoting fruit and vegetables in primary schools top tips from the Grab 5! Project for people supporting schools
- The chips are down – a guide to food policy in schools Health Education Trust

- Whole school food policy DfES 2003
- Starting early: food and nutrition of young children, OfSTED 2004
- National Curriculum 2000
- OfSTED – ‘Handbook for Inspecting Schools’ OFSTED 2003
- OfSTED – Inspecting subjects 3 – 11 2000
- Personal, Social and Health Education and Citizenship at Key Stage 1 and 2: Initial guidance for schools. QCA 2000
- Personal, social and health education and citizenship : Planning, teaching and assessing the curriculum for pupils with learning difficulties QCA 2001
- PSHE in practice (primary pack), DfES 2005
- Liverpool Healthy Schools Policy Document Manual, LEA 2004
- School lunch box survey, Food Standards Agency 2004
- Where do we go from here? Sportslinx 2005
- Consideration of other referenced documents for specific issues e.g. administration of medicines, Sportslinx reports

6. Draft the Policy
7. Consult on the draft policy
8. Review and amend the draft policy in the light of comments received
9. Disseminate the policy
10. Implement the policy
  - set a timescale
11. Monitor the implementation of the policy
  - identify who is responsible for monitoring the policy and/or the accompanying programme
  - identify how this will take place
  - identify how the effectiveness of the food and nutrition programme will be judged

There are a number of levels at which monitoring can take place:

- Level 1: ensuring that all pupils have received the defined elements of the food and nutrition education programme
- Level 2: ensuring that all pupils have learnt the defined knowledge and can demonstrate the skills and attitudes element of the programme
- Level 3: schools might seek to evaluate whether pupils’ behaviour has been affected by the programme e.g. decreasing number of pupils choosing carbonated drinks, increase in pupils selecting healthier options at lunchtimes, improvement in behaviour etc.

## A model framework for a food and nutrition policy

1. Background information
  - name of school
  - pupil intake and ages
  - details of special needs/ability spread
  - social, ethnic, religious mix
  - the school environment
2. Policy formation and consultation
  - short description of the consultation process
  - date and details of policy approval
  - timetable for review
3. Aims and objectives of the school food and nutrition policy and programme
  - this should include reference to how the school's approach to food and nutrition relates to other school policies such as the:
    - Behaviour
    - Health and Safety
    - PSHE
    - DT
    - Science
    - PE
    - RE
    - Geography
    - Special Educational Needs
    - Drugs Education
    - Medical
    - Anti-bullying
    - Early Years
    - Teaching and learning

- Equal Opportunities
4. Moral and values framework
    - the moral framework within which DT, RE, geography, science, and PSHE and citizenship education is taught should be consistent with the over-arching aims of the school and should be easily translated into practice in terms of:
      - the curriculum content
      - the teaching methods
      - the relationships within the school
  5. Equal opportunities statement
  6. Content of food and nutrition education programme
    - this should be presented as topic headings related to each age group rather than a full programme. The curriculum programme can be attached at the end of the policy as an appendix.
  7. Organisation of food and nutrition education programme
    - who will co-ordinate the overall planning and delivery of the DT, science, and PSHE and citizenship programmes?
    - where will food and nutrition education appear in the curriculum and on the timetable?
    - who will teach food and nutrition?
    - what methods or approaches will be used?
    - resourcing: what resources and training are necessary to enable this to take place?
    - what sort of time entitlement can each pupil expect?
    - how will classes be organized?
    - list of recommended resources
    - liaison with other phases i.e. communication with secondary schools?
  8. Specific issues
    - breakfast clubs
    - School Fruit and Vegetable Scheme
    - water in schools e.g. water bottles, filters
    - milk in schools
    - school dinner provision e.g. type, variety of food, eating environment, time, theme weeks
    - packed lunches e.g. snap a pack
    - vending machines
    - tuck shops
    - Health Week
    - Growing Schools scheme
    - sponsorship
    - special events
    - use of Fair Trade products
    - Free School Meal provision
    - cookery clubs
    - reward systems
    - playground market stalls

- information and opportunities for parents to be consulted on the food and nutrition offered to pupils and involvement in the subsequent evaluation and review process
  - involvement in national schemes or special events e.g. health weeks, sponsorship
  - allergies
  - hygiene
  - food poisoning
  - procedures to be employed with outside organisations/visitors and types of support provided
  - information and opportunities for parents to be consulted on the DT, science, and PSHE programme and involvement in the subsequent evaluation and review process
9. Dissemination of the policy
- who will receive it?
  - how will it be made available?
10. Monitoring and evaluation
- commitment to monitor and evaluate the effectiveness of the school's food and nutrition provision
  - an outline on how effectiveness will be defined and the groups to be consulted to ascertain effectiveness
  - commitment to monitor and evaluate the effectiveness of the school's food and nutrition education programmes
  - an outline on how effectiveness will be defined that is linked to the aims of the DT, science, RE, geography, and PSHE and citizenship programmes and the groups to be consulted to ascertain the food and nutrition education programme's effectiveness
  - any relevant comments received from OfSTED inspectors
11. Date for review of the policy
12. Signatures of head and chair of governors

### **Food and nutrition resources – Key Stage 1 & 2**

Sportslinx – Healthy eating pack 2004

School Fruit and Vegetable Scheme lunchbox of resources (Foundation Stage and Key Stage 1) 2004

HEADON Food and nutrition resources – healthy lunchbox, nutrition board, a visit to the dentist, mouth and teeth

Health for Life – Noreen Whetton and Trefor Williams, Nelson

Growing Schools Garden Teachers' Resource Pack, DfES 2004

Energy Balance Pack (KS2), Flour and Grain programme 2004

Great Grub Club – World Cancer Research Fund (KS1)

Arty Beat Club – British Heart Foundation (KS2)

Healthy Choices – Milk Development Council

Liquids mean life – British Soft Drinks Association

#### **Leaflets**

Feeding your growing baby FSA/0454/0602 available from Food Standards Agency 0845 606 0667

Feeding your growing toddler FSA/0455/0602 available from Food Standards Agency 0845 606 0667

Help my child won't eat! – a guide for families (British Dietetic Association Paediatric Group available from Health Promotions

Feeding your growing child FSA/0456/0602 available from Food Standards Agency 0845 606 0667

The balance of good health (Food Standards Agency) available from Health Promotions

Eat 5 fruit and vegetables (Comic Company) available from Health Promotions

Fruit and vegetable bookmarks also available from Health Promotions

Get kids on the go! (British Heart Foundation) G80 3/2003 available from Health Promotions

### **Websites**

Wired for Health - Well Town (KS1), Galaxy H (KS2)

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

Well Town

[www.wellfield.gov.uk](http://www.wellfield.gov.uk)

Galaxy H

[www.galaxy-h.gov.uk](http://www.galaxy-h.gov.uk)

Grab 5! project

[www.grab5.com](http://www.grab5.com)

5 A DAY sites

[www.dole5aday.com](http://www.dole5aday.com)

[www.freshforkids.com.au](http://www.freshforkids.com.au)

[www.5ADAY.nhs.uk](http://www.5ADAY.nhs.uk)

Food in schools

[www.foodinschools.org](http://www.foodinschools.org)

Nutrition information

[www.nutrition.org.uk](http://www.nutrition.org.uk)

[www.coolfoodplanet.org](http://www.coolfoodplanet.org)

British Nutrition Foundation

[www.nutrition.org.uk](http://www.nutrition.org.uk)

British Heart Foundation

[www.bhf.org.uk](http://www.bhf.org.uk)

British Dietetic Association

[www.bda.uk.com](http://www.bda.uk.com)

Food Standards Agency

[www.food.gov.uk](http://www.food.gov.uk)

[www.eatwell.gov.uk](http://www.eatwell.gov.uk)

Health Education Trust  
[www.healthedtrust.com](http://www.healthedtrust.com)

Milk  
[www.milk.co.uk](http://www.milk.co.uk)

School lunches  
[www.dfes.gov.uk/schoollunches](http://www.dfes.gov.uk/schoollunches)  
[www.foodinschools.org](http://www.foodinschools.org)  
[www.food.gov.uk](http://www.food.gov.uk)

Breakfast clubs  
[www.breakfastclubs.net](http://www.breakfastclubs.net)  
[www.foodinschools.org](http://www.foodinschools.org)

Vegetarian Society  
[www.vegsoc.org](http://www.vegsoc.org)

The Alliance for Better food and farming  
[www.sustainweb.org/grab5\\_index.asp](http://www.sustainweb.org/grab5_index.asp)

## **Key points for healthy eating**

- Enjoy your food
- Eat a variety of different foods in order to get a mixture of nutrients
- Eat at least 5 portions of fruit and vegetables daily
- Eat plenty of food rich in starch
- Eat plenty of fibre rich foods
- Drink plenty of water, 8 glasses daily/approx 2 litres
- Cut down on saturated fatty foods
- Cut down on sugar/sugary foods/sweets
- Cut down on processed and fast foods, watch out for hidden salt in processed foods
- Eat plenty of calcium rich foods

- Eat plenty of iron rich foods, green leafy vegetables etc

(Taken from Sportslinx's Fruit and vegetable resource publication)