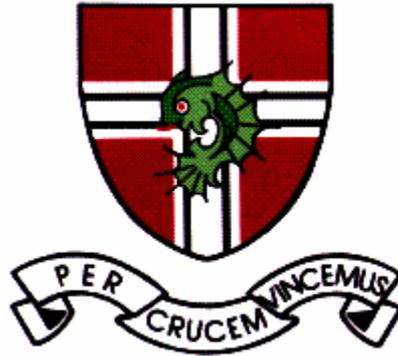


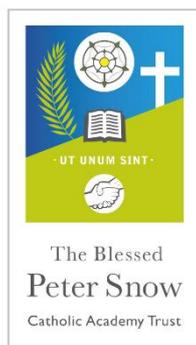
St John Fisher Catholic Voluntary Academy



Healthy Food and Nutrition Policy

November 2016

The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

St John Fisher Catholic Voluntary Academy

Healthy Food and Nutrition Policy

Responsibilities

We recognise the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. We also recognise the role a school can play, as part of the larger community, to promote family health, and sustainable food and farming practices. We recognize that sharing food is a fundamental experience for all people; a primary way to nurture and celebrate our cultural diversity; and an excellent bridge for building friendships, and intergenerational bonds.

Mission

The educational mission is to improve the health of the entire community by teaching students and families ways to establish and maintain life-long healthy and environmentally sustainable eating habits. The mission shall be accomplished through food education and skills (such as cooking and growing food), the food served in the school, a core academic content in the classroom.

Aims

To improve the health of pupils, 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.

To increase pupils' knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.

To 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.

To ensure that food provision in the school reflects the ethical and medical requirements of staff and pupils e.g. religious, ethnic, vegetarian, medical, and allergenic needs.

To ensure that food provision in school meets the regulations for food based and nutrient based standards as set out by DfE.

To make the provision and consumption of food an enjoyable and safe experience.

To introduce and promote practices within the school to reinforce these aims, and to remove or discourage practices that negate them.

Objectives

To work towards ensuring that this policy is both accepted and embraced by:

- Governors
- School management
- Teachers and support staff
- Pupils
- Parents
- Food providers
- The school's wider community

To integrate these aims into all aspects of school life, in particular.

- Food provision within the school
- The curriculum
- Pastoral and social activities

Implementation

Establish an effective structure to oversee the development, implementation, of this policy, and to encourage a participatory approach to meeting the objectives.

- Identify who will take lead responsibility
- Take a whole school approach - include consideration of curriculum, food service, pastoral and social care

Develop an understanding and ethos within the school of safe, tasty, nutritious, environmentally sustainable food, through both education and example.

Food topics that can be covered within curriculum areas

- Art, e.g. observation drawings of food, healthy eating poster design
- Personal Social and Health Education, e.g. menu planning, nutrition
- Design and Technology, e.g. cooking, designing tools
- English, e.g. food diaries
- Geography, e.g. what food grows where, food miles, transporting food, waste
- History, e.g. past diets, discoveries
- Information Technology, e.g. recording results of a food survey, website review
- Maths, e.g. weights and measures
- Physical Education, e.g. links between healthy eating and exercise
- Science, e.g. effects of heat on food, plant growth, nutrition

Examples of activities that could support curriculum work

Enhancement curriculum to offer an opportunity for practical, food related projects to be delivered, to include many of the following:

- Relationships with local food businesses, e.g. farms, shops and restaurants (encourage food professionals such as chefs to come into the classroom, and arrange for students to visit their premises).
- Tasting sessions (integrate a range of eating experiences into classroom work, e.g. tasting fresh, dried, juiced, frozen and canned fruits and vegetables)
- Cooking demonstrations

- Healthy eating drama activities
- Healthy eating projects
- School website with pages on food issues and links to other related sites
- Debates / guest speakers
- Eating experiences integrated into the curriculum for all subjects.

Create an environment, both physical and social, conducive to the enjoyment of safe, tasty, nutritious, environmentally sustainable food.

- Ensure the Dining area is safe, pleasant, comfortable, attractive and clean
- Ensure there are sufficient dining room supervisors and that they are trained to provide advice on food choices and hygiene
- Ensure students have sufficient time to eat by adhering to a rota system which is managed effectively by staff
- Foster good manners and respect for fellow students
- Ensure there are sufficient litter bins and facilities for waste food and packaging, and that they are emptied regularly
- All of the staff employed in food preparation to hold a basic food hygiene certificate.
- Staff are supervised by someone holding an advanced food hygiene certificate or equivalent.
- All Government /European Union regulations appertaining to food hygiene are complied with.

Help to promote and raise awareness of environmentally sustainable food production methods and socially responsible food marketing practices

- Through the catering specification eliminate unnecessary and potentially harmful food additives such as bovine growth hormones, irradiation, and genetically modified foods
- Encourage caterers to use locally grown produce wherever possible
- Use of organic food wherever possible
- Maximise the reduction of waste by recycling, reusing, composting and purchasing recycled products wherever possible

The School Food Standards

Eating in school should be a pleasurable experience: time spent sharing good food with peers and teachers.

These school food standards are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole school day. It is just as important to cook food that looks good and tastes delicious; to talk to children about what is on offer and recommend dishes; to reduce queuing; and to serve the food in a pleasant environment where they can eat with their friends.

As a general principle, it is important to provide a wide range of foods across the week. Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Children love to hear the stories behind their food. Use fresh, sustainable and locally-sourced ingredients (best of all, from the school vegetable garden), and talk to them about what they are eating. Go to www.schoolfoodplan.com/view to find examples of what other schools are doing to encourage children to eat well.

Remember to use Government Buying Standards for Food and Catering Services alongside these standards to help reduce salt, saturated fat and sugar in children's diets.

* This Standard applies across the whole school day, including breakfasts, morning breaks, tuck shops, and after school clubs



Fruit and vegetables

- One or more portions of vegetables or salad as an accompaniment every day
- One or more portions of fruit every day
- A dessert containing at least 50% fruit two or more times each week
- At least three different fruits and three different vegetables each week



Foods high in fat, sugar and salt

- No more than two portions of food that has been deep-fried, batter-coated, or breadcrumb-coated, each week*
- No more than two portions of food which include pastry each week*
- No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat*
- Savoury crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food
- No confectionery, chocolate or chocolate-coated products*
- Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery
- Salt must not be available to add to food after it has been cooked*
- Any condiments must be limited to sachets or portions of no more than 10g or one teaspoonful*



Milk and dairy

- A portion of food from this group every day
- Lower fat milk must be available for drinking at least once a day during school hours



Meat, fish, eggs, beans

and other non-dairy sources of protein

- A portion of food from this group every day
- A portion of meat or poultry on three or more days each week
- Oily fish once or more every three weeks
- For vegetarians, a portion of non-dairy protein on three or more days each week
- A meat or poultry product (manufactured or homemade, and meeting the legal requirements) no more than once each week in primary schools and twice each week in secondary schools*

Food provided outside lunch

- Fruit and/or vegetables available in all school food outlets
- No savoury crackers and breadsticks
- No cakes, biscuits, pastries or desserts (except yoghurt or fruit-based desserts containing at least 50% fruit)



Starchy food

- One or more wholegrain varieties of starchy food each week
- One or more portions of food from this group every day
- Three or more different starchy foods each week
- Starchy food cooked in fat or oil no more than two days each week*
- Bread - with no added fat or oil - must be available every day



Healthier drinks*

- Free, fresh drinking water at all times
- The only drinks permitted are:
 - Plain water (still or carbonated)
 - Lower fat milk or lactose reduced milk
 - Fruit or vegetable juice (max 150 mls)
 - Plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks
 - Combinations of fruit or vegetable juice with plain water (still or carbonated, with no added sugars or honey)
 - Combinations of fruit juice and lower fat milk or plain yoghurt, plain soya, rice or oat drinks enriched with calcium; cocoa and lower fat milk; flavoured lower fat milk, all with less than 5% added sugars or honey
- Tea, coffee, hot chocolate
- Combination drinks are limited to a portion size of 330ml. They may contain added vitamins or minerals, and no more than 150mls fruit or vegetable juice. Fruit or vegetable juice combination drinks must be at least 45% fruit or vegetable juice



Appendix 2

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability		Neutral	
Race		Neutral	
Sex		Neutral	
Gender reassignment		Neutral	
Pregnancy, maternity		Neutral	
Religion/belief		See below	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail

Some students religious beliefs need to be considered when procuring services e.g. muslim children.