



CORPUS CHRISTI
CATHOLIC SCHOOL

Food Policy

September 2023

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI
CATHOLIC SCHOOL

POLICY STATEMENT:

Date	Review Date	Subject Leader	Nominated Governor
September 2023	September 2024	Nicola Martin	Miranda Sawyer

CURRICULUM AIMS AND OBJECTIVES:

Aims

To ensure that all pupils:

- To ensure that Corpus Christi pupils are well nourished in school and food provision reflects Government led standards.

Objectives

- To recognise and acknowledge the important connection between a healthy, balanced diet and a student's ability to learn effectively and achieve high standards in school.
- To ensure that 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 all members of the school community are able to make informed choices about the importance of food and its production.
- To promote the school's role, as part of the larger community, to promote family health, and sustainable food and farming practices.
- To ensure that all menus served in school meet statutory Government nutritional guidelines

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

ORGANISATION AND PLANNING

Consultation

This policy was written following consultation with Janis Marsh, Manager at the Health Education Link Service. The policy was written by the Healthy Schools and PSHE Coordinator following consultation with all staff regarding food and health eating opportunities at the school.

Strategies to Achieve Objectives - Healthy Eating in School.

- Food provided during the school day (breakfast, mid morning snack and lunch).
- Settings which provide breakfast, snacks and lunch will offer a menu which meets the Education Regulations (Nutritional Standards Requirement for school food) (England) 2007.
- the menus are on a three week rotation and there is a selection of healthy food choices each day
- younger children are helped with their lunch choices
- high-quality meat, poultry or oily fish is served each day
- a choice of vegetables is available each day
- fruit is available as a desert option each day
- bread is available each day, as is a starchy food option (rice, potatoes etc.)

- lower fat milk and water is available each day at lunch and on some days healthy smoothies are available as a desert option
- There are never more than two portions of breaded, battered or breaded food served each week (normally not more than one)
- Fruit only is provided for EYFS and KS1 at break time.
- A range of food options and snacks are available at Breakfast and After School Care clubs, including cereals, fruit, toast
- All children at Corpus Christi have school dinners, packed lunches discouraged unless children are on a school trip. Healthy school lunches provided by the school caterers, Harrisons, are used on some trips. If children are providing their own packed lunch for a trip then advice is given to parents in trip letters about healthy options to provide for their child in order to meet the Food Standards Agency Guidelines for a Healthy Packed Lunch and School Food Trust Guidelines.
- Children attending after school clubs bring their own pre-club snack.
- No nuts are served on grounds of health and safety. Grapes are cut for smaller children to prevent choking.
- There are no vending machines on site.

Water Consumption

- Plentiful drinking of water by Corpus Christi has been recognised in improving behaviour and concentration. All children bring their own water bottles to school and have access to these throughout the day in class. Water fountains are available for drinking water on all playgrounds and younger children are taught how to use these.

Rewards

- Corpus Christi recognises that pupil achievement(s) should be celebrated and rewarded when appropriate, and that food may play a role in such celebration. Any food given will meet the Government Regulations for School Food. Other forms of reward will also be actively promoted e.g. book tokens, trips, special lunchtime events. This includes treats brought in by parents for birthdays.

The Dining Environment

- Corpus Christi is committed to providing a welcoming eating environment that encourages positive social interaction.
- Children are seated on octagonal tables to encourage a social atmosphere over dinner
- Staff are encouraged to eat lunch with the children
- Parents and carers are welcome to share lunch with the children once per month

Food in the curriculum

- There are many opportunities for education surrounding healthy eating in the curriculum from EYFS to Upper Key Stage Two.

- In EYFS, children take part in the Natural Thinkers programme and this includes planting, growing, cooking and eating crops the children have grown themselves.
- Children learn about nutrition through:
 - o regular discussion and reflection in P.E. lessons
 - o education about our bodies, how they work, and nutrition through 'Animals including Humans' units of work in Science

Pupil Consultation

- Young people will be given regular opportunity to be consulted appropriately about their food choices – including school meals and food and drink other than lunch.
- Each day children are given the chance to discuss the menu options and their food choices
- The School Council represent the children's opinions and are given opportunities to discuss food and nutrition within the school. This resulted in increased fruit portions for desert (a suggestion by the School Council).

Partnership with parents and carers and pupils

- The partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other. This is not always easy but our school is well placed to lead by example.
- Parents and carers and pupils must be regularly updated by providing policies on the menu and website. Parents and carers are also invited in to have lunch with the children. The views of the parents are also represented by the Parent Governor.

Monitoring and Evaluation

- The Food Policy will be reviewed each year
- Harrisons (the school caterers) review the menu each year

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;

- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation

- Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Key skills
-
- receive periodic training so that they are kept up to date with new information
 - receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Co-Headteachers and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;

- have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;
 - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'. (Amended from the 'Education Inspection Framework' (Ofsted 2019)
- work closely with the curriculum leader, subject leaders and the link governor;
 - ensure compliance with the legal requirements of the National Curriculum;
 - consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
 - encourage parents to take an active role in curriculum development;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
 - annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
Intent	have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by:	
	provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:	
	ensure 'learners study the full curriculum 'specialising' only when necessary' by:	
Implementation	ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;	
	provide 'effective support for those teaching outside their main areas of expertise' by:	
	ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:	
	ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:	
	ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:	
	ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:	
Impact	ensure assessment is used well in order to 'help learners embed and use knowledge fluently or	

	to check understanding and inform teaching' by:	
	'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by:	
	ensure 'teachers create an environment that allows the learner to focus on learning' by:	
	ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	ensure 'learners are ready for the next stage of education, employment or training' by:	

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;

- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;

- join the school in celebrating success of their child's learning.

LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning