



Spa Camberwell Food Policy

Rationale

At Spa School we believe that knowledge and understanding of nutrition is essential for good health and effective teaching and learning. We recognise the important connection between a healthy diet and a child's ability to learn and play effectively and to achieve their full potential in school.

This policy, like all others in the school, supports the school's vision statement.

The whole school food policy will enable us to develop and maintain a shared approach to drinking and eating healthily.

Name of member of SMT responsible for school food

The Interim Deputy Headteacher, Rian Ehlers, has overall responsibility for food in school, for policy development and for ensuring all providers on school premises are aware of the policy.

People with key responsibilities for food in schools

- Lead school cook, Sandra Cardoso – responsible for managing the kitchen staff team; ordering, preparation, cooking and serving of school lunches
- Procurement: Alan Burrows – responsible for all ordering of foods for snack and foods used outside of the lunch hall
- Members of SMT – responsible for monitoring foods brought into the school by students and other adults

Aim of the Whole School Food Policy

1. To improve the health of staff, pupils and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues, including what constitutes a healthy, balanced diet.
2. To foster healthy eating and drinking habits that will last beyond pupils' time at our school.
3. To give pupils the information they need to make healthy choices
4. To ensure that we are giving consistent messages about food and health.
5. To ensure that food provision in the school not only reflects the ethical and medical requirements of all students and staff, e.g. religious, ethnic, vegetarian, medical and allergenic needs, but also considers the emotional aspects of food and eating disorders
6. To encourage fluid intake, by providing easy access to drinking water at all times of the day.
7. To make the provision and consumption of food an enjoyable and pleasant experience that contributes towards social development including family life.
8. To contribute to the healthy physical development of all members of our school community.
9. That staff act as role models in their actions within the school for the students they teach and encounter.
10. To encourage healthy lifestyles within the whole school community.

Objectives

Nutrition in the curriculum

Nutrition is part of the PSHE programme. Students are taught about the Eat Well Plate, the classification of different foods, the importance of a balanced diet and where we buy different foods.

In Science, pupils learn about the importance of food to growth.

In Cooking, students learn about different cooking techniques, different types of food, healthy ways of preparing foods and general cooking skills.

In RE, delivered through Humanities, when students learn about different religions they learn about the foods that are important or avoided in those particular cultures.

The eating environment

For many of our students their surroundings have considerable impact on their sense of wellbeing. Our dining room ensures pupils have the opportunity to eat their midday meal in a setting best suited to their needs. Students have 30 minutes in which to eat. Students who are slower eaters are given additional time and some students are given up to an hour to ensure they are able to finish their meals. Dining is split into three sittings so that groupings are smaller.

Primary pupils sit in class groups with their class team, however there is flexibility around this, and pupils who prefer and can manage joining peers from different class groups, have the opportunity to do so. Lunch is part of the curriculum. We have a family dining style, and pupils are served at their tables. They are taught to eat together at round tables, while engaging in social interactions with staff and peers wherever this is appropriate, wait for each other and they learn how to tidy up together.

Primary pupils are supported to make their lunch choices as a part of our social communication curriculum. They make their choices each day in class and deliver their orders to the kitchen. Year 5 and 6 pupils are supported to gradually learn to line up for hot food and dessert, in preparation for transitioning to KS3.

Secondary pupils make choices about where best to sit with the staff supporting them at lunch time. We encourage a social setting where they can eat with their friends. Students sit at large round tables to encourage conversation and a communal atmosphere. Students who prefer to sit alone or in a quiet setting may do so.

We ask the students to respect the dining experience of others by keeping an appropriately low noise level, accepting difference in others' food, habits, etc. We also want the dining environment to be an attractive and inviting place to eat, where students are encouraged to interact with each other and enjoy their food. It is important that lunch times are a comfortable experience for all pupils.

Secondary pupils are provided with daily menus at their tables, with symbols, so they can make an informed choice about what they would like to eat.

Teaching Assistants sit with many students and are aware of their important role as role models. Teachers are encouraged to sit and eat with their classes and SMT members are always present in the dining hall, whether on duty or eating with different classes.

Rewards and Special occasions

Food is not used for rewards. We do offer celebratory choices from time to time at whole school events.

Packed Lunches

We recognise that autistic students may have sensory processing needs which impact on their ability to enjoy a varied diet. Therefore, some families may choose to provide a packed lunch for part or all of the school week. Students may bring in food which is then re-heated by the kitchen or a cold packed lunch. We expect packed lunches to conform to the same healthy standards as our school dinners wherever possible and we will work with families to support students to develop healthier eating habits. Students who bring in a packed lunch still have access to fruit and bread from the kitchen.

Students who bring a packed lunch eat alongside those having a school dinner.

Communication

Communication occurs through informal and formal meetings, phone calls, questionnaires, curriculum evenings, display boards etc. Parents are informed about the menu termly in a letter home as well as on our website. Students are regularly asked about the menu and their views are taken into consideration when each new menu is devised. At parents evening, the dining hall is open and a tasting menu is provided for parents to try out our food.

Food Groups

In EYFS, Key Stage 1 and for identified students in Key Stage 2, daily food groups are part of the curriculum. Training is provided by the Evelina team and our Occupational Therapist to provide staff with skills to deliver the food groups. Students develop their tolerance of foods and explore foods through touch, sight and smell. Progress and successes are shared with families.

Family Training

Our Occupational Therapist delivers training sessions for families based on eating, food groups and nutrition. They work with the Assistant Headteachers, Family support worker, and the SENCO who provide ongoing support for families through informal and formal meetings, annual reviews and feedback about their child's food intake at school. Our family support worker arranges links and referrals for support in the home and community around food.

School food and drink provision

The Requirements for School Food Regulations

The Department for Education have published the new school food regulations now to give schools, caterers, suppliers and food manufacturers time to familiarise themselves with the changes and to make any necessary preparations. The standards became statutory from January 2015.

The standards are based on the following food groups:

- Starchy food
- Fruit and vegetables

- Meat, fish, eggs, beans and other non-dairy sources of protein
- Milk and dairy
- Foods and drinks high in fat, sugar and salt
- Plus, healthier drinks

The general principle of the standards emphasises the importance of providing 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. Offering a wider range of different foods provides a better balance of nutrients.

We follow all advice as found: <https://www.gov.uk/government/publications/school-food-standards-resources-for-schools>

Drinks

We recognise that low fluid intake can lead to reduced academic performance through poor concentration and lethargy, reduced physical performance and most importantly health-related problems. We encourage all students to drink water at regular intervals throughout the school day. Water is freely available to all members of the school community including visitors. Only water may be drunk during the school day, except at lunchtime when students who bring a packed lunch from home may drink juice, squash or milk to drink.

Our food abides by the standards as set out below.

Monitoring and evaluation

The SMT meet regularly with the school cook to monitor school food choices and menu planning

We work closely with families to develop healthy choices in packed lunches. Every pupil is treated as an individual. Personalised needs around eating and drinking will be discussed with caterers, pupils, parents and staff as the need arises

Involvement of parents and carers

Parents are invited to try our taster menus at open evening. We work with all families when their child joins the school to ensure we have everything in place for any personalised eating plans.

Meeting the needs of pupils with special dietary needs

Our school is a nut-free zone. Student allergy information is posted clearly in the kitchen as well as in the school office. Allergy information is also part of every student's pen portrait.

EpiPen's are kept in the school office and training regular training is provided for staff. Staff attend regular allergies training

When pupils are enrolled, dietary requirements are requested via a questionnaire and catering are informed appropriate. Pupils with any form of dietary need are recognised by catering by photo's placed near the service area. In this way, catering staff can encourage appropriate meals and not exclude pupils in any way.