Farnborough Road Infant School

Healthy Eating Policy

‘Learning, Caring and Achieving Together’

Aims

- To encourage pupils to develop positive attitudes towards eating
- To provide experiences and develop understanding that will support pupils’ informed eating habits and food choices

Policy and Practice

- There is a need to develop a whole school approach that recognises that there are significant opportunities for achieving aims in the informal curriculum.
- We have a consistent healthy approach to school snacks, sweets, school meals, packed lunches and rewards throughout the school.
- We aim to give a simple message that eating is healthy.
- Socio-economic factors and multi-cultural issues around food provision are sensitive and need to be planned for.
- Teaching approaches need to recognise that information is continually changing and aim to develop the critical thinking skills necessary for informed choices.
- Classroom approaches should consider how to support the needs of pupils whose appearance or eating habits are different from the so-called age group norms e.g. the overweight, the small child, the tall child, the child with special diet etc.

Key Indicators

- School has an agreed policy with clearly expressed values
- The school meals offer variety and balance and are enjoyable. This service is regularly monitored.
- The quality and nature of packed lunches is examined in a positive way.
- There is a formal curriculum in place that is assessed and reviewed.
- Parents are involved to gain their understanding and support of the school policy and practice.
- School promotes healthy snacks of fruit and water.
- School staff- welfare and kitchen have access to training and the latest food information.
- School uses external agencies as appropriate to support practice.
- The school provides adequate time and resources for implementation.

Values and underlying principles

- Be non judgemental about a persons / families eating habits.
- Acknowledge through diversity of food and diets.
- Acknowledge consistently that all food is healthy only some diets are less healthy than others.
- Promote positive self worth.

Food in School

A whole range of practices will contribute to pupils’ learning and these need to be managed:

School Meals

These are perhaps the most significant experience that schools provide for pupils on the subject of food and eating.

Children are provided with a choice of meal from Reception and menus are shared with parents.

School Snacks

Pupils are provided with a piece of fruit each day as part of the ‘5 a day campaign’.

Pupils are encouraged to bring water bottles filled with water each day to be drunk throughout the school day.

Pupils are provided with milk in Nursery and Reception and any excess is shared amongst Year 1 and Year 2.
Sweets and treats
Sweets are occasionally consumed in school for special events for example party days. They are not used as rewards in any way in school.

Health and Welfare
Eating disorders are on the increase and the issues behind them are complex. There are issues for both males and females. Staff need to be sensitive to eating problems and provide positive and sensitive support for pupils.

Teaching and the Curriculum
- Teaching approaches are critical in delivering the curriculum through PSED/PSHE and Knowledge and Understanding of the World/Science to focus on promoting the positive message ‘eating is healthy’ and the importance of a healthy balanced diet.
- Pupils are encouraged to value different eating experiences.
- Differences of eating habits and shape and size of pupils and families must be seen as part of the celebration of difference and acknowledged positively and sensitively.
- Language must be considered carefully such as fat, overweight, plump, big, large, thin, underweight
- Values linked to children’s descriptions of ‘good’ and ‘bad’ food need to be challenged. Instead use language of ‘healthier than’ or ‘less healthy’.

Parents and the Wider Community
The involvement of parents is a necessity in this area of the curriculum. It is also important to recognise the sensitivity around food and enable parents to appreciate that school practice is not about making judgements about family eating habits.

Supportive Practice
- Information provided to parents at entry into Reception about school lunches and the choice available.
- Input for interested parents on food and diet from health professionals.
- Liaison with the school meals service in providing healthy meals for pupils.

Evaluation and Assessment
Supporting Whole School Approaches
Examine health related behaviour such as choosing a school dinner. The right of pupil choice needs to be acknowledged and done anonymously being used to inform curriculum planning rather than individual assessments on pupils.
- Collect and collate data on the choice offered at school lunch and the choices made
- Collate data on the number of pupils taking packed lunches and the content of the packed lunch boxes.
- Review level of understanding and support from parents.

Assessing the taught curriculum
Assessment approaches are built into the formal curriculum on healthy eating focusing on pupils’ understanding, knowledge, skills and attitudes.

This policy will be reviewed regularly.

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