



Whole School Food Policy

Contents	Page
1. Introduction	2
2. Aims and Objectives	2
3. Implementation	2
4. Equal Opportunities	2
5. Curriculum	2
▪ Teaching methods	3
▪ Cross Curricular	3
▪ Staff training	3
▪ Visitors to the classroom	3
▪ Resources	3
▪ Evaluation of pupils' learning	3
6. Food and Drink Provision throughout the School Day	3
7. Special Dietary Requirements	4
8. Food Safety	4

Date of last review:	Nov 2020	Date of next review:	Nov 2023
-----------------------------	----------	-----------------------------	----------

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Signed		Designation	Chair of Governors
Name	Janet Hall Heather Flockton	Date	Nov 2023



1. Introduction

Royal School for the Deaf Derby is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed choices about the food they eat. We are aware that a varied, balanced and nutritious diet protects health and promotes proper growth and development and believe that it is vital for a student's concentration and intellectual abilities. Feeding the body with the proper nutrients helps fuel the mind to be more receptive to learning new skills. Healthy Eating is encouraged throughout the school. RSDD has Healthy Schools Status and Fairtrade School Status. RSDD has been awarded the High Five Award by Derby City Council as one of the few establishments in the City that have achieved Five Star Hygiene rating for three years or more

The nutritional principles of this policy are based on the 'Eatwell Plate'

<http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx> and the School Food Standards <http://www.schoolfoodplan.com/standards/>

2. Aims and Objectives

- To ensure that all aspects of food and nutrition in school promote the health and wellbeing of pupils, staff and visitors to our school
- To enable pupils to make healthy food choices through the provision of information and development of appropriate skills and attitudes
- To provide healthy food choices throughout the school day
- To ensure that the formal curriculum contains information relating to food and nutrition in different lesson areas that is consistent and up-to-date.
- To have food available for break time
- To ensure that all staff working with food have relevant Food and Hygiene Qualifications.

3. Implementation

- The School Nurse and Speech and Language Therapists, carry out and implement risk assessments for individual children with nutritional needs and eating disorders to ensure that all diets and allergies are catered for e.g. cultural, vegetarian, nut allergy, coeliac, diabetic, hyperactivity,
- The Housekeeper, Cook, Nurse, Residential Lead, Food Technology Teacher and Education Assistants and other staff identify pupils with unhealthy eating habits and put action plans and monitoring in place
- The Governor's Pupil Wellbeing and Attainment Committee, School Nurse, Food Technology Teacher and Housekeeper monitor this policy.

4. Equal Opportunities

- In healthy eating, as in all other areas of the curriculum we recognise the value of the individual and strive to provide equal access of opportunity for all.
- In addition special diets for physical needs and allergies are taken into consideration at all times.

5. Curriculum

- Food and nutrition is taught at an appropriate level throughout each key stage. Cooking and nutrition was brought in as a compulsory part of the national curriculum from September 2014. Schemes of work at all key stages reflect the whole school approach to healthy eating and incorporate the DFE statutory guidelines <https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study>
- As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.



- All pupils are taught the basic principles of a healthy and varied diet, to prepare simple dishes and understand where food comes from. Older pupils are taught about seasonality and a range of cooking techniques.

Teaching methods

- Effective teaching requires pupils to develop their understanding of healthy eating issues and appropriate skills and attitudes to assist them in making informed decisions. Teaching methods adopted in the classroom offer a rich variety of opportunities for participatory learning and include debating issues, group discussions and role-play.
- Pupils are taught largely through the use of focussed practical tasks and design/make activities, which are presented, at different levels appropriate to the pupils' needs/abilities in order to allow for differentiation. These allow pupils within the same year group to demonstrate different levels of attainment and aid progression most effectively.
- Extension work is available for those who would benefit from it.
- The pace of the lessons is adjusted to meet the perceived needs of the class group. This may involve breaking down demonstrations into short stages to limit recall skills needed.

Cross Curricular

- The school recognises that food has a great potential for cross curricular work and is incorporated in teaching of a variety of subjects in addition to science and PSHE.

Staff training

- School staff including teachers, education assistants and lunch time supervisors have a key role in influencing pupils' knowledge, skills and attitudes about food and healthy eating, so it is important that they are familiar with healthy eating guidelines.

Visitors to the classroom

- This school values the contribution made by outside agencies, as well as the school nurse, in supporting class teachers. It is the responsibility of the school to ensure that the contributions made by visitors to the classroom reflect our own philosophy and approach to the subject. The status of visitors to the school is always checked ensuring that the content of the visitor's contribution is suitable for the ages of the pupils. The school's code of practice for visitors is adopted.

Resources

- Resources used to deliver healthy eating are current and up to date and all staff are consistent in the resources used throughout the curriculum. These reflect the 'eatwell plate' where appropriate.
- Resources for the teaching of healthy eating in PSHE have been selected to complement the delivery of the curriculum in other subject areas. Samples from some of these resources are displayed in the Health Education teacher's folder and are clearly linked to the Medium Term Plan. Books are available for pupils in the library.

Evaluation of pupils' learning

- Teachers are encouraged to use a range of strategies to evaluate the teaching and learning in healthy eating. These include:
 - Discussion of the suitability of resources and methodology at team meetings
 - Consultation with pupils through the School Council about existing programmes of study and special events
 - Pupil end of topic assessments within the Medium Term Plan or at the end of a special event about the suitability of the programme and resources
 - The formation of task groups or focus groups of pupils to look at existing provision and to make recommendations for the future.

6. Food and Drink Provision throughout the School Day

- All menus are analysed using Relish the web based nutritional analysis system. Foods are entered into the system and a clear analysis is given. This includes special recipes for allergies.
- All children are encouraged to bring in ideas for new foods and recipes.



- Teachers, education assistants, parents / carers, caterers and the school nurse have a key role in influencing pupils' knowledge and skills of, and attitudes to, food, so it is important that they are familiar with healthy eating guidelines. To facilitate this menus are available on the school's web site and on school corridors.
- The menu cycle is in three week rotations.

Breakfast Club

This has been set up from Sept 2020 supported by Greggs as a two year minimum commitment. The scheme is designed to provide a simple, nutritious breakfast to children typically with over 40% free school meals.

Research into and practical experience of the effects of breakfast clubs has shown the following positive benefits:

- Improved attendance and punctuality
- Improved behaviour
- Children complete more tasks and behave better
- Concentration and achievement at schools
- Longer-term benefits for memory and cognition
- Strengthening of school/parents relationship
- Opportunity for children to meet and communicate with others in a social setting
- Help for parents to take on training or work

Break times

- Primary Fruit
- Secondary Fruit is always available plus a selection of 100 calorie snacks
- Post 16 Independent but encouraged to eat healthily with fruit available.

Use of food as a reward

- The school does not encourage the regular eating of sweets or other foods high in sugar or fat, especially as a reward for good behaviour or academic or other achievements. Other methods of positive reinforcement are used in school. These include tokens for games to play and books.

Drinking water

- The National Nutritional Standards for Healthy School Lunches recommend that drinking water should be available to all pupils, everyday, and free of charge.
- The school agrees with this recommendation and provides a free supply of drinking water. This is through water bottles and water dispensers.

Residence.

- Menus are given out each Monday, are discussed in the house meetings and planned with residential children.

Supper

- Children and young people are given two choices at supper, one is a cooked meal and the other is more snack based for example, low fat spread on toast

Birthdays

- Party food is available for children in residence who have birthdays. Individual houses discuss arrangements for this and houses link together. A birthday cake is always made for the young person.

Themed lunches and suppers

- These meals link to themes for events and the curriculum for example, World Book Day, Fair trade, elections.

Packed lunches

- Packed lunches prepared by the school caterers adhere to the National Nutritional Standards for Healthy School Lunches <https://www.gov.uk/school-meals-healthy-eating-standards>

7. Special Dietary Requirements

- Religion. Every effort s made to cater for individual requests.
- Allergies. Individual Care Plans are created for pupils with food allergies. These document symptoms and adverse reactions, actions to be taken in an emergency, and emergency



contact details. School caterers are made aware of any food allergies/food intolerance and requests for special diets are submitted according to an agreed process.

- Some children have specific requirements towards food e.g. colour or texture linked to their additional complex needs, and support is given to these pupils to enable them to have the opportunity to receive a nutritionally balanced meal within their restricted preferences.

8. Food safety

- Appropriate food safety precautions are taken when food is prepared or stored. These vary depending on the food on offer and include: ensuring that adequate storage and washing facilities are available; that food handlers undergo appropriate food hygiene training; and that suitable equipment and protective clothing are available. Any food safety hazards are identified and controlled. We consult our local Environmental Health Department about legal requirements.

See also

- Curriculum Policy
- Health Centre Policy
- Health and Safety Policy
- Care Plans for residential children
- Individual risk assessments
- [Regulation \(EC\) No. 852/2004 Article 5](#)
- [Regulation \(EC\) No. 852/2004 Annex 11 Chapter 11 Paragraph 1 \(f\)](#)
- [Regulation 5, The Food Information Regulations 2014](#)
- [Children's' Food Trust](#)