



Whole School Food Policy

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: QED Committee	Date:
Signature (Chair of Committee):	Signature (Headteacher):

Last reviewed on: April 2026	Next review date: April 2027
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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3 Best Interests of the Child

The best interests of the child must be a top priority in all decisions and actions that affect the child.

Article 6 Life, Survival and Development

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 24 Health and Health Services

Every child has the right to the best possible health.

Article 27 Adequate Standard of Living

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 28 Right to Education

Every child has the right to an education. Primary education must be free.

Rationale

The school is dedicated to providing an environment that promotes healthy eating and enabling pupils to make informed choices about the food they eat. This will be achieved by a whole school approach to food and nutrition. Immersing children within a provision rich in forward-thinking attitudes towards food helps to engender a positive disposition towards healthy life-style choices in later life. Children should learn that such attitudes towards food run in tandem with those towards exercise and physical activity - essential to promoting good health and physical well-being. The nutritional principles of this policy are based on the findings of the National Diet and Nutrition Survey of 4 to 18 year olds; the 1991 Dietary Reference Values for Food Energy and Nutrients for the UK; and the Balance of Good Health (BOGH).

Aims

1. To enable pupils to make healthy food choices through the provision of guidance, close care, information and the nurturing of a positive healthy disposition within later life.
2. To provide healthy food choices throughout the school day.
3. To work in partnership with parents to adopt healthy food choices within the home.
4. To understand that children require a balanced diet in order to thrive – which, as part of this, may include carbohydrates and sugary drinks.
5. To acknowledge that a variety of very complex social, emotional and cultural underlying reasons culminate in perceived ‘unhealthy’ attitudes towards food, which needs careful understanding in order to ensure successful redress.

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. Young children enjoy sharing and tasting different foods, including those from different cultures and this is a good vehicle to help explore, share and celebrate the diversity within the school community. As always, careful attention needs to be given to the needs of individuals and a careful understanding of underlying circumstances linked to perceived attitudes towards food habits and choices. These might be deeply-rooted and governed, for example, by pre-existing medical conditions, emotional-needs, religious belief, social-economic circumstances, cultural legacy, misinformation or simply habitual-patterns passed through generations of a family. It is essential, therefore, to be sensitive to these underlying circumstances and paramount to work alongside parents as partners when attempting to change behaviours and perceptions towards food.

The lunchtime provision at Becontree Primary School is run by DOLCE Catering Company. Dolce Schools Catering Service have on-line menus for parents to peruse and pre-order at home and there are links to this from the school's website. The catering service cater for a wide range of dietary requirements and provide Halal options.

Dolce also promotes themed meals, which are sometime supplemented by the school. These include, for example, a "St George's Day", "Chinese New Year", "Easter" and "Christmas".

(For Nut Free Statement, See Appendix 1)

Curriculum and Learning

Positive attitudes towards adopting healthy food choices are taught both formally and informally throughout the school. This is addressed through:

- Within the Early Years Foundation Stage, important learning takes place within the Understanding of the World, PSED and Physical Development curriculum.
- Within Key Stage One and Two, children are formally taught about healthy food choices within Science, PSHE, Design and Technology, Geography, History, RE and PE lessons. Effective teaching requires pupils to develop their own understanding of healthy eating issues and appropriate skills and attitudes to assist them in making informed decisions.
- Teaching strategies adopted offer a rich variety of opportunities for participatory learning and include rich first-hand experiences (educational visits, tasting and sharing food and enrichment activities 'Magic Moments'), second-hand experiences (watching media and researching on-line), group discussions and role-play are also important.

Maintaining a Personalised Provision

The degree of success is linked, in part, to maintaining a complex personalised and risk-free learning culture, enabling staff to build upon their own strengths, orchestrating learning opportunities tailored to their ever-growing understanding of the needs of individuals and groups of children within their care.

This includes, for example:

- The Headteacher and office staff working very closely with Catering Staff, ensuring that food choices meet local expectations and service and support for children and families are carefully tailored and meet individual needs.
- Encouraging staff to pursue their own areas of interest and share these skills with peers and the wider school community.
- Maintaining a fully “joined-up provision”, in which the Strategic Leadership Team have a good knowledge of children’s needs and responsively draws upon this and other school data when considering how to address attitudes amongst specific individuals.
- Implementing a very comprehensive lunchtime provision, offering healthy set meal choices.
- Empathetic lunchtime staff carefully monitor children’s food habits and, where appropriate, are empowered to intervene (supported by the Head teacher) in order to implement a very responsive support mechanism process, which may result in children being offered replacement, alternative or supplementary food options where shortfalls, inadequacies or imbalances are identified. Similarly, the school cook works very closely with the admin team and the Headteacher to ensure that families are sensitively supported when unable to afford school meals or whilst re-applying for Free School Meals.

Food and Drink Provision Throughout the Day

As part of the School Food Plan, a new set of standards for all food served in schools was launched by the Department for Education. These standards are mandatory for all maintained schools.

The school food standards are intended to help children develop healthy eating habits and ensure they obtain the energy and nutrition they need across the whole school day, which includes food provided for breakfasts, mid-morning snacks, lunch, tuck shops and after school clubs.

The standards do not apply to:

- Parties or celebrations to mark religious or cultural occasions
- Fund raising events

- Rewards for achievement, good behaviour or effort
- For use in teaching food preparation and cookery skills, including where the food prepared is served to pupils as part of a school lunch
- On an occasional basis by parents or pupils
- Food and drinks provided after 6pm, or during weekends or school holidays 2

For more information, please refer to: • The DFE Standards for School Food in England (updated 2021) <https://www.gov.uk/government/publications/standards-for-school-food-in-england>

School Dinners and Packed Lunches

To ensure we reach these food standards, Dolce ensure that school dinners provided are balanced and have the nutrition needed.

For pack lunches, we encourage parents to provide healthy well-balanced packed lunches.

For children aged 5 years and above preparing a healthy well-balanced child's lunchbox, includes:

- Starchy foods – these are bread, rice, potatoes, pasta etc
- Protein foods – including beans, pulses, eggs, fish, poultry and meat
- A dairy item – this could be cheese or a yoghurt
- Vegetables or salad
- A portion of fruit
- A healthy drink such as water or semi-skimmed milk

INCLUDE:
- Minimum of 1 portion of fruit and 1 portion of vegetables everyday - Include a portion of non-dairy protein such as beans/pulses, fish, poultry or meat - Oily fish at least once every few weeks (e.g., sardines, salmon) - Starchy food such as bread, pasta, rice, potatoes including wholegrain varieties - A dairy product - milk, cheese and yoghurt (unsweetened, low/medium sugar and low/medium fat), any dairy alternatives should be unsweetened and fortified - Water or milk (semi-skimmed or skimmed) as a drink

LIMIT:
- Processed meat products such as sausage rolls, pies, sausages etc - Cakes and biscuits to be enjoyed as part of a meal occasionally not as a snack - Fruit juice: no more than 150mls per day

DO NOT INCLUDE:

- Salty snacks such as crisps
- Sweets and chocolate
- Sugary soft drinks

For more information and practical tips for children aged 5 years and above:
<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

Nut Free School

Becontree Primary School is a Nut Free School. All parents and staff are informed through our website, texts and emails. Parents or carers are asked to fill out an admissions form before their child or children join Becontree Primary School. In this form, there is a section for parents or carers to inform the school of any medical conditions. Any medical conditions, including nut allergies, written in this section is entered into the Medical Conditions section on Integris. Class teachers are provided with this information which is kept in their Class File. Medication information is also displayed in staff areas and on the back of classroom doors.

(For Nut Free Statement, See Appendix 1)

Community Cohesion/Parental Events

Maintaining an established ethos of celebrating different cultures through performances, assemblies and community-based events heavily lends itself to enriching children's exposure to foods.

Through work with the LA Healthy Lifestyles Team, key projects are promoted and delivered at various points throughout the school year, e.g., HENRY.

A Learning Community

All staff have a key role in influencing pupils' knowledge, skills and attitudes about food, so it is important that they are familiar with healthy eating guidance. Training takes place both formally and informally. In addition to formal training during regular staff & team meetings, the Headteacher and key members of the school's leadership teamwork have high-profile roles during lunchtimes and responsively address strategic training needs as they arise in an informal manner.

Resources

Resources for the teaching of healthy eating have been selected to complement the delivery of the curriculum in other subject areas. These are stored centrally in school, as well as electronically.

Assessment for Learning: The school fully embraces the principles of Assessment for Learning.

The healthy eating aspects of the National Curriculum are assessed through formative and, where applicable, summative assessments – in line with the school's Assessment Policy. A rich culture of dialogue centred around learning takes place across school amongst staff at all levels. This information is also drawn upon when completing formative assessments, implementing a personalised provision and having "joined up discussions" about individual support. Other aspects of healthy eating work are evaluated through activities, which have been built into the programme, as part of the planning and school evaluation process.

Appendix 1

Nut Free Statement

Why are we a Nut Free School?

- ✓ To keep children and adults who are allergic to nuts, safe.

Did you know that adults and children who suffer from nut allergies...?



Can have a severe, potentially **life-threatening allergic reaction**.



Can have a severe reaction by just **being touched** on the skin by someone who has eaten nuts.



Can have a severe reaction by just **smelling the breath of someone** who has eaten nuts.



Below are some examples of foods to avoid when making your child's packed lunch...

X Peanut butter	X Chocolate spreads
X Some granola bars	X Cereal bars
X Biscuits/cookies that contain nuts	X Cakes that contain nuts
X Peanut butter cakes	X Sauces that contain nuts, e.g. satay sauce

This list does **not** include all foods that contain nuts, so **please check the packaging of products carefully**.