

John Ruskin Primary School and Language Classes

Food Policy

Co-ordinator: Hannah Cane

Last review: Sept 2023

Next review: 2026



"Be Responsible, be fair, stay positive and care"

John Ruskin Primary School and Language Classes Food Policy 2023

Co-ordinator: Hannah Cane

Date Reviewed: 2023

This policy was written by the PSHE [personal, social, health and economics education] coordinator and approved by staff and governors. It is reviewed and updated every three years.

Aims

This policy aims to ensure that clear, consistent messages regarding healthier food choices are provided for the whole school community. It further aims to provide, healthy food choices to all pupils, ensuring there is an awareness of the positive cultural and religious diversity within the school. Food education should reflect the school ethos. Our 8 Core Values 'hope, honesty, wisdom, kindness, courage, responsibility, respect, fairness' and School Code 'Be responsible, be fair, stay positive and care' should be evident throughout the teaching of food education.

Teaching and learning of food education

It is compulsory for primary school children to learn about food, cooking and nutrition under the national curriculum. This will be predominantly taught in DT [design and technology] lessons but also in PHSE and science. In EYFS [early years foundation stage], children are taught food education through the PSED [personal, social and emotional development] early learning goals. In addition, food education forms part of our well-being week, where the children are taught how to prepare a healthy meal.

Each class, also has their own garden space to grow and harvest their own fruits and vegetables. The new curriculum aims to teach children how to cook, with an emphasis on savoury dishes, and how to apply the principles of healthy eating and good nutrition.

In Key Stage 1, children will be taught:

- To understand that all food comes from plants or animals.
- To name and sort foods into the five groups in the 'eat well' plate.
- That everyone should eat at least five portions of fruit and vegetables each day.
- How to prepare simple dishes safely and hygienically, without using a heat source.
- How to use techniques such as cutting, peeling and grating.

In Key Stage 2, children will be taught:

- To understand that different foods come from different places in the UK, Europe and the wider world.
- That seasons may affect the food available.
- How food is processed into ingredients that can be eaten or used in cooking.

- How to prepare and cook a variety of savoury dishes safely and hygienically.
- How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
- That a healthy diet is made up from a variety and balance of different food and drink.
- That to be active and healthy, food and drink are needed to provide energy for the body.
- That recipes can be adapted and changed.
- That different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

Monitoring and evaluation

The DT coordinator, PSHE coordinator and science coordinator are responsible for the overall monitoring of food education in conjunction with the senior management team. This takes place in the form of curriculum monitoring with feedback given to teachers. Pupils' knowledge and understanding of food education will be assessed through pupil self assessment, peer group assessment, teacher assessment. Assessments will be made and lessons evaluated in line with assessment policy. There is no formal assessment.

Guidelines for school meals and packed lunches

Cooked meals in school are provided by Harrison catering and adhere to the nutrient based food standards revised in **January 2015**. The menus are varied and reflect the cultural diversity of the school. There is drinking water available to all pupils throughout the school mealtime and a salad bar with a choice of at least four salads. The children have to choose a food from each food group. The majority of children now eat a school meal with the introduction of free school meals for all children in Southwark schools.

Those children that eat packed lunches are monitored by mealtime supervisors and senior staff. The parents are aware that there are no sweets, fizzy drinks or chocolate bars allowed but the children are allowed a biscuit or crisps. Leaflets for parents are available on healthy packed lunches and sent home if a child's packed lunch is not healthy.

Attitudes towards eating fruit and vegetables are changing with the continued success of the fruit scheme. The children in Key Stage 1, have the opportunity to have a piece of fruit at break times.

Special occasions

The school has also discussed the policy of giving sweets and chocolate as treats and rewards. It was decided that occasionally sweets and chocolate could be given as rewards but staff are encouraged to provide healthier or non food options. Children

are still able to bring in a cake to celebrate their birthday to share with their class. Staff reinforce that this is acceptable as part of a balanced diet and active lifestyle.

**John Ruskin School and Language Classes- Equality Impact
Assessment Form**
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Food Policy

2. Aim(s) of the policy or practice being assessed:

To teach children about healthy food choices and an awareness of the positive cultural and religious diversity within the school.
To teach about the process of growing their own food and cooking with the produce grown.

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Hannah Cane

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☒

Parents and carers

☐

Governors

☐

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list) _____


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☒ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list) Monitoring planning, lessons and sessions by outside agencies.
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☒ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☐ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief


☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☒ There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqlA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Hannah Cane – PSHE coordinator
Names and titles of any other people who assisted with this assessment:	
Date:	Dec 2023
Date of next review:	Dec 2026
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

