



Food and Drink Policy

May 2025

Approved by the Governing Body Strategy Group 21/05/25

**This Policy is due for renewal in Term 5
2027–28**

FOOD AND DRINK POLICY OF GODINTON PRIMARY SCHOOL

SECTION 1 – INTRODUCTION

Our food and drink policy enables our school to develop and maintain a shared philosophy on all issues relating to the consumption of food and drink. It makes a public statement which demonstrates how our school cares for and makes a positive contribution to the health and wellbeing of pupils, staff and other stakeholders.

This policy takes into consideration the following DfE documents

- ‘Requirements for School Food Regulations’ which came into force in 2014 (amended 2019).
- DfE School Food in England (June 2023)
- DfE School Food Standards – A Practical Guide (February 2025)
- DfE School Food Guidance for Governors (February 2025)
- DfE Allergy Guidance for Schools (February 2025)

1.1 Policy Scope

This policy:

- Sets out a coordinated approach to food and drink issues in order to increase the availability of healthier options.
- Ensures the equality of access and participation for all.
- Reinforces appropriate messages relating to food and drink e.g. ensuring consistency between the formal curriculum and school food and drink provision.
- Engages the entire school community in taking part in the policy development.
- Ensures greater sustainability of food initiatives through planned action.

This policy encourages all aspects of food and drink to be brought together clearly, consistently and coherently, including:

- The formal curriculum e.g. subjects, equipment and resources, ingredient provision and continuing professional development for staff.
- Extra-curricular activities
- Participation in national events and initiatives e.g. School Fruit and Vegetable Scheme, Universal Free School Meals.
- Provision of food and drink at school e.g. school meals, break time snacks, fluid intake throughout the day, and use of food as a reward.
- Consumption of food and drink at school e.g. dining room environment and

lunchboxes.

- Events and lettings at school e.g. school fete.
- Pastoral care and welfare e.g. free school lunches.

1.2 Links with other policies

The school has a separate Food Allergy Policy which should be read in conjunction with this policy.

This policy should be read in conjunction with other policies that promote healthy living such as our Physical Activity Policy, Sex and Relationship Education (SRE) Policy, Personal, Social and Health Education Policy, Medical Needs and First Aid Policy and our Drugs Education Policy. It should also be read in conjunction with our Extended School Policy which includes information about our Breakfast Club and After School Club.

SECTION 2 – AIMS AND OBJECTIVES

Proper nutrition is essential for good health and effective learning.

At Godinton Primary School we aim to:

- provide a consistent programme of cross-curricular nutrition education that enables pupils to make informed choices without guilt or anxiety.
- provide a ‘whole school, whole day’ approach to nutrition that makes the ‘healthier choices, easier choices’.
- work in partnership with catering staff to ensure that nutritional standards are implemented by providing attractive, value for money meals that are appropriate to local needs.
- work in partnership to achieve a pleasant and sociable dining experience which enhances the social development of each pupil.
- Ensure that dietary and medical needs relating to food are catered for.

We aim to promote healthy & balanced eating by:

- encouraging pupils to choose a variety of foods to ensure a balanced intake in line with the national nutrition guide
- encouraging foods which are rich in vitamins, iron and calcium, in particular fruit, vegetables, meat, beans, bread and low fat dairy products.
- encouraging starchy foods as a source of energy (such as bread, pasta, rice and potatoes) rather than fatty foods.
- encouraging fruit juices, lower fat milk and sugar-free drinks.
- Promoting the consumption of water throughout the school day
- Promoting healthy break time snacks.

SECTION 3 – FOOD CONSUMPTION THROUGHOUT THE SCHOOL DAY

We believe that the subtle messages that pupils receive about food and health from the daily life of school are as important as those given during lessons, e.g. school menus, peer pressure to eat certain snacks in packed lunches. By working together, we promote healthier eating habits.

3.1 School Catering

- Our school meals are provided by Independent Catering and cooked on site.
- Menu choices for the week are displayed in the school hall, sent out to parents and are available on the school website.
- Independent Catering menus comply with the Governments guidelines for nutritional standards (amended 2019), both in:
 - Food based: complying with the different types of food recommended that children should be offered in a school lunch and their frequency.
 - Nutrient based: complying with the proportion of recommended nutrients that children should receive from a school lunch.
- All children are given a portion of vegetables as part of their school meal. They are encouraged to try some, even if it is a small portion. Children are also able to select items from the salad cart
- Incentives are provided to increase the uptake of school meals and to encourage children to eat their lunch.
- Due to the large difference in calorie requirements between infants and juniors, portion sizes are adjusted accordingly.
- A vegetarian option is available on the school menu every day for any children who require this.
- The school encourages children to try out school dinners. Our catering arrangements mean that children can have a school dinner on any day they wish.
- The school caterers attend parents' meetings as a means of engaging them.
- Food allergy information is provided (please see Food Allergy Policy for further information).

All children in years R – 2 are able to have a free school lunch under the Universal Infant Free School Meals scheme.

The school recognises the particular value of school meals to children from low-income families. The system for free school meals for children in other year groups is actively promoted to parents / carers by the school and a non-discriminatory process is emphasised.

Those families who pay for school meals do so via Arbor.

Digital registration of pupils allows them to choose what they are having for lunch first thing in the morning. Where needed, wrist bands are handed out to the children which

denote their selection. Children are supported in making their choices and menus are made available in advance online and to parents via Arborl. Menus are shared with the children each day and the options discussed.

3.2 Packed Lunches from home

- Children should bring a healthy and nutritionally balanced packed lunch to school. Lunch boxes should not contain lots of sugary treats and sweets are not allowed. We encourage parents to include fruit, vegetables or salad in their child's packed lunch. Children are not allowed to bring fizzy sugary drinks in their packed lunch.
- Packed lunches are stored on trolleys in the classroom / cloakroom in a cool location away from direct sunlight.
- All waste and uneaten food is returned in the lunch box so that parents / carers know what has been eaten.
- Information is available in the Parents' Handbook to help support parents with their child's packed lunch.
- If the school has concerns about the packed lunch a child is eating at school, then this will be shared with parents.
- Due to an increased number of children with nut allergies in school, we ask that parents do not send children into school or on a school trip with any nut based products in their lunchboxes or as a break time snack. This would include items such as peanut butter sandwiches, Nutella products or packets of raw nuts. The school has a separate policy for the management of food allergies and intolerances which should be read in conjunction with this policy.

3.3 Mid-morning Snack

Children may bring in a snack for mid-morning break of either fruit or vegetables e.g. tomatoes, apple, cucumber, celery. If for dietary reasons, not for preference, children are unable to eat fruit or vegetables then please make an appointment to discuss this with Miss Talbot (Headteacher).

3.4 Schools Fruit and Vegetable Scheme

We participate in the School Fruit and Vegetable Scheme for our infant children. Children have their piece of fruit or vegetable at mid-afternoon each day. The selection of fruit and vegetables provided is wide. Children are encouraged to try different things and most eat something every day. Waste fruit peelings are put into special bins and then composted.

3.5 Drinks

- Children are only permitted to drink water during break times and lesson times throughout the school day. This should be supplied in a clear plastic 250ml bottle. New children are provided with a school water bottle. School water bottles are available for purchase at the school office.
- Children can take their water bottles outside at break times and have easy access

to water in their classrooms.

- Children may bring a different drink to have at lunchtime as long as it is not a fizzy / sugary drink. Suitable options would include fruit juice, squash or milk drinks in cartons or plastic bottles.
- Children are encouraged to drink 3 – 4 glasses of water at school particularly after PE, active play and in hot weather.
- Water is provided from taps by sink areas in the classrooms. These areas are clean and sanitary. Posters about water consumption are displayed around the sink areas. Children do not get drinking water from the toilets.
- Children who have school dinners are provided with water to accompany their meal.
- All children in the school are offered milk at lunchtimes. This allows us to fulfil our statutory obligations for providing milk to under 5s and children in receipt of pupil premium. Milk is provided by Independent Catering at no charge to the school.

3.6 Toilets

- Children have access to appropriate toilet facilities throughout the school day. These are clean and well maintained on a daily basis.
- Children are encouraged to go to the toilet by the class teacher at break times and before they go into lunch. This is built into daily routines within the classroom.
- Children are able to go to the toilet if they need to during lessons. Children should always ask an adult before they leave the room, so that the class teacher is aware of their whereabouts.
- Children may be asked by the teacher whether they can wait a *few* minutes before they go to the toilet, in order to prevent them missing key parts of a lesson or because another child is already out of the classroom. Children are encouraged to ask to go to the toilet in good time.
- The toilets from Year 3 upwards are outside the classrooms and are therefore unsupervised. Teachers will therefore only send children to the toilets one at a time.
- If a child persistently asks to go to the toilet during lesson times, then this may be an issue which teachers need to raise with parents.
- Children are able to access toilets at break times and lunchtimes. If children need to go to the toilet at break time or lunchtime they should ask permission from a member of staff on duty.
- Disabled toilet facilities are available for pupils and adults within the school.
- Information is provided by the school as to the feminine hygiene facilities available. This forms part of sex and relationship education guidance materials.
- The school has a Personal Care Policy which outlines procedures for assisting children with toileting.

3.7 Breakfast Club and After School Club

- Godinton Primary School operates a breakfast club which is open to children from

any year group 5 mornings a week. We also operate an After School Club providing childcare from 3.15 to 5.45 p.m.

- At Breakfast Club, breakfast is provided and centres around healthy choices including toast, yoghurt, cereals and fruit, addressing the National Food Standards. At After School Club an early evening snack is prepared for the children.
- Training is provided for staff where appropriate in issues such as food preparation and nutritional standards.
- The management of food allergies and intolerances at Breakfast Club and After School Club is outlined in the school's Food Allergy Policy.

3.8 Foundation Stage

Learning about food and eating is part of the foundation stage curriculum, forming aspects of the Early Learning Goals.

The school adheres to the welfare requirements connected with food as outlined in the DfE Statutory documentation.

SECTION 4: GUIDELINES – FOOD WITHIN THE CURRICULUM

4.1 Curriculum Content

- Within our curriculum for Science, Personal, Social and Health Education (PSHE) and Design Technology (DT) an understanding of the importance of healthy eating is taught. In science children learn about different food groups, the importance of a balanced diet and how different foods are important for different aspects of good health e.g. that too many sugary drinks or foods can be damaging to the teeth. In PSHE children learn about the importance of healthy diet as a key part of a happy and healthy lifestyle. In DT activities children learn about how to plan and prepare food such as a salad or healthy sandwiches.
- Pupils are given the opportunity to taste, touch, smell and feel a variety of foods.
- As part of their opportunities to prepare food children have the opportunity to use different forms of equipment such as cookers, microwaves, graters, saucepans, and rolling pins.
- Multicultural aspects of food are explored through other subjects such as learning about the food eaten by families from different countries in Geography.
- Visitors are welcomed into school to help support aspects of food learning and teaching. This has included visits from a dietician, cookery demonstrations, visits from representatives from supermarkets to do food and fruit tasting and a dentist.
- Food choices made by individuals for moral or ethical reasons such as being a vegetarian are looked at in some PSHE topics.

4.2 Food Safety

- As part of the Science, PSHE and DT curriculum children are taught about the importance of hygiene particularly relating to food preparation. In science they are taught about micro-organisms and the spread of disease in the kitchen, suitable conditions for food storage and the importance of hand washing. In PSHE children are taught about personal cleanliness and hygiene. In DT children are guided in hygienic ways to prepare food such as the importance of clean surfaces.
- When food is prepared by children in school as part of their learning teachers and teaching assistants take suitable precautions to ensure that principles of good hygiene are followed.

4.3 Medical Needs Relating to Food Consumption

- Parents / carers are asked to inform the school about any allergies to food that their child might have. This information is submitted via Arbor. School staff are made aware of medical needs at annual transition meetings, via Arbor and through the Medical Alert Handbook produced by the Medical Needs Coordinator. These needs are taken into account when children make lunchtime menu choices, in food preparation /tasting activities or when other activities in school take place such as Star Award tea parties. If children are unable to eat certain types of food, alternatives are provided. If a child has a particularly serious allergy to a certain food e.g. peanut allergy resulting in anaphylactic shock, their needs are also highlighted in the medical room and staff room. The school's approach to the management of food allergies and intolerances is outlined in the school's Food Allergy Policy which should be read in conjunction with this policy.
- Children who have particular medical conditions such as diabetes have their needs met e.g. they are allowed to consume sugar when experiencing a blood sugar low. Staff are trained in how their needs can be best supported.
- This policy should be read in conjunction with the school's Medical Needs Policy and Food Allergy Policy.

4.4 Growing Food

- At times, there are opportunities for children to grow their own fruit and vegetables such as beans, strawberries, herbs, tomatoes and potatoes.
- We believe it is important that children understand where different types of food come from. Our geography curriculum includes developing children's understanding of where different foods come from and how they are farmed.

4.5 Extra-Curricular Activities

- The school sometimes offers extra-curricular activities which relate to the preparation of food e.g. cookery club.

- Our PTFA hosts a number of events for children in which food is served to the children or is available for purchase. At these events sweets are sold but children are limited in what they are able to purchase. Drinks served are always low in sugar and free from additives and water is also available.
- Children sometimes wish to hand out sweets if it is their birthday or that they have brought back from holiday. This is an occasional treat.
- The school does operate a number of extra-curricular clubs and children are able to access drinking water at these clubs. Sometimes they will be encouraged to bring a healthy snack / piece of fruit as an energy boost between the end of the school day and the start of the club.

SECTION 5 – SCHOOL ETHOS AND ORGANISATION

Our school recognises:

- the importance of lunchtime organisation on the behaviour of pupils.
- the value of promoting social skills within the dining room.

5.1 Dining Hall Environment

- Our school hall is used for the eating of school meals and packed lunches, and this is where our kitchen is located. In order to accommodate all children we operate three sittings; one for lower school, one for middle school and one for upper school. The dining hall is therefore used for dining between 11.30 am and 1.00 pm.
- Children are supervised at lunchtimes by the midday supervisors. This is a regular team of supervisors who work in the hall.
- Midday supervisors discuss any issues which arise with a senior member of staff.
- Our serving hatch is decorated with information posters about healthy living which are changed on a regular basis, and menus are displayed.

5.2 Support for Children in the Dining Hall

- Teachers, caterers and lunchtime supervisors work together to create a good dining room ambience and the development of appropriate table manners.
- Midday supervisors assist younger children with their food e.g. opening drinks.
- If midday supervisors become aware of children who are repeatedly not eating their lunch, this is reported to the class teacher. Likewise teachers let lunchtime staff know if any particular child is experiencing difficulties with eating. Sometimes sticker charts are used to record what certain children are eating if there have been particular problems. These are shared with parents / carers.
- Reception children are integrated into the dining hall gradually as we are aware that it can be quite noisy due to the poor acoustics.
- As part of the year 6 transition work children discuss the differences in secondary

schools and cash cafeteria systems in order to ensure a smooth transition.

- Alternative arrangements may be made to support children with special educational needs. This may include adapted equipment or an alternative eating location.

5.3 Food Waste Recycling

Recycling facilities are available at school for recycling food waste.

SECTION 6 – THE ROLE OF PARENTS AND CARERS

- All new parents / carers are given information leaflets about healthy eating which includes details about break time snacks, the schools fruit and vegetable scheme for infants and Universal Infant Free School Meals. There is additional information provided in the parent handbook.
- Information about school catering is provided in school newsletters and menus are sent out to parents / carers.
- Feedback from parents / carers is invited in newsletters.
- Parents' workshops are arranged on topics such as healthy lunchboxes.
- Information leaflets are sent out to parents / carers on a range of food related issues such as drinking water and eating 5 A day.
- Parents / carers of Reception children are invited into school to have lunch with their children in the summer term before they join school.
- Parents are responsible for making the school aware of any medical needs their child might have relating to food.

SECTION 7 – THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

- The school nursing team can be accessed through the school to support parents / carers with food related concerns, such as over or under eating or the management of food allergies.
- External facilitators are often involved in leading workshops with parents and children.

SECTION 8 – STAFF DEVELOPMENT

- Staff are supported in delivering aspects connected with food in the curriculum by relevant subject coordinators.
- Relevant training is attended by staff as defined by school priorities. This has included food hygiene training and training for staff in using the 'Food in Schools Toolkit'
- Training is provided for Midday Supervisors as and when required.
- Training is provided for Breakfast Club and After School Club staff as and when required.

SECTION 9 – MONITORING AND REVIEW

This policy is formally reviewed by the Strategy Group on behalf of the Governing Body every two years. The policy review takes into consideration the views of all stakeholders. This policy is available to all stakeholders on the school website or alternatively from the school office.

SECTION 10 – CHILDREN IN CARE (previously known as Looked After Children)

Godinton Primary will ensure that the food and drink needs of Children in Care (CIC) are met.

SECTION 11 – EQUAL OPPORTUNITIES

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.