

Food and Drink Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

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1. Introduction

Riverside Bridge School is dedicated to promoting healthy lifestyles and providing an environment that promotes healthy eating, enabling pupils to make informed choices about the food they eat. This will be achieved through a whole school approach to food and nutrition documented in this policy.

We recognise that a whole-school approach to food is required to enable pupils and parents to make positive changes. Clear, reliable and positive messages need to be given to the whole-school community about healthy eating and good nutrition within school.

2. Policy Aims

The main aims are of our school food policy are:

- to enable pupils to make healthy dietary choices through curriculum and extra-curricular activities;
- to enable pupils to develop independent skills;
- to support families with guidance on nutrition and well-being;
- to respect and adhere to the cultural and religious food preferences of each pupil;
- to make provisions and provide support for pupils who will need additional services and interventions for feeding due to their learning, physical or medical needs;
- to work closely with specialists and additional services to achieve the above aim;
- to enable pupils to make healthy choices related to food, appropriate to their communication skills and developmental level;
- to enable pupils to develop the skills to cook and create healthy foods and snacks, appropriate to their development level;
- to provide modern facilities and a differentiated curriculum for the teaching of food technology across all age phases;
- to support food safety and food hygiene in specialist and non-specialist rooms and complies with all relevant legislation and Codes of Practice regarding Food Safety;
- to ensure food provided at school complies with school food standards where possible;
- to ensure eating times at school are an opportunity for the development of social, communication and life skills, appropriate to pupils' developmental level;
- to promote awareness of the nature of food allergens and bring these to the attention of all staff. To train staff to a level commensurate with their responsibilities;
- to undertake routine written audits of food safety practices and operating procedures;
- to ensure that the arrangements detailed in the Food Safety Policy are observed and implemented in a consistent manner;
- to complete and maintain all necessary written records regarding operational and training procedures.

3. 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.

4. Curriculum

Food and nutrition is taught at an appropriate level throughout each pathway. All pupils have access to a range of topics that provide an opportunity to learn about the types of food and drink available, their nutritional composition, digestion and the function of different nutrients in contributing to health and how their body responds to exercise.

All pupils have access to a minimum of one specialist cooking and nutrition lesson and are encouraged to discover new foods through curriculum based tasting sessions and sensory cookery experiences. The opportunity to learn about where food comes from is taught through practical work with food, including access to the edible garden to grow food plants, preparation and cooking of savoury and sweet dishes and designing and making food products.

Programme of Study – Cooking & Nutrition

Area of Learning - Making healthy choices in relation to food/ drink

The following curriculum stems will be taught to pupils across the Cooking & Nutrition curriculum. Pupils will follow the curriculum that matches their personalised learning programme according to their learning level in line with the school's Flow curriculum; Flow 1a (F1a), Flow 1b (F1b), Flow 2 (F2), Flow 3 (F3), key stage and age-appropriate content.

Pupils should be taught how to:

- (F1a) identify when thirsty using gestures.
- (F1a) identify when hungry using gestures.
- (F1a) identify when thirsty using visual cues.
- (F1a) identify when hungry using visual cues.
- (F1a) identify when thirsty by vocalising or using communication aids.
- (F1a) identify when hungry by vocalising or using communication aids.
- (F1a) explore fruits.
- (F1a) explore vegetables.
- (F1a) recognise fruits.
- (F1a) recognise vegetables.
- (F1b) distinguish between edible/inedible foods.
- (F1b) identify basic fruits e.g. apples, bananas.
- (F1b) identify basic vegetables e.g. carrots, potatoes.
- (F1b) recognise breakfast foods.
- (F2) recognise food and water are essential for life.
- (F2) identify complex fruits e.g. strawberries, plums.
- (F2) identify complex vegetables e.g. cauliflower, turnips.
- (F2) recognise the five-a-day foods.
- (F2) chooses healthy foods for snacks and mealtimes.
- (F2) recognise the importance of eating breakfast every day.
- (F2) identify healthy/less healthy foods.
- (F2) list examples of food from each of the Eatwell guide food groups.
- (F2) recognise the five main food groups on the Eatwell plate.
- (F2) list the five food groups.
- (F2) recognise the traffic light system for food labels.
- (F3) identify fruits from around the world e.g. kumquats, passion fruits.
- (F3) identify vegetables from around the world e.g. okras, chayote.
- (F3) identify foods that are suitable for vegetarians

- (F3) identify foods that are suitable for religious practices e.g. halal, kosher.
- (F3) understand that some people can eat or avoid certain foods e.g. allergy/intolerance/religion.
- (F3) have a clear understanding of vegan/vegetarian/non-vegetarian protocols.
- (F3) understand some foods have labels which provide information.
- (F3) be aware that it is important to choose an appropriate portion size for their needs.
- (F3) make informed choices based on food labels, ingredients, nutritional information.
- (F3) understand the concept of a 'balanced' diet.
- (F3) describe what happens to the body when we do not eat enough.
- (F3) describe what happens to the body when we eat more than we need.
- (F3) make healthy choice of food or drink at designated times.
- (F3) accept that it is ok to have occasional 'treats'.
- (F3) define the term 'nutrient'.
- (F3) identify macronutrients.
- (F3) identify micronutrients.
- (F3) identify the basic vitamins and minerals in foods.
- (F3) identify the function of basic vitamins and minerals in food and the effect on the human body.
- (F3) explain the main function of carbohydrates, proteins and fats.
- (F3) classify macronutrients.
- (F3) classify micronutrients.
- (F3) identify functions of carbohydrates sources.
- (F3) identify functions of protein sources.
- (F3) identify functions of fat sources.
- (F3) describe why our bodies need energy from the food we eat.
- (F3) define the term 'energy balance'.
- (F3) identify a range of foods that have been fortified.
- (F3) recognise why nutrition is important.
- (F3) identify 'super foods'.
- (F3) recognise the five main food groups on the Eatwell plate.
- (F3) describe a dietary requirement such as eating vegan, vegetarian, kosher.
- (F3) understand why people might avoid certain foods e.g. diabetic, religions.
- (F3) identify potential food allergens e.g. nuts, dairy.
- (F3) understand the relationship between diet and physical activity.

Area of Learning - Tolerating an increasing range of foods

Pupils should be taught how to:

- (F1a) participate in food-based activities for a short amount of time i.e. less than a minute.
- (F1a) participate in food-based activities for an extended amount of time i.e. more than a minute.
- (F1a) accept adult presence to explore food textures by touch.
- (F1a) accept adult presence to explore food textures by smell.
- (F1a) explore new food textures by touch.
- (F1a) explore new food textures by smell.
- (F1a) explore new food textures by taste.
- (F1a) accept adult presence to explore dry foods.
- (F1a) accept adult presence to explore wet foods.
- (F1a) explore dry foods.
- (F1a) explore wet foods.
- (F1a) explore puréed foods.
- (F1a) explore solid foods.
- (F1a) grasp finger foods and brings to mouth.
- (F1a) share control of spoon and bottle or cup.
- (F1a) opens mouth for spoon or fork.
- (F1a) express to familiar adult when hungry, full up or tired.
- (F1a) accept small amount of new or different food on plate.

- (F1a) begin to develop own likes and dislikes in food and drink, willing to try new food textures and tastes.
- (F1a) express likes/dislikes of food smells by gesture.
- (F1a) express likes/dislikes of food smells with visual aids.
- (F1a) express likes/dislikes of food smells vocally or with communication aids.
- (F1a) express likes/dislikes of food tastes by gesture.
- (F1a) express likes/dislikes of food tastes with visual aids.
- (F1a) express likes/dislikes of food tastes vocally or with communication aids.
- (F1a) express likes/dislikes of food textures by gesture.
- (F1a) express likes/dislikes of food textures with visual aids.
- (F1a) express likes/dislikes of food textures vocally or with communication aids.
- (F1b) anticipate food routines with interest.
- (F1b) feed self.
- (F1b) taste small amount of new or different food.
- (F1b) touch willingly food.
- (F1b) smells willingly foods.
- (F1b) explore different herbs and spices.
- (F1b) notice changes when foods are combined or exposed to hot and cold temperatures.
- (F1b) use a knife and fork correctly to cut food.
- (F2) use cutlery appropriately to feed self.
- (F2) eat a healthy range of foods and understand the need for variety in food.
- (F2) describe a range of different food textures and taste when cooking.
- (F2) make own choice from a range of new or different foods to try.
- (F2) identify basic foods, e.g. carrots, apples, bread.
- (F3) identify complex foods e.g. shallots, cherry tomatoes, garlic.
- (F3) complete sensory evaluations of food.
- (F3) understand and use sensory vocabulary related to foods.
- (F3) identify different herbs.
- (F3) identify different spices.

Area of Learning - Understanding where food comes from

Pupils should be taught how to:

- (F1a) explore vegetables in soil.
- (F1a) explore herbs in soil.
- (F1a) explore foods from the supermarket.
- (F1a) explore foods from the bakery.
- (F1a) explore foods from the farm.
- (F1a) explore foods from the green grocery.
- (F1a) explore foods from around the world.
- (F1a) explore cooking equipment from around the world.
- (F1a) explore the journey of food from shop to fork.
- (F1a) explore the journey of food from farm/ field to fork.
- (F1b) recognise foods from plants.
- (F1b) recognise foods from animals.
- (F1b) recognise foods from a bakery.
- (F1b) recognise foods from a supermarket.
- (F1b) recognise foods from a farm.
- (F1b) recognise foods from around the world.
- (F2) recognise the concept of supermarkets and specialist shops.
- (F2) identify the different place where we can buy food.
- (F2) recognise different foods for occasions e.g. birthdays, Chinese New Year.
- (F2) describe different place where people can eat food e.g. at home, café, restaurant.
- (F2) select foods that can be eaten as a packed lunch.
- (F2) recognise that food can be purchased or grown at home/at school.

- (F2) recognise all food comes from plants or animals.
- (F2) identify foods from plants or animals.
- (F2) identify foods suitable for a picnic.
- (F3) understand the journey of bread/cheese or chips
- (F3) understand the journey of shop to fork.
- (F3) understand the journey of farm to fork.
- (F3) name individual shops and what they sell.
- (F3) describe the journey which foods make from source to consumer.
- (F3) understand the seasonality of foods.
- (F3) identify local availability and sustainability with foods.
- (F3) identify where international foods come from e.g. pasta from Italy.
- (F3) pickle and preserve foods.
- (F3) understand the impact of food waste and how to minimise waste.

Area of Learning - Preparing a simple snack

Pupils should be taught how to:

- (F1a) explore ingredients for snacks.
- (F1a) explore equipment for snacks.
- (F1a) accept adult presence to prepare a snack.
- (F1b) select a snack to prepare with gestural cues.
- (F1b) select a snack to prepare with visual aids.
- (F1b) select a snack to prepare vocally or with communication aids.
- (F1b) follow simple instructions to prepare food.
- (F2) make snack using relevant skills.
- (F3) prepare for making a snack.
- (F3) use presentation skills to make the snack look appealing.
- (F3) tidy away ingredients/ equipment.

Area of Learning - Making a drink for self and/or others

Pupils should be taught how to:

- (F1a) explore ingredients to make a cold drink.
- (F1a) engage with ingredients to make a cold drink.
- (F1a) accept adult presence to prepare a cold drink.
- (F1b) select a cold drink with visual support.
- (F1b) select a cold drink using communication aids or by vocalising.
- (F2) choose own drinks.
- (F2) locate what they will need.
- (F2) make a cold drink effectively.
- (F2) identify an electric kettle.
- (F2) operate an electric kettle.
- (F3) ask others what they would like to drink.
- (F3) identify what they will need.
- (F3) pour from a boiled kettle safely.
- (F3) operate a hot drinks machine.
- (F3) tamper ground coffee.
- (F3) steam milk for a cappuccino.
- (F3) identify different hot drinks from a cafe.
- (F3) make a hot drink effectively.

Area of Learning - Preparing to make a meal

Pupils should be taught how to:

- (F2) locate ingredients/utensils to prepare meal.
- (F2) lay out utensils in preparation for cooking.
- (F2) prepare all ingredients in preparation for cooking.
- (F2) prepare a side dish.
- (F2) wash, dry and store utensils used once used.
- (F3) choose meal to prepare.
- (F3) identify what is required to prepare meal.
- (F3) use presentation skills to make the meal look appealing.
- (F3) select the correct size plate, equipment when presenting food.
- (F3) evaluate a dish in relation to cost, presentation and taste.
- (F3) demonstrate how to prepare a simple dish from another country.
- (F3) suggest possible improvements to a dish created.

Area of Learning- Knowing how to prepare

Pupils should be taught how to:

- (F1a) stir basic ingredients.
- (F1a) tear soft foods using fingers.
- (F1a) blend ingredients with a spoon.
- (F1a) crush ingredients e.g. biscuits for a cheesecake.
- (F1a) beat ingredients together.
- (F1a) accept adult presence to knead dough.
- (F1a) explore basic equipment e.g. rolling pin, whisk, spoon.
- (F1a) engage with basic equipment e.g. rolling pin, whisk, spoon.
- (F1a) explore recipes and follow with support.
- (F1b) whisk basic ingredients with a hand whisk.
- (F1b) mash ingredients using a masher.
- (F1b) form dough using hands.
- (F1b) roll out dough using a rolling pin.
- (F1b) combine/mix two ingredients.
- (F1b) melt ingredients in a microwave.
- (F1b) use a cutlery knife to chop foods safely.
- (F2) use a vegetable peeler to peel foods.
- (F1b) use scissors to trim foods.
- (F1b) blend ingredients with a handheld blender with support.
- (F2) zest ingredients.
- (F2) use dexterity to spread a soft food e.g. spreading butter, cheese.
- (F2) knead and shape dough with hands.
- (F2) cut/chop safely soft foods e.g. bananas or strawberries.
- (F2) open containers/packaging with hands.
- (F2) use scissors in food preparation.
- (F2) extract juice from fruits e.g. lemons and oranges using a juicer.
- (F2) use a sieve correctly.
- (F2) drain foods using a colander.
- (F2) use the rubbing technique when making scones/bread dough.
- (F2) roll out dough using a rolling pin.
- (F2) knead a yeast-based dough.
- (F2) divide and shapes such as scones, bread dough.
- (F2) prepare a basic stock from cubes.
- (F2) weigh/measure using measuring spoons and cups.
- (F3) weigh/measure using scales and jugs.
- (F3) grate vegetables and cheese using a grater correctly.
- (F3) use a vegetable peeler or adapted peeler correctly.
- (F3) prepare a basic stock from ingredients.

- (F3) open cans using different equipment.
- (F3) use a claw grip - knife skills.
- (F3) use a bridge hold - knife skills.
- (F3) use a vegetable knife to chop.
- (F3) use a vegetable knife to trim.
- (F3) use a cooking knife to prepare foods e.g. diced, deseed, sliced, batonned, chiffonaded.
- (F3) use complex knife skills to mince, debone, julienne, brunoise.
- (F3) core safely foods e.g. apples.
- (F3) use safely a wok.
- (F3) use safely a steamer.
- (F3) combine ingredients using the all-in-one method with a cake mixture.
- (F3) combine ingredients using the creaming method with a cake mixture.
- (F3) combine ingredients using the all-in-one method with a batter mixture.
- (F3) combine ingredients using the whisking method with a batter mixture.
- (F3) use different decoration and finishing techniques e.g. piping.
- (F3) assemble and layer dishes e.g. pasta salad, lasagne.
- (F3) use more complex preparation techniques e.g. fold, line, bake blind, coat and dice.
- (F3) shape meat mixtures to make meatballs and burgers hygienically.
- (F3) cut safely and effectively meat.
- (F3) debone safely and effectively a chicken.
- (F3) master baking ingredients.
- (F3) master frying ingredients.
- (F3) master roasting ingredients.
- (F3) master sautéing ingredients.
- (F3) master steaming ingredients.
- (F3) master stir frying ingredients.
- (F3) master blind baking.
- (F3) master deep frying ingredients.
- (F3) master poaching ingredients.

Area of Learning- Using safely kitchen appliances

Pupils should be taught how to:

- (F1a) explore and engage with a microwave.
- (F1b) identify a microwave.
- (F1b) operate a manual microwave.
- (F1b) turn on an electric whisk or blender with support.
- (F2) operate a digital microwave.
- (F2) identify a toaster.
- (F2) use safely a kettle.
- (F2) use safely an electric whisk or blender.
- (F2) use safely a small electrical equipment e.g. an electric can opener.
- (F2) operate a grill.
- (F2) operate an electric oven.
- (F2) operate a gas oven.
- (F3) use safely a microwave.
- (F3) use safely a toaster.
- (F3) use safely a small electrical equipment.
- (F3) use safely a grill.
- (F3) use safely an electric oven.
- (F3) use safely a gas oven.
- (F3) use heat control on the hob to boil and simmer.
- (F3) shallow-fry/sauté.
- (F3) clean safely a hob.

- (F3) clean safely an oven.
- (F3) clean thoroughly a fridge.
- (F3) wash up safely sharp equipment.

Area of Learning - Keeping safe when cooking and eating

Pupils should be taught how to:

- (F1a) accept adult presence to prepare hygienically for a cooking lesson.
- (F1a) accept adult presence to clean up after a cooking lesson.
- (F1b) participate in regular preparatory routines before cooking e.g. washing hands, putting an apron on.
- (F1b) match a picture of equipment to its purpose and use.
- (F2) name a range of basic cooking and eating tools.
- (F2) use safely a range of basic cooking and eating tools.
- (F2) follow a recipe using pictures as guidelines.
- (F2) boil and simmers foods on the hob.
- (F2) chill correctly foods.
- (F2) cool correctly and safely foods.
- (F2) freeze correctly foods.
- (F2) toast correctly ingredients.
- (F3) clean safely and effectively equipment.
- (F3) clean safely and effectively aprons.
- (F3) wash and dry up safely and effectively.
- (F3) clean safely and effectively worktops and units.
- (F3) use a variety of utensils independently.
- (F3) put used equipment somewhere safely and tidily, independently.
- (F3) follow instructions on food labels.
- (F3) understand date markings on meals.
- (F3) prepare a range of dishes safely and hygienically.
- (F3) recognise the importance of preparing and cooking food safely and hygienically.
- (F3) describe the correct chopping board for cooking and food preparation.
- (F3) use the correct chopping board for cooking and food preparation.
- (F3) be aware of food poisoning, symptoms and preventative measures.
- (F3) be aware of contaminated foods.
- (F3) show safe handling and cooking of raw meat and fish.
- (F3) monitor foods during cooking process and adjusts as needed.
- (F3) identify when food is cooked.
- (F3) follow a recipe.
- (F3) know how to store appropriately and hygienically food.
- (F3) state why foods should be stored in different place.
- (F3) understand the difference between 'use by' and 'best before'.
- (F3) state how particular areas of the kitchen can be kept hygienic.
- (F3) demonstrate appropriate food safety.

Pupils also experience and learn about different foods through the celebration of a range of religious festivals and cultural events.

Riverside Bridge School aim to provide a range of cookery clubs, developing basic skills in planning, preparation and cooking healthy meals and an understanding of basic food hygiene. Parent cooking workshops to develop cooking skills at home and allow opportunities for parents/carers to discuss information on cooking and nutrition.

Pupils are also involved in growing foods in the Edible garden, developing an understanding of where food comes from. From time to time, off-site visits may be planned to local allotments,

supermarkets or farms.

Pupils are made aware of the importance of a healthy diet and learn to recognise the links between healthy diet and physical activity for both their short term and long term wellbeing. Pupils learn about the care of their bodies, including their teeth (dental health scheme) and the impact different dietary choices as they grow and age.

Pupils are encouraged to take responsibility for their own health and wellbeing, they are taught how to develop a healthy lifestyle and how to address issues such as body image. Students also have the opportunity to learn about food allergies and how to be safe with food.

4. Food and Drink provision throughout the day

We aim to provide a service that is consistent with our teaching of Healthy eating, thus enabling pupils to put into practice their learning. All food provided to pupils during the school day meets the School Food Standards which became mandatory in all maintained schools, academies and free schools from January 2015. These can be found at <http://www.schoolfoodplan.com/standards/>

Breakfast

Breakfast is an important meal that should provide 25% of a child's energy requirement and contribute significantly to their vitamin and mineral requirements. The school will aim to operate a breakfast club that provides a nutritious meal for pupils during morning routine. The breakfast menu includes: low sugar cereals, fruit, toast, milk and water. The school's breakfast club meets the School Food Standards.

Break time snacks and drinks

Riverside Bridge School understand that snacks are an important part of the diet provided to young people and can contribute positively towards a balanced diet. Fresh fruit, water and milk is offered to children in the lower school for their afternoon snack. All pupils are permitted to bring snack to eat at designated class snack time routines. Although the school will encourage healthy food to be included in snacks, it will be sensitive to those pupils who have inflexible diets due to having an autism diagnosis or medical needs.

School Lunches

Riverside Bridge School aim to provide pupils with the opportunity to eat a healthy balanced meal. The food is prepared by the catering team, Olive and meets the school Food standards for school lunches. Pupils are encouraged to have a school meal provided by the catering service and free school meals are provided to all pupils who are entitled to them. Healthy options are promoted at lunchtime.

Packed Lunches

Riverside Bridge School encourage families to provide children with packed lunches that complement the School Food standards. This is achieved by promoting healthy lunch decisions educating and supporting parents with nutritional information via websites, newsletters and training.

Packed lunches are stored safely to avoid food safety risks. Food to be reheated is to be done following kitchen procedures.

Only milk or water are permitted with packed lunches, water is provided free to children.

Although the school will encourage healthy food to be included in packed lunches, it will be sensitive to those pupils who have inflexible diets or medical needs.

For children and young people, a healthy well balanced lunchbox, includes:

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

INCLUDE
❖ Minimum of 1 portion of fruit and 1 portion of vegetables everyday ❖ Meat, poultry, fish and non-dairy protein e.g. pulses ❖ 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 ❖ Water or milk (semi-skimmed or skimmed)
LIMIT
❖ Meat products sausage rolls, pies, sausages, ... ❖ Cakes and biscuits to be enjoyed as part of a meal occasionally not as a snack ❖ Fruit juice 150mls per day
DO NOT INCLUDE
❖ Salty snacks such as crisps, nuts etc ❖ Sweets and chocolate ❖ Sugary soft drinks

After-School Club

Afterschool club food is served at 3.30pm and is provided by parents/carers delivering after school clubs.

Parents/carers are encouraged to provide healthy snacks and drinks at afterschool clubs:

- a healthy drink such water or milk
- a choice of bread and cracker or bread stick for pupils with sensory and dietary requirements
- a selection of raw vegetables
- a selection of fruits

Crave Crew

A pupil led initiative to provide lunch foods, drinks and snacks for staff once a week. Pupils from key stage 4 and 5 prepare pre-ordered foods under supervision.

A sugar smart school

As a school we take the following steps to ensure that we are contributing to the reduction of sugar intake of pupils and their families:

- packed lunch policy and regular audits (pupils trained to be food detectives)
- a sugar themed day making use of Change4life resources for an assembly and lesson plans (<https://campaignresources.phe.gov.uk/resources/campaigns/41-sugar-smart-2016/resources>).
- the amounts of sugar in a range of drinks compared with maximum daily sugar intake to be displayed on the Healthy living display boards.
- newsletters with reducing sugar tips, low sugar recipe ideas etc
- cooking lessons or afterschool clubs with the emphasis on savoury dishes or low sugar recipes
- promoting oral health in PSHE lessons, after lunch and encouraging families to register with a dentist.
- monitoring absences due to oral health reasons to highlight need for intervention.

Drinks

The School Food Standards recommend that drinking water should be available to all pupils, every day, and free of charge. The school agrees with this recommendation and provides a free supply of drinking water at lunch times to children that eat school meals and packed lunch. Water is poured for each child at lunchtime and can be refilled upon request. Drinking water is freely available all day to every child and communication aids to request drinks are available around the school for the pupils.

Milk is available to all Riverside Bridge School pupils at least once a day in addition to breakfast school club – this tends to be at snack times. Whole milk is provided for pupils up to the end of the school year in which they reach age 5, after that lower fat or soya milk is available.

We do not provide any other drinks including fruit juice, squash, flavoured water, soft drinks, fizzy drinks and smoothies due to the sugar content.

Special Events

The School Food Standards do not apply at parties, celebrations to mark religious or cultural occasions, or at fund-raising events. However consideration should be given as to how the food and prizes supplied at school events is consistent with the school ethos with regards to food. Riverside Bridge School will ensure that healthy food and drink options are available at all school events, including parties, celebrations and fun-raising events. Families and children are encouraged to consider healthy options if bringing in food to celebrate birthdays or other special occasions.

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.

5. Promoting healthy eating messages through the school environment

This policy and healthy lifestyle strategy is co-ordinated by the food technology leading staff as well as the senior leadership team.

Responsibilities of staff

- Ensure all staff and parents/carers are informed about the food and drink policy and that it is implemented effectively.
- Ensure all staff are given sufficient training.
- Liaise with external agencies regarding the healthy eating education programme and ensure all adults who work with children on these issues are aware of the school policy and work within its framework.
- Liaise with catering team.
- Monitor teaching and learning about healthy eating.
- Oversee the content of the curriculum to ensure that all pupils have the opportunity to be exposed to and learn about healthy eating.
- Encourage positive role models amongst staff.

Responsibilities of Parents/Carers

The school is aware that the primary role model in children's healthy eating education lies with parents/ carers. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- inform parent/carers about the school food and drink policy and healthy eating practice.
- inform parents/carers about the best practice know about healthy eating so that parents/carers can support the key messages being given to children at school.

- discuss with parents/carers how we can jointly support their child if they are not eating well at meal times.
- inform parents/carers of how to obtain support within and the school and with outside agencies if there are concerns relating to their child's diet.

Responsibilities of Governors

The governing body is responsible for monitoring the food and drink policy.
The governors support the head teacher in following guidelines from external agencies.
Governors inform and consult with parents/carers about the policy as required.

Quality of the Environment

The eating environment and the social aspects of meal times.

Meal times provide opportunities for children to learn about, to try new foods, and to develop their social skills.

The school aims to make the dining area user friendly by:

- monitoring noise levels
- giving the opportunity to eat food without being rushed
- having appropriate furniture and seating
- having appropriate staff supervision
- appealing food presentation
- providing positive messages about food
- providing communication aids when necessary.

Lunch staff are expected to teach and develop social and fine motor skills related to eating. This includes but is not limited to:

- using cutlery
- trying different foods
- remaining seated at the table when eating
- cleaning away waste food and packaging
- talking and communicating with peers and adults.

6. Special dietary requirements

Special Diets for Religious and Ethnic Groups

The school provides food in accordance with pupils' religious beliefs and cultural practices.

Vegetarians and Vegans

The catering services offer a vegetarian option at lunch every day. When necessary the school also provides a vegan option.

Food allergy and intolerance

Food allergies can affect a child at any time of their life and the school has policies and procedures in place to manage these allergies.

The common causes of allergies relevant to this policy are the 14 major food allergens, however this is not an exhaustive list:

- cereals containing Gluten
- celery including stalks, leaves, seeds and celeriac in salads
- crustaceans, (prawns, crab, lobster, scampi, shrimp paste)
- eggs - also food glazed with egg
- fish - some salad dressings, relishes, fish sauce, some soy and Worcester sauces
- soya (tofu, bean curd, soya flour)
- milk - also food glazed with milk
- nuts, (almonds, hazelnuts, walnuts, pecan nuts, Brazil nuts, pistachio, cashew and macadamia (Queensland) nuts, nut oils, marzipan)
- peanuts - sauces, cakes, desserts, ground nut oil, peanut flour
- mustard - liquid mustard, mustard powder, mustard seeds
- sesame Seeds - bread, bread sticks, tahini, humus, sesame oil
- sulphur dioxide/Sulphites (dried fruit, fruit juice drinks, wine, beer)
- lupine, seeds and flour, in some bread and pastries
- molluscs, (mussels, whelks, oyster sauce, land snails and squid).

The allergy to nuts is the most common high risk allergy and the SCHOOL IS A NUT FREE SCHOOL.

Riverside Bridge School will always be sensitive to individual dietary requirements. It will adhere to advice around food allergies and will make reasonable steps to cater for all dietary needs.

However parents/carers have the prime responsibility for their child's health and must provide the school with information about their child's medical condition and/or any food allergy or intolerance. Parents/carers must also advise of any changes to the child's healthcare needs as soon as they become aware of them and provide clear written details of such changes pending a full review of the EHCP.

Individual Care Plans are created for those pupils with food allergies or intolerance and include symptoms, adverse reactions and actions to be taken in an emergency, and emergency contact details. School catering staff and all staff are made aware of any food allergies/food intolerance and requests for special diets are submitted and agreed in consultation with parents/carers.

The list of allergies and dietary requirements are always on display in the kitchen, dining hall, medical hub and on the pupils' Communication Profile. All staff will be aware of and adhere to the dietary needs of their pupils when choosing food for snack, cooking and nutrition lessons, etc. Due to the attendance of pupils with nut allergies, we do not include nuts in our food and we do not permit nuts or nut products to be included in lunch boxes or snacks.

Autism and inflexible eating

Some pupils on the autistic spectrum may have restrictive diets due to inflexibility and sensitivities around foods. Staff will be sensitive to these difficulties but will work alongside parents/carers and Speech and Language therapists to encourage a broader diet. Where necessary Speech and Language therapists will consult with, support and provide training for staff working with such pupils. Where an inflexible diet becomes a medical issue, the NHS School Nurse can be consulted directly. They can also request the support of additional services to provide appropriate input.

7. Food safety

Health and Safety

Appropriate food safety precautions are taken when food is prepared or stored. These precautions vary depending on the food on offer and ensure 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. Riverside Bridge School consult our local Environmental Health Department about legal requirements.

We recognize that compliance with health and safety is fundamental to any food activity. All technology areas follow the recommendations and guidelines outlined in the COSHH documentation and CLEAPPS directives.

Management of Food Safety

- When staff work in a food preparation area a basic food hygiene certificate must be held by at least one member of staff. All food preparation will be monitored and reviewed by the specialist subject leader e.g. toast clubs, after school clubs etc.
- Appropriate child to adult ratio (minimum of 2 adults:12 pupils)
- Staff should adhere to HACCP and COSHH guidelines.
- Risk assessment / and hazard information are in place in close proximity to equipment to warn users of potential hazards.
- Rules in the cooking and nutrition rooms are clearly displayed and revisited at least every term.
- Zero tolerance to medium to high level behaviours is in place in the cooking and nutrition room. Pupils in crisis will be escorted from the room in order to reduce the risk of danger to themselves and others. Any incident will be immediately reported to the Senior Leadership Team and investigated. Pupils having to be removed from the cooking and nutrition room will be assessed before any further lessons are carried out in the cooking and nutrition room and an individual risk assessment created. Pupils that are 'bubbling' and are dysregulated are not to be taken to the cooking and nutrition room, but supervised in the classroom.
- Class team make sure the cooking and nutrition teacher is aware of any changes to the pupils' regulations plans or individual risk assessment and ensure they communicate with the cooking and nutrition teacher effective methods of communication with the pupils.
- All equipment is to be used under the supervision of the cooking and nutrition teacher or supporting staff.
- The cooking and nutrition teacher will complete a daily checklist of the equipment used in relation to the cooking and nutrition room risk assessment and must ensure the class door is locked when the cooking and nutrition room is not in use.
- Food must be served on appropriate crockery with no sign of wear or damage.
- Hygiene worktops must be cleaned after each use using the appropriate solution.
- Staff must ensure the correct chopping boards are used during food preparation to avoid cross-contamination.

- Staff must ensure all equipment is washed thoroughly before being stored correctly.
- Gas appliances are inspected, serviced and tested annually by Gas Safety registered engineers.
- Staff using the cooking and nutrition room are trained in emergency procedures and are aware of where the main isolation gas tap is and how to turn off the supply in an emergency.
- Electrical appliances are protected by circuit breakers in all non-specialist rooms.
- All electrical equipment will be PAT tested according to the school's schedule.
- All electrical equipment not in use must be unplugged and sockets turned off the wall.
- Adult supervision when sharp equipment such as knives and graters are being used by pupils.
- Students will be taught the correct manner to use and clean sharp equipment.
- Sharp equipment will be counted before use and after use and they will be locked away in a secure cupboard after use.
- Hot equipment should be placed away from easy access until it has cooled down and then securely locked away.
- Hygiene bins will be emptied daily and cleaned weekly.
- All cleaning solutions is kept in a locked cupboard and used in line with COSHH regulations. All cleaning solutions are ordered via the cleaning team.

Personal Hygiene

- Ensure that all staff wear appropriate protective clothing at all times when preparing food.
- Ensure that all pupils helping with food preparation/food delivery adhere to the above standard.
- Food should be consumed in the room in which it was prepared wherever possible.
- Sensible foot wear should be worn, not open sandals.
- One plain band wedding ring.
- Small sleeper earrings or studs may be worn.
- Any other items of jewellery that cannot be removed must be covered with a blue plaster or blue gloves should be worn.
- The wearing of false nails, nail extensions and or nail varnish is not permitted.
- The minimum expectation is that hair will be tied back irrespective of gender and no grips or clips should be worn.
- Aprons will be worn by all people involved in food preparation.
- All aprons, tea towels and dish cloths will be washed at the end of each practical session.
- As a matter of policy, hands should be washed in anti- bacterial soap and should take place when entering the cooking and nutrition room and always before preparing food and after: going to the toilet; handling waste/ carrying out cleaning; blowing the nose or touching other parts of the body likely to harbour bacteria e.g. nose, mouth, hair, ears; anyone suffering bouts of sickness and/ or diarrhoea should be clear for 48 hours before working with food.

Cross-Contamination

Kitchen and cooking and nutrition staff are aware that to prevent cross contamination, the following steps are undertaken:

- food products are purchased from reputable suppliers and checked for any allergens on delivery;
- Cooking and nutrition staff have regular training on food hygiene and safety.
- separate containers are used for storage;
- different utensils are used for preparation and service e.g. chopping boards and utensils and food is prepared in isolation;
- strict personal hygiene must be adhered to i.e. clean aprons, clean hands etc;
- in the unlikely event, cross contamination has taken place, the First Aider and Senior Leadership Team are informed immediately; steps outlined in the child's care plan are implemented; and the parents are informed and/or ambulance is called. A review then takes place to identify how this was caused and what steps need to be undertaken to mitigate cross contamination taking place again.

Allergies and Dietary Requirements

- The kitchen manager and cooking and nutrition staff undertakes training on food allergens and must have completed the food allergens online training course. This information is then cascaded to all staff.
- The Parents/carers are required to complete an allergies form when the child starts school or when the child's allergy becomes known to the parent.
- Completed allergies form are sent to the dietician by the parent/carer (the school buys into the LA's dietician service). The dietician will review the allergy and prepare a personalised menu for the child. A copy of this menu is sent to the parents/carers and the Kitchen Manager, who will review the menu and plan how the child's meals are prepared to mitigate any risk of cross contamination.
- Medications such as EpiPens and Piriton are stored in a named container along with the child's photo, details of the allergy and how it affects the child. Spare EpiPens are also kept in the Medical Hub.
- The school office update the children's records of any allergy details and the appropriate staff are informed with any new or changing information.
- A list of all relevant children are displayed in the kitchen and the Medical Hub. All staff must regularly familiarise themselves with these.
- For any children with an allergy, their menu is prepared in accordance with the dietician's menu plan. Any child with an allergy must only be served their menu.
- Where dishes are prepared for individuals, these must be kept separately from other meals, covered and labelled accordingly.
- All staff present at meal times are responsible for ensuring a pupil is not provided with food items they should not have.
- All parents must complete permission slips in order for pupils to taste food during cooking and nutrition lessons. Any medical considerations and/ or allergies will be taken in to account during lesson delivery. Parental permission must be sought for those relevant pupils to handle food items on an activity by activity basis, even if they are not able to digest the finished product.
- All products purchased and/or brought into school premises are checked to ensure there are no nuts present as the school is a nut free school.

Food Preparation

- Food should be prepared in a suitable environment with every endeavour to reproduce a food technology room environment.
- All work surfaces should be washed down and then cleaned with an anti- bacterial agent before commencing food preparation.
- All spills should be wiped up immediately.
- Spills on floors must be reported to the Caretakers immediately.
- Raw and cooked foods will be prepared in separate areas.
- Hands will be washed after touching egg shells.
- Food will be kept covered.
- Perishable food must be stored at the correct temperature below 5°C in a refrigerator when not being used.
- A daily record of the temperature of the fridge and freezer should be kept.
- Dried foods should be stored in airtight containers, clearly labelled and the use by date present.
- Pupils' ingredients should be sent home and not used by other pupils.
- Ingredients brought in by pupils should be checked for appropriate 'Use by Dates.'
- Food should be kept covered at all times.
- Ensure waste is disposed of properly and out of the reach of children.
- A lid will be kept a lid on the dustbin and hands washed after handling a bin.
- All fresh fruit and vegetables should be washed thoroughly before use.
- The water supply used for washing up should be 60°C.
- Tea towels will be kept clean and stored in a dust-free place. Clean dish cloths and tea towels must be used for each food session.
- After each session tea towels and dish cloths will be washed.
- All aprons will be wiped down with an anti-bacterial product if soiled during a lesson or washed after use.
- Food is thawed or heated correctly

Food Storage

- Best before end dates are checked weekly and expired food items disposed of.
- Stock takes are carried out regularly.
- Temperature of fridges and freezers are checked daily.
- Foods with allergens are stored separately to non-allergen foods
- Foods to be stored in accordance with Food Standards.
- Contaminated foods are disposed of promptly and correctly.

Equipment Failure

- All equipment failure will be reported to the office as soon as it is discovered.
- Equipment inventories must be kept of all equipment stored in the food and non-food specialist areas.

First Aid

- A First Aider should be consulted in the first instance. A list of the First Aiders is displayed in every room of the school.
- The kitchen first aid box is kept fully stocked.
- Accident forms are completed when an incident occurs and file in the office.

Signage

- Appropriate First Aid, COSHH, CLEAPPS and Emergency notices are displayed in the cooking and nutrition room.

Budget

- The cooking and nutrition budget holder will be responsible for making expenditure from the specialist budget.
- Parents/Carers are asked to voluntarily contribute £10 a term to ensure their child has access to a range of quality products for their weekly cooking and nutrition lesson.
- Funding for food initiatives outside of the specialist food area will need to be discussed with SLT.

8. Monitoring and evaluating

- The school will evaluate the impact of the whole school food policy by feedback received from pupils, staff, parents and governors. This policy will be reviewed every three years.
- All pupils are able to access meal and snack times via differentiated support. Issues with food at these times is identified and addressed via support from relevant professionals – dieticians, feeding clinics.
- Pupils access as healthy a diet as possible.
- There is evidence of excellent teaching around a healthy diet and lifestyle in relevant areas of the curriculum.
- Staff training is catered for via the training calendar. Staff will attend courses to update their knowledge when applicable.
- The kitchen continues to provide meals that meet the school food standards.