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**Food in School**

**North Yorkshire Healthy Schools**

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| **Please insert your school name in this box** |

This action plan is to record progress and evidence towards achieving the Food in School theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold when additional information needs to be either written into the action plan or documents need to be uploaded online as evidence, when you apply for a Healthy Schools award. Pupil voice is an integral part of achieving a Healthy Schools award. We expect evidence detailed throughout the action plan of how pupils are engaged and involved in Healthy Schools; as well as completing the pupil voice section at the start of the action plan.

Once all criteria have been achieved, please work through the Food in School ‘Theme content’ section online, adding evidence where required. Finally upload your completed action plan and noticeboard photograph. Then complete a short online survey, essential feedback for our funders. Your evidence will then be submitted for assessment towards an award and go through the quality assurance process.

Please see the website Resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, please contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| **Pupil Voice** |
| **Pupil Healthy Schools team**  To make a submission for a healthy schools award the school must have a Pupil Healthy Schools team. This could be an existing group of pupils such as the school council, wellbeing champions, sport leaders or a newly formed group of pupils to support the school achieve the Healthy Schools award.  Pupils must be an integral part of the process as the school works towards achieving each award. **Throughout the action plan, we expect schools to provide information about how pupils have been engaged and involved in Healthy Schools.** This should consist of sharing the criteria with the Pupil Healthy Schools team and actively engaging them in the process of achieving an award. |
| **Growing up in North Yorkshire Survey 2020**  These are some of relevant questions from the survey for this theme that need to be looked at from your own school GUNY report:   * Key stage 1: Questions 5-8 cover eating and drinking behaviours and question 10 -11 covers visiting the dentist * Key stage 2: Questions 21-25 cover eating and drinking behaviours * Key stage 3 /4: Questions 60-68 cover eating and drinking behaviours and questions 66-67 ask about dieting and possible unhealthy eating practices * Special schools: Questions 13-15 cover eating and drinking behaviours and visits to the dentist   We encourage this information to be shared with the Pupil Healthy Schools team to enable them to identify an aspect that can be improved for this theme. Please write below what the pupil’s healthy schools team have identified as the area for development, what changes have been implemented to make improvements and have pupils found the changes to be positive?  *If your school does not participate in the Growing up in North Yorkshire Survey 2020 we still expect the pupils healthy schools team to have identified an area for development within this theme based on their own experiences / wider school survey etc and what changes have been implemented to make improvements**and have pupils found the changes to be positive.* |
| **Pupil Healthy Schools Team.**  **Please write in here the identified action and implemented changes (this should be supported by a photograph of a healthy schools noticeboard, wellbeing board or an aspect that supports this theme in school)**  **EVIDENCE UPLOAD: your photograph in the theme’s photo upload box online.**  **A suggested approach is the You said…… We did…… Feedback on the changes ….. (we would like more than one example please)**  For example:  ***You said:*** All pupils were asked the question, “How can we make lunchtimes happier, safer and calmer?”  Pupils were given a week to formulate their ideas and then we held a consultation for them to put their ideas forward.  After discussion, the following ideas were taken on board and changes made:  ***We did:***   * KS1 and KS2 should have separate playtimes so that there are less children in the hall and then outside at playtime. The times were changed to separate sessions. * I would like to sit with my friends and I would like to choose who I sit with (presently they sit in their houses). Pupils were given the option to choose where to sit.   ***Feedback on the changes / positives***:   * “Lunchtime is much better now than it used to be. This is because you can sit with your friends and the lunch hall is quieter and calmer.” * “I like the lunch hall better now because it is much quieter.” * “I love lunchtimes now because I am sitting with my friends. Before, I used to sit with no one to talk to.” * “I love that we don’t have to wait a long time to go outside when we have finished eating.”   **EVIDENCE: type in your examples below.** |

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| **Criteria to be achieved for Food in School theme** | **Explain how each element of the criteria is already being met/ in place in school and the impact it is having.**    eg our free school meals are regularly advertised to parents through the following methods xxxx and the uptake remains consistently high. | **Detail your actions for putting in place criteria not already being met with timescales. Actions must be complete before applying for an award.**  eg our food policy, which we have consulted on with the whole school community, is going to Governors for sign off at the next Governors meeting in the Autumn term. |
| **Senior Leadership Commitment**  The leadership and management of the school provides visible leadership and champions the importance of healthy eating throughout the school day.  The SLT ensures school meals are meeting as a minimum the National School Food standards.  A school governor is given responsibility for School meals and food policy.  Parents are regularly communicated with and pupils are consulted in a positive way around food in school. |  |  |
| **Policy**    A whole school food policy has been signed off by governors including guidelines on all aspects of food during the school day including breakfast clubs, snacks and packed lunches.  The policy should include reference to drinking water provision. “Drinking water must be provided free of charge at all times on school premises” (School food in England: Advice for Governing bodies)  **EVIDENCE UPLOAD: Whole school food policy. (NB this needs to be your school’s own policy not NYCC’s caterers school food policy.)** |  |  |
| **Subject Leadership & Curriculum**  **SCIENCE**  A named Science subject leader, who has parity with other subject leaders, ensures a whole school approach to food & nutrition within the statutory Science curriculum across all key stages, which includes nutrition, healthy lifestyles and growing.  **DESIGN & TECHNOLOGY**  A named Design & Technology subject leader, who has parity with other subject leaders, is given time to ensure cooking and nutrition is built progressively into the statutory D&T curriculum across all key stages and this is monitored by SLT and governors.  **PSHE**  There is a taught planned programme for all year groups which is inclusive of the statutory requirements of the health education curriculum (healthy lifestyles). The planned curriculum has adequate curriculum time and is regularly monitored and evaluated in parity to other similar subject areas.  **PRIMARY SCHOOLS:**  Cookery lessons are scheduled for **all pupils** at least once each school year as a minimum.  **EVIDENCE: provide detail in the action plan of the curriculum provision on food & nutrition, healthy lifestyles and cooking and any additional cooking eg through clubs or for special themed days.** |  |  |
| **School Meals**  School ensures the school’s meals provider is meeting National School Food standards as a minimum and regularly monitors food provision. Provide detail where higher level standards are being met, eg Food for Life served here award.  **EVIDENCE UPLOAD: statement from supplier that food is meeting National School Food standards or above**  Menus are regularly advertised to parents and carers.  **EVIDENCE UPLOAD: current example menu**  Vegetarian and other dietary requirements are available and varied.  Food waste is minimised through regular monitoring, portion control and consultation with pupils about school menus. A food waste collection service is considered.  Kitchen staff and lunchtime supervisors encourage uptake of healthier options, eg encourage pupils to take some vegetables, fruit and/ or salad bar with a meal. Appropriate portions served and second helpings are not routinely offered.  Pupils are consulted on school meals and their suggestions discussed and implemented where practical. |  |  |
| **Free school meals uptake**  Clear guidance is published via the school website and on other documents on who is eligible and how to claim free school meals, including Universal Infant School (UIFSM) meals for primary schools.  **EVIDENCE: detail in the action plan please include the website link where free school meals are promoted to parents and families .**  All schools encourage uptake and Primary schools should be meeting the recommended 90% uptake of FSM including UIFSM.  Free school meal data is recorded and monitored by school. If levels of uptake decrease then appropriate investigations are put in place – eg discussing menu options with pupils, promoting free school meals to parents, inviting parents to taste school dinners at school events. |  |  |
| **Packed lunches**  Pupils can eat alongside peers taking school meals, to enable them to see the school meals available and can sit with friends regardless of food choice.  Tasters of school meals are available for menu changes and to introduce new foods to encourage uptake.  Packed lunch numbers are monitored for rises and investigated to find out why changes are occurring.  As part of Whole School Food Policy, information is provided for parents and carers about the recommendations for a Healthy Packed Lunch and these should be enforced where practical. (Policies should allow for exceptional circumstances eg children requiring energy-dense foods for medical purposes). |  |  |
| **Dining environment**  Lunchtime is given a clear timetabled priority within the school day with adequate dedicated eating space for both school meals and packed lunches.  Consistent school reward systems are carried out over lunchtime to ensure a calm, pleasant atmosphere in the dining room and other areas.  Pupils are consulted on ways to improve the dining environment and their suggestions are implemented where practical.  **EVIDENCE: provide detail in the Action Plan** **of a change that has been made which aims to improve pupil’s dining experience and the impact of this change.**  **SECONDARY SCHOOLS:**  Consider timings of breaks and lunchtime to enable pupils time and space to make healthier choices. Consider limiting time off site to reduce pupils’ access to unhealthy local food choices.  **EVIDENCE: provide detail in the Action Plan** **of a change that has been made, which aims to improve pupil’s dining experience and the impact of this change.** |  |  |
| **Healthy Snacks – including before & after school care snacks**  As part of School Food Policy, breakfast and after school clubs provide clear guidance on food provision/ snacks. Any food served meets School Food Standards as a minimum. Where schools offer snacks at breaktime, these must meet minimum School Food Standards and include fruit.  **PRIMARY**: Uptake of free fruit scheme is actively encouraged for KS1 pupils. Fruit is allowed as a healthy snack at breaktime. Some schools may sell fruit to KS2 or provide it through subsidising.  **EVIDENCE: detail in the Action Plan how healthier choices are encouraged/ promoted to pupils.**  **SECONDARY**: marketing and promotion favours healthier alternatives. Give an example of how this is done in the action plan.  If vending machines are in place, healthy choices must be available.  **EVIDENCE: detail in the Action Plan how healthier choices are encouraged/ promoted to pupils.** |  |  |
| **Access to drinking water**  Pupils must have access to drinking water throughout the school day. Clear procedures in place – eg bring labelled water bottle from home. Parents informed. Schools should consider stating that fizzy or sugary drinks should not be allowed in packed lunches.  Pupils informed about the importance of keeping water bottles clean to avoid infection. Water refill stations to be readily available and kept clean. **DfE** guidance to regulation 9 of the **School** Premises (England) **Regulations** 2012 states that drinking **water** facilities need to be maintained in good working order and kept clean, and the outlets need to be clearly marked 'drinking **water**'  **SECONDARY SCHOOL** – no fizzy or energy drinks sold in dining hall. Preferably not sold on rest of site, including sports hall vending.  **EVIDENCE: provide detail in the Action Plan** **of how your school has stopped fizzy drink sales.** |  |  |
| **Growing Food in school**  A school garden is developed for growing, or pots and are planters used where space is limited. This could be used for gardening club, to support nurture groups, support curriculum teaching etc  Provision of a compost scheme including eg fruit waste, scrap paper and staff teabags/ coffee grounds is considered; alongside general waste and recycling schemes.  **EVIDENCE: provide detail in the Action Plan of** **how pupils are involved in growing and composting/ recycling/ reducing plastic use in school.** |  |  |
| **Working in partnership with Parents / Carers**  The school actively engages parents and the community around food – eg tasters of school meals at open evenings, themed whole school days including food, Harvest Festivals, invitations to school lunches, community cooking sessions etc.  Public Health England ‘Healthy Eating’ initiatives are promoted to parents – eg Sugar Smart, 5 a day, Change for life.  National Child Measurement Programme (NCMP) measurements and other health initiatives are supported and promoted by school.  Opportunities are made to link food with nutrition and health wherever possible. Examples: speakers are invited in such as local athletes to inspire healthy lifestyles. Themed days or weeks include Healthy Living - lessons and activities around healthy food and nutrition and healthy weight. School trips could be planned to local food providers, restaurants, farms, supermarkets etc to support teaching & learning around food.  **EVIDENCE: provide detail in the Action Plan of an example of when healthy food was a central part of a school event, trip or special day.** |  |  |
| **NEXT STEPS**  **What are your next identified steps to continue to ensure the effective implementation of a whole school approach to Food in Schools? If you participated in the Growing up in North Yorkshire survey 2020 what data are you using from the survey to make further improvements to healthy eating in school?**  **Detail below.** | | |