



## **Food & Fitness Policy**

### **Primary School**

**Review Governor: Mrs Vanessa Griffiths**

**AoLE leads: Miss Emily Thomas and Miss Chelsea Adamson**

**Signed by Chair of Governors :**

Mrs Vanessa Griffiths

**Policy adopted by Governing Body on: 21/11/2023**

**Review date: November 2026**

(Subject to latest guidance)

#### **Accessible Formats**

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact 01978 357754 (school phone number).

## **1. Introduction**

With nutrition and activity trends becoming established in early childhood, early intervention is important to ensure healthy growth and development. A poor diet is one of the main causes of ill health and premature death. Evidence suggests that a healthy diet may substantially reduce the risk of chronic diseases such as cardiovascular disease, diabetes and some cancers. Physical activity has also been shown to have a significant beneficial influence on health and well-being. In Wales, the population is not eating the optimal diet for health nor achieving the recommended levels of activity.

The development of a whole school approach to healthy eating and physical activity is essential in ensuring consistent messages and the development of skills, in a supportive school environment. We consider the role of Barker's Lane Community School to support pupils, their families and the wider community, by ensuring the ethos of the school is established as a health promoting environment.

The Food and Fitness Policy refers to the teaching of pupils aged 3 to 11 years old. The school environment is an ideal platform from which pupils can experience activities that allow them to make healthy choices, develop their own bodies and learn how to keep themselves safe and healthy.

## **2. Aim**

To improve the health and wellbeing of Barker's Lane school and community, ensuring all aspects of food and fitness are promoted to pupils, staff and visitors and establish and maintain a supportive environment conducive to the promotion of physical activity and good health.

## **3. Objectives**

- To develop Barker's Lane Community School as a health promoting environment.
- To provide consistent messages in school about food and fitness within and outside of the taught curriculum.
- To increase pupils' knowledge, understanding, experience and attitudes towards food and fitness.
- To ensure provision for food and fitness in school reflects the cultural and medical needs of all pupils.
- To meet the Healthy Eating in Schools (Wales) Measure.
- To contribute to out of hours learning for pupils.
- To increase physical activity levels of pupils.

## **4. Curriculum**

The school will ensure that the taught curriculum offers pupils the following:

- an understanding of the relationship between food, physical activity and the short and long-term health benefits.
- deliver consistent messages in relation to diet, oral health and physical activities.
- an understanding of basic food hygiene and the skills to purchase, prepare and cook healthy food.
- opportunities to learn about the growing of food and its impact on the environment.
- opportunities to examine the influences on food choices, including the media, advertising, and the packaging, marketing and labelling of food
- consistent and clear delivery of oral health.
- opportunities to consider how our choices affect others e.g. Fairtrade
- a before and after school hours and break-time programme which includes a broad range of purposeful and enjoyable physical activity.
- engagement in physical activity during structured lessons, as part of a broad and balanced curricular programme which is fully inclusive and meets the needs of the pupils.
- emphasis on cross curricular links in promoting physical activity and Health, Fitness and Wellbeing: the need to exercise, the effects of exercise on the body.

Please refer to [Appendix 4](#) for specific references in Curriculum for Wales.

## **5. Environment**

To assist the school in achieving an environment which promotes healthy and active choices, the Head teacher will:

- ensure the school premises are clean and safe in accordance with Barker's Lane Community School Hygiene Policy and Health & Safety Policy. The school promotes good personal hygiene and pupils are reminded to wash their hands after using the toilet and before eating food. Toilet facilities are checked regularly and have adequate hand washing facilities, toilet paper, doors with working locks and bins/receptacles in the girls / staff toilets for the hygienic disposal of used sanitary protection.
- acknowledge the safe and effective management of pupil behaviour during breaks, lunchtimes, before and after school, as well as within the classroom: plan and resource the supervision of pupils accordingly, considering the length of the lunch break and management of queuing.

- recognise the importance of the involvement of catering staff and lunchtime supervisors in planning the lunchtime provision and linking with activities available to pupils.
- ensure that all staff supporting pupils in making healthy choices are adequately informed.
- provide an enjoyable eating experience for all pupils in a pleasant dining environment.
- ensure that displays within and around the food service areas (e.g. canteen, dining hall, main hall) avoid mixed messages and promote consistent approaches to healthy eating and food choices.
- the school will not advertise branded food and drink products on school premises, school equipment or books, and ensures that any collaboration with business does not require endorsement of brands.
- the school is registered as a Breast Feeding Friendly premises and displays the appropriate signage.
- offer a broad range of safe, stimulating indoor and outdoor sports, and play activities accessible to all pupils as required within the curriculum, lunchtime and out of hours learning.
- develop appropriate and safe playground areas by Zoning: use of permanent playground markings to encourage and facilitate activity to all pupils.
- ensure that displays in and around the PE environment, (main hall, changing areas, corridor) avoid mixed messages and promote consistent approaches to fitness and physical activity.
- ensure the implementation of motorised-traffic-free areas at critical times to ensure safety for cyclists and pedestrians as part of Safe Routes to School.

## **6. Food Provision**

Barker's Lane Community School will ensure the food provided during the whole school day is compliant with the Healthy Eating in Schools (Wales) Measure:

### **6.1 Special Diets and Allergies**

A special diet is one which cannot be selected freely from the main choices available at lunch time. This could be because of an allergy, intolerance or other medical need. Those with additional learning needs and disabilities may also require a special diet. Because school lunch menus are designed for the majority of pupils, those pupils with special dietary needs may need to be catered for individually. It is recommended that advice of a medical professional is sought when special diets are required to ensure the needs of the individual are met.

## 6.2 Morning break / Snack Time

- In Barker's Lane Community School, snacks and drinks provided by school for pupils in Y1 to Y6 are limited to **fruit, vegetables and water only**.
- **School milk** is available and encouraged for pupils in Nursery to Y2.
- Pupils in Nursery and Reception classes will be provided with food and drink consistent with the Food and Health Guidelines for early years and childcare settings (2019).
- There is access to free, fresh drinking water, available for all pupils separate from the toilet areas.
- Confectionary and savoury snacks will not be provided at mid morning break.
- *Skimmed milk will be avoided. Nurseries catering for all ages (i.e. children under 2 years) should use full fat milk. Settings catering for children 2 years and above can use semi- skimmed milk.*
- **Appetite for Life Guidelines do not apply to food bought in from home.** Parents opting to supply their children with a snack item for morning break, are **strongly encouraged** to provide snacks which are healthy, and/or of a healthier variety through the provision of regular healthy eating advice and information. *At Barker's Lane parents are encouraged to provide fruit and / or vegetables.*

## 6.4 Lunch

- Healthy, nutritious choices are available to pupil's everyday provided by Wrexham School Meals Service.
- The menu is consistent with the Healthy Eating in Schools (Wales) Measure and meets the required food and drink nutrient based standards. See Appendix 1 for compliant items.
- Access to free, fresh, drinking water is available for all pupils separate from the toilet areas.
- Squash of any kind including sugar free squash will not be provided.
- Flavoured water or flavoured milk of any kind will not be provided.
- Confectionary and Savoury snacks will not be provided at lunchtime.
- **The Healthy Eating in Schools (Wales) Measure does not apply to food bought in from home.** Parents opting to supply their children with a packed lunch, should be encouraged to provide a healthy and balanced meal, through the provision of regular healthy eating advice and information. Parents are reminded of the above guidance in relation to school trips in particular. See Appendix 2 for suggested items.

*At Barker's Lane parents are encouraged to provide a healthy packed lunch, guidelines are sent home regularly. Parents may be contacted by a member of school*

*staff if a pupil consistently does not adhere to the recommendations outlined within the Food and Fitness Policy.*

## **6.5 Food Safety**

Parents will be encouraged to keep packed lunches cool – ideally using an insulated lunchbox with icepacks to ensure that food is kept safe and chilled, especially during hot weather. This will be highlighted where appropriate in school newsletters and correspondence with parents regarding school trips.

## **6.6 After School Clubs**

The school in which the after school club is being held is responsible for providing the club with information and making sure that they are providing the correct food, in line with the Healthy Eating in Schools Measure. See Appendix 3 for compliant items.

## **6.7 Other**

- Barker's Lane Community School will liaise with Wrexham School Meal Service in order to promote the service to parents of perspective pupils when appropriate e.g. food tasting.
- Barker's Lane Community School will take reasonable steps to ensure that every pupil who is entitled to receive a free school meal and free school milk does receive them.
- Healthy options will be available at all whole school events for pupils, parents, governing body, PTA and visitors (e.g. summer fetes, sports day, Christmas performances) and consumption of alcohol will be discouraged.
- Barker's Lane Community School will discourage parents from bringing birthday cakes to school and will promote other forms of celebration where possible e.g. extra play time, singing, dancing etc. Where cakes / sweets are sent in, these are sent home for parents to make their own choices about the items.
- No food or drink product will be provided as a reward to pupils.
- The school promotes 'water on tables / in classrooms' and reminds pupils to take their water bottles home to be cleaned on a daily basis.

## **7. Physical Activity**

Barker's Lane Community School develops the programme of activities available for play and out of school hours learning, to complement and extend learning opportunities as part of the curriculum. The school will therefore:

- provide a broad range of purposeful and enjoyable physical activities for pupils and staff as part of a whole school approach to increasing levels of physical activity.
- provide encouragement for pupils to walk or cycle to and from school where appropriate.

- ensure secure storage for cycles and safety equipment.
- provide safe and stimulating equipment; indoor and outdoor play and recreational facilities which promote physical activity.
- actively engage with Active Wrexham.
- encourage pupils to participate in active outdoor playground games during breaks and lunchtimes.
- provide lunchtime supervisors with appropriate training in order to lead opportunities for physical activity.
- ensure all sporting activities available are sensitive to and are accessible by pupils of ethnic/vulnerable backgrounds.
- regularly celebrate achievement and promote activities in assemblies.
- provide buddy training for senior pupils to oversee equipment and support younger pupils.
- provide an annual programme of whole school activities for all pupils (e.g. sports day, health day/week).
- ensure there is provision in school for both competitive and non- competitive activities.
- ensure that there is an out of school hours learning programme including a broad range of purposeful and enjoyable physical activities for pupils.

## **8. Community**

Within its broad purpose of 'education for life', the school will seek to:

- Raise awareness of, and promote, the activities and policy of the school around food and fitness in partnership with key community and health agencies.
- Encourage the provision of healthy snack and a balanced packed lunch by providing guidance information for parents.
- Inform pupils of the opportunities and resources available to them in the community relating to aspects of both food and fitness e.g. local clubs
- Promote sustainability and use of locally sourced products.
- Develop partnerships with local agencies and providers.

## **9. Equality**

As an employer and provider of services Barker's Lane Community School will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

## **10. Implementation**

The Head teacher and Governing Body have ultimate responsibility for the implementation of the Food and Fitness Policy and management of incidents or disciplinary procedures.

The school Governors will review this policy in line with the review policy timetable. The Governing Body will nominate **one governor to take specific responsibility for Food and Fitness Policy.**

## **11. Monitoring and Evaluation**

- The implementation of this Policy will be monitored by the SLT.
- Opportunities will be provided which will enable pupils to participate and evaluate what they have learnt according to their age, needs and ability
- Parents will be invited to feedback their ideas for improvements on a regular basis both verbally and through questionnaires
- School Council
- Progress will be monitored at regular intervals by SLT and governors: specific issues will be discussed at staff meetings as appropriate.
- There is a duty on Governing Bodies of maintained schools in Wales to include in the governors' report information on the action taken to promote healthy eating and drinking by pupils of the school.

This policy will be reviewed in three years or as new guidance becomes available.



## Appendix 1: A basic overview of food standards for lunchtime

Standard	Primary Schools
<b>Vegetables</b>	At least one portion of vegetables/salad must be provided each day. *vegetables' excludes potatoes
<b>Fruit</b>	At least one portion of fruit, fruit salad or fruit juice must be provided each day.  A fruit based dessert must be provided at least twice each week – must contain fruit content of at least 40g per portion measured by the weight of raw ingredients.
<b>Fish</b>	Fish must be available at least one day in any week.  Oily fish should be provided at least twice over any four week period.
<b>Meat</b>	Meat cuts must be provided on at least two days each week
<b>Restricted food categories</b>	
<b>Potatoes and Potato products</b>	Potato/potato products which are cooked in fat/oil must not be served more than twice a week.
<b>Deep fried or flash fried food</b>	Food that has been deep-fried or flash-fried must not be provided more than twice a week.
<b>Meat products</b>	No more than two meat products are to be provided each week. Any one meat product provided must not be served more than twice each week.
<b>Cakes and biscuits</b>	Permitted for lunch time provision only. Must not contain any confectionery.
<b>Salt (in cooking)Salt should be restricted or removed</b>	Salt should be restricted or removed from recipes (where possible) and replaced with appropriate and acceptable herbs and spices.
<b>Condiments</b>	The portion of any condiment made available to pupils must not exceed 10ml.
<b>Non-permitted food categories</b>	
<b>Confectionery and savoury snacks</b>	Not permitted.
<b>Salt</b>	Salt must not be added to food after the cooking process is complete, or be available to pupils to add to food.

Drinks that are <u>permitted</u> in primary schools	Drinks that are <u>not permitted</u> in primary schools
* At meal times only, not at break times ** Rice milk is not recommended for pupils under 5 years old	
<input checked="" type="checkbox"/> <b>Plain water</b> – still or carbonated	<input type="checkbox"/> <b>Squash</b> of any kind, including sugar free squash <input type="checkbox"/> <b>Flavoured waters</b> including sugar free flavoured water

<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Plain Milk</b> – semi skimmed or skimmed (Milk provided in NS must be whole milk or semi skimmed)</li> <li><input type="checkbox"/> <b>Fruit juice*</b> – still or carbonated</li> <li><input type="checkbox"/> <b>Vegetable juice*</b> – still or carbonated</li> <li><input type="checkbox"/> <b>Plain soya, plain rice** or plain oat drinks.</b></li> <li><input type="checkbox"/> <b>Fruit juice combined with water*</b> - still or carbonated</li> <li><input type="checkbox"/> <b>Vegetable juice combined with water*</b> - still or carbonated</li> <li><input type="checkbox"/> <b>Blended drinks*</b> – a drink made singly or in combination with a blend or puree of fruit, vegetables, fruit juice or vegetable juice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Sports or energy drinks</b></li> <li><input type="checkbox"/> <b>Fizzy soft drinks including diet or sugar free fizzy drinks</b> e.g. cola, lemonade</li> <li><input type="checkbox"/> <b>Fruit juice or vegetable juice combined with milk/yoghurt</b> (e.g. dairy smoothies)</li> <li><input type="checkbox"/> <b>Fruit juice or vegetable juice combined with plain soya, plain rice or plain oat drinks.</b></li> <li><input type="checkbox"/> <b>Flavoured milk, yoghurt or soya, rice or oat drinks.</b></li> <li><input type="checkbox"/> <b>Tea or coffee</b></li> <li><input type="checkbox"/> <b>Hot chocolate</b></li> </ul>
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*Healthy Eating in Maintained Schools Statutory Guidance (2014) Welsh Government*

**Appendix 2:** Food bought in from home (morning break and packed lunches) recommendations:

Food / Drink suggested	Suggested items
<b>Carbohydrate (Starchy Foods)</b>	All varieties of bread (encouraging brown and wholemeal for healthier options), including pittas, bagels, baguettes, ciabatta, bread rolls or wraps. Pasta, rice (encouraging brown and wholemeal for healthier options), couscous, potatoes.
<b>Meat &amp; Alternatives</b>	Add a portion a food rich in protein, such as chicken, lean meat, fish, egg or cheese either on its own or as a sandwich filler.
<b>Fruit and Vegetables</b>	Add a portion of fruit and a portion of vegetables to help towards their 5-a-day.
<b>Need something extra?</b>	Add a healthy snack like a yoghurt, currant bun or rice pudding.
<b>Drinks</b>	Water, milk, pure fruit juice and fruit smoothies are good choices. It is important pupils have plenty of water to drink, which is freely available in school.

*Easy ways to make lunchboxes healthier leaflet 2010 Change for Life*

Parents are discouraged from providing the following food and drink items for mid morning break and packed lunches:

<b>Savoury Snacks</b>	<ul style="list-style-type: none"> <li>● Snacks e.g. crisps should not be encouraged.</li> </ul>
<b>Confectionary</b>	<ul style="list-style-type: none"> <li>● Confectionary e.g. chocolate bars, chocolate-coated biscuits and sweets should not be encouraged.</li> <li>● Cakes and biscuits can be included as part of a balanced meal.</li> </ul>
<b>Drinks</b>	<ul style="list-style-type: none"> <li>● Carbonated bottled or canned drinks e.g. coca cola should not be encouraged.</li> <li>● Energy drinks are actively discouraged*.</li> </ul>

\*Energy drinks when consumed excessively could contribute to adverse effects on oral health, weight, and general health and well being. Currently there are no UK restrictions on the sale of these drinks to children/ young people though a number of products state they are not recommended for children/ those aged under 16 years.

### Appendix 3: After School Clubs in Primary Schools

Food and drink items	Description	Permitted
Cakes & Biscuits	Such as jaffa cakes, digestive biscuits, swiss roll, jam tarts	X
Confectionary	Such as chocolate, boiled sweets, cereal bars, marshmallows	X
Savoury snacks	crisps, baked crisps, corn snacks, popcorn	X
Salt	Not available for pupils to add to food	X
Drinks	Squash, fizzy drinks, flavoured water, sports drinks	X
Condiments	Such as ketchup and mayonnaise must not provide more than 10ml	X restricted*
Meat products	Such as sausage rolls, corned beef pasties, pork pies.	X restricted*
Potato products	Such as chips, potato waffles	X restricted*
Products cooked in fat/oil	Such as fish fingers, nuggets	X restricted*
Fruit and vegetables	Must be available at all serving outlets, e.g. as fresh, frozen, tinned (in fruit juice)	√
Water	Free, fresh drinking water should be available	√
Dairy products	Such as semi-skimmed milk, yoghurts, custard, rice pudding, cheese	√
Meat and fish	Fresh and tinned fish such as salmon, tuna, mackerel. Meat such as ham, chicken, lamb, beef	√
Breakfast cereals with semi skimmed milk	Such as wheat biscuit, rice snaps. No added sugar or cocoa	√
Bread based products	Such as sandwiches, wraps, bagels, English muffins, crumpets.	√

\*Restricted food items are only allowed to be served a certain number of times throughout the week, across the school day. If you serve these products you must co-ordinate with the school lunch provider to ensure you are not exceeding the maximum number of times these products are permitted.

## Appendix 4: Curriculum for Wales

### Health and Wellbeing

<b>What Matters: Developing physical health and well-being has lifelong benefits.</b>		
<p>This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection.</p> <p>Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.</p>		
<b>Progression Step 1</b>	<b>Progression Step 2</b>	<b>Progression Step 3</b>
<p>I have the confidence and motivation to move in different ways and I am beginning to develop control of <i>gross motor movements</i> and <i>fine motor movements</i> in different environments, moving safely in response to instructions.</p>	<p>I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.</p>	<p>I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p>
<p>I am beginning to make connections between my diet and my physical health and well-being.</p>	<p>I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</p>	<p>I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.</p>
<p>I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help</p>	<p>I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.</p>	<p>I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.</p>

## Science and Technology

**What Matters: The world around us is full of living things which depend on each other for survival.**

All living things require specific conditions and resources to survive....

Developing an understanding of the factors which affect the health and success of organisms allows us to make informed decisions about our physical health and how we impact the natural world....

<b>Progression Step 1</b>	<b>Progression Step 2</b>	<b>Progression Step 3</b>
I can recognise that plants and animals are living things which grow.	I can use my <i>knowledge</i> and understanding to predict effects as part of my scientific exploration.	I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment.
I can identify, follow and begin to create sequences and patterns in everyday activities.	I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.	I can explain the role of different organs and systems that enable plants and animals to live and grow.
	I can explore relationships between living things, their habitats and their <i>life cycles</i> .	

## List of Resources

**Available to loan from WCBC Healthy Schools' resource library on: 01978 317698**

**Sugar Kit** - Hands on activities that look at the amount of sugar in pre packed food and drinks. This resource can be used for primary and secondary pupils.

**Fish is the Dish** - Printed teacher notes, lesson plans and teacher notes.

**Cooking is Fun toolkit (Grub Club)** - 36 page booklet to support early years teachers, primary school teachers and parents of children aged 4-11 in starting and running a cookery club, including recipes and other practical supporting materials.

**Eat Well Plate & Faux Food Set** - The Eatwell Plate Faux Foods Package is filled with foods from each of the Eatwell Plate's food groups this package will add a touch of realism to any nutrition presentation. (Large eatwell mat can also be provided on request)

**Hungry for Health (primary) pack** - Inside the packs are teachers' books containing 4 focus areas, each accompanied by a range of ideas and activities suitable for the age range. Each area is supported by Posters, Recipe cards and classroom copiables.

**Food Ambassador Toolkit** - Resource to promote nutrition knowledge through informal sessions using the eatwell plate and interactive games (included).

**Healthy Living & Wellbeing board game** - Children learn about personal safety, healthy living and well-being with these entertaining and enjoyable board games.

**The Big Food Challenge board game** - This exciting pack is filled with games and takes learning through play to a new dimension. Guidance notes give clear instructions and creative ideas for using the pack.

**Greedy gorilla game** - FP Use the health food cards to create the nitrous meals shown on the menus and post the junk food into the gorilla's mouth.

**Lunchbox game** - FP Identify healthy food and improve your memory skills as you race to fill your lunch box with tasty items.

**Change for Life teacher resource book** - Aimed at teachers of KS1 and KS2 pupils this booklet will provide you with hints, tips and lesson ideas to challenge, engage and motivate children.

**Skill Up, Start Cooking** - Resource to support the teaching of cooking, with a focus on ensuring skills progression throughout the age groups. The exciting resource is a fresh new version of our Cooking at School pack, which boasts a whole new set of recipes, an improved version of the acclaimed cooking skills checklist, support for a wider age group (3-11) and lots of fantastic new features.