



## Whole School Food Policy

**School Name:** Swanlea Secondary School

**Date policy was approved:** FGB on 4/12/23

**Review date:** Nov 2026

**Person(s) responsible for overseeing Healthy Eating:** M. Williams, SBM, SLT

**Person(s) writing this policy:** M. Williams

### Introduction:

- 1.1 Swanlea was awarded the Gold Healthy Schools Award in October 2019 for the tuck shop and our Emotional Health and Well-Being project. We have held the Bronze Award since 2017 and gained the Silver Award in 2018.
- 1.2 This policy covers all aspects of food and drink at Swanlea School. Swanlea is dedicated to providing an environment that promotes healthy food and eating, enabling pupils to make informed choices about the food they eat. This will be achieved by the whole school approach to food and nutrition documented in this whole school food policy.
- 1.3 The policy was formulated through consultation between members of staff, governors, caterers, parents/carers, young people through the school council and pupil voice.
- 1.4 The nutritional principles of this policy are based on current evidence-based findings; and the Eatwell Guide is the agreed model for ensuring a healthy balanced diet.
- 1.5 This school food policy and healthy eating strategy is co-ordinated by **Maggie Williams, Senior Leader** and the member of the Senior Management Team that oversees all aspects of food in school is **Samantha Cullen, School Business Manager**.

## 2 Rationale

- 2.1 Our school recognises the importance of good nutrition on pupils' emotional and physical health and wellbeing and the affects this has on an individual child's ability to maximise their educational attainment.
- 2.2 Our school recognises the important connection between healthy eating and a pupil's ability to learn, achieve high standards in school. It also recognises the role the school can play, as part of the larger community, to promote family health, and sustainable food.
- 2.3 The school recognises that sharing food is a fundamental experience for all people. At Swanlea we see this as a primary way to nurture and celebrate cultural diversity and an excellent bridge for building friendships and inter-generational bonds.

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## 3 Aim

The main aims of our school food policy are:

- To provide a range of healthy food choices throughout the school day and in line with the mandatory School Food Standards
- To support pupils to make healthy food choices and be better prepared to learn, achieve and grow
- To ensure a consistent approach to healthy eating across the school community including pupils, staff and parents/carers

## 4 Food provision across the whole school day

Activity:

4.1 Breakfast Club: We have daily Breakfast club that is open to all pupils from 8am. It provides toast, bagels, juice, cereals, milk and other occasional breakfast items.

4.2 Snacks (inc. tuck shop): Swanlea School Catering services in partnership with LBTH run as an in-house catering company, who provide a variety of hot and cold snacks which have nutritional value during break-time. The snacks sold are monitored by the Catering Manager and is overseen by the School Business Manager.

4.3 There are no vending machines in the school.

4.4 School Meals: Swanlea School Catering services run as an in-house catering company in partnership with LBTH, who prepare, cook, and serve the school meals. Meals are monitored by the Catering Manager and who is overseen by the Bursar. The Bursar consults with the catering staff to ensure they are aware of our pupils' specific requirements.

4.5 We have worked to improve the lunchtime experience for all pupils, making every effort to reduce queues and making lunchtimes a more enjoyable experience for pupils. KS3 and 4 have staggered lunchtime to allow a smooth and stress-free dining experience.

4.6 Healthy food and drinks are promoted, and children are encouraged to eat balanced meals and to try all foods on offer. Each day the caterers provide an option of foods that are a part of balanced diet. The options are meats and fish, carbohydrates and starchy foods like rice and pasta, salads and vegetables. The dessert provision is often a fruit option or yoghurt. Less than 5% of pupils have a regular packed lunch from home. The area manager for LBTH will consult with the SBM when memos come out via tablet regarding nutrition. Parents have been informed by letter about what items are beneficial to support healthy eating and items that could compromise a healthy approach to food. The content of pupils packed lunch is not monitored but informal inspections are made. Pupils are not allowed to bring fizzy drinks or energy drinks as part of their packed lunch or school snacks.

4.7

### 4.8 Packed lunches should aim to include:

- Some starchy foods such as bread (sliced bread, pitta bread, wraps, bagels), pasta, potatoes, couscous; choose wholegrain where possible
- 1 portion of fruit and 1 portion of vegetables or salad
- Dairy food such as cheese or yoghurt

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- Meat, fish, or another source of protein such as eggs, beans and pulses, hummus, falafel
- Oily fish once every 3 weeks e.g. sardines or salmon

## 4.9 Packed lunches should not include:

- Crisps or crisp type snacks e.g. flavoured rice cakes or cheddars
- Sweets
- Any items containing chocolate including bars, biscuits, cakes or yoghurts/desserts.
- The school provides water for all pupils at lunchtime. All Year 7 pupils are given a recyclable water bottle and are encouraged to use it – filling up during breaktime and lunchtimes.
- Occasionally cakes and biscuits are made for the use of selling for charity fundraising.

## 4.10 Water Provision:

- Water Provision: Fresh water is provided in the playground and in the restaurant by water foundations. Pupils are allowed to drink water in class, as long as there is no disruption to learning.

## 4.11:

- We expect all pupils to bring a re-usable water bottle to school and are expected to use it. They have easy access to fountains.

## 4.12 Waste:

- The catering staff collects and disposes of rubbish in two ways. The food waste is collected by the premise staff and picked up by Tower Hamlets Refuse collectors and a food waste recycling company. The catering staff also are involved in recycling (Oils). This is deposited in the recycling green container at the back of the kitchen, which is then collected by the Tower Hamlets Recycling refuse team.

## Context

“Tackling obesity is one of the greatest long-term health challenges this country faces. Today, around two-thirds (63% of adults are above a healthy weight, and of these half are living with obesity<sup>1</sup>. We have 1 in 3 children leaving primary school who are already overweight or living with obesity with 1 in 5 living with obesity<sup>2</sup>.”

Obesity prevalence is highest amongst the most deprived groups in society<sup>3</sup>. Children in the most deprived parts of the country are more than twice as likely to be obese as their peers living in the richest areas<sup>4</sup>. This is sowing the seeds of adult diseases and health inequalities in early childhood.

Obesity is associated with reduced life expectancy. It is a risk factor for a range of chronic diseases, including cardiovascular disease, type 2 diabetes, at least 12 kinds of cancer, liver and respiratory disease<sup>5</sup>, and obesity can impact on mental health<sup>6</sup>.”

(Policy paper. Tackling obesity: empowering adults and children to live healthier lives. Published 27 July 2020, Department of Health and Social Care

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<https://www.gov.uk/government/publications/tackling-obesity-government-strategy/tackling-obesity-empowering-adults-and-children-to-live-healthier-lives>)

Locally, children in Tower Hamlets have high levels of excess weight (overweight or obesity).

Among 4-5 year olds, 20.4% have excess weight (of whom 10.9% are obese) and among 10-11 year olds, 45.4% have excess weight (of whom 29.7% are obese) (NCMP data 2021/22 academic year).

Both are above the average for London and England.

The issue of oral health also continues in Tower Hamlets, with high levels of children aged 5 years old with experience of visually obvious dental decay (2021/22). Tower Hamlets has 29.6% compared to the national figure of 23.7% and 25.8% in London (Tower Hamlets Child Health Profile, Public Health England, <https://fingertips.phe.org.uk/>)

## Curriculum

5.1 It is essential that nutrition education is embedded in the curriculum and there is consistency across different subjects- science, technology, personal development, PE and that it remains consistent with the whole school food policy. At Swansea School we provide many opportunities for our pupils to learn about food.

These include:

- Design and Technology
- PSHE
- Physical Activity
- Science

5.2 **Key Stage 3 Science:** Pupils are taught about the need for a balanced diet containing carbohydrates, proteins, fats, minerals, vitamins, fibre and water and about foods that are sources of these. That food is used as a fuel during respiration to maintain the body's activity and as a raw material for growth and repair.

5.3 **Key Stage 3 Food Technology:** Pupils are taught about food and nutrition by exploring the eat well plate. All children have the opportunity to learn practical food skills e.g., planning, budgeting, preparing and cooking meals.  
<https://www.nhs.uk/Live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>  
<https://www.gov.uk/government/publications/the-eatwell-guide>  
Pupils learn about the provenance of food and consider; the effect of air miles on the environment and the consequences of over fishing.  
Pupils learn about the importance of being hydrated.

5.4 **Key Stage 3&4 Personal Development:** Pupils are taught how to keep healthy and what influences health, including the media. To recognise and manage risk and make safer choices about healthy Lifestyles, different environments, and travel. To think about the alternatives and long and short-term consequences when making decisions about personal health. To recognise the link between eating patterns and self-image, including eating disorders.

5.5 **Key Stage 3&4 Physical Education:** Pupils are taught about the importance of maintaining a healthy diet and the effects it can have upon being and remaining healthy. Pupils explore the importance of diet as a factor that can affect sporting excellence and the effects it can have upon

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training and performance.

## **Partnerships – the whole school community**

This section is about how the policy may affect the school community but also how the policy will be disseminated to the various groups:

**6.1 Children:** Pupils are consulted about the food policy by surveys and questionnaires. Pupils are asked about their opinions in regard to the school menu, again by surveys and questionnaires.

**6.2 Staff:** Staff are asked their opinions through surveys and questionnaires. Teachers who deliver food education receive professional development and support through staff inset and staff meetings.

**6.3 Governors:** Governors are involved in renewal of the policy.

**6.4** The school does everything possible to accommodate pupils' specialist dietary requirements including allergies, intolerances, religious or cultural practices.

**6.5** Individual care plans are created for pupils with food allergies and relevant staff are aware of these plans.

## **How will you know if the objectives are being met?**

**7.1 Monitoring and Evaluating:** The Whole School Food Policy is consulted upon, monitored and evaluated through processes involving LCOs, subject leader for Food Technology, Senior Management Team, SBM, Catering Manager, Governors and the Healthy Schools Co-coordinator who is in charge of organising and overseeing the process of consulting on, monitoring and evaluating the Whole School Food Policy.

We will look at the feedback from the consultation process to evaluate if amendments or improvements need to be made to the policy.

## **What does this all mean?**

**8.1 Conclusion:** Our whole school approach and the valued opinions of the whole school community in producing guidelines and regulations, education and knowledge, around food provision is invaluable in striving to maximize pupils' emotional and physical health and wellbeing, and the positive contributions it has upon a pupil's ability to learn.

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## Appendix 1 - Eatwell Guide

