

Catch22 Independent Schools Policy

School Meals Policy

Include Suffolk

Contents

Education intent statement	2
1. What is the policy about?	4
2. Who does this policy apply to	4
3. Policy requirements	5
4. Definitions	9
5. Related policies	9
6. Appendices	9
Annex 1 – Equality Impact Assessment	11

This policy will be reviewed every 3 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2020
Date of last review:	September 2023
Date of next review:	September 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Catch22 Education Staff

Catch 22 Independent Schools Education

Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

Evidenced in this policy?

Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	4 5 5
Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	5 7 & 8 X 4 & 5 X 4,5,6,7 & 8 7 & 8 X 4 & 8

1. What is the policy about?

Catch22 recognises the importance of ensuring that School Food Standards ⁽¹⁾ are being met across all its schools and academies, whilst embedding a culture and ethos of healthy eating. A great school food culture improves pupil's health and academic performance which are important for long term wellbeing and development. This means providing tasty food that both looks good and is nutritious; creating a positive dining experience for our pupils, who are encouraged to try new things and understand the importance of making healthy choices; allowing pupils to eat with their friends and instilling a love of cooking and growing; all at an affordable price for those that are not eligible for Free School Meals (FSM).

Catch22 encourages schools and academies to engage with and support their local food supply communities through their purchasing decisions; and through the identification of opportunities to support the provision of food education within the school.

Include Suffolk is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed food choices. This will be achieved by the approach to food provision and food education documented in this policy.

The Policy has been reviewed to consider and comply with the mandatory national School Food Standards (March 2019). These standards:

- Outline what can and cannot be provided between the hours of 8am and 6pm.
- Ensure a wide variety of foods are served across the learning week for a good balance of nutrients.

This policy covers all food consumed in the school, both on-site and during trips and visits, including:

- Breakfasts
- School provided Lunches
- Packed lunches
- Snacks between meals
- Drinks

2. Who does this policy apply to?

Headteachers, school catering commissioners /managers, catering staff, Local Governing Bodies, all staff, parents/carers and Commissioners.

3. Policy requirements

All Catch22 schools and academies in England and Wales are required to provide school meals that comply as appropriate with either the Requirements for School Food Regulations (England) 2015; or School Nutritional Standards and Requirements (Wales) Regulations 2013.⁽²⁾

Include Suffolk will ensure that a school lunch is provided for pupils where a meal is requested and either the pupil is eligible for free school lunches, or it would not be unreasonable for lunches to be provided. The school will set out a clear statement on the provision of Free School Meals to eligible pupils in line with mandatory requirements and any charges made for the provision of meals where FSM eligibility does not apply.

The school will make reasonable adjustments for pupils with specific requirements, for example to reflect medical, dietary and cultural needs.

Wherever possible meals provided will offer both hot and cold alternatives, to ensure that pupils are able to eat at least one hot meal every day; subject to the number of pupils on the roll and the availability of suitable preparation, storage and serving facilities.

Meals and drinks served will promote healthy eating choices by our pupils. Drinking water will always be available free of charge on the premises. Free of charge lower fat or lactose reduced milk will be made available for drinking at least once a day during learning hours to infant and benefits-based free school meals pupils when it is offered as part of their school meal; and free to benefits-based free school meals pupils at all other times.

Our school food provision will seek to achieve value for money and support the sustainable food and farming agendas.

Food Throughout the day

Breakfast

Breakfast is an important meal that should provide 25% of a child's energy requirement and supports pupils to be ready to learn at the start of each day.

The school runs a daily breakfast club for pupils from 9.30-9.45

School Lunches

The school meals are provided by Vertas and served between 12:10-12:40 in the: dining hall/classroom.

Lowestoft:

Hot food is put on the work tops these are temp checked by Vertas who will be serving the hot food. This is served in the kitchen. Work tops are cleaned after use and then dishwasher is loaded.

Ipswich:

Vertas bring in the hot lunches, cleans down the tables and temp checked all the food before putting this into the hot counter till this is served. Once served they clean up and take the dirty dishes away and wipes down tables.

Bury St Edmunds:

Vertas deliver hot lunches in single serve boxes, inside insulated boxes, which are then temperature checked by include staff. Cutlery is provided and washed by include staff.

Vertas staff remove the insulated boxes from the previous day when they drop off the meals.

School meals will provide options that meet the medical, cultural, and religious needs of pupils as appropriate.

Packed Lunches

The school's packed lunch policy is developed using guidance from the Children's Food Trust. The guidance aims to support pupils to have a balanced lunch and best prepare them for learning in the afternoon.

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
- 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
- Packed lunches should not include:
- Sweets
- Any items containing chocolate

- Anything nut related if there are allergies on site
- Fizzy drinks

The school provides drinking water free of charge for all pupils at lunchtime; therefore, there is no need for packed lunches to include a drink.

Snacks

The school understands that healthy snacks can be an important part of the diet of young people.

We provide snacks throughout the day which include:

- Fruit
- Breadsticks
- Raisins
- Toast
- Vegetables

Drinks

Water is provided by all staff to all pupils throughout the school day.

Trips and Visits

A packed lunch will be provided by the school, for all children who usually have a school meal. Children are welcome to bring their own packed lunches on trips. However, these lunches must adhere to the same food and drink guidance described above.

Celebrations

The school/academy recognises the importance of celebrating birthdays and special occasions.

For birthday celebrations, all pupils will receive: birthday card, birthday song if requested, birthday cake provided either by school or parents.

We welcome any parents who would like to send in fruit for their child/young person to share with the class on their birthday.

For celebration events, we welcome a variety of foods, from different cultures, for pupils to try. Class teachers will provide parents/carers with suggestion lists of celebration food to ensure that we have a wide variety of food choices available.

Occasional fund-raising events may include the sale of treat food such as cakes, but the inclusion of other foods will also be encouraged.

Curricular and Extra-Curricular Activity

Food and nutrition are taught at an appropriate level throughout each key stage in science, PSHE and Design Technology (cooking and nutrition). The Eatwell model is used throughout the school/academy (see appendix 3) as a model of understanding a balanced diet. *Cooking is part of our creative curriculum and used throughout the school timetable.*

Staff delivering cooking sessions and clubs have achieved Level 1/2 in Food Safety and Hygiene.

Special Dietary Requirements

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

Individual care plans are created for pupils with food allergies, sensory impairments or other medical needs that require food-based care plans and all staff are aware of this.

Vertas are informed of any allergies.

Pupils' food allergies records are stored on SIMS and pupils information is to be kept where food is served.

Expectations of Staff and Visitors

The school expects staff to contribute to and support this food policy across the learning day. Staff and visitors will be expected to model good practice behaviour around food and drink and in line with the policy when in the company of pupils.

Staff are encouraged to eat with the pupils.

Parents, Carers and Family Members

Our relationship with parents/carers is very important and we aim to support them with information and advice around food, so that they are best prepared to make healthy choices for their families.

Roles and Responsibilities

The Local Governing Body is responsible ensuring a whole school food policy that meets School Food Standards is in place, monitored and reviewed. The governing body should

ensure that it receives regular reports on compliance with the school food standards as well as take-up of school lunches and financial aspects of school food provision.

The Headteacher is responsible for ensuring that the policy is implemented and understood by all staff, pupils, parents and carers. A checklist for Headteachers is provided at Appendix 2. Links to useful school food resources are provided at Appendix 3.

4. Definitions

FSM – Free School Meals

LGB – Local Governing Body

5. Related policies

- Health and Safety Policy
- Educational Trips and Visits
- Medical Needs policy
- Equal Opportunities Policy

6. Appendices

Appendix 1: Guidance

- (1) <https://www.gov.uk/government/publications/standards-for-school-food-in-england>
<https://www.wlga.wales/healthy-eating-in-schools>
- (2) http://www.legislation.gov.uk/ukxi/2014/1603/pdfs/ukxi_20141603_en.pdf
<http://www.legislation.gov.uk/wsi/2013/1984/made>
- (3) <http://www.legislation.gov.uk/ukpga/1990/16/contents>
http://www.legislation.gov.uk/ukxi/2006/14/pdfs/ukxi_20060014_en.pdf
- (4) <https://www.food.gov.uk/business-guidance/food-hygiene-for-your-business>

Appendix 2: Checklist for Headteachers

<http://www.schoolfoodplan.com/wp-content/uploads/2014/06/Checklist-for-school-lunches-140616.pdf>

Appendix 3: Useful School Food Resources

- Establishing a Whole School Food Policy:
<https://www.publichealth.hscni.net/sites/default/files/Establishing%20a%20whole%20school%20food%20policy.pdf>
- Children's Food Trust:
<https://www.ufi.co.uk/projects/children%E2%80%99s-food-trust>
- The School Food Plan and School Food Standards
<http://www.schoolfoodplan.com/standards/>
- School food in England: Departmental advice for governing bodies
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393122/School_food_in_England_2015.pdf
- Information on food allergens www.food.gov.uk/allergy
- and food allergen poster
<http://www.food.gov.uk/sites/default/files/fsa-dfe-eu-fic-schools-posterv2.pdf>
- Government Buying Standards for food and catering services

<https://www.gov.uk/government/collections/food-buying-standards-for-the-publicsector-the-plan-toolkit>

- School Fruit and Vegetable Scheme factfile
<http://www.nhs.uk/Livewell/5ADAY/Documents/SFVS%20Factfile%20for%20Schools.pdf>
- Safer Food Better Business Pack <https://www.food.gov.uk/business-industry/sfbb>
 - The Eatwell guide:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

Appendix 4: Supporting Information

- Change 4 Life School Zone <https://campaignresources.phe.gov.uk/schools>
- <http://www.childrensfoodtrust.org.uk/childrens-food-trust/schools/>
- Food Standards Agency <http://www.food.gov.uk/>
- Food - a fact of life
- (provides a wealth of free resources about healthy eating, cooking, food and farming for children and young people aged 3 to 18 years).
- <http://www.foodafactoflife.org.uk/>
- British seasonal food chart <http://www.whats-in-season.com/>
- School Food Matters
- Examples of best practice and fun ideas to get children cooking, growing and out onto a farm.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	School Meals Policy
EIA completed by:	Janet Bywater - Education Project Manager
Date of assessment:	August 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts

Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes