The Independent

SCHOOL FOOD PLAN

Creating a Culture and Ethos of Healthy Eating

Ofsted's new Common Inspection Framework includes a judgment on personal development, behaviour and welfare. As part of reaching this judgment, inspectors will look at the extent to which schools are successfully supporting pupils to gain "knowledge of how to keep themselves healthy" and "make informed choices about healthy eating, [and] fitness" throughout their entire inspection.

The School Food Plan has produced this practical guidance to help school leaders and governing bodies adopt a whole school approach to food. It is designed to be used alongside other School Food Plan resources including the Headteacher Checklist and What Works Well Website. Go to www.schoolfoodplan.com/ofsted

LEADERSHIP

Key Questions	Evidence	✓
• What steps have you taken to ensure there is a whole school approach to healthy eating?	• A current 'whole-school' food policy shared widely with stakeholders.	☐
• Who is responsible on the senior management team and governing body for healthy food provision and food education?	• Strategy/references to healthy eating in School Development Plan / Self-evaluation form.	☐
• How do you monitor and evaluate school food provision and food education?	• Pupil premium spending promoting healthy eating and learning (including breakfast and after school clubs).	☐
• How do you involve the wider school community (including parents and Governors) in promoting healthy eating?	• School meal take-up data.	☐
	• Senior leadership and Governor engagement with what children are eating and drinking.	☐
	• Awards and quality assured schemes such as Food for Life Schools Award, Children's Food Trust, Healthy Schools.	☐

Further resources
What Works Well website: www.schoolfoodplan.com/www , Headteacher Checklist: http://www.schoolfoodplan.com/checklist/,
DfE Governor Advice: School Food in England : Departmental advice for governing Bodies

FOOD PROVISION

• How do you know food is tasty and meets the food standards across the whole day?	• An attractive, happy and calm dining environment.	☐
• What do children think about the food and drink provided? How are they involved in decision-making?	• Staff and children eating together.	☐
• How do you ensure your meal provision best meets the needs of your school community?	• Catering staff (including midday supervisors) who are happy and engaged with school staff and children.	☐
• What advice is provided for those who choose not to take a school lunch, e.g. a healthy packed lunch policy?	• Children and parents are actively consulted.	☐
	• Cashless payment system to reduce queues and stigmatisation of Free School Meal (FSM) pupils.	☐
	• Independent verification that school food standards and relevant Government Buying Standards are met across the school day.	☐
	• Making water the drink of choice, freely and easily available.	☐

Further resources
School Food Standards: www.schoolfoodplan.com/standards, Government Buying Standards: http://bit.ly/1E5M4dh
Packed lunch policy template: www.childrensfoodtrust.org.uk/schools/packed-lunches/packed-lunch-policy

FOOD EDUCATION

• How do you measure progress of children's knowledge and skills about healthy eating?	• Consistent messaging across subjects.	☐
• How do you make learning about healthy eating (including nutrition advice and practical cooking) possible for all students and across subjects?	• Ensuring there is enough timetabling, space and practical resources (equipment, ingredients).	☐
• Do you use a qualified subject specialist to teach food education?	• Food education schemes of work with a focus on savoury cooking.	☐
	• Use of pupil premium or budgets to provide ingredients for pupils unable to bring from home.	☐
	• Food growing and gardening activities.	☐

Further resources
National Curriculum - Design & Technology: http://www.schoolfoodplan.com/cooking-in-the-curriculum/, Core competences framework: www.nutrition.org.uk/foodinschools/competences/competences.html

WIDER WELLBEING

• How does the school link healthy eating within the wider personal development, behaviour and welfare judgment?	• Drawing on expertise from outside agencies.	☐
• What CPD/training is in place for all teachers and support staff to support their knowledge of health and wellbeing?	• Events, assemblies, displays and messaging themed around health and wellbeing.	☐
	• A culture of exercise and healthy eating.	☐
	• Staff Development plans and Continuing Professional Development (CPD) records.	☐

Further resources
Promoting children and young people's emotional health and wellbeing:
https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing