

## **SCHOOL FOOD POLICY @APRENDIZES ACTIVE LEARNING SCHOOL**

### **1 – Objective/Purpose**

Nutritional education is fundamental for the child's health and proper development, leading to better choices in the future. They promote healthy eating patterns for our students and staff. We take a proactive approach to improving the health and well-being of the entire school community. We believe that a healthy, nutritious and balanced diet is essential for the development of the students' physical state, as well as for their intellectual abilities. Feeding the body with the right nutrients helps to stimulate the mind and improve focus and concentration, facilitating the entire learning process and making the student feel integrated and happy.

Several studies and scientific evidence show that children and young people need a lot of support and guidance to eat in a healthy way. They need to be constantly exposed to good food environments (coherence). Messages need to be consistent with the types of food they see around them.

This policy reflects and supports the principles of a whole-school approach to healthy eating (where students receive consistent messages on the topic across the formal curriculum, food provision and school practices).

In this project, we believe that combining organic, fresh and local food with an open-air laboratory (garden and orchard) and the theoretical classes all integrated (with the food project), we send a consistent and coherent message that health is conquered through conscious choices.

### **Transform**

We seek to form balanced human beings to collaboratively transform society. We believe that, in this way, we can contribute to a better world, a society of conscious, responsible, respectful and free individuals.

This policy reflects the school's values as well as precautions and recommendations based on DGS directives.

### **2 - Vision and Objectives**

Ensure that all aspects of nutrition (food and drink) at the school promote the health and well-being of students, staff and visitors.

Ensure the integration between knowledge and food.

Ensure that students have enough information about food and nutrition to enable them to make informed choices about what they eat and drink, in and out of school.

Ensure that students "experience" the healthy eating cycle (from plantation to table), that is, in integration with the garden project.

Ensure that the school cafeteria (guardians) provides healthy, appetizing goods in sufficient quantity and that it complies with all the hygiene and food safety standards established by law.

Ensure nutritional and psychological support to the family (multidisciplinary team) in specific cases of eating behaviours/conducts, and cases that require special attention within the school environment.

### **3 – School nutritional values**

#### **Promote food variety, different flavours and textures.**

Inclusive and non-restrictive diet.

- Organic
- Seasonal
- Local or Portuguese
- Fresh
- Plant-based drinks and cream
- Cow yoghurt, organic, natural fermentation
- Fresh juices
- Fats: olive and coconut oil
- Respect for the cycle of nature
- Fair trade
- Support local producers
- Gluten friendly
- Low sugar
- Low fat
- Low salt

- Few dairy products
- No ultra-processed or processed food (with the exception of minimally industrialized products, e.g., tuna, used only in emergency situations)

### **The don'ts in the kitchen**

- Artificial sweetener
- Transgenics
- Refined foods
- Hydrogenated fat
- Monosodium Glutamate
- Dyes
- Artificial preservatives
- Canned food

### **Basic recommendations**

#### **Should reflect the school's values:**

Food and beverages used in the context of teaching food preparation, culinary experiences and skills.

Food and beverages provided as part of a physician-recommended diet for any student.

#### **Birthdays:**

The birthday cake is made by the students in the school cafeteria, with ingredients selected by the school.

#### **Exceptions**

Food or drinks provided as part of a social, cultural or recreational activity, for example school discotheques, sports days or cultural events such as school dinners or Christmas or Halloween lunches.

We recommend, however, that all those who play a role in organizing school activities, social, cultural or recreational events encourage the promotion of healthier options, in line with the values of a health-promoting school.

## **4 – Eating patterns in a school environment (Diet and nutritional needs)**

### **4.1- Type of school diet**

The school (according to its values and the most recent scientific evidence in the areas of Health and Nutrition) chose to provide a diet based on whole plant foods (*Whole Food Plant based diet*) and on the Mediterranean diet, thus respecting the cultural aspect of the country where the school is located, as well as the various nationalities present.

This integrated diet, associated with our values, establishes that foods with flavours and nutrients should be consumed in their purest form and directly from nature.

Meals that contain fresh ingredients, more vegetables and minimally processed foods and avoid industrial foods.

A less industrial and more natural diet brings numerous health benefits, ranging from a greater contribution of nutrients and bioactive compounds, more antioxidants and more flavour, to the reduction of the much-feared inflammation, preventing a series of future chronic pathologies for our students and employees.

Plant-based and Mediterranean food recommend avoiding excessive consumption of products of animal origin. There is no ban, as long as their consumption is moderate and the way of cooking is not harmful.

In this way, foods of animal origin are present weekly, but their origin and frequency in the menu follow specific criteria, always based on promoting better health habits, preventing future inflammatory processes and including more vegetables in school meals.

The school recommends that each child be evaluated in a family, nutritional and psychological context, in order to avoid any deficiencies and trauma related to the nutrition process.

Thus, all food provided in the school environment is organic, seasonal and local, and based on respect for nature and the environment.

#### **4.2 – Nutritional needs divided by age groups**

Based on the indications of the Portuguese DGS, and according to the Ministry of Education, the school divides nutritional needs into 4 groups, according to the level of education and age group:

- Preschool (Kindergarten) - 3 to 6 years old

- 1<sup>st</sup> cycle - 6 to 10 years old
- 2<sup>nd</sup> and 3<sup>rd</sup> cycle - 10 to 15 years old
- Secondary and staff - 15 to 18 years old +

Each age group has specific daily nutritional needs, which are proportional to age. These values represent an average.

- 3 to 6 - 1400 Kcal
- 6 to 10 - 1640 Kcal
- 10 to 15 - 2000 Kcal
- 15 to 18 + - 2380 Kcal

### **4.3 – Responsibility for cooking the meals**

All meals are prepared at the school and follow food safety and hygiene guidelines (HACCP and quality control by Rentokil).

They also reflect the choices and indications of the school nutritionist and the school's values.

It is not allowed to bring or consume food/meals from home, except on days of properly scheduled party/themes.

### **4.4 – Monitoring meals**

Meals must be monitored by kitchen managers and head teachers.

Eating behaviour in the cafeteria must be evaluated and guided, as part of the student's educational process.

This assessment must be done up to the age of 15.

### **4.5 – Eating behaviour in the school environment**

We are a welcoming and inclusive school, but we consider it extremely important for the student to ingest all the nutrients necessary for their good development.

We believe that the food supplied, both in quantity and quality, offers the correct nutritional value daily and as a whole to make this happen.

In this way, the student must follow the recommendations for meals consumed in a school environment, and should not avoid any meal items under penalty of being incomplete and nutritionally unbalanced (e.g., eating only soup).

We remind you that, in these phases of life, the need for energy and macro and micronutrients is very high.

Ensuring a healthy development is our value.

In cases in which there is no immediate identification with our dietary pattern, disagreement of food preferences, and others, these should be worked on together so that the child/young person can grow and evolve as a future eater of a rich and healthy diet.

We must be aware that the eating area can reflect problematic emotional and psychological situations.

Those responsible for monitoring should be trained in this area and should encourage students to eat the food provided.

Children must have guidance regarding this, so that they do not contaminate exceptional behaviour among their peers.

#### **4.6 – Screening for food intolerances/food allergies and other pathologies that have a direct impact on eating**

At the time of student registration, a form is provided for parents to fill in as rigorously, up-to-date and honestly as possible.

A medical/paediatrician statement is required to confirm the details of the future student.

Parents should always keep these medical data up to date, as they may change during the growing process.

Problematic or particular cases identified must be signalled to the head teacher and the kitchen and handled as rigorously as possible.

The kitchen has a table with the photo, name, class and clinical case of each student who has a food issue, for easier follow-up.

All school food items have labels that identify their composition and all ingredients that participate in food preparation and confection are duly identified in the technical sheet prepared for this purpose.

All the allergens present in the dishes to be prepared are identified in the weekly menus.

As a preventive measure and as a reinforcement of previous actions, there is an adrenaline pen in school's infirmary.

#### **4.7 – School positioning in relation to some foods**

The school has a gluten friendly philosophy, not being responsible for any unreported case of celiac disease.

The school has determined that, due to the freshness, provenance and quality of the eggs (organic and quality control), they can be served under any circumstances.

Due to the high nutritional value of oilseeds and nuts, the school decided to keep these elements in the composition of its meals and snacks.

Students with sensitivity/allergy to these foods must inform the school in their registration form. The case will be identified and preventive measures will be activated.

Casein and lactose intolerances or allergies must also be properly reported so that the school can act accordingly. However, most of our products do not contain these two possible allergens.

#### **4.8 - Sustainability**

One of the pillars of the school is to maintain and promote the health of our planet. Measures are taken daily to promote this value, such as the use of thermoses by the community (avoiding excessive washing of glasses and the use of plastic cups). The leftovers from the culinary preparations go to the compost and to our pets, like our little pig Amora. When there's leftover cooked food from lunches, we make them available at the end of the day for our team who, if they wish, can take them home. We leave a recipient for the contribution of a voluntary amount for this meal, which we fully revert to our vegetable garden.

The packed lunches distributed for field trips are delivered in cloth or paper bags. All the material used is, for the most part, biodegradable and reusable.

#### **4.9 – School market**

This market aims to promote the integration of our community and encourage trade between parents and our suppliers. Families and staff will be able to buy directly from our suppliers' products which reflect our values (fresh, organic, seasonal and local) at a discount, and thus will be able to perceive and enjoy the quality and origin of the products we offer at the school. Parents will be able to sell and promote their products, which should mirror the school's values as closely as possible.

We intend, in the near future, to extend this action outside the school community. At this time, and due to the current pandemic context, we have not yet been able to act in this direction.

#### **4.10 – Future school bar**

It must be adapted to the students' proposal, but reflect the school's values and a healthy lifestyle.

## **5 – Meals provided by the school**

### **5.1 - Lunch**

The lunch meal accounts for 30-35% of the daily energy needs, according to their percentage distribution per meal.

Of these 30-35%, the energy value for lunch for each age group is:

3 to 6 (420-490 Kcal)

6 to 10 (492-574 Kcal)

10 to 15 (621-725 Kcal)

15 to 18 + (714-833 Kcal)

The percentage distribution of energy requirements by macronutrient for the lunch meal and according to the WHO is as follows:

Carbohydrates - 55 - 65 %

Lipids (fats) - 15 - 30%

Plant or animal protein - 10 - 15%

Micronutrient and water values are also taken into account and can be consulted.

Framing by age group, each student must ingest a certain amount of nutrients and calories per meal/day.

It is the school responsibility to provide each student, through supervision during the plating process, with the amount considered to be adequate for the meal, which meets their needs of macro and micronutrients for their age group.

Values lower than those stipulated, or their absence (omitting meals) can compromise the normal physical, intellectual and emotional development and growth of children and young people.



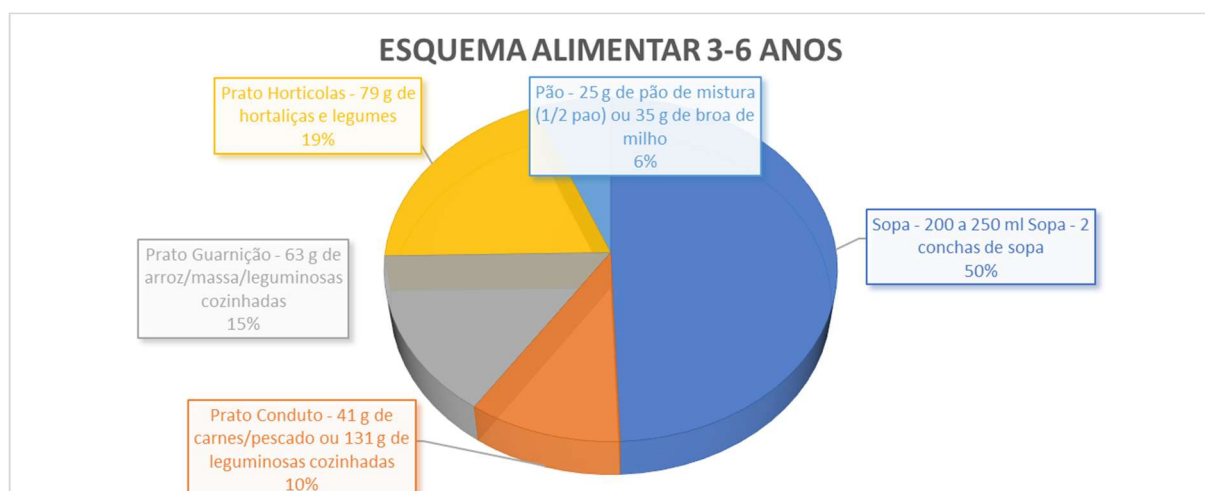
Childhood and adolescence are characterized by rapid cell growth, which involves the daily requirement of essential macro and micronutrients.

These parameters have minimum and maximum values and can be consulted in the tables below.

### Diet scheme 3-6 years old

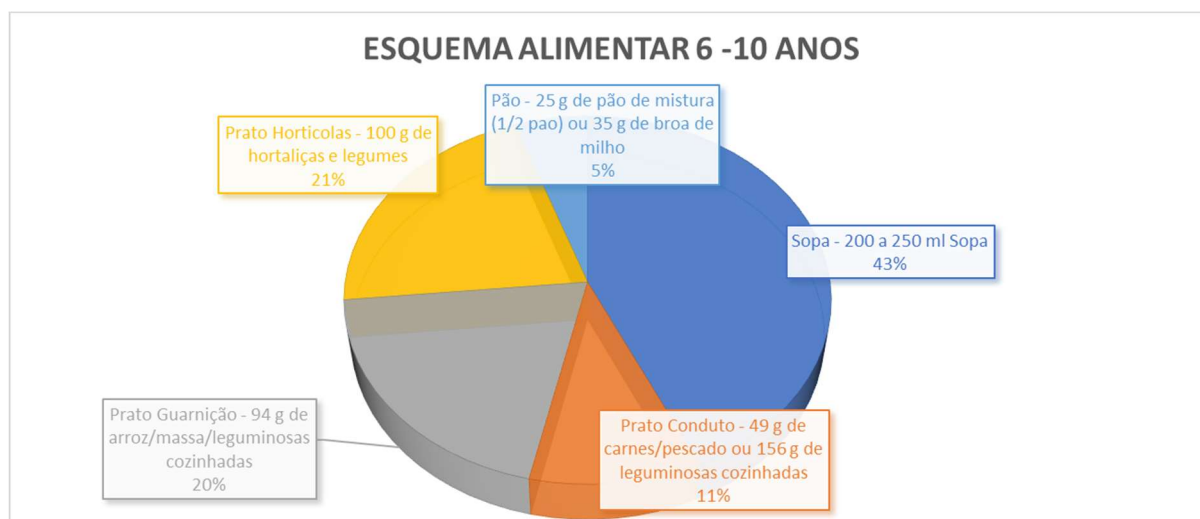
Soup - 200 to 250 ml soup - 2 soup ladles	203
Protein - 41 g of meat/fish or 131 g of cooked legumes	41
Side dish - 63 g of rice/pasta/ cooked legumes	63
Vegetable dish - 79 g of vegetables and legumes	79
Bread - 25 g mixed flour bread (1/2 bread) or 35 g of sweet corn bread	25

### ESQUEMA ALIMENTAR 3-6 ANOS



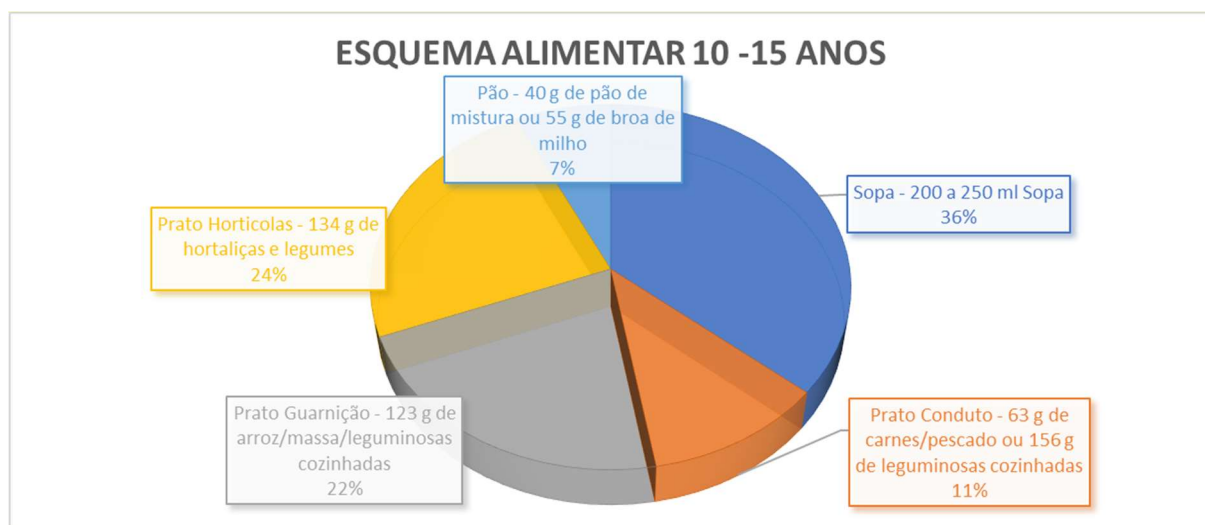
## Diet scheme 6-10 years old

Soup - 200 to 250 ml soup	203
Protein - 49 g of meat/fish or 156 g cooked legumes	49
Side dish - 94 g rice/pasta/ cooked legumes	94
Vegetable dish - 100 g of vegetables and legumes	100
Bread - 25 g mixed flour bread (1/2 bread) or 35 g of sweet corn bread	25



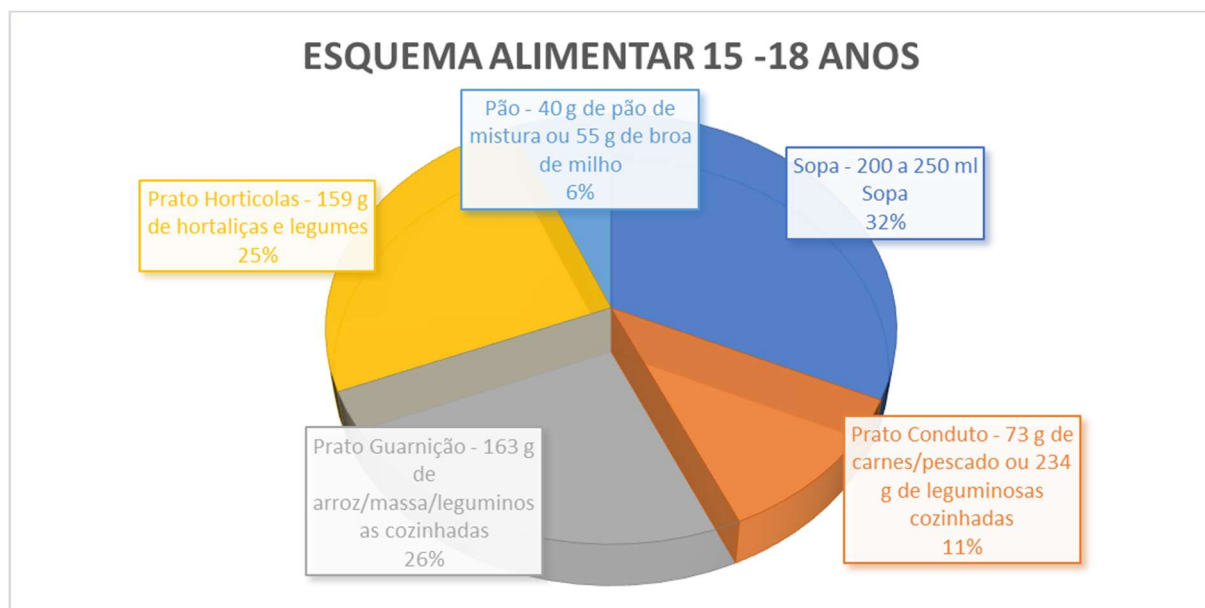
### Diet scheme 10-15 anos

Soup - 200 to 250 ml soup	203
Protein - 63 g of meat/fish or 156 g	63
Side dish - 123 g of rice/pasta/ cooked legumes	123
Vegetable dish - 134 g of greens and vegetables	134
Bread - 40 g of mixed flour bread or 55 g sweet corn bread	40



### Diet scheme 15-18 years old

Soup - 200 to 250 ml soup	203
Protein - 73 g of meat/fish or 234 g of cooked legumes	73
Side dish - 163 g of rice/pasta/cooked legumes	163
Vegetable dish - 159 g of greens and vegetables	159
Bread - 40 g of mixed flour bread or 55 g of sweet corn bread	40



The school guarantees an average price per dish, as the school food policy allows for the repetition of the meal.

We also consider that exaggerated amounts of calories/macro/micro nutrients per student per meal is inappropriate behaviour and does not reflect our values regarding a healthy life and diet, inevitably leading to the development and promotion of harmful habits and may lead to obesity and other chronic diseases of today's society.

Therefore, the school has a policy that the student can repeat the initial amount up to twice, so as not to exceed the amounts necessary for a healthy meal and the development of good eating habits and behaviours.

### **5.1.1 - Lunch meal composition**

The school, the school nutritionist, the chef and the kitchen staff must comply with the nutritional standards for the meals provided at the school. These must keep all their constituents in the referenced amount, so that the meals are complete and adequate from a nutritional point of view.

#### **The following food groups (items) are provided as part of the school meal:**

- Soup, salad, dish and water.
- The dish is composed as follows: protein, side dish (carbohydrates) and vegetables.
- Dessert (once a week).

#### **Nutrients that must be present:**

- Protein
- Carbohydrates
- Fats/lipids
- Fibre
- Vitamins and minerals
- Water

#### **Sources of macronutrients and micronutrients:**

- Main animal protein sources
- Meats, fish, seafood
- Eggs
- Cheese, yoghurt

#### **Main sources of plant protein:**

- Legumes, tofu, soy

#### **Main sources of carbohydrates:**

- Natural fermentation bread
- Whole rice and *basmati*
- Potatoes
- Quinoa, whole pasta, *millet*, bulgur, buckwheat, couscous.

#### **Main sources of fats:**

- Extra virgin olive oil
- Coconut oil

- Oil seeds (chia, linseed, pumpkin seed, sesame, sunflower, hemp)
- Dry fruits

### **Main sources of fibre, vitamins and minerals**

- Legumes
- Fruits
- Vegetables

### **5.1.2- Plating**

- Preschool (Kindergarten) - the plating is done by those responsible for the class.
- 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> cycles - 6 to 15 years old is done by children and young people with the aim of promoting autonomy and freedom of choice - food supervision.
- Highschool - 15 to 18 years old – food supervision.

P.S. – We also have an option called DIET, when someone (students or staff) is sick or unwell, let us know and we always prepare a light meal.

It can be chicken broth without animal protein or just boiled fish/grilled chicken, accompanied by white rice.

There is also always a simpler salad (e.g., only carrot sticks, only tomato, only lettuce, only beetroot).

### **5.1.3– Culinary techniques**

We favour a cuisine with simple execution techniques that involve the reduced use of dietary fats. For example: baked, boiled, grilled.

### **5.1.4- Rotation and constitution of menus**

Menus are created according to seasons and food availability. Soup, salad and vegetarian options are available daily.

On Mondays and Wednesdays, the menus are entirely vegetarian, with 2 options.

On Tuesdays, Thursdays and Fridays the menus range from meats (beef, lamb, pork and poultry - chicken or turkey), fish and seafood.

On Wednesdays we serve dessert.

**MENU STRUCTURE**

**Weeks 1 and 3 of each month**

Mon	Tue	Wed	Thu	Fri
SOUP OR	SOUP OR	SOUP OR	SOUP OR	SOUP OR
SALAD	SALAD	SALAD	SALAD	SALAD
VEGETARIAN	FISH OR SEAFOOD	VEGETARIAN	FISH OR SEAFOOD	MEAT Beef or lamb or pork or poultry
Pasta day with 2 choices of sauce		DESSERT		First Friday of the month: hamburger

**MENU STRUCTURE**

**Weeks 2 and 4 of each month**

Mon	Tue	Wed	Thu	Fri
SOUP OR	SOUP OR	SOUP OR	SOUP OR	SOUP OR
SALAD	SALAD	SALAD	SALAD	SALAD
VEGETARIAN	MEAT Beef or lamb or por k or poultry	VEGETARIAN	MEAT Beef or lamb or por k or poultry	FISH OR SEAFOOD
Pasta day with 2 choices of sauce		DESSERT		

**Recommendation and nutritional framework**

Fruits and vegetables

Our fruits and vegetables are organic, locally sourced, fresh and seasonal.

A choice of at least two types of vegetables and two types of fruit is provided every day.

Why?

Fruits and vegetables provide a wide range of vitamins, minerals and fibre and other beneficial components that are naturally present in these foods, such as bioactive, antioxidant and anti-inflammatory compounds.

We recommend to eat at least 3 servings/day.

We promote and encourage the inclusion and incorporation of more vegetables in the diet of our children and youngsters. Thus, many of our dishes have in their composition (albeit imperceptibly) fruit and vegetables, which will also help to reduce the amount of fat and increase their fibre content.

### **Meats, fish, including fatty fish**

Our meat is organic, supplied from certified, national producers.

Our offer ranges from beef, lamb, pork and poultry - chicken or turkey.

We serve organic fish, according to the criteria of environmental contamination in the food chain.

Fish should be on the menu every week. Fatty fish should be served at least once every two weeks.

Why?

Fatty fish is a rich source of omega-3 fatty acids, a fatty acid with proven anti-inflammatory properties and beneficial properties for brain health, essential for the cognitive development of our students.

Overall, children do not eat enough fatty fish and need encouragement to consume more in their diet.

As a school, we can play a significant role in promoting the consumption of fatty fish.

Fish should be on the menu at least once a week.

Fatty fish - sardine, salmon, tuna, herring

### **Bread**

Our bread is naturally fermented. Served every day as a snack option or a quick bite.



### Why?

This bread is made with natural yeast and has many benefits.

Of note is its delicious taste, its low glycaemic index, which makes it a food that keeps the child satiated for longer, is easy to digest and works as a probiotic, feeding the good bacteria in the intestine and, as such, improving our health. Rich in fibre.

It helps the body make better use of some essential nutrients, such as calcium, magnesium, zinc and iron, which are essential for good development.

### Fats and seasonings

The fat we use most for seasoning and in the preparation of our meals is organic extra virgin olive oil.

Composed of polyunsaturated and/or monounsaturated fats, it can be used in the preparation/confection of food without changing its chemical composition.

### Why?

As part of a healthy diet

As part of a healthy diet, it is not only important to reduce the amount of total fat consumed, but also to replace saturated fats with unsaturated fats (e.g., polyunsaturated and monounsaturated fats), which are a healthier alternative.

Saturated fats contribute to the risk of heart disease by raising blood cholesterol levels.

Both polyunsaturated and monounsaturated fats have less of an effect on blood cholesterol levels and therefore help to reduce the risk of heart disease.

Saturated fats - are present in cookies, cakes, processed, fried foods, industrialized.

### Drinks

The only drinks allowed during the school day are water, plant based milks, fruit juice, vegetable juice, smoothies and tea.

The staff has access to the coffee machine.

The water comes from a filter in the kitchen and is also available at 2 drinking fountains throughout the school.

### Table salt and other condiments

Up to the 1<sup>st</sup> cycle, condiments are provided by the person in charge.

From the 2<sup>nd</sup> cycle onwards, salt and other additional seasonings can be made available with supervision and control by the monitors in service.

### Why?

Most children and young people consume more salt than necessary, which could have an effect on their present and future health. Eating too much salt increases the risk of high blood pressure, which can lead to heart disease and stroke.

The sodium in salt can have harmful health effects. Some foods contain other forms of sodium, such as those used as flavour enhancers (e.g., monosodium glutamate) and lifting agents (e.g., sodium bicarbonate).

The salt used at school is whole, having more minerals and less sodium.

### **Desserts and sugars**

Dessert is served once a week.

School desserts are handcrafted and made with organic ingredients and healthy replacements.

Students can have a second serving

### Why?

Pastry/confectionery products contain large amounts of added sugar and some also contain high amounts of fat.

These foods are rich in energy (calories), but offer few nutrients, such as protein, vitamins, minerals and fibre.

This standard aims to improve dental health by reducing the frequency with which children and young people consume sugars, taking into account the time spent in the school environment.

It also intends to improve the general diet, restricting foods rich in sugar and fats and to reduce any exaggerations that can lead to overweight and obesity.

Evidence also shows that children who consume excess sugars have less focus, concentration and are more hyperactive.

### **These foods are restricted from the lunch menu: fried foods**

Menus must not contain more than 2 fried items in a single week. Chips, when served, should be part of a meal.

### Why?

Reducing the number of occasions when fried foods can be served in schools will help meet the energy and fat nutritional standard. It aims at encouraging students to eat a healthy, balanced meal containing a wide variety of foods and to only eat chips occasionally as part of a meal.

### 5.1.5- Light snack in the morning, afternoon snack and Packed lunches

#### Composition and quantities

All foods available for snacks and packed lunches follow the school's values and previous criteria.

They are available at the cafeteria for consumption on the spot, or in the classroom (through bubbles formed in the Covid 19 context), with a chance of second servings.

#### Composition of snacks:

- Assorted fruit
- Natural fermentation bread, with the following options: dry fruit butter, olive oil with oregano and salt, *school made jam*.
- Honey
- Home-made granola
- Corn flakes
- Oats
- Biscuits
- Tea
- Plant based milk and yoghurt
- Natural juices and smoothies

**Packed Lunches** are prepared at the school according to quality control, hygiene and food safety recommendations and reflect the school values mentioned above.

It is also our concern to choose ingredients that will last, during transportation and time away from school.

## 6 - NORMAS EXTRA

### Alcoholic beverages

The consumption of alcoholic beverages (of any type) by students is completely prohibited throughout the school premises.

The staff may drink moderately at parties and school celebrations and in the absence of students.

## 7 – Measures relating Covid 19

- A system of bubbles was created per student cycle.
- The tables are disinfected between each use.
- Each child removes their plate and the cutlery is in individual paper bags.
- The use of masks by adults and students over 10 years old is mandatory.
- Serving cutlery is disinfected.
- At the entrance to the cafeteria there is a disinfection point.
- Wash hands before entering the cafeteria.
- Outdoor meals are encouraged, as we have adequate space for this purpose.
- Each child must bring their own water bottle.

### **Bibliography**

“Manual de capitações de géneros alimentícios para refeições em meio escolar” DGS (Direção Geral de Saúde).

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Nutritionist Sara Félix (1966N) Cascais 26/11/2021.