



Healthy Eating Policy

Member of Staff responsible for this document: Alistair Downs, Head of School

Author: Alistair Downs, Head of School (December 2020)

Approved by: Damon Nemish, Director (December 2020)

Date of last review: NA

Date of next review: August 2021

Introduction

The First Steps International Pre-School (The First Steps) is committed to encouraging and developing positive attitudes towards food and a healthy diet. As a school we know that food is fundamental to the quality of a child's life, not just in providing essential nutrition but in communicating and sharing positive values, attitudes and experiences with each other.

We believe that adults (staff, parents and carers) should be good role models and should support the students in understanding how balanced nutrition contributes to a person's health, happiness and general well-being. It is our responsibility to ensure students are well nourished at school and that every student has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.

1. Aims and Objectives

1.1 To improve the health of students, staff and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues including what constitutes a healthy diet.

1.2 To ensure students are well nourished at school and that every student has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.

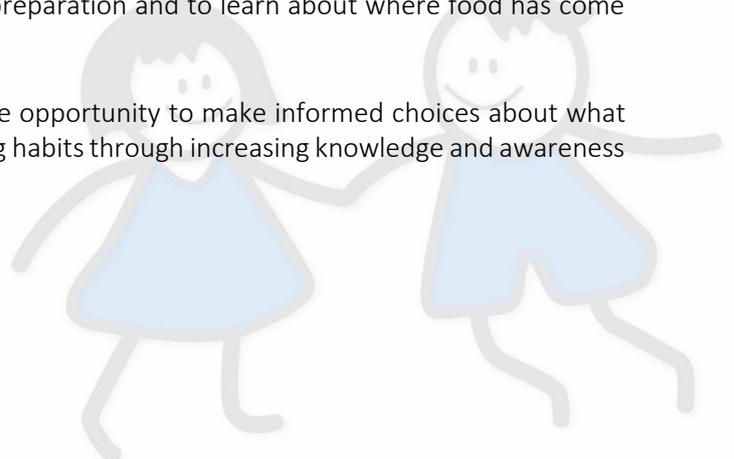
1.3 To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that negate them.

2. Organisation – Curriculum

2.1 We regard healthy eating education as a whole-school issue, and believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum.

2.2 The importance of balanced nutrition and healthy food choices is explicitly taught at The First Steps and all students have the opportunity to learn about safe food preparation and to learn about where food has come from.

2.3 We recognise the importance of offering students the opportunity to make informed choices about what they eat and why. We do this by helping to influence eating habits through increasing knowledge and awareness of food issues, including what constitutes a healthy diet.



3. Organisation – Management of Food and Drink

3.1 Food brought into school should offer balanced nutrition. Chocolate, sweets (candy), ‘fast food’ such as french fries, crisps, and carbonated drinks are not permitted as daily snacks in school.

3.2 The First Steps operates a ‘No Nut Policy’ and so nuts should not be brought into school.

3.3 The school community is aware of the possibility of food allergies within the school population. Parents or carers of children who are on special diets for medical or religious reasons, or who have allergies, are asked to provide as much information as possible to the school office about which foods are suitable or foods which must be avoided.

3.4 Birthdays, and special events are times when food contributes to a sense of celebration and sharing. On these occasions foods other than those usually promoted may be offered, but the staff will remind the students that this is an “occasional treat” and not “every day food”. When it is a child’s birthday, parents are welcome to bring in a modest amount of cake for students in their child’s class to share.

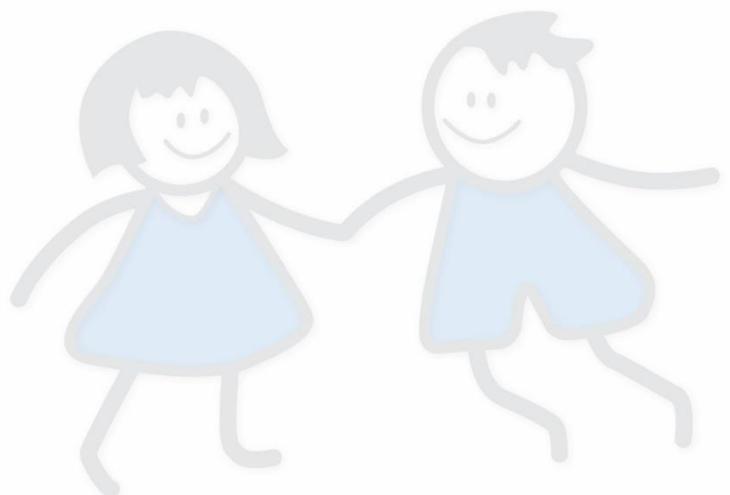
3.5 All pupils should have a water bottle to school each day so they can have access to water throughout the day. Water coolers are located in every classroom for additional access to drinking water.

4. Organisation – Management of Consumption

4.1 Students sit in friendship groups promoting the idea that lunch times are a happy, social occasion.

4.2 Students are encouraged to develop good eating skills and table manners at lunch time and will be given plenty of time to eat.

4.3 Students should demonstrate good manners in the lunch area e.g. using quiet partner voices and saying “please” and “thank you” to teachers and other pupils.





Air Quality Policy

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Introduction

At The First Steps International Pre-School we make every effort to provide a safe environment for our children. This includes protection from air pollution which can be of particular concern during certain times of the year. This policy refers to students, staff, visitors and volunteers.

Monitoring Air Quality

The school uses Air Quality Index (AQI) to monitor and report air quality.

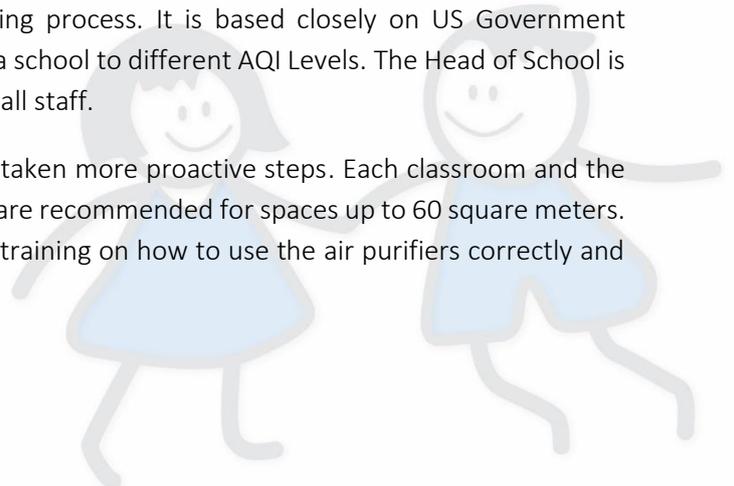
The AQI is checked before school every morning, and then regularly throughout the day on those days when the AQI reading in the morning is a cause for concern. This is done using an IQAir Airvisual air quality monitoring station located on campus which sends data directly to the internet. Parents can view this data via the AirVisual app, which can be found on the App Store or at Google Play, or at the AirVisual website. Parents should go to settings, press 'Follow monitor' and enter the code: TBK6RFJZ. Parents are reminded that the data shown via the internet is not live, but rather updated hourly.

We also monitor the AirPlume Labs data for Bangkok (<https://air.plumelabs.com/en/live/bangkok> or via their app) and have an AirPlume personal air pollution sensor which is used to monitor air quality in classrooms and other areas of the school.

Response

Decisions will be made regarding outdoor activity based on the AQI levels. The table in the Appendix of this policy provides guidelines to support the decision making process. It is based closely on US Government recommendations and highlights how we will respond as a school to different AQI Levels. The Head of School is responsible for ensuring these guidelines are followed by all staff.

In addition to closely monitoring the air quality, we have taken more proactive steps. Each classroom and the school office has had a Mi Air Purifier Pro installed. These are recommended for spaces up to 60 square meters. Two purifiers are located in the gym. Staff have received training on how to use the air purifiers correctly and



have also been informed to keep windows and doors closed as required. Such measures ensure that even if the air quality outside is poor, the learning environment indoors should be much healthier.

Appendix

AQI	Meaning	School Procedure
0-50: Good	Air quality is considered satisfactory.	All outdoor activities proceed.
51-100: Moderate	Air quality is acceptable, however there may be a moderate health concern for a very small number of people who are sensitive to air pollution.	All outdoor activities proceed. Students who are sensitive to air pollution are monitored.
101-150: Unhealthy for sensitive individuals	Sensitive students may experience some health effects. Others are not likely to be affected.	Outdoor activities such as playtimes and PE lessons proceed, however they are reduced to 20 minutes. Sensitive students are monitored carefully and are excused from outdoor activity if symptoms occur. Windows and doors are closed.
151-200: Unhealthy	Everyone may begin to experience some effects; members of sensitive groups may experience more serious health effects.	No outdoor activities. Windows and doors are closed.
201+: Very Unhealthy	Health alert: everyone may experience some health effects.	No outdoor activities. Windows and doors are closed. School may be closed under some circumstances.

