



JOURNEY DOCUMENT – FOOD



Position on the wheel	In-House Practices	Sharing the message		
		Colleague Engagement	Pedagogy and Curricula	Parents and Community
No priority for the environment	No priority for the environmental impact of the food purchased or food waste produced at the settings.	None	None	None
Some consideration for the environment	<p>Menu Content – There is an understanding of the impacts of different food sources and this has a minor influence on purchases.</p> <ol style="list-style-type: none"> Only sustainable seafood (MSC certified) is bought. <p>Waste – Some consideration is given to the amount of food wasted e.g. it is monitored</p> <ol style="list-style-type: none"> Food is not used as ‘single-use’ play stuff e.g. cornflakes or baked beans as messy play. Some consideration is given to packaging and buying in bulk (if appropriate). Supply chain – Some consideration is given to the origin of food and the likely carbon footprint of food sourced non-locally. i.e. food is sourced locally, where possible. 	<p>By teaching the children about food origins and carbon footprints, staff become aware of the impact of their personal food choices.</p> <p>Staff understand that food waste is a major contributor of greenhouse gases. Staff help minimise waste food.</p> <p>Staff understand how to recycle packaging and compost food waste.</p>	<p>Children learn about the origins of their food.</p> <p>Children learn about the oceans and about sustainable seafood.</p>	<p>Parents are aware that their children are taught about food sources.</p> <p>Parents are aware of the impact of different food types and waste, they are encouraged to support changes within the setting.</p>



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Improvements making a difference	<p>4. Menu Content – The menu is designed with global impact in mind e.g. vegetarian/vegan days. Less red meat in place of white meat or plant-based proteins. Pulses and fruits are sourced ‘organically’ to minimise global insect impact (NB: organic isn’t always better so check first).</p> <p>5. Waste – Food waste is minimised. All suitable substances are composted.</p> <p>6. Great consideration is given to packaging. Products are bought in bulk whenever this reduces the amount of unnecessary packaging used.</p> <p>7. Supply chain – Real consideration is given to the origin of the food and food is predominantly bought ‘in season’, from local producers. Communication with parents is achieved through newsletters about food choices.</p>	<p>Staff make food choices which mimic the food choices of the setting and align with knowledge gained from teaching the children.</p>	<p>Children learn about the environmental impacts of their diets. They understand that food transported over long distances is worse than food grown locally. Children grow food items within the setting - salads, vegetables and fruit. Even the smallest setting could find a patch to grow some edible things!</p>	<p>Parents consider their food waste at home and take measures to reduce it.</p>
Doing well	<p>8. Menu Content – The menu minimise or (preferably) eliminates high impact food stuffs e.g. beef, lamb and prawns. Non-dairy cheeses and spreads are mostly used, plant-based milks are offered. Seafood is also minimised and any remaining is MSC certified.</p> <p>9. Waste – Edible food waste is eliminated through sharing with staff or food banks.</p> <p>10. All non-edible food waste is composted.</p> <p>11. Packaging plays a key role in the supply choice of food products.</p> <p>12. Supply chain - Real consideration is given to the origin of the food and all food is bought ‘in season’ and from local producers.</p> <p>13. Freezer space is allocated to enable storage of seasonal foods.</p>	<p>Staff reduce their personal environmental food impact by reflecting choices made at the nursery, reducing packaging waste, food waste and their food-based carbon footprint.</p>	<p>Children understand seasonal food and why the most eco-friendly choices are locally sourced, ‘in season’, fruit and vegetables. Children are more heavily involved in food growing.</p>	<p>Parents understand the carbon footprint of different protein and milk sources. Parents buy ‘in season’, locally produced goods.</p>



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Gone Fully Green!	<p>14. Menu Content – The menu offered gives full consideration of the global impact of the contents, whilst providing all of the necessary components for healthy growth (it may help to discuss menu changes with a nutritionist). Children gain their nutrition and vitamins from largely plant based sources. The chef understands the pros and cons of all food stuffs from a global impact perspective.</p> <p>15. Waste – Food waste is eliminated or compostable.</p> <p>16. Packaging waste is eliminated, or completely recycled.</p> <p>17. Supply chain - Real consideration is given to the origin of the food and all food is bought ‘in season’, from local producers or grown within the setting.</p>	<p>Staff choose seasonal foods and overall eat a diet with a low carbon footprint.</p> <p>Staff engage with external actions to combat food related environmental issues.</p> <p>This may include signing (or creating) petitions that improve our national relationship with food or writing to local MPs about packaging waste.</p> <p>These actions are shared with parents.</p>	<p>Children, when given the choice of foods, would select the most eco-friendly option (e.g. an apple over a packet of crisps).</p>	<p>Parents select foods based on season, carbon footprint and packaging waste. Parents choose to purchase food from packaging-free food shops or plastic-free supermarket aisles.</p> <p>Parents engage with staff in taking external actions to improve our food-based environmental impact (petitions and MP letters).</p>