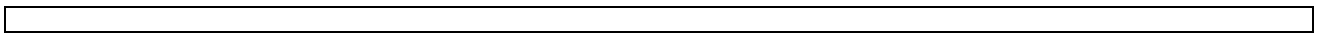


**Polasaí um Lóin Fholláin
Gaelscoil Bhaile Brigín,
Leagan Béarla**

**Healthy Eating Policy
Gaelscoil Bhaile Brigín
English Version**



■ Title

Healthy Eating Policy.

■ Introductory Statement

This plan was formulated as a result of consultation with staff, parents, students and Board members. It was discussed at all these levels. Consultation with parents was done through the Parents' Committee.

■ Rationale

it was decided to focus on this area for development as from the first day the school opened on 4/9/06, the practice of healthy eating was promoted in the school. It is time now for this practice to be put into policy and to ensure clarity for all members of school community, both present and future.

Also, it relates to the curricular area of SPHE

Relate to SPHE:

- Strand Unit: Taking Care of My Body: Food and Nutrition (Curriculum J. Infants – 6th Class
- Making choices (*See Teacher Guidelines pp 11-13*)

Relate to Science:

- Strand Living Things: Strand Unit: Myself: Human Life Processes (Curriculum J. Infants – 6th Class) (*See Teacher Guidelines p.10-11*)

■ Relationship to Characteristic Spirit of the School

Our school cherishes all pupils equally and, to aid them in achieving their true potential, healthy eating is promoted in order to encourage them to look after themselves and their health and maximise their learning potential.

■ Aims

- To heighten an awareness of the importance of a balanced diet
- To encourage the children to make wise choices about food and nutrition
- To raise levels of concentration within class due to consumption of healthy food
- To encourage pupils to be aware, alert and responsive to litter problems caused by junk food, pre-prepared food, juice cartons etc.

■ Guidelines (*content of policy*)

Current good practice states that healthy eating is encouraged and no student may bring sweets, crisps, biscuits, chocolate or fizzy drinks to school.

Food which can be part of lunch:

All healthy foods are encouraged for lunch eg sandwiches, fruit, yoghurts, crackers(tuc crackers are allowed), vegetables etc.

Popcorn is allowed

Homebaking is allowed eg scones/fruit scones/b reads/ flapjacks(without chocolate), - however no desserts eg cakes/pies/tarts etc.

Drinks: milk/water/fruit juices

Not allowed:

There is a ban on any chocolate product – this includes chocolate milks, yoghurts, spreads, cereal bars with chocolate etc.

All sweets are not allowed – including fruit winders

No biscuits are allowed – this is to include digestives, rich tea etc.

Cereal bars are not allowed
No crisps are allowed.

Drinks: fizzy drinks and powerade/lucazade drinks are not allowed

Healthy eating will be referred to in a cross curricular approach eg SPHE/English/Gaeilge/Geography/Science. Posters such as the Food Pyramid will be used as a teaching tool to help the students understand the importance of healthy eating. In certain circumstances, members from the public could be used to highlight this issue eg nurses etc.

This policy will be promoted on a regular basis, through class discussion, weekly assembly, through the Newsletter, notice boards etc.

Promotion of fruit and Veg:

Every class will have a chart of “Torthaí agus Glasraí” in the classroom. All children’s names will be on it and daily, those who have fruit/veg for lunch, will mark it on. (important here that it is emphasised that no pressure is to be put on parents to go out and buy anything!) Prizes will be given at Assembly for those who doing very well (not sweets!)

if children bring” discouraged” food / drinks to school:

- They will be reminded of the school policy and warned not to bring them again. In cases where they have other lunch, they will not be allowed to eat the items. These items will have to be brought home.
- Any fizzy drinks/powerade/lucazade drink will not allowed be drank, as there is drinking water in every classroom.
- However, in the case where this happens more than once (ie more regularly) the issue will be brought to the attention of the parent and they will be reminded of school policy and the reasons for such policy.
- Sweets will not be used as prizes by teachers in the classroom setting

Where this policy is consistently broken, the steps of the Code of Discipline could be implemented.

Exceptions:

- End of term parties
- School trips (school tour at end of year –parents will be informed)
- Laethanta Órga/Airgid.
- It is felt that it is not appropriate for class treats on birthdays. Due to numbers in classes, this could lead to 30+ days of “treats” for the children. It is felt that this detracts from end of term parties and the use of Laethanta Airgid and Órga as an encouragement for speaking Irish.
- On the days of above exceptions, it should be noted that sweets/chocolate etc should not replace the children’s lunch, rather be for the end, as this can lead to children feeling unwell in class.

■ Success Criteria

We will know that the policy is effective through staff observation and parental updates at Parent Committee meetings and informally through discussing it with parents.

■ Roles and Responsibility

The policy will be supported by all members of the school community – teachers, students, parents and board members.

This policy will be monitored by class teachers and discussed at staff meetings in cases whereby there is difficulties in it's implementation.

■ Timeframe for Implementation

This policy will be introduced from the 7/1/09 (is being implemented through good practice at moment)

■ Timeframe for Review

This policy will be reviewed in January 2012, or previous if needs be.

■ Responsibility for Review

- Staff
- Pupils
- Parents
- BoM/DES/Others
- The principal shall co-ordinate the review.

■ Ratification and Communication

- the Board of Management ratified the policy at the December 08 Board Meeting – 10/12/08.
State how and to whom the policy will be communicated.

SPHE

Food and Nutrition

<p>Class: Infants</p> <p>Strand: Myself</p> <p>Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Objectives p. 17</p> <ul style="list-style-type: none"> • Become aware of the importance of food for growth and development <ul style="list-style-type: none"> ◦ Food provides energy for work and play, food helps to protect against illness, food helps us to grow • Explore food preferences and their role in a balanced diet <ul style="list-style-type: none"> ◦ Treats, snacks, fruit, vegetables, foods that are unhealthy for some people and are not for others • Discuss and explore some qualities and categories of food <ul style="list-style-type: none"> ◦ Fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, food that comes from animals • Realise the importance of good hygiene when preparing food to eat.
<p>Class: First & Second Classes</p> <p>Strand: Myself</p> <p>Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Objectives p. 27</p> <ul style="list-style-type: none"> • Explore the importance of food for promoting growth, keeping healthy and providing energy • Appreciate that balance, regularity and moderation are necessary in the diet <ul style="list-style-type: none"> ◦ The food pyramid, the need for a balanced diet, the importance of having an appropriate intake of liquids, food that is unhealthy for some people and is not for others • Identify some of the foods that are derived from plant and animal sources. • Realise & practise good hygiene when dealing with food.
<p>Class: Third & Fourth Classes</p> <p>Strand: Myself</p> <p>Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Objectives p. 40</p> <ul style="list-style-type: none"> • Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation <ul style="list-style-type: none"> ◦ Identify the nutrients that are necessary in a balanced diet ◦ Exploring how diet promotes growth, performance and development • Recognise the wide choice of food available and categorise food into four main food groups and their place on the food pyramid <ul style="list-style-type: none"> ◦ Bread, potatoes, cereals ◦ Fruit and vegetables ◦ Milk, cheese and yoghurt ◦ Meat, fish and alternatives • Examine the dietary needs of his/her own age group and other groups in society. • Explore some factors that influence the consumption of different food products <ul style="list-style-type: none"> ◦ Presentation and packaging, shelf life, advertising, imported or home-produced, price, consumer demand ◦ Discuss and examine the importance of proper food hygiene.
<p>Class: Fifth & Sixth Classes</p> <p>Strand: Myself</p> <p>Strand unit: Taking care of my body: Food and Nutrition</p>	<p>Objectives p. 57</p> <ul style="list-style-type: none"> • Appreciate the importance of good nutrition for growing and developing and staying healthy. • Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet <ul style="list-style-type: none"> ◦ Exploring and examining the food pyramid <p>Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found</p> <ul style="list-style-type: none"> ◦ Macro-nutrients: protein, carbohydrate, fat ◦ Micro-nutrients: vitamins and minerals <ul style="list-style-type: none"> • Explore the factors that influence food choices <ul style="list-style-type: none"> ◦ Cost, advertising, demand, peer pressure, advertising and packaging, value for money, time for shopping and for cooking, ideal body images • Explore and examine some of the illnesses particularly associated with food intake or special health conditions <ul style="list-style-type: none"> ◦ coeliac, diabetic, anorexia, bulimia, the dietary needs of different age groups and individuals • Become aware of the importance of hygiene and care in the preparation and use of food <ul style="list-style-type: none"> ◦ using before sell-by date, reading contents, ◦ not chopping cooked foods and uncooked foods on the same board