



# Ashfield Girls' High School



**“Each different. Each talented. All valued.”**

## Food in School Policy



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Adopted Date:	November 2022
Review Date:	November 2024





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## Executive Summary

A Food in School Policy is an overarching policy advocating a whole school approach to all food provided and consumed in school and should help develop knowledge and skills in relation to healthy eating and lifestyles.

A healthy balanced diet is vital for the students' growth, development and for their long-term health and wellbeing. This policy should encourage, promote and support students in Ashfield to make healthier choices throughout and after their school life.

The policy will be an evolving document benefiting everyone in the Ashfield school community.

Change is needed because:

- Most school children have a diet that is too high in fat, sugar and salt.
- Only 8% of pupils achieve the target of at least 5 portions of fresh fruit or vegetables a day.
- A high percentage of dental decay is attributed to the frequency and amount of sugars consumed in both foods and drinks.
- Cardiovascular disease and cancer are Northern Ireland's biggest killers.
- Levels of obesity are rising in children and young people which significantly increases the risk of coronary heart disease, stroke, cancer and type 2 diabetes. Nearly one in three primary school children are overweight or obese.

Our school environment, the attitudes of staff and pupils, as well as what children learn in the classroom, will all have a major influence on their knowledge and understanding of health. If we encourage our students to enjoy healthy food and drinks, it is likely we will reinforce positive behaviours that will remain with them throughout life.



## Section A (Aims of the Policy)

The aims of the Food in School Policy outlines key areas for young people and adults to work together to ensure that the school community supports pupils' wellbeing through encouraging healthy eating. In addition, the Food in School Policy identifies how the school aims to support those diagnosed (or at risk of being diagnosed) with an eating disorder.

This links closely to the school mission statement 'challenging young people today, creating women of value for the future'. Our Food in School Policy is designed to:

- develop pupils' understanding of food and nutrition
- engage pupils in the discovering benefits of consuming a healthy diet
- promote healthy lifestyles
- encourage pupils to maintain a healthy weight, in a healthy way
- provide pupils with opportunities to share their thoughts and take action on related issues
- provide support for those who are struggling with, or at risk of, an eating disorder
- develop pupils as contributors to the economy and environment, by giving young people opportunities to develop their knowledge of the impact of food.

Ashfield Girls' whole school approach to food and nutrition, considers the following aspects:

- School meals / School canteen provision
- Other food provided in schools (i.e. tuck shops)
- Food brought into school (i.e. packed lunches)
- Access to food outside school at lunchtime (applicable to Sixth Form)
- Quality of dining experience
- Education on nutrition and healthy eating
- Development of food preparation and cooking skills
- Training and development of staff working in schools
- Parental attitudes and involvement
- Links to school development planning
- Advertising and promotion of food in schools



## Section B (Legislative Context and Linked Policies)

This policy is developed using the Department of Education's Food in Schools Policy (2013) available at: <https://www.education-ni.gov.uk/sites/default/files/publications/de/healthy-%20food-for-healthy-outcomes---food-in-schools-policy---english-version.pdf>

The priorities, recommendations and outcomes within 'Fit Futures: focus on food, activity and young people' have been included and taken forward through the 'Framework for Preventing and Addressing Overweight and Obesity in Northern Ireland 2012-2022 – A Fitter Future For All' which was launched in March 2012. This Framework takes a life course approach to tackling the rising prevalence of overweight and obesity throughout the entire population of Northern Ireland and can be accessed at [www.dhsspsni.gov.uk/framework-preventing-addressingoverweight-obesity-ni-2012-2022.pdf](http://www.dhsspsni.gov.uk/framework-preventing-addressingoverweight-obesity-ni-2012-2022.pdf)

### Linked Policies

Pupil Wellbeing Policy  
Safeguarding and Child Protection Policy  
Positive Behaviour Policy Medical Needs Policy  
Community Relations Equality and Diversity Policy  
Special Educational Needs Policy  
Pupil Voice Policy  
Relationships and Sexuality Education Policy  
Health and Safety Policy  
Anti-Bullying Policy

## **Section C (Policy and Procedures)**

### Food in School Team

- Principal
- Vice-Principal (Pastoral)
- School Canteen Manager and staff
- Head of Home Economics
- Head of Learning for Life and Work
- Pupil Welfare Auxiliary
- Teaching Staff
- Student Council
- Parents

Teacher representatives from other departments or support staff, may be invited to contribute to the team.



## Nutritional Standards for School Lunches

The Nutritional Standards for School Lunches are based upon the Food Standard Agency's Eatwell Guide.



<https://www.food.gov.uk/business-guidance/the-eatwell-guide-and-resources>





### The Nutritional Standards for School Lunches

Standard	Applies to	Means	Includes
One	Confectionery	No confectionery should be sold in schools.	<p>Confectionery, chocolate and chocolate products include:</p> <ul style="list-style-type: none"> <li>• bars of milk, plain or white chocolate, chocolate flakes, buttons or chocolate filled eggs;</li> <li>• fresh or dried fruit that has been sugared or coated in yogurt or chocolate;</li> <li>• chocolate coated bars;</li> <li>• ice-cream (except at lunch time as part of a meal);</li> <li>• chocolate ices and other chocolate coated ice-cream;</li> <li>• chocolate coated or flavoured biscuits;</li> <li>• sweets, eg boiled or chewy sweets, gum, liquorice and mint.</li> </ul> <p>Also sherbet, fudge, marshmallows, toffee and chewing-gum. This includes sugar-free sweets and sugar-free chewing-gum;</p> <ul style="list-style-type: none"> <li>• cereal chewy bars, cereal crunchy bars, cereal cake bars and processed fruit bars.</li> </ul>
Two	Cakes and Biscuits	No cakes and biscuits	<p>Cakes and biscuits must not be provided (except at lunch time as part of a meal). Cakes include:</p> <ul style="list-style-type: none"> <li>• manufactured bought in products and home-made tray bakes, cakes, biscuits and buns made in the school kitchen;</li> <li>• sponge cakes, Madeira cake, Swiss roll, fruit cake, banana loaf, apple cake, carrot cake, gateaux and American muffins;</li> <li>• pastries such as croissants, Danish, jam tarts and mince pies.</li> </ul> <p>Biscuits include:</p> <ul style="list-style-type: none"> <li>• all types of sweet varieties, eg Rich tea, Digestive, Ginger Nuts, flapjacks, shortbread and wafers.</li> </ul> <p>Savoury crackers and breadsticks can be provided, but they must be served with fruit or vegetables or a dairy food such as cheese</p>
Three	Savoury Snacks	No savoury snacks.	<p>Savoury snacks include:</p> <ul style="list-style-type: none"> <li>• crisps or 'crisp like' products eg potato, corn and cereal snacks;</li> <li>• nuts, seed, fruit or vegetables with added salt, sugar or fat eg salted nuts, honey roasted nuts and fruit coated in sugar, chocolate or yogurt.</li> </ul> <p><b>We are a nut aware school and do not permit nuts.</b></p>

Standard	Applies to	Means	Includes
Four	Fruit and Vegetables	A variety of fruit and vegetables should be available in all school food outlets. This could include fresh, frozen, tinned, dried* and juiced products.	<p>Fruit and vegetables can include:</p> <ul style="list-style-type: none"> <li>• all varieties of fresh fruit and vegetables;</li> <li>• fresh fruit salad;</li> <li>• fruit tinned in natural juice;</li> <li>• unsweetened fruit juice (100% fruit juice);</li> <li>• baked beans; • salad vegetables;</li> <li>• vegetable sticks.</li> </ul> <p>* Remember dried fruit has a higher concentration of sugars. Therefore in terms of dental health, it is not suitable as a snack between meals. It is best taken as part of a meal.</p>
Five	Water		Children and young people must have easy access at all times to free, fresh, preferably chilled water.
Six	Drinks		<p>The only drinks available should be:</p> <ul style="list-style-type: none"> <li>• plain water (still or sparkling);</li> <li>• milk (semi-skimmed is the preferred choice in schools);</li> <li>• unsweetened fruit or vegetable juices;</li> <li>• yogurt or milk drinks (with less than 5% added sugar);</li> <li>• drinks made from combinations of the above (eg smoothies);</li> <li>• tea, coffee and low calorie hot chocolate* (these are not suitable for the nursery sector).</li> </ul>
Seven	Foods High in Fat		<p>Fried and other high fat foods include:</p> <ul style="list-style-type: none"> <li>• any food that is deep-fried either in the kitchen or in the manufacturing process even flash fried foods or foods brushed or sprayed with oil;</li> <li>• chips, roast potatoes, other fried potatoes, oven chips, potato waffles and potato shapes;</li> <li>• garlic bread;</li> <li>• pastry dishes eg quiche, meat pies, fruit pies and vol-au-vents;</li> <li>• fried fish products.</li> </ul> <p>The nutritional standards for other food and drinks in schools</p> <p>Meat and chicken products include:</p> <ul style="list-style-type: none"> <li>• burgers;</li> <li>• sausages, sausage meat and sausage products;</li> <li>• any shaped or coated meat product, eg chicken nuggets, escallops and goujons.</li> </ul>



Standard	Applies to	Means	Includes
Eight	Red Meat	Food choices or meals containing red meat must be served a minimum of three times a week and a maximum of four times a week in post-primary schools.	<ul style="list-style-type: none"> <li>• Red meat includes beef, pork and lamb and meals made from them.</li> <li>• Red meat in sandwiches or paninis is not restricted by this standard outside of lunch time. The only exception is bacon.</li> </ul> <p>Although bacon is classed as a red meat it should only be served as part of a main meal such as breakfast or lunch. Bacon will be required to comply with the standard for red meat. Bacon is not a suitable sandwich filling because of its high salt content.</p>

[https://www.eani.org.uk/sites/default/files/2018-10/Nutritional\\_standards\\_for\\_other\\_food\\_and\\_drinks\\_in\\_schools.pdf](https://www.eani.org.uk/sites/default/files/2018-10/Nutritional_standards_for_other_food_and_drinks_in_schools.pdf)

*In 2020, a consultation process was undertaken by the Department of Education to review these standards. The findings of this consultation has not yet been shared (August 2022).*



## School Canteen provision

All school meals in Ashfield must be compliant with *the Nutritional Standards for School Lunches* which have been compulsory since September 2007.

The School Canteen provides meals that are freshly cooked in school each day using seasonal ingredients offering healthy varied menus, including familiar favourites as well as tempting new tastes to try.

Benefits of school food:

- A freshly prepared nutritious meal;
- Value for money;
- More convenient than a packed lunch;
- A social opportunity to eat with others;
- Prepared by a local team of staff;
- The ability to cater for special dietary requirements;
- Availability of vegetarian options.

School meals provision will be reviewed regularly, and the issues of nutritional standards, choice, balance, access, availability and cost will be addressed.

Both the school catering service and the school will take steps to ensure that children that are entitled to free school meals avail of this entitlement and that anyone who is eligible is encouraged to apply.

<https://www.eani.org.uk/financial-help/free-school-meals-uniform-grants>

## Breakfast Provision

Eating a healthy breakfast is important for a healthy balanced diet. Each morning the school canteen is open, and pupils can purchase a range of breakfast options. This helps to prepare our pupils for learning by improving levels of concentration and can make a positive contribution to wider school objectives on issues such as attendance and punctuality.

## Drinking-Water Provision

Fresh, chilled drinking water will be freely available every day. This will help contribute to improved nutrition, tackle tooth decay and assist in improving levels of concentration. Encouraging students to drink water in school should be a priority. Pupils are permitted to refill their water bottles at the chilled fresh-water dispensers located in several areas around the school.

Energy drinks are not permitted at Ashfield Girls', due to their detrimental effect on health. The dangers of energy drinks are outlined to students in assembly and posters are displayed around the school.



## Healthy Breaks and Packed Lunches

Many pupils bring snacks and packed lunches to school. Students and parents will be provided with guidance as to how to ensure these are healthy options.

The healthy eating coordinator will encourage good habits through a variety of strategies.

- Information about healthy packed lunch ideas distributed to all parents Year 8-10 during September.
- Leaflet on Healthy packed lunches provided to all year 7/8 parents in induction pack.
- Information in school pupil planner about water, nut-aware school, healthy breaks, banned energy drinks and packed lunch ideas.
- Home Economics and Personal Development lessons promote key messages within Schemes of Work.
- Promotion of healthy eating messages throughout school year via a range of initiatives.

Our aim is to ensure that all packed lunches brought from home and consumed in school provide the pupils with healthy and nutritious food that is like the food served in school, which is regulated by national standards.

- The school will work with parents to ensure that packed lunches abide by the standards listed below.
- As fridge space is not available in school, pupils are advised to bring packed lunches in insulated bags with ice packs.

### Packed lunches should include:

- at least one portion of fruit and one portion of vegetables every day.
- meat, fish or other source of non-dairy protein (e.g. sliced cooked meat, hardboiled egg, hummus spread) every day
- oily fish, such as salmon, tuna or mackerel at least once a week.
- a starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other type of cereal every day.
- dairy food such as milk, cheese, yoghurt or fromage frais every day.
- only water, still or sparkling, fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks and smoothies.

### Packed lunches should not include:

- high-fat snacks such as crisps. Instead, crackers or breadsticks.
- confectionery such as chocolate bars, chocolate-coated biscuits and sweets. Cake and biscuits should be eaten in moderation.
- meat products such as sausage rolls, individual pies, corned meat and sausages/chipolatas should be included only occasionally.
- high sugar fizzy drinks in cans or glass bottles. All energy drinks are banned and should not be brought into school. Drinks should not be in glass bottles to prevent accidents.
- any products that contain nuts. We are a nut-aware school and packed lunches should not contain nuts or products that contain nuts.



### Special Diets

The school recognises that some pupils may require special diets that do not allow for the standards to be met exactly. In this case, parents are urged to be responsible for ensuring that packed lunches are as healthy as possible. For these reasons, pupils are also not permitted to swap food items at break or lunchtime.

The Education Authority's 'Guidance for the provision of Special Diets in Schools (February 2019)', outlines the process that schools, parents / carers and the school catering service must follow.

### *Special diets for medical conditions*

Special diets can be required for a wide variety of medical conditions including food allergies, food intolerance, diabetes and coeliac disease. A medically prescribed diet is one which has been prescribed by a medical consultant, general practitioner (GP) or registered dietitian. In some circumstances, diet may be the only treatment of a medical condition or can form a major part of it.

Pupils with specific food-related medical conditions can be catered for if sufficient information is provided from the pupil's medical consultant, general practitioner or registered dietitian to ensure that school catering services can safely meet the needs of the child.

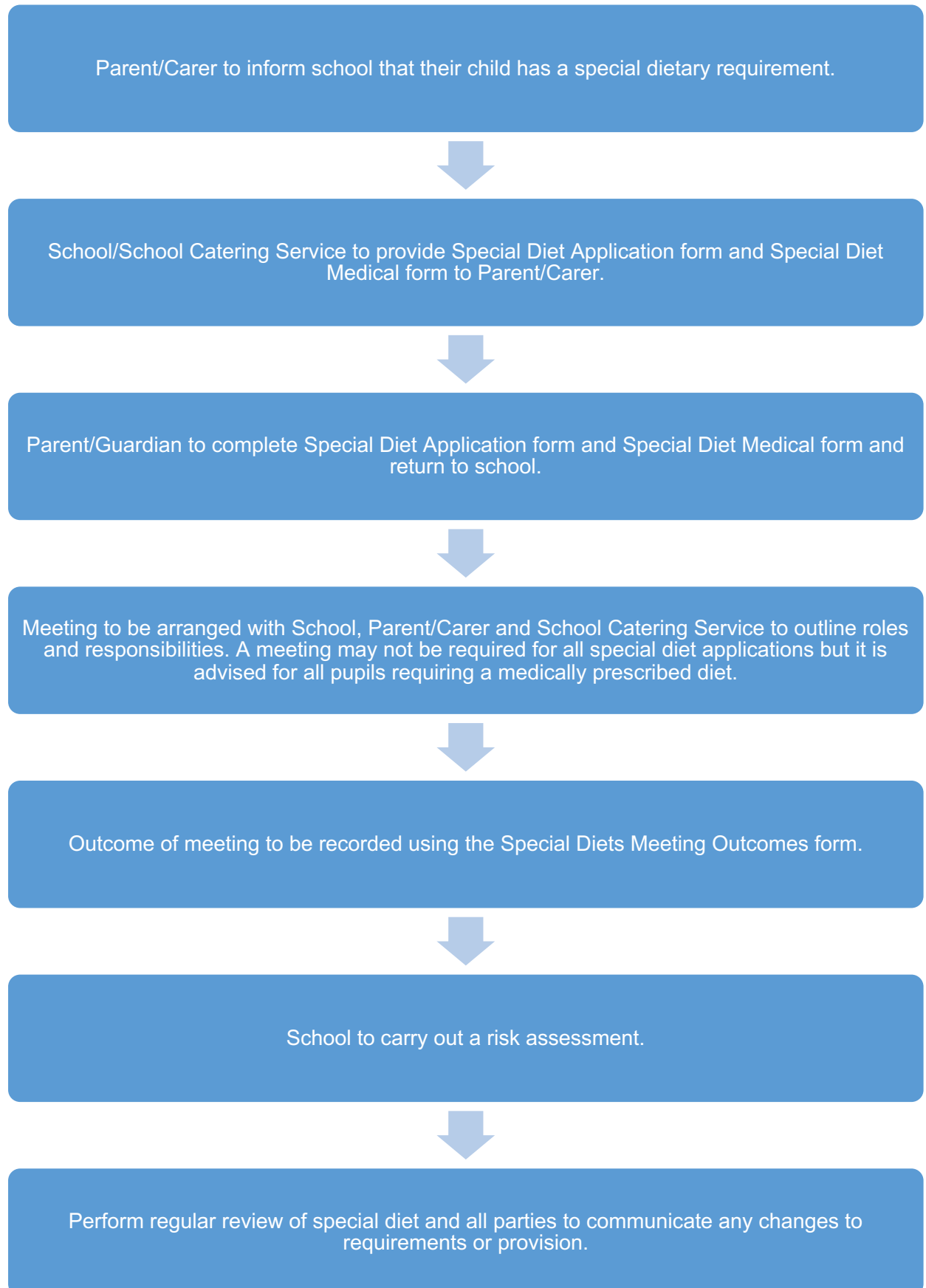
### *Religious, Cultural and Vegetarian and vegan diets*

Other children follow special diets for religious or cultural reasons, or because they are vegetarian or vegan. Standard school catering services menus are likely to meet most needs in relation to dietary requirements however where they do not meet such needs, a Parent/Carer may contact the school to request special meals.





## Procedure for supplying meals to meet special dietary requirements.





### Other food provided in schools (i.e. tuck shops)

The majority of food provision will be made through the school canteen service. On occasion, it may be appropriate to allow pupils to hold tuck shops – i.e. at special fundraising events. These will be kept to a minimum, to ensure this policy is upheld and monitored by a member of the Senior Leadership Team.

Any clubs providing food to pupils will as far as possible, follow the healthy eating agenda that is being promoted by Ashfield. The Cook-e-Club at Ashfield will also promote healthy eating messages and develop skills to allow pupils to plan and cook healthy dishes.

### Access to food outside school at lunchtime

All pupils are encouraged to remain on the school premises during the school day. Sixth Form have permission to leave, at lunchtime but are encouraged to stay on site and avail of the food on offer from the school canteen. Deliveries from local businesses (i.e. through Just Eat) are not permitted and the school has aimed to provide welcoming break-out spaces for Sixth Form pupils to encourage them to remain in school.

### Quality of dining experience

School has invested significantly in providing additional seating, to ensure that all pupils have a comfortable dining experience. A 'split' break and lunch enables the queuing time for the school canteen to be reduced and provides pupils with additional time to consume their food. Quality of dining experience is monitored on a regular basis and discussed at Student Council.

### Food in the Curriculum

There must be a consistent message between learning in the classroom and eating in school. The curriculum will allow the students adequate opportunities to obtain knowledge and understanding of nutrition and healthy eating and to develop skills in preparing and cooking food.

- Health messages are an integral part of the Personal Development programme for Years 8-12.
- The Home Economics curriculum is compulsory at Key Stage 3 as a strand of the Learning for Life and work area. The statutory minimum content for Home Economics includes the requirement to provide students with opportunities to explore ways to develop a healthy diet and to develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals.
- Other curriculum areas that are involved in delivering healthy eating messages include Science and PE.



- The key concept of healthy eating is delivered throughout the Home Economics scheme of work for years 8-12 and includes, as its foundation, The Eatwell Guide and Eight Tips for Eating Well.
- Pupils studying GCSE Learning for Life and Work, will learn about diet and the impact of eating disorders.
- Sixth Form cooking skills are promoted through the Sixth Form's Induction Plan.
- Information on the statutory requirements for Home Economics and Personal Development are provided at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

### Training and development of staff working in schools

The Vice-Principal (Pastoral) will work with the Canteen Manager, Head of Home Economics and Personal Development Co-ordinator to monitor and review the Food in School Policy. As new research is revealed and healthy eating messages are promoted in the media the policy will be updated, as will the relevant schemes of work and wellbeing promotion activities in school.

### Links to school development planning

Wellbeing and attendance are currently identified as priority areas on the School Development Plan. By promoting a healthy diet, this will in turn reduce illness and promote school attendance. The Inspection and Self Evaluation Framework (2017) states 'the arrangements for the care and welfare of the pupils contribute significantly to the identification and overcoming of barriers to learning such as: health, family circumstances, social and emotional factors.

### Advertising and promotion of food in schools

The primary advertisement of food is under the direction of the canteen manager, following the Nutritional Standard for School Lunches. The only exception to this is the promotion of school fundraising events which involve food. These are short-term, kept to a minimum and approved by a member of the Senior Leadership Team.

### Supporting Pupils with an Eating Disorder



We recognise that support is needed by some young people who struggle with maintaining healthy eating habits.

We aim to:

- Raise awareness about eating disorders
- Help staff to recognise symptoms and potential problems early
- Demonstrate how our school will support pupils affected by eating disorders and their parents / carers
- Outline procedures school will follow to ensure the protection of pupils and their information
- Offer tools for support and prevention

### What is an Eating Disorder?

People from all types of backgrounds, gender and ethnic groups can suffer from eating disorders. Eating disorders are a way of coping with feelings that are making the person unhappy or depressed. It may be difficult to face up to and talk about. The pupil may experience a range of emotions e.g. feelings like anger, sadness, guilt, loss or fear. An eating disorder is a sign that a person needs help in coping with life and dealing with personal problems.

Here are some of the symptoms:

Physical Signs	Behavioural Signs	Emotional Signs
Anorexia Nervosa		
Severe weight loss Periods stopping (Amenorrhoea) Hormonal changes Difficulty sleeping Dizziness Stomach pains Constipation Poor circulation Feeling cold Downy hair on body	Wanting to be left alone Wearing big baggy clothes Excessive exercising Lying about eating meals Denying there is a problem Difficulty concentrating Wanting to have control	Wanting to be left alone Wearing big baggy clothes Excessive exercising Lying about eating meals Denying there is a problem Difficulty concentrating Wanting to have control
Bulimia Nervosa		
Sore throat / swollen glands Stomach pains Mouth infections Irregular periods Dry or poor skin Difficulty sleeping Sensitive or damaged teeth	Eating large quantities of food Being sick after eating Being secretive	Feeling ashamed, depressed and guilty Feeling out of control Mood Swings
Binge Eating		
Weight gain	Eating large quantities of food Eating inappropriate food Being secretive	Feeling depressed and out of control Mood swings



Conditions as complex as eating disorders mean that there are variations in the typical signs, and not all symptoms will apply to all people. Some pupils may feel that they have a mixture of anorexia and bulimia or alternate between them. Some pupils also find they are affected by an urge to harm themselves or abuse alcohol or drugs.

Eating Disorders do not include food allergies, selective eating issues or disorders of the digestive system.

**A General Practitioner should be the first point of call for these issues, as well as for eating disorders.**

### How we aim to support pupils with eating disorders

Ashfield Girls' High School recognises that eating disorders are a way of coping with feelings that are making the person unhappy or depressed.

Early intervention and professional help are essential. (Refer to the school Safeguarding and Child Protection Policy)

- The child's welfare must be paramount
- The child's interests must always come first
- All agencies concerned with the protection of children must work together in the best interests of the children
- Confidentiality must be subordinate to the need to protect the interest of the child

Personal Development education plays an important role in delivering issues around healthy lifestyles and emotional literacy. Nutrition, dieting and eating disorders may be discussed as part of the Learning for Life and Work and Home Economics curriculum.

The Eating Disorders Association states that, "experience shows that support from school, friends and family can really help young people to recover even when they are receiving professional help and advice".

It is important to remember that anyone with an eating disorder must get proper medical advice and help.

A link to the Eating Disorders Association Northern Ireland website is included: <https://www.eatingdisordersni.co.uk>

The core team of Heads of Progress, Pupil Welfare Auxiliary, Vice-Principal (Pastoral) and the Principal are available for consultation and support.

### Social and Emotional Support for pupils identified as having an Eating Disorder



- Phased return to school
- Reduced timetable – in relation to medical needs
- Please note that the School Counselling Service are unable to treat a pupil with an Eating Disorder – this must be referred to CAMHS through the GP.
- Friendship / Respect Ambassadors programme
- Pupil Welfare Auxiliary Support
- Lunchtime Friendship Club
- Group Social Skills support for the pupils
- Time-out Cards – to support the emotional needs of the pupil

### How do you know if a pupil is at risk?

There are no guidelines available on how to judge the level of risk a student may be facing. Staff must exercise their best judgement when making such decisions about a pupil. If staff consider a pupil to be a risk to themselves or others, a risk assessment will be carried out.

### Pupil Confidentiality

Staff have a duty not to give out information about pupils to anyone, except in exceptional circumstances. These exceptional circumstances are when the staff member feels the health, safety or welfare of the student or others is at risk. Staff should always inform pupils that they could never agree to absolute confidentiality.

### What do you do if you think a pupil is at risk?

Pupils should – contact a member of staff to inform them of their concerns about themselves or another member of staff.

Staff should – contact the relevant Head of Progress.

Parents should – contact their child's Head of Progress. If your concern is about another child, please contact the school office who can direct your concerns to the appropriate member of staff.

Encourage the pupil to agree to inform her parents through yourself and the Head of Progress. Parents / carers should be contacted, as a matter of urgency.

If the pupil concerned refuses to inform her parents, then the member of staff must immediately inform the Designated Teacher (Mrs B Cripps) or a Deputy Designated Teacher (Mrs E Lemon, Mrs N Christie, Mr G Patterson or Mrs L Hanvey). Staff will contact parents to ensure that the parent is aware of concerns raised in school.

The Designated Teacher will make a formal decision about whether or not the student concerned is at risk. If the Designated Teacher decides the pupil is at





risk they have the right to inform the relevant parties of the situation in order to get the pupil the help they need.

### Health and Safety

Where a pupil has already been diagnosed with an eating disorder, her confidentiality will be respected, and staff will only be informed on a “Need to Know” basis. For this reason, it is essential that staff are consistent in delivering the caring ethos of our school in their interactions with all pupils. For example, it is necessary for the First Aider in school to be aware of your daughter’s condition, should she take unwell.

## **Section D (Roles and Responsibilities)**



### Board of Governors

- Will ratify the policy and ensure that it is reviewed every two years, or when guidance changes
- Will monitor the effectiveness of the policy
- Have responsibility for ensuring pupils' health and wellbeing

### Principal

- Will ensure that the policy follows the appropriate CCEA / DE guidance
- Will ensure that staff are aware of the policy and its procedures
- Will respond to any concerns raised
- Will lead key staff in ensuring that pupils' health and wellbeing needs are met

### School Catering Service

- Will provide day-to-day meals including for those with special diets
- Work in partnership with the school, pupils and parents to provide, as far as possible, a nutritionally balanced meal that meets the special dietary requirements of the child

### Senior Leadership Team

- Will monitor the policy's effectiveness and ensure that it is being followed
- Will ensure that any new staff are aware of the procedures contained within this policy.

### Personal Development Co-ordinator and Head of Home Economics

- Will provide training to staff on the delivery of food education
- Will update the food curriculum to ensure it remains current and responds to the needs of pupils
- Will immediately raise any safeguarding concerns with the Designated Teacher

### Staff

- Will be aware of the contents of the policy
- Will report any concerns surrounding the content or delivery of food education to the Personal Development Co-ordinator, Head of Home Economics or Vice Principals

### Parents

- Will be encouraged to report any concerns they may have regarding the provision of food in school
- Will inform school of any special diets their child may have - *If specialist dietary preparations and prescription foods are to be provided to the school catering service, only ambient goods can be stored and used, and the price of a school meal will remain the same*

### Pupils

- Will be encouraged to report any feedback or concerns they may have regarding food in school
- Will seek help if they or others are struggling with food

### **Section E (Consultation, Communication, Monitoring and Evaluation of the Policy)**



This policy has been developed in consultation with pupils, parents, staff and governors. It is based on addressing issues, established by a range of methods including following Department of Education and Department of Health guidance, pupil surveys, pupil discussions, those raised at student council meetings and parent discussions.

The Food in School Policy provides information to parents about nutritional standards, promoting healthy eating for their child and information on the impact on health. The Food in School Policy will be discussed and reviewed through parent focus groups and the Parents and Friends Association. Parents are also represented on the Board of Governors. If a parent has a concern about the food in school, they are encouraged to raise it as a matter of urgency, in order for this to be addressed.

The Food in School Team will evaluate the provision within the school. Views of the whole school community will be sought and used to give informed feedback on a bi-annual review of policy and practice.

The aim of the evaluation process will be to ensure that:

- The Food in School policy continues to comply with guidance and legislation
- Classroom practice continues to reflect the policy and the needs of pupils
- Resources are reviewed and updated

To appropriately monitor the effectiveness of the policy, the Board of Governors shall:

- be updated regularly on any regulation changes, respective of Food in School
- identify current issues, trends and priorities for action
- assess the effectiveness of strategies aimed at ensuring that pupils needs are met in relation to Food in School

# ***Challenging girls today; creating women of value in the future***



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