

The Importance of a Good School Food Culture

Presenter Notes



Slide 1 (Title Slide): The Importance Of A Good Food Culture

1. Welcome attendees and ask for a quick show of hands to find out what everyone's role is in school, e.g. trainee teachers, experienced teachers, food teachers, caterers etc...
2. Make it clear that this session should be useful for all school staff
3. Ask for a quick show of hands to determine how many people have heard of 'a whole school approach to food', the School Food Plan, School Food Standards, and the new reference to health and wellbeing in the Ofsted inspection framework etc....
4. Provide some background to the School Food Plan, which has been **one of the key drivers** for the **recent improvements in school food and school food culture**. The School Food Plan was commissioned by DfE and published in July 2013 with 17 agreed actions for government and other organisations to improve school food across the country. A link to the plan is provided within the 'additional resources and further reading' handout.



Slide 2: Session Aims And Objectives

1. The purpose of this slide is to communicate the high-level aims and objectives for the session
2. **The aim** is for all teachers, staff and trainees to understand the importance of a good school food culture and to be empowered to support wider pupil health and wellbeing.
3. **Objectives**
 - I. The first is to understand why a good school food culture matters, in relation to the current obesity epidemic and other negative health impacts, along with the benefits including pupil attainment and being 'ready to learn'.
 - II. The second is to understand what a 'whole school approach' to food looks like through stories and videos from inspiring schools.
 - III. The third is to draw on the examples from other schools and supporting resources, to help participants identify practical steps they can take to improve the food culture in their own school.



Slide 3: Sugar Activity Ice-breaker

1. **Introduction Optional Activity A (5 minutes):** This can be used to gauge the level of awareness amongst your audience and is also a useful ice-breaker. If you wish to run a more interactive (kinaesthetic) version of the activity then please see the 'sugar activity' handout provided.
2. Stress that schools need to do more to raise awareness of the importance of a good school food culture amongst staff, pupils and parents. This engagement should go beyond the school gates, i.e. schools should act as community assets to promote health and wellbeing.





Slide 4: Sugar Activity Ice-breaker (Continued)

1. Ask the group to guess the number of sugar cubes in each drink and re-order the drinks in order from lowest to highest sugar content.
2. Once the group has finished guessing, move to the next slide to reveal the answers
3. **NB:** make the group aware that it is the total sugar in the product that is important, so the portion size of the drinks will have an impact. Also tell the group that even unsweetened fruit juice is sugary but that a 150ml serving counts as one of your 5-a-day. For the purposes of this activity one cube of sugar is equivalent to 4 grams



Slide 5: Sugar Activity Ice-breaker (Continued)

1. Click through to reveal the order and sugar content of each drink
2. Spend a few minutes discussing the correct order with participants. Some questions they may wish to consider include:
 - I. Do they find this order surprising?
 - II. Are some or all of these products available in their school and do pupils often choose them?
 - III. What more can they do to promote water as the 'drink of choice', as in the School Food Plan
3. **NB:** the values for each of these products were accurate as of the date listed at the bottom of the slide. To ensure accuracy these values should be checked periodically



Slide 6: Section 1 – Why A Good School Food Culture Matters

1. This is the slide to introduce the first section examining 'why a good school food culture matters'



Slide 7: What Has Been Happening In School Food

1. Set the scene and demonstrate the **brilliant progress** that has been achieved **nationally over the last few years to improve the food culture across all schools**. Mention that there is a growing **political recognition** for the importance of **school food culture in improving pupil health, wellbeing and attainment** – mention the government's **child obesity strategy** (due to be launched in 2016).
2. There is also a focus on food culture as a means of **wider character development**, e.g. healthy social engagement during lunchtimes as a vital means of developing pupil confidence and resilience.
3. **Highlight some of the key actions from the School Food Plan** (refer to supporting documentation, listed below, as required)
 - I. **Universal Infant Free School Meals (UIFSM)**
 - a. Provided for all children from reception to year 2, irrespective of free school meal entitlement.



- b. Schools have risen to the challenge magnificently to deliver UIFSM nationally from September 2014 and there was a commitment to sustain the policy in the November 2015 Comprehensive Spending Review
 - c. The policy produces a range of benefits (see the links below)
- II. **Ofsted Inspection Framework**
 - a. In the new Ofsted inspection framework inspectors will be looking at the extent to which schools are successfully supporting pupils to gain **“knowledge of how to keep themselves healthy”** and **“make informed choices about healthy eating, [and] fitness”** throughout their entire inspection.
 - b. Inspectors were made aware of the School Food Plan and associated resources in the December 2015 School Inspection update (pages 9 and 10 – see the link below)
- III. **Cooking on the curriculum**
 - a. All students from 5-14 **must be taught** practical cooking skills.
 - b. Refer any participants who are teaching cooking skills to the ‘additional resources and further reading’ handout for further support.
- IV. **Food-based Standards** – further information is available on slide 17

Supporting documents for this slide:

1. Head-teacher’s checklist
2. Ofsted guidance and announcement around new inspection framework
3. School Food Standards A3 poster and guidance
4. New guidance for school governors

Sources and further Information:

1. School Food Plan - <http://www.schoolfoodplan.com/the-plan/>
2. Universal Infant Free School Meals - <http://bit.ly/1TzXxtV> and <http://bit.ly/1wg5qbs>
3. Ofsted Inspection Guidance - <http://www.schoolfoodplan.com/actions/ofsted/> and Ofsted Inspectors Update - <http://bit.ly/1UqiPH1>
4. Cooking in the curriculum - <http://bit.ly/1QJNfVy>
5. School Food Standards - <http://bit.ly/1WbVz0G>
6. Childhood Obesity Strategy – due for launch in 2016



Slide 8: Levels Of Childhood Obesity

1. Now move on to review the scale of the problem. The slide shows the **high rates of overweight or obese** children in both **Reception (approx. 1/5th)** and **Year 6 (approx. 1/3rd)**
2. What is **shocking** is the **increase** in the **levels of obesity during school years**.
3. The National Child Measurement Programme (2014/15) shows that 19.1% of children in Year 6 (aged 10-11) were obese and a further 14.2% were overweight. Of children in Reception (aged 4-5), 9.1% were obese and another 12.8% were overweight.
4. These costs are felt nationally - **obesity costs the NHS over £5 billion a year**.
5. Importantly, there is also a **strong link between deprivation and higher levels of obesity at each age**, i.e. those from more deprived backgrounds show higher levels of obesity (on average).
6. Consumption of sugar and sugar sweetened drinks is particularly high in school age children and also tends to be highest among the most disadvantaged.



7. So improving the school food culture can have a **huge impact on pupil's health and wellbeing**

Sources and further information:

1. Data on the levels of childhood obesity – <http://www.hscic.gov.uk/ncmp> and http://www.noo.org.uk/slide_sets (January 2016) and http://www.noo.org.uk/NOO_pub/Key_data (December 2015)
2. Links between deprivation and levels of obesity <http://bit.ly/1PILsiN> and <http://bit.ly/1UYhLN9> (October 2015)
3. **If asked:** the definition used to define overweight vs. obese children is available from the National Obesity Observatory report, available here - <http://bit.ly/1QRwhRT> (June 2011)



Slide 9: The Health Impacts Of A Poor Diet and Obesity

1. Use this slide to summarise how **excess energy, high saturated fat, sugar and salt, and low intakes of fruit and vegetables, oily fish and fibre** is associated with **longer term health problems**, including increased risk of heart disease, type 2 diabetes, stroke and some cancers.
2. It **also has impacts beyond physical health**, such as increased school absence and emotional/behavioural effects.
3. Importantly, **overweight and obese children are also more likely to become obese adults**, and have a higher risk of morbidity, disability and **premature mortality in adulthood**.
4. So it's vital we tackle this unhealthy food culture at school.

Sources and further information:

1. The health impacts of obesity - <http://bit.ly/1zeqbkO> (February 2015)



Slide 10: The Wider Health Impacts Of A Poor Diet

1. **However, obesity is not the only impact of a poor diet.**
2. Use this slide to stress that it's not just overweight and obese children who's health is at risk
3. While some children can appear to be a healthy weight, **an unhealthy diet** can lead to the **build-up of fat on the inside** that isn't visible. This fat around vital organs can cause **serious diseases in the future**, such as type 2 diabetes, heart disease and some cancers.
4. **Group Question:** mention that an unhealthy diet is also linked to tooth decay. Ask the group to estimate the proportion of children with tooth decay at 5, 8, 12 and 15 years old.
5. Reveal the answer, i.e. approximately a third of 5 and 12 year olds and nearly half of 8 and 15 year olds (2013 Children's Dental Health survey).
 1. **If asked:** the reason that these figures go up from 5 to 8 year olds, and then down for 12 year olds before going back up for 15 year olds, is due to the loss of milk teeth and secondary teeth coming through between 8 and 12 years.



Sources and further information:

1. Levels of tooth decay amongst children - <http://bit.ly/1FYKCuK> (December 2013)
2. Picture taken from - <http://bit.ly/1SPKu76> (February 2016)

*Slide 11: Average Fruit And Vegetable Consumption*

1. **Group Question:** ask participants to estimate, on average, how many of their five fruit and vegetables a day children eat?
2. Then click to reveal the answer – emphasise that many children are **far below** their recommended intake. Those aged 11-12 eat the smallest number of fruit and vegetables per day (2.3 portions for boys and 2.8 portions for girls).
3. Again, stress the point that there are **links between levels of social deprivation**, i.e. children living in households with the **highest incomes** consume the **greatest amount of fruit and vegetables per day** (3.9 portions for girls and 3.5 portions for boys).
4. Mention that the issue goes beyond fruit and vegetable consumption. The National Diet and Nutrition Survey shows that on average, school aged children **do not meet government dietary recommendations** for saturated fat and oily fish. Moreover, children are eating **3 times more sugar** than the maximum recommended amount.
5. **So most children do not meet dietary recommendations regardless of their weight status**
6. Make the point that helping children to **develop long-term healthy eating behaviours** can improve their health and **reduce the likelihood of diet-related disease**.

Sources and further information:

1. Average fruit and vegetable consumption amongst children - <http://bit.ly/1wCRauU> (December 2015)

*Slide 12: Malnutrition And A Summary Of The Information So Far*

1. Stress the point that **77%** of parents of overweight children **do not recognise their child as overweight**.
 - I. There are specific resources from NHS Choices to help parents in these situations broach the subject with their children (link below).
2. **However**, reiterate that the issue goes **beyond obesity**. An unhealthy diet and malnutrition also includes children/pupils who are **a normal weight and under-weight**.
 - I. In a January 2016 survey by YouGov it was found that:
 - a. Nearly **50% of teachers** said some **pupils arrived at school hungry** at least **three or four times a week**.
 - b. **Around 20%** said they had **brought in food within the last 12 months for children who had not eaten breakfast**
 - II. There is also an on-going issue with Holiday Hunger which was highlighted in a report by the All Parliamentary Party Group on School Food (link below). Key facts include:
 - a. **29%** of **food bank** referrals are for **families with children** (Jan 2013)
 - b. In 2012-13 **food banks fed 465,126 people** nationwide. Of those helped **36%, (260,282) were children**



- c. **More than a quarter of parents** said they **can't provide food** for all of the meals their children need
- III. There are a number of useful articles and tips for parents on dealing with underweight children on the NHS Choices website (see the link below)
- IV. Children who are underweight will also be flagged as part of the National Child Measurement Programme (see the link below) and will have specialised care, if this is required, via GPs and dietitians.
- V. **Introduce Optional Activity B (5 mins):** this is a group discussion to review the information so far. Some wider questions the group may wish to consider include:
 - a. Are they surprised by the scale of the problem?
 - b. How does it compare with their experiences in their own schools or placements?
 - c. Do they think the situation is getting better or worse?
 - d. Have they noticed any changes in their school or local area to improve the food culture?

Sources and further information:

1. Image (left) and YouGov data for taken from - <http://bit.ly/1RpcUnN>
2. NHS Choices website - <http://bit.ly/1m64S6z>
3. National Child Measurement Programme - <http://www.hscic.gov.uk/ncmp>
4. Holiday Hunger report - <http://bit.ly/1QqZzqf>



Slide 13: Mixed Messages

1. Reinforce the message that pupils spend so much time in school **during such a critical period of their life** (in terms of healthy eating habits and increases in obesity) that **it's vital that schools act as champions and models for change**.
2. Reference the **School Food Standards** which have been developed as an action of the School Food Plan (refer to the poster available via the Speaker's Guidance note). The standards apply **across the whole school day** (including breakfast, break time, lunch, vending machines and after-school clubs). They are easy to use and set out clear requirements to help children develop healthy eating habits, e.g. a portion of vegetables or salad with every meal, no confectionery and water as the drink of choice.
1. **Introduce Optional Activity C (5 mins):** ask participants to spend 5 minutes thinking of any other 'mixed food messages' that occur in their own school
 - I. Use the examples below as prompts if needed. Then ask the group to feedback.
 - a. Staff walking through the school with a high sugar drink or bag of crisps
 - b. Children mainly cooking sweet dishes, such as biscuits and cakes in school
 - c. Cakes and other unhealthy foods used as regular promotional or fundraising opportunities, e.g. bake sales





Slide 14: Section 1 – Key Messages

1. Make sure you stress the four key points on the slide. Particularly **the links between pupil health and wellbeing and academic achievement** – also reference the WHO report (see the link below), which mentions the negative impact of obesity on attainment.
2. Mention the **importance of schools as a model of positive behaviour** both within the school gates and beyond - i.e. in the wider community.
3. Make the point that many teachers/caterers will know that **just because you present children with healthy food it doesn't mean they will eat it**. This is where the 'whole school approach', which is discussed in the next section, **really comes in**. It's **about more than the dinner the children are served, but about the food culture across the school and beyond**, e.g. the culture in the dining room and the investment children have in their health etc...
4. For example, studies have shown that **children are far more likely to eat fruit and vegetables they have grown themselves**. Similarly children who learn to cook are more aware of the importance of a healthy diet **and a longer lunch time increases fruit and vegetable consumption** (see the links below)
5. Make the point that **this is why there have been new 'School Food Standards' introduced** - to **clarify what foods pupils should be eating and in what proportion**, but it's vital we stick to the guidelines.
6. Re-state the point that **food preferences and eating habits can be greatly affected by food exposure during early years**, which re-emphasises **why the school food culture is so important**.

Sources and further information:

1. Links between health/wellbeing and attainment:
 - I. PHE report - <http://bit.ly/1pllxST>
 - II. WHO report – <http://bit.ly/1Qvzv0T>
2. Links between pupil fruit and vegetable growing and consumption
 - I. Acta Paediatrica: <http://bit.ly/1Hlkoy1>
 - II. Daily Mail: <http://dailym.ai/1A7aRx7>
3. Link to demonstrate that food preferences and eating habits form during early years:
 - I. Can J Diet Pract Res: <http://1.usa.gov/1U6l5Fo>
4. Link to demonstrate that longer lunchtimes increase fruit and vegetable consumption
 - I. J Acad Nutr Diet: <http://1.usa.gov/1Xi7D0A>



Slide 15: Section 2 – Creating A Whole School Approach

1. This is the slide to introduce the second section which expands on the concept of the 'whole school approach' and examines what has worked well in other schools who have revolutionised their food culture.





Slide 16: The Whole School Approach

1. The end of the first section mentioned the importance of a 'whole school approach' to school food and the benefits this can bring to pupils. **Now move on to consider what a whole school approach is and how it can be delivered**
2. As mentioned, a '**whole school approach**' to food **goes beyond the lunch-time/the dining room** and the learning and teaching in the classroom, **to pervade all aspects of school life, including:**
 - I. **Culture, ethos and environment:** the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment.
 - II. **Learning and teaching:** using the curriculum to develop pupils' knowledge, attitudes and skills about health and wellbeing.
 - III. **Partnerships with families and the community:** proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing.
3. A 'whole school approach' requires the active involvement and training of teachers and the wider school workforce, including caterers, together with the leadership and support of head teachers and school governors.
4. **Introduce Activity D (5 mins):** based on the definition above, ask the whole group to spend a few minutes discussing what they think a 'whole school approach to healthy food' would look like? *The next case study activity and supporting resources will provide examples.*
 - I. Some things they may wish to consider, are:
 - a. How is a good food culture and health and wellbeing integrated across the school, e.g. through cross-curricular activities?
 - b. Does the school promote consistency in its messaging, e.g. are there any mixed messages, e.g. unhealthy food used as rewards?
 - c. Is there an engaging dining environment, with a positive atmosphere, in which staff sit with pupils, pupils are able to serve themselves and there is a selection of healthy foods available?
 - d. Do staff act as role models, e.g. eating healthy food and encouraging pupils to try new, healthy foods?



Slide 17: What Is A Healthy Balanced Diet

1. **With the move towards a national improvement in school food culture, make the point that we need national guidance on what a healthy diet is:**
2. Several tools are available to help. Of particular importance are the **School Food Standards** (see the link below) which are **mandatory for all schools**. These are food-based and provide clear guidance for caterers on what should be served to pupils in schools. Some key points to emphasise are:
 - I. Standards are **mandatory across the school day**, i.e. they don't just apply at lunchtime
 - II. **Variety** across the school week **is key**
 - III. The Standards advocate the use of sustainable, fresh and locally-sourced ingredients, where possible



- IV. **If relevant:** mention that the Standards are not mandatory for academies formed between September 2010 and June 2014. However, we strongly encourage all such academies to voluntarily sign-up. A link is provided in the 'additional resources and further reading' handout
3. There is also information provided in the PHE **Eatwell Guide** (link below), which defines the government's recommendations on healthy diets more generally. *It defines a healthy balanced diet as:*
- Eat at least 5 portions of a variety of fruit and vegetables every day.
 - Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible.
 - Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options.
 - Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily).
 - Choose unsaturated oils and spreads and eat in small amounts.
 - Drink 6-8 cups/glasses of fluid a day.
 - If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts.

Supporting documents:

1. School Food Standards poster
2. PHE Eatwell Guide

Sources and further information:

1. School Food Standards - <http://www.schoolfoodplan.com/standards/>
2. PHE Eatwell Guide - <https://www.gov.uk/government/publications/the-eatwell-guide>
3. Further information is available from NHS Choices who provide 8 'tips for healthy eating' - <http://www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx>



Slide 18: Individual Schools – Case Study Review

1. Case studies can either be reviewed in their written form, as videos on screen or as a mix of both. **Links to the videos are available within the main presentation on slide 19**
2. There are a range of case studies from primary, secondary and SEN schools, and you are free to use the combination most relevant to your audience.
3. **Introduce Activity E (15 mins):** ask the group to discuss and review the case studies.
4. If participants need prompting then ask them to think about:
 - I. Where did each school start from and what has their journey been to improve their school food culture?
 - II. How did the change in food culture take place, i.e. who had to be engaged (the headteacher/a school champion/the caterers)?
 - III. What sort of changes has each school introduced, e.g. school gardens, a friendly dining environment, cross-curricular food messages etc...?
 - IV. What have the schools said the perceived benefits have been, e.g. better concentration, children learning how to eat together, eating a healthier and more varied diet etc...?



- V. **NB:** you can combine this activity with the start of the action planning exercise. In which case, distribute the action planning mind-map template at this point. Ask participants to write down the steps/actions taken in each of the case study schools, along with some ideas of steps they could take in their own school. Further ideas and examples are available during the review of the 'headteacher's checklist' at slide 21.
- VI. Actions can be grouped under the following headings:
- Community**, i.e. what can be done to promote healthy food messages and raise awareness amongst the wider community, including parents
 - Practical skills**, i.e. food growing and cooking. Setting up clubs and visits to farms etc...
 - Food provision**, i.e. food across the whole day, including breakfast, snacks (tuck-shops), after-school clubs, the lunchtime dining environment, school trips and celebrations
 - Cross-curricular messaging**, i.e. how can food be used to teach multiple subjects and how does it link in with an active lifestyle and emotional wellbeing
 - Being a role model**, i.e. how can your own behaviour promote healthy eating and wellbeing, e.g. avoiding mixed messages
 - Leadership**, i.e. a school 'champion' to drive the change in culture across the school, e.g. through developing a new school food policy

Supporting documents for this slide:

1. Print-outs of each written case study x 1 per group (optional – see above)
2. Print-outs of action planning mind-map template x 1 per participant (optional - see above)
3. Paper/pens



Slide 19: Individual Schools – Case Study Review (Films)

1. Each of the case study icons links through to the respective video. The timings for each video are given in the case study summary document (available in the zip folder).
2. **NB:** If you are using the written case study narratives then this slide is not needed.



Slide 20: Action Planning – Mind Map

1. This is the first option for an action planning template; it is less specific and therefore may be more suitable for capturing initial ideas or observations during the review of the case studies. You may wish to provide participants with a print out or to add suggestions directly to the PowerPoint if you have an interactive white-board.
2. Ask participants to capture and group some observations of the key steps taken at each of the case study schools; as well as some initial suggestions for the actions they can take to improve the whole school food culture in their own school.
3. Make sure you allow time for participants to feedback ideas from the group discussions





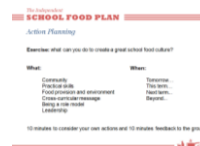
Slide 21: Section 2 – Key Messages

1. Use this slide to re-iterate the key high-level messages coming out of the various case studies (these are available on the main slide).
2. It is important to ensure that all groups receive the same key messages regardless of the specific case studies you chose to review.



Slide 22: Section 3 – What Can You Do

1. This is the slide to introduce the final section which focusses on getting participants to identify specific actions they can take (both now and in the longer-term) to improve their own school food culture



Slide 23: Action Planning

1. Now that you have seen examples of what has worked well in other schools, ask participants to consider **what actions they can take to improve the whole food culture in their school**
2. **Introduce Activity F (10 mins):** hand out an action planning template to each participant. You may choose to use the mind-map template, the tabular version or to develop your own. A digital version of the action planning table and example action is given on slide 25
3. You may also wish to give out some copies of a template School Food Policy – examples are available via links in the ‘additional resources and further reading’ handout
4. Also **hand out other resources** to support the action planning, such as: the headteachers’ checklist, the Ofsted guidance and the School Food Standards poster
5. Ask the group to spend 10 minutes **thinking about practical steps** they can take to **improve their own school food culture** and to **capture** these **ideas** within their **action plan**. **NB:** encourage everyone to take away the action plan and to use it to measure progress. Plans can be completed after the session if time is short. Also ask participants to identify actions they can deliver at different points, e.g. a few ‘quick wins’ as well as some more long-term ambitious goals.
6. Suggested actions under each heading are available below and slide 24 contains suitable examples from the headteachers’ checklist.
 - I. **Community**, e.g. organise parent taster sessions and visits to local farms
 - II. **Practical skills**, e.g. set up food growing and cooking clubs
 - III. **Food provision**, e.g. set-up breakfast clubs, encourage staff to sit with pupils during lunch times, introduce a pre-order system to make food service more efficient, play music and change the dining room decor to make it more appealing to pupils and introduce a ‘no packed lunch’ policy.
 - IV. **Cross-curricular messaging**, e.g. integrate food messages across multiple subjects. This could include cooking and preparing recipes from different periods to support history lessons and using food waste to develop a compost patch to support the biology curriculum



- V. **Being a role model**, e.g. avoid using unhealthy snacks as a reward and avoid eating unhealthy food in front of the pupils
- VI. **Leadership**, e.g. who should lead the drive towards implementing a 'school food policy' which encompasses and promotes the whole school food approach?



Section 24: The Headteachers' Checklist

1. Use this slide to support the action planning for a good school food culture. Suggest the group reviews the headteachers' checklist, to identify what their school is currently doing compared to what it could be doing. Although the checklist was developed for headteachers (who need to lead and drive the change), adopting a 'whole school approach' to good food requires engagement and commitment from all staff
2. Highlight some of the key points, e.g.
 - I. **Leading the change**: all schools need a champion to lead the improvement in food culture. Any of the people in the room could be that champion
 - II. **Concentrating on things the children care about**: they are the customers and the school food culture should be adapted to reflect what they want. Set-up a SNAG (School Nutrition Action Group) and work with the school council to give pupils a voice
 - III. Make sure that there is **a variety of food** served across the school week – see the School Food Standards for more information
 - IV. Make sure **packed lunches** are **not a 'better option'** – only 1% of packed lunches meet the nutritional standards applied to school food (see the link below)
 - V. Make sure the **dining hall** is a **clean and attractive environment** that pupils will want to eat in
 - VI. **Make sure pupils have long-enough to eat** – re-emphasise the study that shows if pupils have longer to eat (>25 vs. 20 minutes) they are likely to eat more fruit and vegetables
 - VII. Use **local and seasonal suppliers** and **get the contract right**. Think about where your food comes from and align with government buying standards and the plan for public procurement (available in the 'additional resources and further reading' document)
 - VIII. Watch what children are eating **throughout the day** and **promote water** as the drink of choice
3. Following the earlier discussion, re-state a few examples of how a whole school approach to food can be delivered
 - I. Treat the dining hall as an integral part of the school, where pupils and teachers **eat together**
 - II. Treat cooks and midday supervisors as part of the school team – invite them to staff meetings
 - III. Make sure food messaging to children and staff is consistent and cross-curricular – don't give sweets as a reward to pupils or staff!
 - IV. Grow and serve food in your school – examples are included in the case studies. Re-state the evidence to show that children engage more with food they have grown themselves

Supporting documents for this slide:



1. Print out the headteachers' checklist (x 1 per group)

Sources and further information:

1. Analysis of packed lunches
 - I. Journal of epidemiology and community health:
<http://bit.ly/1SIAjp8>

Slide 25: Action Planning – Table

1. This is the more detailed version of the action plan; if time allows then participants should be encouraged to transfer their initial observations and ideas over to this template
2. Ask participants to write down some of the actions they can take to improve their whole school food culture. Make sure that the what, who, how and when is clear
3. **Feedback:** ask participants to spend 5 minutes swapping plans and sharing their ideas with each other, or open the discussion up to a wider group feedback session
4. See the speakers guidance notes for a link to this document, or use your own school template

Slide 26: Conclusion and Evaluation

1. **Use this slide to re-cap on the original aims and objectives of the session** and check that the group feels that these have been covered.
2. Ensure that all participants have specific actions to improve the food culture in their own school

Slide 27: What Next?

1. A key component of this session is that, now participants are aware of the importance of a good school food culture, they know where to look to access the huge number of additional resources, expertise and information that can support them in improving their own school's food culture
2. Make sure each participant gets a copy of the 'additional resources and further reading' handout, which contains links to all of these key resources.

Slide 28: What Is Happening In Our Local Area

1. If time allows, adapt this final slide to summarise related activities taking place in your local area.

