

*The Independent*

# SCHOOL FOOD PLAN

## *The Importance of a Good School Food Culture*



*Supported by the Department for Education and Public Health England*



Department  
for Education



Public Health  
England



## *Session Aims and Objectives*

### **Aim:**

For all **teachers, staff and trainees** to **understand the importance of a good school food culture** and be empowered to support wider pupil health and wellbeing

### **Objectives:**

To understand **why a good school food culture matters**

To share **examples of what works well** to create a **whole school approach** to good food culture.

To reflect on how this can be **applied to your role** within school



## *Sugar Activity Ice-breaker*

We need to **do more** to **raise awareness** amongst **school staff and pupils**, as well as those in the **wider community, including parents**

**Group Exercise:** How many cubes of sugar are in these popular drinks

5 minutes



# SCHOOL FOOD PLAN



500ml



500ml



150ml



288ml



400ml



250ml



288ml



200ml



380ml



150ml



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0 cubes



< 4 cubes  
(15g in 150ml)



5 cubes  
(20g in 200ml)



> 6 cubes  
(24.8g in 500ml)



> 6.5 cubes  
(26.5g in 250ml)



> 7 cubes  
(29g in 288ml)



> 9 cubes  
(37.8g in 288ml)



> 9.5 cubes  
(38.4g in 400ml)



12 cubes  
(48g in 380ml)



>13 cubes  
(53g in 500ml)





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# **SCHOOL FOOD PLAN**

## *Section 1*

# Why A Good School Food Culture Matters



## What Has Been Happening In School Food?

Children's **health and wellbeing** is **rising up the political agenda**, with the launch of the government's Childhood Obesity Strategy in 2016

There is **growing recognition** for the role of a **good school food culture** in supporting **pupil health, wellbeing and attainment**

**Lots has changed in school food** over the last few years following the publication of the [School Food Plan](#) (summer 2013), including:

[Universal Infant Free School Meals](#) (Sept 14)

[A new Ofsted Inspection Framework](#) (Sept 2015)

[Cooking on the curriculum](#) for KS1-3 (Sept 2015)

[Mandatory School Food Standards](#) (Jan 2015)

### Creating a Culture and Ethos of Healthy Eating

Ofsted's new Common Inspection Framework includes a judgement on personal development, behaviour and welfare. As part of making this judgement, inspectors will look 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, food fitness" throughout their entire inspection.

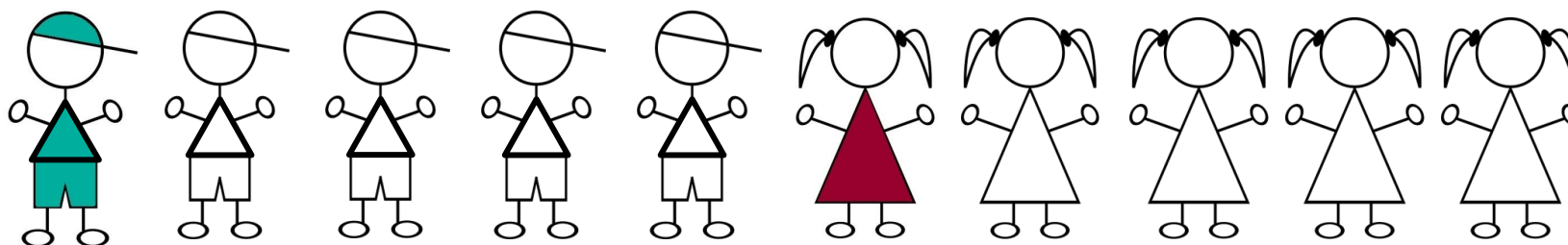
The School Food Plan has produced this practical guidance to help school leaders and governing bodies adopt a whole-school approach to food. It is designed to be used alongside other School Food Plan resources including the Headteacher Checklist and What Works Well Website. Go to [www.schoolfoodplan.com/ohedn](http://www.schoolfoodplan.com/ohedn)

Key Questions		Evidence
LEADERSHIP	What steps have you taken to ensure there is a whole school approach to healthy eating?	<ul style="list-style-type: none"> <li>A current 'whole-school' food policy shared widely with stakeholders.</li> <li>Strategic references to healthy eating in School Development Plan / Self-evaluation form.</li> </ul>
	Who is responsible for the senior management team and governing body for healthy food provision and food education?	<ul style="list-style-type: none"> <li>Full governance spanning governing, healthy eating and learning (including breakfast and after school clubs).</li> </ul>
	How do you monitor and evaluate school food provision and food education?	<ul style="list-style-type: none"> <li>School must take up data.</li> </ul>
	How do you involve the wider school community (including parents and Governors) in promoting healthy eating?	<ul style="list-style-type: none"> <li>Senior leadership and Governor engagement with what children are eating and drinking.</li> <li>Attracts and quality assured schemes such as Food for Life Schools Award, Children's Food Trust, Healthy Schools.</li> </ul>
Further resources		<ul style="list-style-type: none"> <li>What Works Well website: <a href="http://www.schoolfoodplan.com/ohedn">www.schoolfoodplan.com/ohedn</a></li> <li>Headteacher Checklist: <a href="http://www.schoolfoodplan.com/ohedn">www.schoolfoodplan.com/ohedn</a></li> <li>Ofsted guidance: <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a></li> </ul>
FOOD PROVISION	How do you know food is tasty and meets the food standards across the whole day?	<ul style="list-style-type: none"> <li>An attractive, happy and calm dining environment.</li> </ul>
	What do children think about the food and drink provided? How are they involved in decision-making?	<ul style="list-style-type: none"> <li>Staff and children eating together.</li> <li>Catering staff (including midday supervisors) who are happy and engaged with school staff and children.</li> <li>Children and parents are actively consulted.</li> </ul>
	How do you ensure your meal provision best meets the needs of your school community?	<ul style="list-style-type: none"> <li>Children present system to reduce queues and stigmatisation of Free School Meal (FSM) pupils.</li> </ul>
	What advice is provided for those who choose not to take a school lunch, e.g. a healthy packed lunch policy?	<ul style="list-style-type: none"> <li>Independent verification that school food standards and relevant Government buying standards are met across the school day.</li> <li>Making water the drink of choice, freely and easily available.</li> </ul>
Further resources		<ul style="list-style-type: none"> <li>School Food Standards: <a href="http://www.schoolfoodplan.com/standards">www.schoolfoodplan.com/standards</a></li> <li>Government Buying Standards: <a href="http://www.gbs.gov.uk">www.gbs.gov.uk</a></li> <li>Packed lunch advice: <a href="http://www.schoolfoodplan.com/standards">www.schoolfoodplan.com/standards</a></li> </ul>
FOOD EDUCATION	How do you measure progress of children's knowledge and skills about healthy eating?	<ul style="list-style-type: none"> <li>Consistent messaging across all pupils.</li> <li>Ensuring there is enough time/teaching, space and practical resources (equipment, ingredients).</li> </ul>
	How do you make learning about healthy eating (including nutrition advice and practical cooking) possible for all children?	<ul style="list-style-type: none"> <li>Food education schemes of work with a focus on sensory cooking.</li> <li>Use of pupil premiums or budgets to provide ingredients for pupils unable to bring from home.</li> <li>Food growing and gardening activities.</li> </ul>
	Do you use a qualified subject specialist to teach food education?	
	Further resources	<ul style="list-style-type: none"> <li>National Curriculum: <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a></li> <li>Food Education Framework: <a href="http://www.schoolfoodplan.com/food-education-framework">www.schoolfoodplan.com/food-education-framework</a></li> </ul>
WIDER WELLBEING	How does the school link healthy eating within the wider personal development, behaviour and welfare judgement?	<ul style="list-style-type: none"> <li>Training on expertise from outside agencies.</li> <li>Events, assemblies, displays and messaging themed around health and wellbeing.</li> <li>A culture of exercise and healthy eating.</li> <li>Staff Development plan and Continuing Professional Development (CPD) records.</li> </ul>
	What CPD/training is in place for all teachers and support staff to support their knowledge of health and wellbeing?	
	Further resources	<ul style="list-style-type: none"> <li>Preventing Obesity and young people's mental health and wellbeing: <a href="http://www.gov.uk/government/policies/preventing-obesity-and-young-peoples-mental-health-and-wellbeing">www.gov.uk/government/policies/preventing-obesity-and-young-peoples-mental-health-and-wellbeing</a></li> </ul>
	How do you ensure your meal provision best meets the needs of your school community?	



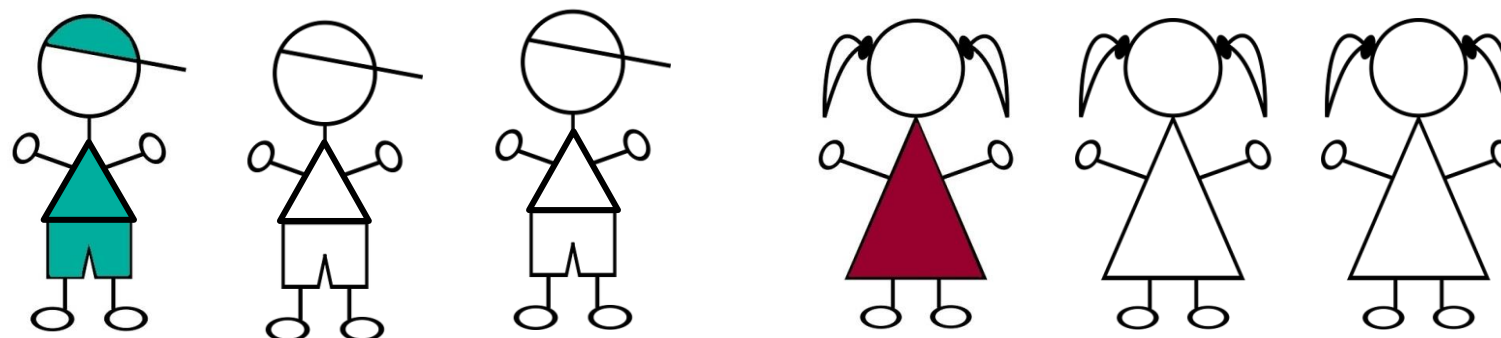
## One in five children in Reception is overweight or obese

(boys 23.4%, girls 21.6%)



## One in three children in Year 6 is overweight or obese

(boys 35.2%, girls 31.7%)





## Obesity harms children and young people



Emotional and  
behavioural

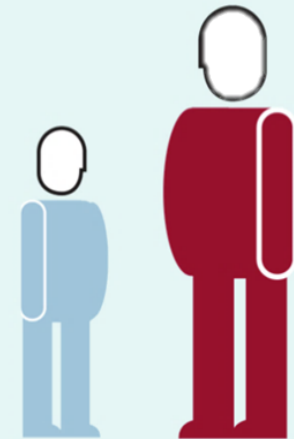
- Stigmatisation
- bullying
- low self-esteem



School absence



- High cholesterol
- high blood pressure
- pre-diabetes
- bone & joint problems
- breathing difficulties



Increased risk of  
becoming overweight  
adults

Risk of ill-health and  
premature mortality in  
adult life



## *Question?*

What percentage of children have decay in their teeth?



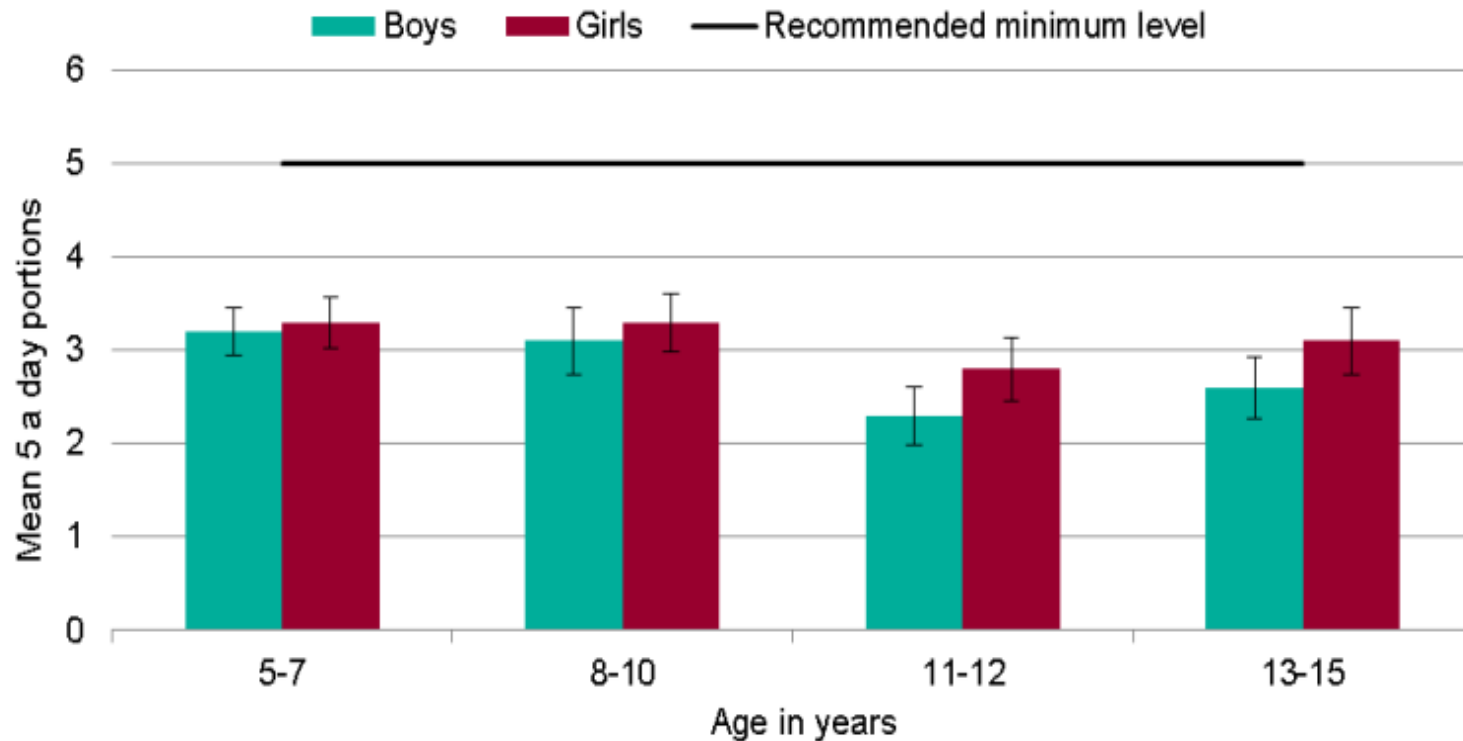
**Nearly a third of 5 year olds (31%) and nearly half of 8 year olds (46%)**

**Over a third of 12 year olds (34%) and nearly half of 15 year olds (46%)**



## Question?

On average, how many of their five (fruit and veg) a day do children eat?





## Group Discussion

Majority of teachers in survey know pupils who arrive at school hungry

Survey of teachers in England and Wales finds pupils who haven't had breakfast are likely to be lethargic or disruptive in class



## *Group Discussion: Mixed Messages*

**Schools need to champion and model the change**



What mixed messages are sent when schools have biscuits or sweets available as rewards in classrooms? What other examples of mixed food messages are there in your own school?



## *Section 1: Key Messages*

Encouraging children to **be more involved** and have a **greater understanding** about diet and health is **key to healthier, longer lives**

Pupils with better health and wellbeing are likely to **achieve better academically**. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their **readiness to learn**

**Schools** are a **great environment to deliver this message** and **model a positive, healthy food environment**

**Schools** are also a **point of wider engagement** and should **promote a good food culture to parents and others across the community**





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# **SCHOOL FOOD PLAN**

## *Section 2*

# Creating A Whole School Approach



## *The Whole School Approach*

A **whole school approach** is one that **goes beyond the** classroom to spread across **all aspects of the life of a school**, including:

Culture, ethos and environment

Learning and teaching

Partnerships with families and the community

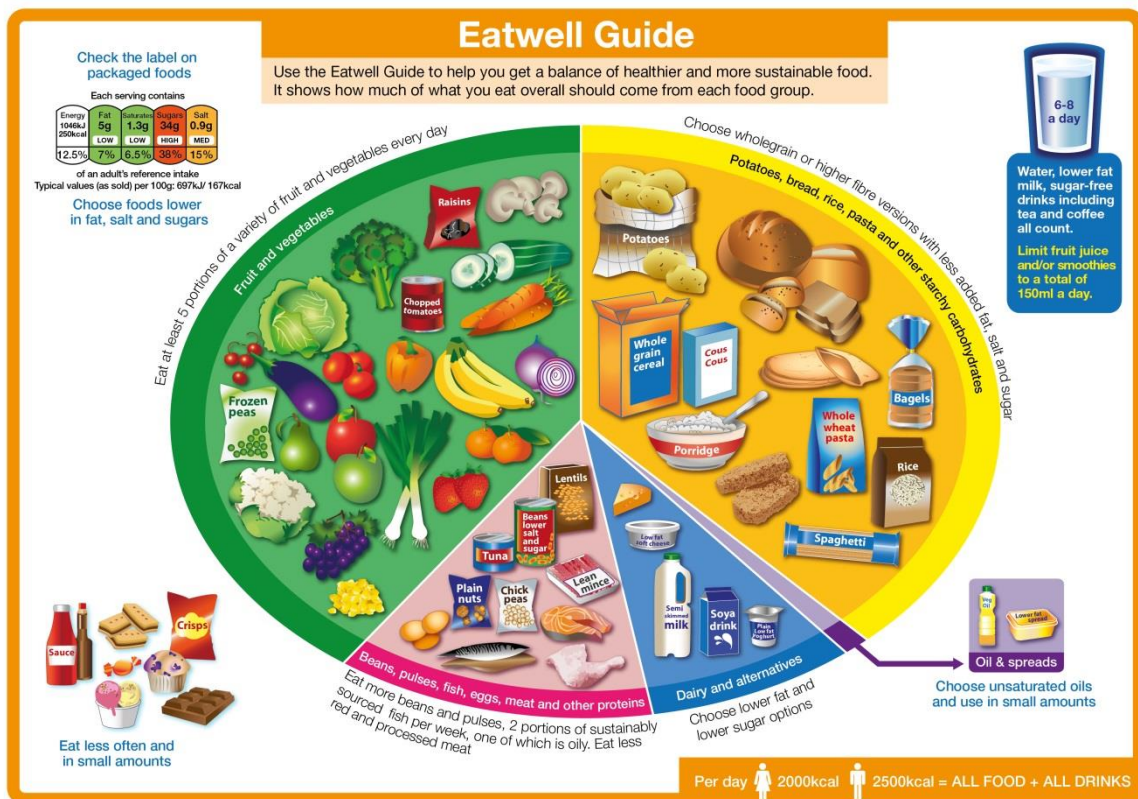
**Group Discussion:** What do you think a  
'whole school approach' to healthy food looks like?

5 minutes





## What Is A Healthy Balanced Diet?



Source: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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## The School Food Standards

Eating in school should be a pleasurable experience: time spent sharing good food with peers and teachers.

These school food standards are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole school day. It is just as important to cook food that looks good and tastes delicious; to talk to children about what is on offer and recommend dishes to reduce queuing; and to serve the food in a pleasant environment where they can eat with their friends.

As a general principle, it is important to provide a wide range of foods across the week. Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Children love to hear the stories behind their food. Use fresh, sustainable and locally-sourced ingredients (best of all, from the school vegetable garden), and talk to them about what they are eating. Go to [www.schoolfoodplan.com/resources](http://www.schoolfoodplan.com/resources) to find examples of what other schools are doing to encourage children to eat well.

Remember to use Government Buying Standards for Food and Catering Services alongside these standards to help reduce salt, saturated fat and sugar in children's diets.

\* This Standard applies across the whole school day, including breakfasts, morning breaks, tuck shops, and after school clubs



### Fruit and vegetables

One or more portions of vegetables or salad as an accompaniment every day

One or more portions of fruit every day

A dessert containing at least 50% fruit two or more times each week

At least three different fruits and three different vegetables each week



### Milk and dairy

A portion of food from this group every day

Lower fat milk must be available for drinking at least once a day during school hours



### Starchy food

One or more wholegrain varieties of starchy food each week

One or more portions of food from this group every day

Three or more different starchy foods each week

Starchy food cooked in fat or oil no more than two days each week\*

Bread - with no added fat or oil - must be available every day



### Meat, fish, eggs, beans and other non dairy sources of protein

A portion of food from this group every day

A portion of meat or poultry on three or more days each week

Only fish once or more every three weeks

For vegetarians, a portion of non-dairy protein on three or more days each week



### Foods high in fat, sugar and salt

No more than two portions of food that has been deep-fried, batter-coated, or breaded/crusted, each week\*

No more than two portions of food which include pastry each week\*

No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat\*

Savoury crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food

No confectionery, chocolate or chocolate-coated products\*

Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery

Salt must not be available to add to food after it has been cooked\*

Any confectionery must be limited to sachets or portions of no more than 10g or one teaspoon\*



### Healthier drinks\*

Free, fresh drinking water at all times

The only drinks permitted are:

- Plain water (still or carbonated)
- Lower fat milk or lactose reduced milk
- Fruit or vegetable juice (max 150 ml)
- Plain soya, rice or oat drinks enriched with calcium; plain fermented milk (e.g. yoghurt) drinks
- Combinations of fruit or vegetable juice with plain water (still or carbonated, with no added sugars or honey)
- Combinations of fruit juice and lower fat milk or plain yoghurt, plain soya, rice or oat drinks enriched with calcium; and no more than 150ml fruit or vegetable juice. Fruit or vegetable juice combination drinks must be at least 45% fruit or vegetable juice
- Tea, coffee, hot chocolate

### Food provided outside lunch

• Fruit and/or vegetables available in all school food outlets

• No savoury crackers or breadsticks

• No cakes, biscuits, pastries or desserts (except yoghurt or fruit-based desserts containing at least 50% fruit)





## *Individual Schools*

**Group Exercise:** Review of 'What Works Well' case studies.

What steps did these schools take to create a great whole school food culture?

Some areas to consider are:

Community

Practical skills

Food provision and environment

Cross-curricular messages

Being a role model

Leadership

10 minutes preparation and 5 minutes to feedback





Bath and North East Somerset:  
Improving the Dining Environment



Broadclyst Primary:  
The Benefits of Family Dining



The School Food Plan  
Vision



Carshalton Boys with  
Giles Coren



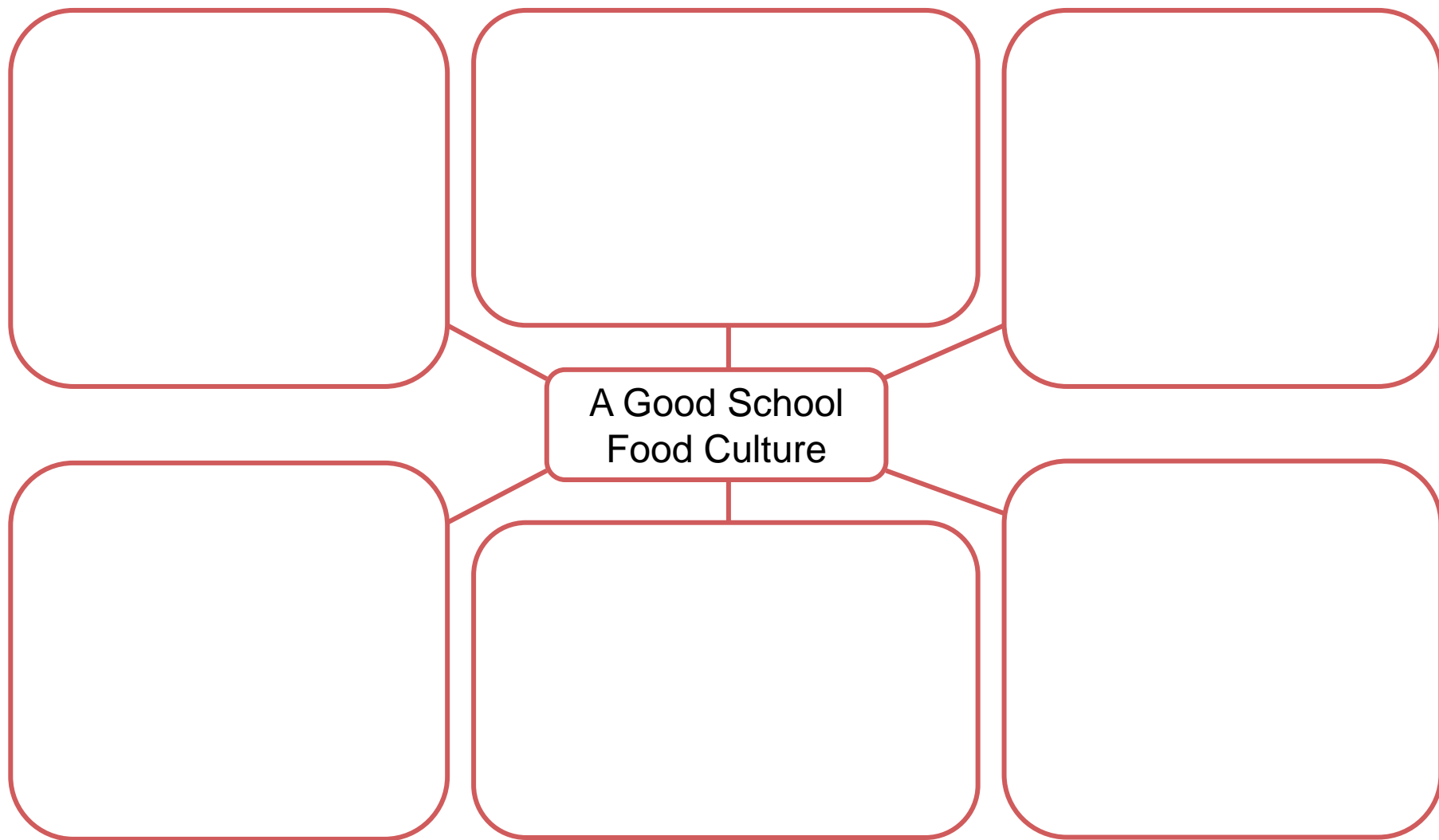
Phoenix High School:  
Farming in Urban Schools



Bath and North East Somerset:  
Cooking and Eating



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## *Section 2: Key Messages*

A **good school food culture** is one in which:

The dining hall is an **integral part of the school**, where children and teachers **eat together**

Food is a **vital element of school life** and the **catering team** are **important** and **valued** members of **staff**

All children have the **practical cooking skills** and **knowledge** to keep themselves healthy; making **informed choices about healthy eating**.

**Children take home learned habits** and the school engages with parents and others, so that a **good food culture spreads throughout the community**

**The pupil voice is taken seriously**, to encourage a sense of ownership throughout the school



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# **SCHOOL FOOD PLAN**

## *Section 3*

### What Can You Do?



## *Action Planning*

**Exercise:** what can you do to create a great school food culture?

### **What:**

Community  
Practical skills  
Food provision and environment  
Cross-curricular message  
Being a role model  
Leadership

### **When:**

Tomorrow...  
This term...  
Next term...  
Beyond...

10 minutes to consider your own actions and 10 minutes feedback to the group





## A checklist for head teachers

### Lead the change

- ☐ Obviously, not all of these actions are your responsibility; they can be shared across the school. Some are best done by the school cook, business manager, senior management team, or your external catering company, or even volunteers.

### Concentrate on the things children care about

- ☐ Eat in the canteen often. Ask yourself whether the food looks appetising and tastes good.
- ☐ Be sure there is a mix of familiar and new foods for the children, and that the catering staff encourage children to experiment.
- ☐ Make sure packed lunches are not a 'better' option.
- ☐ Look around your dining hall. Is the room clean and attractive? Does it smell good?
- ☐ Give parents, carers and grandparents the opportunity to taste school food and eat with the children at lunchtime and/or parents' evenings.
- ☐ Structure the lunch break so there is sufficient time for eating as well as activities or clubs.
- ☐ Organise a group to represent children's views on school lunch,
- ☐ Use local and seasonal suppliers, and make a song and dance about it.
- ☐ Watch what gets served at mid-morning break. Many children eat their main meal at this time. Too often, that means filling up on pizza, paninis or cake.
- ☐ Ensure tap water is widely available at all times, make it the drink of choice across the school

### Adopt a 'whole school' approach

- ☐ This is a simple idea, but an important one. It means treating the dining hall as an integral part of the school, where children and teachers eat; lunch as part of the school day; the cooks as important staff members; and food as a vital element of school life.
- ☐ Treat your cooks and lunchtime supervisors as part of your team, on a par with teachers and business managers.
- ☐ Make sure children get consistent messages about nutrition in lessons and at lunchtime.
- ☐ Grow food in your school, and use some in the school lunch.
- ☐ Encourage teachers to eat in the dining room with the children. It r



# SCHOOL FOOD PLAN

Area	What	Who	How (e.g who to speak to/what resources are needed)	When
e.g. Food Provision	To ensure that all food across the school day (including breakfast, after-school clubs and vending machines) meets the School Food Standards	Me/ headteacher/ caterer	<ol style="list-style-type: none"><li>1. Find out about the existing School Food Policy and review</li><li>2. Arrange a meeting with the headteacher and the school chef</li><li>3. Print out the school food standards guidance and complete the checklist</li><li>4. Meet with breakfast club staff to discuss challenges</li><li>5. Organise an assembly to explain the changes to pupils</li></ol>	End of this term (review progress at the beginning of the next half term)



## *Conclusion and Evaluation*

### **Aim:**

For all **teachers and staff** to **understand the importance of a good school food culture** and to be empowered to support wider pupil health and wellbeing

### **Objectives:**

To understand **why a good school food culture matters**

To share **examples of what works well** to create a **whole school approach** to good food culture.

To reflect on how this can be **applied to your role** within school





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# **SCHOOL FOOD PLAN**

What Next?



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# **SCHOOL FOOD PLAN**

*What Is Happening In Our Local Area?*

[INSERT OWN TEXT HERE]

