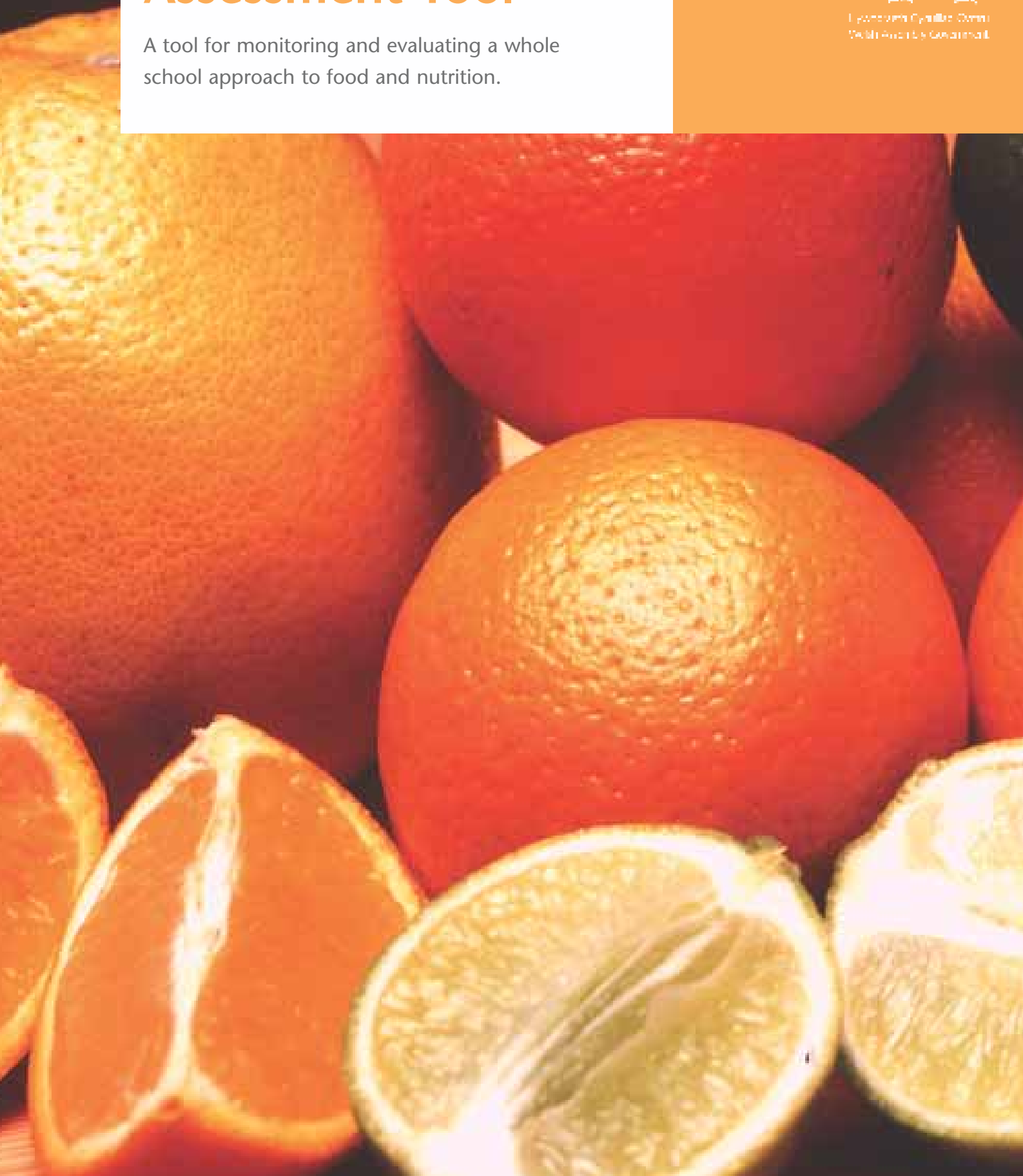


Food in School Assessment Tool

A tool for monitoring and evaluating a whole school approach to food and nutrition.



Llywodraeth Cymru Cymru
Welsh Assembly Government



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Introduction

The food and drink offered to children during the school day has become an important issue for consideration. There have been worrying recent increases in levels of overweight (60 per cent increase, 1989 to 1998) and obesity (70 per cent increase, 1989 to 1998), among children and young people in the UK. Obesity in children is a matter for concern because it is one of two major risk factors influencing the onset of Coronary Heart Disease and Cancer.

Since most children and young people between the ages of four and 16 spend approximately one third of their time within the school setting, it is important that the food and drink on offer is nourishing, providing them with the energy and nutrients required to participate in physically and mentally demanding situations.

Education about healthy eating is also a major factor in determining which products individuals choose to consume. Consistent messages to reinforce healthy eating should therefore be an integral part of the school curriculum. Obvious links arise in Personal and Social Education, Science, and Design Technology through Food, although all National Curriculum subjects provide some opportunities to discuss this issue.

Creating a whole-school approach to healthy eating is essential to the objective of providing consistent messages. This can be achieved only by ensuring that pupils, teachers, parents, senior management teams, governors and school caterers are all aware of what the desirable outcomes ought to be.

Following the implementation of the revised National Curriculum in 2000 ACCAC, working with the Assembly Government, Estyn and the Food Standards Agency have compiled guidance for schools titled *Food in the School Curriculum in Wales*, published in 2001. Its purpose is to promote the contribution that schools can make to young people's understanding about the importance of food for health, food safety and food and employment.

Specifically in relation to food for health, there are requirements in the subject orders for Design and Technology, Physical Education, Science, and in the Personal and Social Education Framework. The guidance makes it clear that teaching about food for health should include the link between a balanced diet and good health, and how to choose, prepare and enjoy food for health. It also includes case studies on which schools might draw, and an audit of food in the school curriculum.

In September 2001 the Education (Nutritional Standards School Lunches) (Wales) Regulations 2001 came into force which introduced and set out the minimum nutritional standards for school meals for primary and secondary-school pupils, and defined the various food groups. In March 2003 the Assembly issued guidance to schools and caterers on meeting those minimum nutritional standards. The guidance also contains advice on healthy diets; the provision of healthy food that young people will enjoy; ways of making healthy food an attractive option; and developing a whole-school approach to healthy eating. It includes suggestions for teaching about food as part of the curriculum.

These approaches will be supported by the revised Heartbeat Award for Schools, which aims to reward schools for achievements in a whole-school approach to food and nutrition, including food safety.

The Food in Schools Assessment Tool is a self-evaluation and monitoring mechanism, which will help all sectors to find out where they are, in terms of a whole-school approach to food and nutrition. The tool also encourages each sector to look critically at the current state of play and move forward to create a co-ordinated and progressive approach to nutrition in primary and secondary schools.

How to use this tool

Collecting data

It is recommended that this tool is used in an interview situation, with both interviewer and interviewee having a copy of the questions. Answers are recorded on a six-point Likert scale, with additional data recorded in the 'evidence' column.

It is likely that the interviews will be undertaken by a Healthy Schools Co-ordinator or a community dietician, It can be undertaken by a member of the school staff (*possibly the PSE co-ordinator*). Pupils will most certainly need professional support in answering these questions.

Interviews should be carried out with a sample of respondents in order to give a broad view of the school. The minimum sample would be a member of the senior management team (SMT), the head cook and a small group of pupils, *possibly from the school council*. A more extensive sample could include governors and staff.

Not all of the sections A-H are suitable for all sample groups to answer, therefore the following recommendations have been made:

Pupils *should answer* sections **A, B, C and D**

Teaching staff/ SMTs & governors *should answer* sections **A, B, C, D, E and F**

Caterers *should answer* sections **A, B, C, D, G and H**

If a section is not answered a zero score should be recorded.

Scoring

When using the attached schedule of questions the score 0-5 should be interpreted in the following way:

0	Not at all
1	It is only happening by chance
2	Has been considered in some detail, but little action has been taken
3	I can think of a few concrete examples
4	We've done a lot, but could do more
5	I don't see how we could do anything more.

It might be helpful to give the interviewees a copy of these interpretations.

If a question is not relevant to a school then no answer should be recorded.

If a whole section is not answered a zero score should be given.

Evidence for the choice of answer can be recorded in the Evidence column.

When calculating the final score, all questions answered should be included, that is, all questions which have been given a score of 0-5.

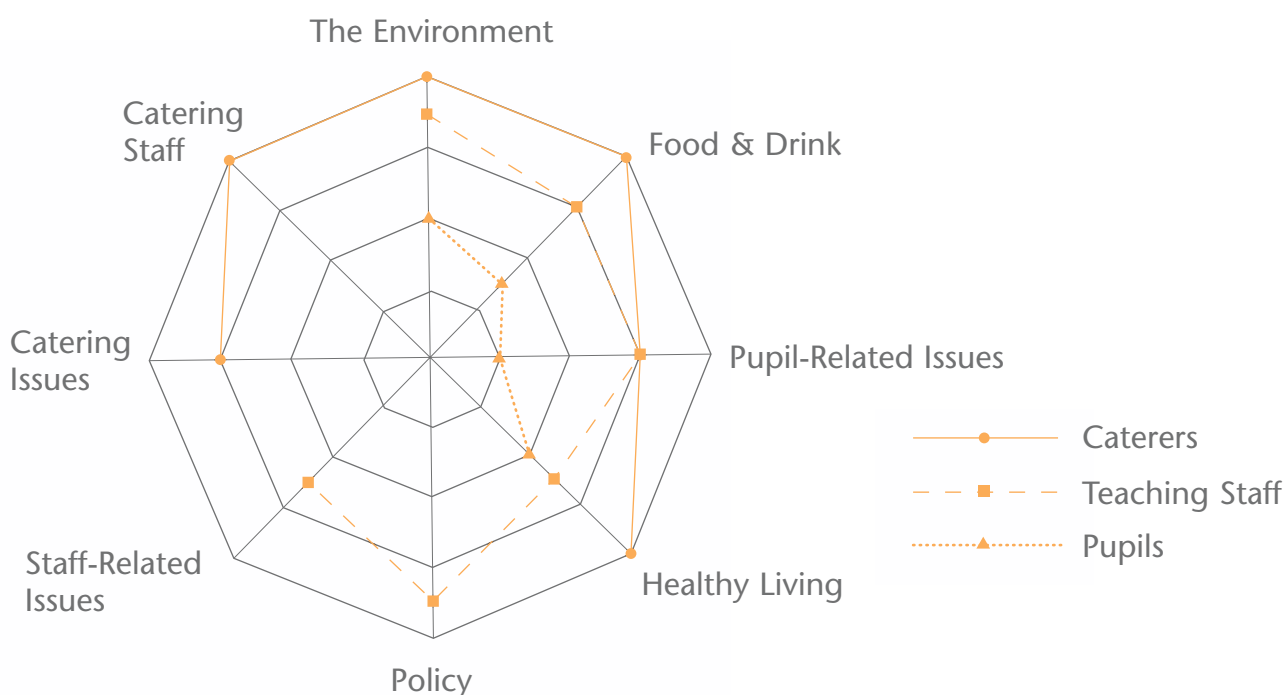
Interpreting data

Appendix 1 of this manual explains how to translate the raw data into graphical format using Excel. Results can be displayed as eight interlocking axes of a Radial Profile Graph.

On the Radial Profile Graph, each axis represents one of the specific food assessment tool sections. Each axis is labelled 0-10 from the centre. The score for each axis is calculated as described on page 17, and marked. The Radial Profile Graph is created by connecting the marked points.

Radial Profile Graphs are drawn for each interviewee. The profiles created by these graphs will indicate similarities and differences in the perception of the health promoting status of the school in relation to food and nutrition. Generally a low score, and hence a dip towards the centre of the Radial Profile Graph, indicates that the school is doing little to fulfil this section. Conversely, a high score and lines towards the edge of the Radial Profile Graph, indicate a great deal of activity.

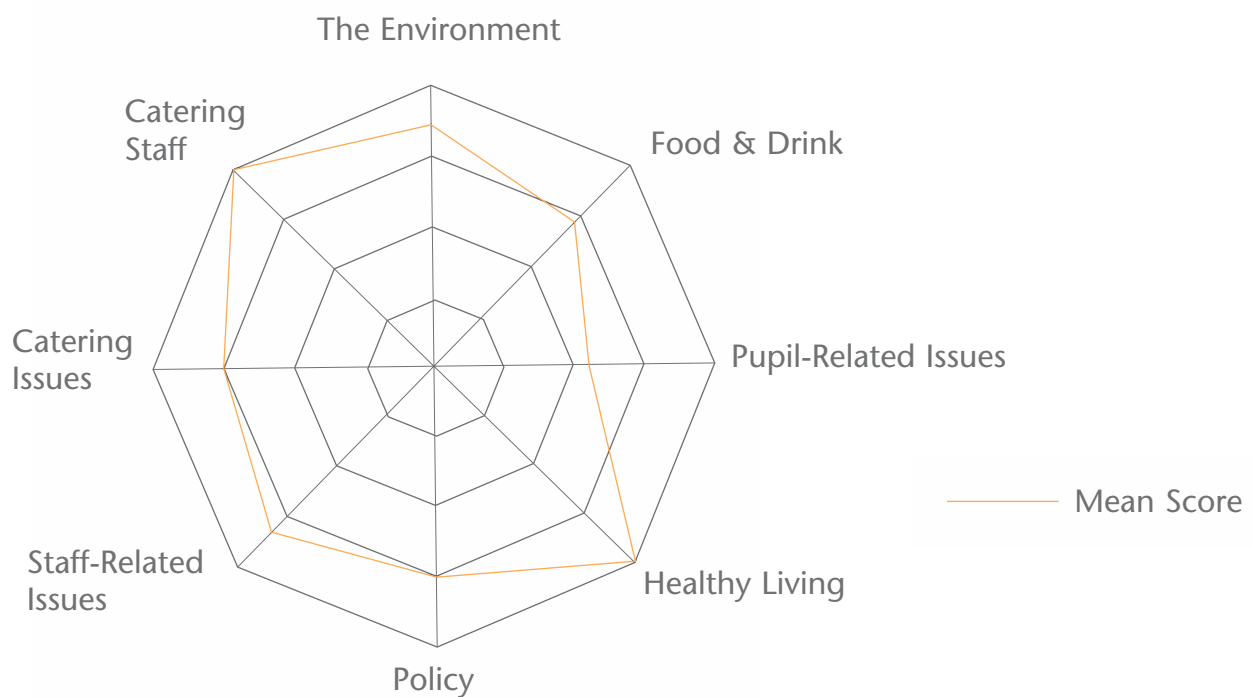
A N Other School Self-Evaluation Food in School Assessment Tool



Mean scores

Mean scores to combine the views of all of the interviewees can be calculated for each axis to generate a composite view of the current health promoting status of the school in relation to food and nutrition.

A N Other School Self-Evaluation Food in School Assessment Tool



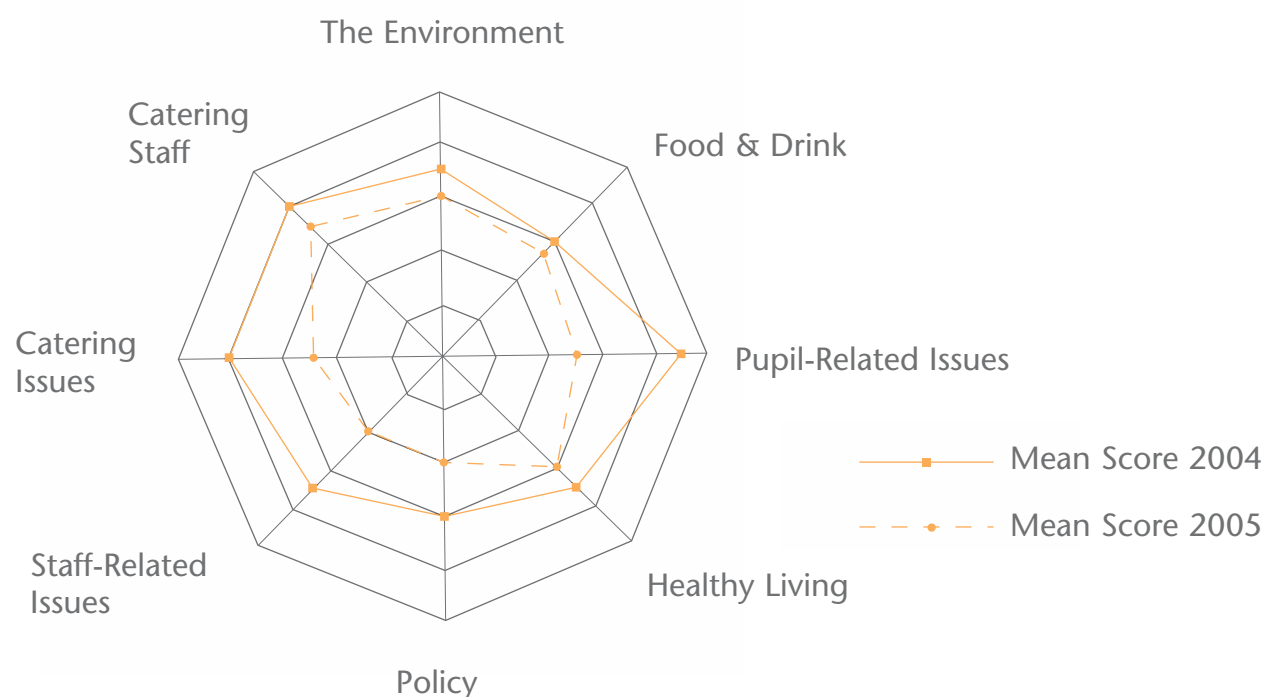
Next Steps

The Radial Profile Graphs generated can be used to identify areas for action as part of health promoting school development. Appendix 4 can help your school to generate ideas within these identified areas.

Appendix 4 gives a list of possible school activities that can be carried out by staff, pupils and caterers.

A composite Radial Profile Graph can be generated yearly to assess the progress and development of health promotion in the school in relation to food and nutrition.

A N Other School Self-Evaluation Food in School Assessment Tool



A	The environment of the Restaurant/dining area	Score	Evidence
----------	--	--------------	-----------------

To what extent.....

- | | |
|---|-----------------------|
| 1. Is the school restaurant/dining area welcoming? | 0 1 2 3 4 5 |
| 2. Are the surrounding noise levels acceptable? | 0 1 2 3 4 5 |
| 3. Is clear information available on menus/pricing? | 0 1 2 3 4 5 |
| 4. Is there adequate space /seating /tables available for customers? | 0 1 2 3 4 5 |
| 5. Are there different serving points available in order to choose different types of food such as a jacket potato, or a salad bar? | 0 1 2 3 4 5 |
| 6. Is the restaurant area kept in a clean and hygienic condition? | 0 1 2 3 4 5 |
| 7. Are staff and pupils consulted when/if there are plans to improve the existing restaurant area? | 0 1 2 3 4 5 |
| 8. Does the school have an active School Nutrition Action Group? | 0 1 2 3 4 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

B	Food and drink available throughout the school day	Score	Evidence
----------	---	--------------	-----------------

To what extent.....

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Does the school provide foods or drinks before the lunchtime session?
(Is there a Breakfast Club or milk?). | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Does the school provide healthy tuck at break times? | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Are staff and pupils consulted on the choice of food and drink offered throughout the school day? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Do staff and pupils have access to drinking water during the school day? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Are pupils restricted from accessing other catering facilities such as ice-cream vans/burger vans? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Are healthier options given priority in vending machines?
(Score 5 if no vending machines) | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Are the food and drinks available socially and culturally appropriate to the school community? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Are pupils rewarded for making healthy choices? | 0 | 1 | 2 | 3 | 4 | 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

C	Pupil-related issues	Score	Evidence
----------	-----------------------------	--------------	-----------------

To what extent.....

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Is there an opportunity for pupils to pre-order food so that they can attend extra-curricular activities at lunch time? | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Are pupils given the opportunity to try new healthy food and drink products such as salad wraps and fruit smoothies ? | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Are healthy foods and drinks available and presented in a way which appeals to the group they are aimed at (children, young people)? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Does the quality and variety of food and drink remain consistent during different stages of the school lunch time? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Can pupils sit with friends and relax while eating their lunch? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Is the queuing system civilised and fair? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Are pupils consulted about the choice of food available to them throughout the school day? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Do all staff (teaching and non-teaching) treat pupils with fairness and respect at break times and lunch times? | 0 | 1 | 2 | 3 | 4 | 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

D Healthy living

Score

Evidence

To what extent.....

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Is there clear information/guidance on nutrition and healthy options? | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Are healthy option foods and drinks presented in an attractive and appealing way? | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Are healthy food-and-drink options competitively priced? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Does the school curriculum reflect what is served in the school restaurant? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Does the school have links with outside agencies that promote healthy eating? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Does the school actively promote healthier drink options (such as milk in primary schools)? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Are pupils who receive free school meals treated the same as those who pay? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Does the school make provision for parents to be informed about healthy food and drink provision throughout the school day? | 0 | 1 | 2 | 3 | 4 | 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

E	Policy	Score	Evidence
----------	---------------	--------------	-----------------

To what extent.....

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Is there a school food policy which is regularly reviewed? | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Is health and safety considered when providing/storing food and drink outside of the restaurant area? | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Do the SMT and governors fully understand their rights and responsibilities in monitoring school meals? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Does the school take the opportunity to discuss healthy eating with parents? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Does the school liaise with the caterer to ensure that the best possible service is given? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Does the SMT monitor and evaluate the quality of the food provided by the caterers? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Are food and nutrition issues considered as part of the School Development Plan? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Does the school consult and work with all members of the school community and outside agencies ,when making food-related decisions? | 0 | 1 | 2 | 3 | 4 | 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

F Staff-related issues Score Evidence

To what extent.....

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Is there an opportunity for staff to pre-order food so that they can attend extra-curricular activities and meetings? | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Are staff encouraged to eat with pupils? | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Are catering staff treated with respect? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Are midday supervisors regularly trained in positive behaviour management skills? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Are staff given privileges/concessions for lunchtime duties? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Are hot drinks or facilities to make hot drinks easily accessible throughout the school day? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Is there a named member of staff who is responsible for dealing with food/breaktime/lunchtime issues? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Are there facilities for staff to store their own food and drink during the school day? | 0 | 1 | 2 | 3 | 4 | 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

G Catering issues **Score** **Evidence**
 Section to be answered by catering staff only

To what extent.....

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Is a range of drinks, including milk, provided as an option in the restaurant? | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Is hot food available during winter months? | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Do you vary methods of cooking to produce healthier foods? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Do you have tasting sessions to encourage customers to try new products? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Do you try to make things exciting by holding theme days? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Do you have flexibility in planning your menus? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Are the Nutritional Standards for School Lunches taken into account when planning your menus? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Are the products used local and traceable ? | 0 | 1 | 2 | 3 | 4 | 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

H Catering-staff issues

Section to be answered by catering staff only

Score

Evidence

To what extent.....

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Are you involved in discussions about changes to the food and drink on offer throughout the school day (such as the introduction of water coolers)? | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Do you participate in high profile events? Such as School Meals Week. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Are you part of a whole-school team dealing with food and nutrition? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Are you involved in pupil consultation through a School Nutrition Action Group or a pupil questionnaire? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Do you produce information for parents? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Do you receive training on healthy-eating issues? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Do you support your school fruit tuck shop? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Do you encourage curricular classroom links with the restaurant (by having cook invited into classroom, by having classes observe the cook, or through work experience)? | 0 | 1 | 2 | 3 | 4 | 5 |

Total Score =

Divide by 8 =

Multiply by 2 =

Appendix 1

Using Excel

The following instructions will help you to translate your raw data into the eight interlocking axes of a Radial Profile Graph.

1. Click on Excel.
2. Click on cell A1 and begin to fill in the appropriate section titles and data. See below for guidance.

	A	B	C	D	E
1	The environment	4	7	8	
2	Food & drink	3	6	8	
3	Pupils	2	6	6	
4	Healthy living	4	5	8	
5	Policy	6	6	0	
6	Staff	0	5	0	
7	Catering issues	0	0	6	
8	Caterers	0	0	8	
9					

Section Headings

Pupil Scores

Staff Scores

Caterer Scores

3. Highlight the raw data and click on 'Chart Wizard'.
4. Click on 'Radar'.
5. Click on 'Series'.
6. Series 1 will translate the raw data from B1-B8 (Pupil Scores).
Series 2 will translate the raw data from C1-C8 (Staff Scores).
Series 3 will translate the raw data from D1-D8 (Caterer Score).
7. Click 'next'.
8. Fill in the 'Chart Title'.
9. Click on 'Finish', save and print.

Appendix 2

Food in School Assessment Tool

Case Study A Primary School, Vale of Glamorgan

Summary

A medium-sized primary school in a semi-rural area of the Vale of Glamorgan was asked to take part in a survey to pilot the use of the Food in School Assessment Tool. The school readily agreed and the Healthy Schools co-ordinator met the head teacher to discuss the tool and the most appropriate way to use it.

It was decided that in order to identify how age-appropriate the questions were, the co-ordinator would complete the survey with focus groups of five children from years three to six. The head teacher also agreed to arrange for staff, including non-teaching staff, to take part in the survey. A whole day was allowed to include time for canteen staff to be interviewed after lunch.

Staff Questionnaires

Finding a convenient time to interview members of staff proved very difficult as the head teacher had to attend a meeting and other members of staff had pressing commitments.

As a result it was not possible to carry out any discussion on the day. The co-ordinator left six copies of the questionnaire and asked the deputy head to distribute them among the staff. As the deputy was attending a pre-arranged training day with the Healthy Schools co-ordinator the following week, he volunteered to bring the completed questionnaires to the training day.

Three staff questionnaires were returned; one by the head teacher, one by the deputy head and one by a class teacher.

Results

Overall scores, from a maximum of 10, averaged:

A The environment of the restaurant/dining area	4.8
B Food and drink available throughout the school day	6.4
C Pupil-related issues	5.3
D Healthy living	6.6
E Policy	5.2
F Staff-related issues	5.8

Pupil Questionnaires

In order to assess the pupils' ability to complete the questionnaire, five pupils from each of the year groups in Key Stage 2 were seen in focus groups, one focus group for each year group.

The Healthy Schools Co-ordinator facilitated the focus group discussions. Each pupil was given a copy of the questionnaires, A-D. The co-ordinator discussed each question with the pupils, using age-appropriate language. The children appeared to have a good understanding of what they were being asked to do and had little difficulty completing the questionnaires, using the Likert scale.

Two of the questions on sheet B, about what food and drink were available, were inappropriate for primary schools, as was one question on sheet D. However the children, from year three upwards, were able to give an opinion on all the other questions.

The co-ordinator had anticipated allowing 20 minutes per group, but the children were extremely articulate and seemed to thoroughly enjoy being involved in discussion, with the result that each group lasted for about 45 minutes. One group asked if they could continue the discussion during break.

Pupils were also asked to add any comments and/or suggestions to their questionnaires.

As a reward for their efforts the pupils were each given a 'goody bag' containing a rubber, a pencil, a word-search and stickers.

Results

Overall scores, from a maximum of 10, averaged:

A The environment of the restaurant/dining area	4.6
B Food & drink available throughout the school day	6.9
C Pupil-related issues	5.5
D Healthy living	7.0

Follow-up

The Healthy Schools co-ordinator has arranged to go back into school to discuss the results of the questionnaires with the head teacher and the in-school Healthy School co-ordinator.

Recommendations arising from case study

- The interviewer/facilitator should have some knowledge of issues about nutrition in school in order to answer pupil and staff queries related to the questions.
- Resources (such as copies of the relevant pages of the assessment tool for each interviewee) should be prepared before the visit.
- A preliminary discussion with the head-teacher is useful in gaining support.
- Pupils should be involved as one focus group comprising of no more than six pupils, either from the School Council if there is one, or from year six.
- Ideally, staff should be involved as one focus group of staff, to include canteen staff if possible; but it is also acceptable to leave questionnaires for completion by staff.
- The analysis of results should be followed by a feedback session with the head-teacher, in-school Healthy Schools co-ordinator and the School Council.

Pupils comments and suggestions

Pupils also made many useful comments and suggestions for consideration.

- Pupils commented positively on the provision of milk, including the advertising using *Dennis the Menace*; menu options being provided in advance, but the occasional surprise if a change was necessary;
- Pupils were less happy with the lack of choice, particularly if they were allergic to particular food. They didn't like the new tables which have seats attached.

Pupils' Suggestions

1. Would like milk in juniors with a choice of semi-skimmed as well as full-fat.
2. Would like orange/other fruit juices.
3. Would like breadsticks and biscuits, which are an option in the tuck shop, to be cheaper (10p each).
4. Would like the queuing system to be improved.
5. Would like the floors cleaned during the lunch break rather than waiting till afterwards.
6. Would like tangerines/satsumas to be available in the fruit tuck-shop.

Appendix 3

Bibliography

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Appendix 4 Possible school activities

Here is a range of activities that your school could try. The orange boxes are aimed at the caterers, the grey boxes are teacher-and-pupil based.

Remember, it is important that the whole school community participates!

Develop a School Nutrition Action Group. (SNAG)

Develop a traffic light system for pupils choosing their food. Let your customers know what is healthiest!

Set up a fruit tuck shop. Pupils could lead this project.

Introduce a range of different serving points: a milk bar, salad, pasta and jacket-potato bar.

Ensure that drinking water is available to staff and pupils throughout the school day.

Develop a cashless system.

Ensure that all Key Stage 1 pupils have the opportunity to receive their free milk.

Provide 'tasters' so that customers can try before they buy.

Ensure that healthy snacks are given as part of the schools Positive Behaviour Policy.

Introduce a 'Top Table'
This could include plastic champagne flutes, flowers and a jug of sparkling water.

Ensure that there is a co-ordinated and progressive approach to healthy eating in the curriculum. Are all teaching staff using The Balance of Good Health?

Ensure that there are healthy-eating posters and information in and around the restaurant area.

Develop a snack reward system (purchase one item from the fruit tuck shop, gain one house point).

Encourage pupils to design their own healthy recipes – they could be added to your next newsletter.

Start a cookery club, encourage pupils to learn new skills so that they can make healthy, nutritious meals.

Develop a healthy lunchbox policy. Ensure that this is led by the SNAG, so that parents, governors, teachers, pupils and caterers are consulted.

Have a 'fruit/or vegetable of the week'. Prepare and serve it in a number of different ways.

Ensure that food and drink during the school day is mentioned in the school handbook. Parents need consistent messages too!

Encourage pupils to take part in an annual survey to find out exactly what they want.

Suspend the timetable and hold a healthy-living day/week. Contact outside agencies to support you.

Take part in national food events. (National School Meals Week, Farmhouse Breakfast Week).

Highlight healthy eating during open evenings, by running the fruit tuck-shop then.

Provide stickers, praiselets and other rewards for pupils that choose healthy choices.

Ensure that the School Council regularly discusses healthy eating issues. Your school might have a 'healthy living sub group.'

Provide a breakfast service for staff and pupils. Set a lower price for a healthy option.

Have a sensory evaluation day based on fruit and vegetables. The 'describing words' could be used to write poetry.

Ensure that there are enough healthy options to meet demands. (Don't run out of jacket potatoes in the first 20 minutes!)

- Have a 'fruits-from-around-the-world' day.
- A smoothie-making challenge.
- Have coloured theme days. (Guess what you'd bring on orange day?!)

Start a pre-ordering service, or install a healthy-option vending machine so that pupils and staff can attend lunchtime activities.

Encourage pupils to investigate how their food is grown, transported and packaged. Look at food miles and the importance of local food purchasing.