A Toolkit for Lunchtimes in Hampshire
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Introduction

Lunchtimes account for more than a year of a primary school life for a child. Such a huge time commitment needs to be given the time and investment that it deserves. We know that a great deal of social and emotional learning goes on at lunchtime. We also know that it is a high priority for the children because they see it as their time; for eating, for play, for being with their friends. Ofsted will be looking closely at lunchtimes, particularly in reference to the judgement they will make on Personal Development, Behaviour and Welfare.

This toolkit is intended to provide schools with a range of strategies, ideas and solutions to the problems most often cited by schools. Support ranges from ways to make your lunch team more effective to allowing the pupils to have a crucial voice in what happens to supporting through the curriculum as part of a whole school approach.
A Whole School Approach

Why It Matters
Successful school lunchtimes are an integral part of the school day and of the education of children - it is not a break from it. Schools that successfully integrate lunchtimes and recognise it as the “fifth lesson” are the ones that are successful and where Ofsted scrutiny of lunchtime will be a success. The contribution lunchtimes make to the Personal Development, Behaviour and Welfare will be positive and the best preparation for afternoon school.

Tools and Top Tips

• Include lunch staff in all behaviour policy formulation and development. In particular, they need to be trained to use the same language in dealing with the children. They also need to be supported in ensuring that the respect from the children applies to all staff, including the lunch team.

• Use the healthy schools template for a whole school approach and apply this to improving lunchtimes.

• The whole approach contained in the Rights Respecting School award will also support a whole school approach.

• Train Peer Mentors to support lunchtime as part of their role across the school.

Drivers

There are a number of key drivers that are pushing the agenda to improve lunchtimes. These come from a range of sources.

The School Food Plan including
• The introduction of the Universal Infant Free School Meal
• Compulsory Cooking Lessons for children until Year 9

The national obesity epidemic
• The increase in diabetes nationwide
• The deteriorating dental health of the nation
• The Ofsted judgement on Personal Development

Behaviour and Welfare
• The Universal Declaration on the Rights of the Child including the right to play and the right to be healthy.
Pupil Voice and Ownership

Why It Matters
Pupils value lunchtime as one of the best parts of their day as it is when they get time to socialise and to be with their friends, to play and just be kids! They will respond better and be part of a calmer, more positive lunchtime experience if they feel they have a say in what goes on. It is also good for their development as citizens if they are involved in the decision making process and in feeding back about how the experience is for them on a daily basis.

Tools and Top Tips

- Hold regular meetings with the children. These should include the School Cook, the person in charge of the Lunch Team and the person line managing the lunch team. These meetings can be about what the children like and don’t like about current arrangements, about what ideas they have for improvement, about the games they like to play, the zoning of the playground, the food they like...
- Make lunchtime a standing item on School Council agendas.
- Use the pupils as helpers both inside and out. They can be peer mentors, play leaders, story time readers, table clearers, dessert servers, water and/or cutlery monitors, equipment monitors ….
  - Make any such jobs, high status with applications and interviews.
  - Have the Lead Lunch person and a member of SLT on the interview panel.
  - Appoint in twos so that the children have a friend with them and so there is always cover for absence.
  - Meet regularly with this team so that they feel supported and make sure they have proper line management.
Rewards

Why It Matters
Children respond to attention. They are better getting that for doing the right thing so ensuring that the school rewards the right behaviours will lead to more of them doing them.

Tools and Top Tips

• Talk to the children about the rewards they would like through the School Council, Circle Time, PSHE Sessions etc.

• Ensure that any rewards given out at lunch are transferrable to the rewards throughout the rest of the school day. This emphasises that lunch is part of, not distinct from, the rest of the school day. It also means that children can continue to pursue the rewards such as house points that are motivating them to work hard in class.

• Have a Top Table or Golden Table each week to reward good lunchtime behaviour. It really is a proven winner. It works best when:
  - Eating with the headteacher is part of this reward. If not possible, think of other adults who could be invited to sit at Top Table
  - Part of the reward for being at Top Table is to be able to invite a friend
  - Top Table has special cloth, crockery, drinks
  - Lots of children know they stand a chance of being on Top Table each week
  - Children on Top Table are mentioned in dispatches, through the Newsletter, on the rolling screen in reception, in assembly
  - The Lunch team is seen as being the people who nominate and decide who can be on Top Table
Special Needs

Why It Matters

Inclusion is at the heart of what schools do. Some children have special needs which are met through the school day and this must include the lunchtime as well. Other children may function without a problem during the rest of the school day but may have special needs at lunchtime. This can be to do with what they eat or with particular needs around the less structured nature of lunchtime. Schools need to take necessary measures to meet these various needs.

Tools and Top Tips

- HC3S has a system of orange bands for identifying children with special dietary needs. These children must be given the correct meals each day.

- Some children need a quiet area at lunchtime. It is a good idea to have areas where children can go which are dedicated Quiet Zones at lunchtime.

- Many schools have a structured nurture group for children who really cannot cope at lunch. These groups should also contain children who are there to support and maintain a link with the rest of the school. Where a child wants to return to the main body of pupils for lunch, there is then a supporter who can help to ease this transition.

- Most schools have a number of slow eaters. Make these into a group so that they are not left isolated when the rest of the table has finished. They can sit together and be better supported by the lunch team to encourage them to eat well.
Recruitment

Why It Matters
The job of supporting lunchtimes in schools is a highly skilled one that requires skilled personnel. Typically, staff are low paid and have low self esteem and low expectations. They must work for the children in a less structured time and space and with less training and less knowledge of the children. Recruiting the right people is the key to success.

Tools
- A draft job description and job advert are included in the appendices to this Toolkit.

Building the Team

Why It Matters
It can feel a very lonely job with little appreciation from elsewhere. Staff will feel better and function at a higher level if they feel that they are part of a team, valued and appreciated by all and that there is always a support structure through the team.

Tools and Top Tips
- Give the team a job title that reflects the role you want them to perform. If you call people supervisors, they will supervise. If you call them assistants, they will assist. If you want them to lead, call them leaders.
- Make them feel like a team with a “team kit”. Smart, professional looking tee shirts and fleeces with the school logo serve to:
  - Make the wearer feel professional and valued
  - Enhance their professionalism in the eyes of the children
  - Make them more visible in the lunch hall and playground
- Recognise the education involved in the job by having the team line managed by education staff, not admin. It’s NOT an admin role!
- Meet regularly for line management and ensure that the team have time to meet together. They should have the same opportunities to work together as any other department in the school.
- Have a team structure with the best leadership. Think about who is best skilled to be a leader and ensure that these leaders are empowered to make things happen. Having a leadership structure for your lunchtime team also means that there is something to aspire to for junior members of the team.

Make sure that “Staff Wellbeing” for the team is a priority. Think about ways to boost their wellbeing as a team and ensure that they are part of any staff wellbeing activities being done in the rest of the school.
Training Your Lunch Team

Why it Matters
The Lunch Team is typically the lowest paid and least trained members of staff and they deal with the children during the least structured time of the day. The job that they do matters in setting the tone for afternoon school and therefore for afternoon learning. It is also the most important time of the day in the eyes of the children as it is their time to socialise, relax and play.

Tools and Top Tips

- Use the 6 Thinking Hats as a way of supporting the team to think about the different aspects of lunchtime without getting distracted or too negative. (See Appendix)

- Carry out a Draw and Write exercise on what a Fantastic Lunchtime looks like. This allows the team to share a vision of where they want to go with lunchtimes and to start to take some ownership.

- The Dining/Feeding Continuum. Where does the school sit on the continuum between a dining experience and a feeding experience? This leads to discussion about how to move towards the former.

- The Dependence/Independence Continuum. School lunchtimes can foster independence or breed a culture of dependency. Asking the team to consider where they currently sit on the continuum and where they want to go supports the vision and sense of purpose about the work.

- What do you want for this child by the time they leave your school? Show a picture of a child starting at your school and challenge the team to think about what they want for that child at lunchtimes during their time. This is another exercise that enhances the need for a clear vision.

- Quick Wins – In any training session, it is good to think about some things that can be done really quickly to make an immediate start on improving things. This makes everyone feel more positive and signals to the children that things are changing.

- Put together a pack for new staff at your school. There is frequently a high turnover of lunch staff and getting new staff “up to speed” as quickly as possible is important. Getting the existing team to devise the package gives them an opportunity to think about what people need to know.

- Behaviour Management Training. The Lunch Team must deal with many of the same behaviours as the teaching staff and often worse. Teachers train for years in being able to deal with this. Always make sure that the lunch team are involved in any behaviour management training and seriously consider getting specific Behaviour Management Support for them.

- Ensure that the team is included in any training around Safeguarding, Prevent etc.
Communication

Why It Matters
Communication Matters on two levels – for a team that covers a wide geographical area each lunchtime, the need to communicate effectively is essential to a smooth operation. For ensuring that the lunchtime is a seamless part of the school day, communications between the lunch team and the teaching staff is critical.

Tools and Top Tips

- Have walkie talkies for the inside and outside lunch teams to be able to talk to each other. This allows the throughput into the servery during lunch to be as smooth as possible. Importantly, it will allow for a much more rapid response in the case of an emergency.

- A system needs to be in place to allow the lunch team to communicate effectively with the teaching staff. There should be no change in behaviour or expectations for the children at lunchtime and sharing information is the way to ensure that there are no gaps. This can be done:
  - Orally with a handover at the end of lunchtime
  - Through the afternoon where the lunch team are also teaching assistants
  - With a written referral system although this supposes that people have time to write them and other people have time to read them and then act upon them
  - Have an e system within the school

It’s important that these communications are for good as well as bad things.

- Have a system whereby any problems that arise at lunchtime are dealt with but do not interrupt the start of the afternoon’s learning. A “parking” system where issues are placed somewhere at the start of the afternoon for dealing with at a convenient time is the suggested method for achieving this.

- Communication through assemblies is important. Assemblies are the place where whole school issues are discussed and lunchtime needs to be a feature. The lunch team should be involved and seen to be leading this aspect of school life. They can promote the school ethos as it is lived through the lunch hour and share with the children, developments and reviews as they happen.

- Rewards need to be communicated. It means a lot to the children that recognition at lunch leads to recognition in the classroom. It also reinforces the idea that everyone is part of the same staff team. One example would be that a reward from a lunchtime leader would lead to a “marble in the jar” back in the classroom.
The Lunch Hall

Why It Matters
If children are to be encouraged to eat healthily then the marketing of lunches is crucial. The factors that govern restaurant and café choice among adults are likely to be the same for children. They want to sit with friends, enjoy some social time and eat good food in a pleasant setting. The trick is to make the hall as little like the hall as possible!

Tools and Top Tips

- Rebrand the hall for lunch. Give it a funky new name which can be emblazoned over the servery. Consult with the children about what the name should be.

- Think carefully about the seating arrangements. People like to eat with their friends and so this should be possible for the children. Avoid long straight rows. Ensure there is space to move around the tables. Tables need to foster social eating.

- Have tables laid in advance. Putting cutlery, water and beakers on the tables give the hall more of a welcoming café feel. Cutlery can be placed in pots for children to lay places themselves.

- Tablecloths are a real asset in making the hall a warm, welcoming place – especially when the furniture is not the best. Children can be involved in choosing the design of these.

- Banners can be purchased and placed in the hall for lunchtime. They are relatively inexpensive, are easy to erect and take down, and brighten up the hall with healthy designs.

- Proper cups and plates are recommended. They are part of a proper dining experience. No one goes to a restaurant that serves the food on plastic trays so why should children eat from them?

- Rules are important in the hall. They should be agreed with the children and the lunch team. They need to be clearly on display in the hall. This can be on the walls. It can be on the tables via small photoclips or menu-style holders.

- Displays are important in the hall just as they are in classrooms and corridors. There are a number of display options
  - A healthy eating display in the hall
  - Quality colour display around the servery
  - Pictures of children and adults eating and enjoying lunch
  - Café name display around the servery

Continued on next page
The Lunch Hall cont.

Tools and Top Tips

- Furniture is a crucial aspect to any dining experience. Investing in bright, good quality furniture is needed. Ideally, this would be of the roll out type for ease of setting up but this needs storage space. Tired, dull, damaged furniture leads to a tired, dull, damaged ambience in the dining hall.

- Extra furniture can help raise the mood in the hall. A salad trolley is popular with the children and a bespoke waste trolley can be an asset. The salad trolley adds colour and encourages the children to take more salad. The trolley allows them to take those salad bits they want. The bespoke waste trolley adds more colour and is more appealing than an old dustbin with a bin liner inside.

HC3S has some great tablecloths that can include the school name and these are a great addition to the dining room. For example, they can be put on the dessert table or on the waste table if there is no trolley.

The Staff

Why It Matters
Staff eating with the children is a key cornerstone of the School Food Plan. The children love it and it works wonders for relationships within the school. It provides role models for the children and helps to establish the calm behaviour patterns that make lunchtimes nicer for everybody. In addition, it is part of the united front that staff need to show with the children that establishes lunchtime as a vital part of the school day.

Tools and Top Tips

- Invite staff to sign up on a rota to eat with the children. This could be on PPA days.
- Look at incentives to get more staff to eat with the children
- Include lunch staff in any staff training that is relevant
- Include staff in well being initiatives
Adult Presence

Why It Matters
Many children arrive at school lacking the key social and motor skills to sit and eat a cooked dinner. These need to be modelled for them. Older pupils can do this but in all other areas of school life, the modelling is done by the key adults. In addition, behaviour is better in the dining hall when adults are present and relationships are better when adults sit and eat with the children.

Tools and Top Tips
- Invite visitors to the school to sit and eat lunch with the children
- Invite governors to come in and eat with the children
- Invite local dignitaries in to eat with the children.

Packed Lunches

Why It Matters
Research from the School Food Plan and others tells us that only 1% of packed lunches meet nutritional requirements for growing learners. It is an inappropriate way to “fuel” children for afternoon learning. It fuels the national problems with obesity, diabetes, poor dental health etc. In addition, no school has the facility to properly refrigerate them and most contain items that are required to be kept refrigerated. These items are kept at room temperature for several hours before consumption. When tested, they have been shown to contain harmful bacteria such as staphylococci. School Dinner Halls are the only place in the country where it is permissible to eat a five hour old, unrefrigerated sandwich!

Tools and Top Tips
- Discourage pupils from choosing the packed lunch option through the positive promotion of school meals
- Ban certain items from packed lunch boxes to curb the worst excesses
- Restrict other items, such as crisps, to one day a week
- Have a policy on packed lunches within the Whole School Food Policy
- Investigate the contents of packed lunches as part of a Science or Maths project.
- If facilities allow, look at the growth of bacteria in packed lunches after four or five hours
- Never make it a better option for children to have a packed lunch. Examples include only allowing packed lunches outside in warm weather, having a system where packed lunch children can eat sooner and not wait around, a system that does not allow packed lunch children to eat with school dinner children.
The Playground

Why It Matters
Half of lunchtimes or more are spent in the playground and it needs to create safe, stimulating and ordered environment for the important social play that the children need. The rules that govern the classroom as a space for learning need to be followed outside too. A great deal of thought goes into making the classroom environment work and the same thought needs to be applied outside.

Tools and Top Tips

• The Lunch Team need to be proactive leaders on the playground. Have a daily rota of who is leading which activity and this can change each day.

• Designate a member or two of the Lunch Team to be on overall response duty so that they deal with issues while the other activities continue.

• Special arrangements need to be made for football. It should always be organised and have adult supervision. Children should sign a contract before being allowed to play and this will include the expectations for stopping a little earlier to calm down after playing.

• Zone the playground. Sign these zones. There does not need to be the same zones every day but the list of possible zones includes
  - Skipping
  - Football
  - Ball Games
  - Quiet
  - Story
  - Running Games
  - Dressing Up
  - Karaoke/Performance
  - Traditional Games
  - Rounders
  - Creative

• Make sure the rules for the playground are agreed with the children, the Lunch Team, the rest of the school community and then ensure that they are visible in several places in the playground. This mirrors the fact that the rules for the classroom are on display in every classroom.

• Invest in the playground as a learning environment. It can be expensive but such a lot of time is spent there that the investment is worthwhile. It needs to be tidy and safe. It should be a nice place to be – one that children want to be in and feel positive about.

• Music can be a great addition outside. It enhances the atmosphere and the children enjoy having it playing. It makes the playground at lunchtime a more fun and exciting place to be.
Wet Play

Why It Matters
This is England. It rains! It is often the most testing time in the school day because it starts on such a negative. The children will be disappointed and their plans for play at lunchtime will be scuppered. A positive, proactive wet play is essential to ensure that the children get a good break and a safe and calm one.

Tools and Top Tips
- Talk to the children about plans for wet play. Establish with them, the wet play ground rules in conjunction with the lunch staff.
- Ensure that there is an agreed plan for what happens at wet play with a variety of activities that children can choose.
- Think about the right clothing for going outside on wet days. The rain does not have to mean being inside.

Lunch Clubs

Why It Matters
Lunch clubs enhance the Personal Development, Behaviour and Welfare provided by the school. They also ease the pressure on the rest of the lunchtime.

Tools and Top Tips
- Plan the lunch clubs into the overall plan for lunch activities
- Make special provision for lunch for those children who are attending clubs
Misbehaviour

Why It Matters
Misbehaviour can spoil lunchtime for other pupils and can lead to demoralisation of the lunch staff. It takes up learning time in afternoon school because issues have to be dealt with.

Tools and Top Tips

- Ensure that any behaviour management training includes the lunch team.
- Be consistent about the language used to deal with poor behaviour so that lunch staff say the same things as teachers.
- Recognise that most misbehaviour at lunchtimes is as a result of boredom rather than malice and provide an exciting lunchtime so that children are positively occupied.
- Work with the lunch team and with the children so that behaviour expectations are clear. Make these expectations visible in both the hall and the playground.
- Agree the system of consequences for poor behaviour and ensure these are based on the ethos that pervades the rest of the school.
- Support lunch staff in dealing with the small minority of children who persistently misbehave.
- Have a duty member of staff each day that the lunch team know they can call on to support at lunchtime.
- Instigate a system whereby issues that arise at lunchtime are “parked” to be dealt with later, rather than taking time out of the learning in the afternoon.
Curriculum

Why It Matters
A whole school approach to food means that the curriculum is used to explore the importance of healthy eating within the broader Personal Development Learning framework. Ultimately, it is about providing the children with the skills and knowledge to make healthy choices, including healthy eating. The goal is to have children with the ability to self regulate. Further, the social skills that are developed in the dining hall and on the playground will be supported through PSHE, Circle Time etc.

Tools and Top Tips
- Use the Healthy Schools process to co-ordinate the different aspects of the curriculum and lunchtime to provide a coherent overview.
- Ensure that the compulsory lessons on cooking for all children are happening and integrate with other aspects of food education

Lessons and Assemblies

Why They Matter
Assemblies and lessons are important for setting the tone and expectations and for reinforcing the rules for lunchtime. They are the opportunity to support lunchtimes and the culture you want to promote. Issues that arise can be dealt with and the good things can be celebrated. Critically, assemblies and lessons show that all staff are united behind lunchtime and are in agreement about expectations.

Tools and Top Tips
- If planning an assembly about lunchtime, ensure that all staff are present so that the children know that everyone involved has heard the same message.
- Circle Time is a great way to deal with both the good and the bad things around lunchtime. It reinforces the behaviours to be learned. PSHE lessons can be used for the same purpose.
- The Lunch Team need to be involved with the children in assemblies and lessons. They need to be seen as being the significant adults.
- Assembly and lesson input needs to be a regular thing and not just something that happens when there is a problem.
Parents

Why They Matter
Parents have a critical role to play in deciding whether children take school dinners or not. Some have strong views that they have a basic right to feed their children with whatever they choose. Others have a concern that they need to know what their children are eating and believe that the only way they can do this is by providing a packed lunch. Many have had a poor experience themselves of school dinners and this influences their judgement. Convincing the parents of the advantages of school meals will go a long way towards changing the eating habits of the children.

Tools and Top Tips
- Have clear policies in school about food which have been discussed with parents and disseminated clearly. (See Templates)
- Bring parents in to sample the school food. There are many ways that this can happen:
  - Have samples available at parents events, especially the induction evenings
  - Invite parents in to eat with their children on those days when another year group is out of school and there is more space. Include grandparents as they are often more available.
  - Allow children on Top Table to nominate a parent to eat with them as part of their reward.
  - Ask for volunteer parents to come in and eat with the children. Just 2 or 3 each day can have a big influence.
  - Invite parents in on theme days.
  - Hold special themed days for the parents, for example around Mothers’ Day and Fathers’ Day.
- Hold a parents event to talk to them about school meals and the importance of eating well as a part of the whole school experience. The appendices have some power point examples.

Templates

Why It Matters
Staff in schools are very pressed for time. The templates that have been developed by the Healthy Schools team and others save time and ensure that the necessary elements of a policy document are covered.

Tools
- Templates exist for
  - Whole School Food Policy
  - Packed Lunch Policy
  - PSHE/PDL Policy
  - Letters to parents about packed lunches
  - Wording for the website for the school to promote school lunches
Partners

- HC3S
- Hampshire Healthy Schools Team
- The Hampshire Healthy Schools Website at http://www3.hants.gov.uk/healthyschools
- The Hampshire PDL website at http://www3.hants.gov.uk/education/hias/hpdw.htm
- The HC3S website at http://www3.hants.gov.uk/caterers

Bibliography

The School Food Plan

Creating Calm Lunchtimes and Positive Playgrounds by Jenny Mosley

Top Tips for Midday Supervisors by Jenny Mosley
Wrong Fuel

• “The more it’s pumped through your fuel system, the more damage it will do. It can even result in you needing a new engine.”

• The AA

• The more its pumped through your body and brain, the more damage it will do. It can result in you needing: insulin/false teeth/larger clothes/resitting examinations/new limbs!!

• PHE, SFP, NHS, HC3S etc
**Why the Current Focus?**

- Health Concerns
  - Obesity
  - Diabetes
  - Teeth removal
  - Germ growth
  - Learning Focus
    - Schools must achieve
    - Behaviour Focus

**The Evidence**

- Only 1% of packed lunches meet nutritional guideline
- Children in pilot area made up to 2 months added progress
- Children in pilot areas were better able to behave and concentrate in the afternoon
- Children are become more aware of the benefits of healthy eating
- The dining experience increases the social skills of the children
- The school lunch is a guarantee of the correct nutritional intake for children
- FSM is worth around £400 per year to parents,
Public Health England

Key points from the evidence

1. Pupils with better health and wellbeing are likely to achieve better academically
2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn
4. A positive association exists between academic attainment and physical activity levels of pupils

The Evidence

- 20% of 11-year-olds are obese
- Parents spend £1bn a year on packed lunches
- £11bn is spent on treating illness caused by bad diet
- 90% of headteachers think better diet is a cause of improved attainment and behaviour
- Quality of food improves
- Children are more likely to try new food
- Children like the taste of school dinners
To summarise…

- Public Health England make link between health and attainment
- Children are better prepared for learning if they eat well
- Children make more progress if they have eaten the right nutritional lunch
- Only 1% of packed lunches provide the correct nutrition
- Eating hot dinners is an important social occasion and the children learn vital social skills
- HC3S provide all the nutrients that children require through the week. They produce a menu which has a three-weekly cycle and is available for parents to view

What can parents do?

- Encourage child to try new things
- Take opportunities to see/taste for yourself
- Go through menu with your child
- Understand the health and social messages and reinforce these with your child
Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

gas chambers built by learned engineers; children poisoned by educated physicians; infants killed by trained nurses; women and babies shot by high school and college graduates.

So I am suspicious of education.

My request is:

help your students to become more human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing and arithmetic are important only if they serve to make our children more human.
Making sense of personal development learning and the promotion of spiritual, moral, social and cultural development.

Extra curricular activities
Outdoor Education - e.g. Trailblazers

Drugs education incl. alcohol and tobacco

Personal Social Health & Economic Education

Prevent

Sex and relationships education

Mental health and behaviour in schools

Keeping Children Safe

Emotional health and well being

Work related learning

Enterprise education

Financial capability PSHE

Supporting pupils with medical conditions

Healthy Eating and Food Education

British Values

Citizenship and Rights Respecting Education

Volunteering/active citizenship e.g. peer mentoring

Study support

Education for sustainable development

Character Education

P4C

Careers education information and guidance

Individual learning plans & e-profiles

Celebration of success and building resilience and self esteem

PDL, Healthy Schools and the United Nations Convention of the Rights of the Child
Helping children and young people to:
- Be Healthy,
- Stay Safe,
- Enjoy and Achieve,
- Make a Positive Contribution,
- Have Economic Well Being

Personal learning and thinking skills:
- Team worker
- Self-manager
- Independent enquirer
- Reflective learner
- Creative thinker
- Effective participator

‘Crucial to outstanding personal development, behaviour and welfare’

© Glyn Wright, County Inspector/Adviser, Personal Development Learning 2005, revised May 2016.
Helpful Hints

Step 1 – Always make it a team effort. School Leads for PSHE, Physical Activity, Healthy Eating and EHWB are essential. SLT representation is advisable. A governor and a parent are recommended. Consider how pupils will have a voice.

Step 2 – Copy and paste the online form into Word and save on your own system. Ideally, keep a back up copy. Use this as your working document, not the online form.

Step 3 – The online form can be submitted at any time. There are three meetings of the QAG each year and your submission will be considered at the next one after you submit.

Step 4 – Confirmation will be received by e mail together with the comments on the strengths of the submission and the areas for future development. Written confirmation and your Healthy Schools certificate will be posted to the school.

Step 5 – If pursuing the Challenge Award, a maximum of two health priorities can be selected from the drop down list. The Challenge Award takes 18-36 months to achieve. The planning template is for school use only and is not submitted. The Healthy Schools team can help schools develop their actions if required.

Step 6 – Confirmation of the Challenge Award will be sent after the QAG meeting in the same manner as a Healthy Schools submission.

It is recommended that the Whole School Review is submitted every two years to keep Healthy Schools status current. A random selection of submissions will be chosen each year to receive a Healthy Schools visit as part of the quality assurance process.
Appendix 6 – School Food Plan Summary

School Food Plan Summary
If you only have 5 minutes, read this.

This plan is about good food and happiness. It is about the pleasures of growing, cooking and eating proper food. It is also about improving the academic performance of our children and the health of our nation.

What we found

The quality of food in England’s schools has improved enormously since 2005, when Jamie Oliver alerted the nation to the horrors of the Turkey Twizzler. There has been a clear, measurable improvement in the nutritional quality of most school food, and a reduction in junk foods.

The best schools do a brilliant job of weaving food education – cooking, growing vegetables, even modest efforts at animal husbandry – into school life and the curriculum. We have been hugely impressed by the energy and enthusiasm we have witnessed among school cooks, caterers, teachers, nutritionists, parents, volunteers, charity workers and many others working to make school food great.

But there is still work to be done. Some schools are lagging behind, serving food that is much too bland, boring and beige. Across the country, take-up of school food remains stubbornly low, at 43%. That means that 57% of children are not eating school lunches at all. Some graze instead on snack foods served at mid-morning break (when the standard offerings in our experience are panini, pizza and cake). Others go off-site to buy their lunch – usually junk food – or bring in a packed lunch.

Many parents mistakenly imagine that a packed lunch is the healthiest option. In fact, it is far easier to get the necessary nutrients into a cooked meal – even one of mediocre quality. Only 1% of packed lunches meet the nutritional standards that currently apply to school food.

This country faces a serious health crisis caused by bad diet. Almost 20% of children are already obese by the time they leave primary school at eleven. Diet-related illnesses are putting a huge strain on the nation’s coffers – costing the NHS £10 billion every year. We need to tackle the problem now, before the costs (both personal and financial) become too heavy to bear.

Eating school dinners is better for children. It is also better for the school’s finances. A half-empty dining hall – like a half-empty restaurant – is certain to lose money. In order for the school food service to break even, average take-up needs to get above 50%. In other words, the system is currently bust. It has to be subsidised with money from school budgets and local councils, to the tune of £140 million a year.

This state of affairs is neither desirable nor necessary. Parents currently spend almost £1 billion a year on packed lunches; persuading just a fraction of them to switch to school food would make the system solvent again (and their children healthier).

What needs to be done

What you have in your hands (or on your screen) is not a traditional ‘report’, or a set of recommendations to the government. It is a plan. It contains a series of actions, each of which is
the responsibility of a named person or organisation. These are the things that need to happen to transform what children eat at school, and how they learn about food.

Below, we have given a very condensed list of these actions. We heartily recommend that you read the whole plan to get a better sense of the purpose behind them. In the meantime, there are a few essential points that need making.

Increasing take-up is not something that can be done from the top-down. It requires a cultural change within each school. It means cooking food that is both appetising and nutritious; making the dining hall a welcoming place; keeping queues down; getting the price right; allowing children to eat with their friends; getting them interested in cooking and growing.

The only person with the power to orchestrate all this is the head teacher. They need support from their governors and leadership team, but if the head isn’t behind changing the food culture in a school, it won’t happen.

The vast majority of head teachers already believe that good food is vital to children’s health and academic achievement, and to the broader life of the school. But many feel they lack the knowledge and experience to improve their food culture. So this plan is aimed primarily at giving head teachers the practical support, advice and information they need.

We have put together a ‘checklist for head teachers’: a brief guide to the practical steps every school can take to improve the quality and take-up of its food. This includes everything from chucking out prison-style trays and getting teachers to eat in the dining hall, to banning packed lunches (it can be done!). The checklist can be found at the end of the plan.

The government has agreed to provide funding for specialist organisations to go into 5,000 schools that are struggling with their lunch service, to help them turn things around. Boris Johnson has also agreed to create flagship ‘food boroughs’ in London, with more areas to follow if these are successful.

Separately, we have set up a taskforce to help small schools overcome their particular logistical difficulties, and drawn up a strategy to improve the skills and morale of school caterers.

Many studies have shown that hunger affects concentration, and that well-nourished children fare better at school. The government has agreed to allocate money to help schools in the poorest areas establish breakfast clubs. And it has promised to look at extending free school meal entitlement, to ensure that the children of the so-called ‘working poor’ do not go hungry at lunch.

We have also recommended that free school meals should be extended to all primary school children, starting with the most deprived areas. This is the only one of our recommendations that the government has not agreed to yet. We understand that the considerable cost and the need to involve other departments make it a big ask. But we are pleased that the Secretary of State agrees with us in principle and we would urge schools and councils to consider funding universal free school meals themselves.

Providing a wholesome lunch for children is only half the battle. We also need to equip today’s children with the skills they need to feed themselves – and, in time, their own children. We are delighted that the government has accepted our recommendation that cooking lessons should be made a part of the national curriculum for all children up to the age of 14. The new curriculum will
emphasis the importance of cooking nutritious, savoury dishes, understanding where food comes from, and taking pleasure in the creative arts of the kitchen.

Finally, many people have been concerned by the government’s decision to exempt most academies and free schools from the existing school food standards. The fear is that, without legal constraints on what they serve, these schools will be tempted to slide into bad habits. We have not found any evidence of widespread slippage – indeed, some of the best food we have eaten has been in academies.

However, we do believe it is wise to have some sort of safety net in place. To that end we have worked with the Medical Research Council and our own expert panel to develop a set of simpler food standards, which we believe will be easier to implement and enforce. If the new standards are agreed to be effective from a practical and nutritional standpoint, the Secretary of State has agreed to make them mandatory across all types of school.

In the past year, we have seen many different people from across the school food sector – and beyond – coming together to help build on the good work that has been done already. Michael Gove, Sir Michael Wilshaw (head of Ofsted), the Department of Health, Public Health England, Jamie Oliver, charitable organisations and representatives from all the major school food providers – from private industry to local authority caterers – have agreed to do their bit to increase take-up and create a truly first class school food service.

Good food provision in schools has been shown to lead not only to healthier children, but to improved attainment. We hope this plan will help to create a generation of children who enjoy food that makes them healthier, more successful and, most importantly, happier.

*Henry Dimbleby and John Vincent*
Appendix 7 – Draft Job Description for Lunchtime Leader

JOB DESCRIPTION

Lunchtime Leader

At ******** School, we are committed to giving our children the very best education possible. This commitment applies through the lunchtime as well as in class and at playtimes. Our lunchtime team are a vital part in the promotion of the best welfare and education for all our children. The job of Lunchtime Leader is a vital one, with high expectations and equally high job satisfaction.

The Role

- To ensure the health and safety of pupils during the lunchtime
- To lead the children in enjoying a calm and pleasant lunch by
  - Modelling and encouraging calm, respectful behaviour in line with the school ethos
  - Encouraging the children to eat healthily, try new foods, respect the rights of others
  - Rewarding children who do the right things
  - Maintaining a clean and pleasant environment in which to eat lunch
  - Supporting the lunch team to ensure that all children have their lunch during the lunch break
  - Supporting children with specific needs to have the right lunch and in the right environment
- To lead activities in the playground as part of the lunch team
- To promote and reward positive behaviour in the playground and be proactive in dealing with inappropriate behaviour
- To support the school’s overall ethos and behaviour policy
- To liaise with other staff about the children in our care

The Person

A Lunchtime Supervisor needs to be:

1. Passionate about helping and supporting all children
2. A good team player
3. Willing to lead and show initiative
4. An optimist with a sense of humour
Can you make a difference in the lives of our children?

WANTED

Lunchtime Leader
We are looking for a caring, talented individual who shares our passion for providing the best experience possible for our children. The role of lunchtime leader, working as part of a highly valued team, is to lead activities such as skipping games and ball games and support children to eat well and play well throughout the lunchtime.

The Key Skills

1. A passion for helping and supporting all children
2. A good team player
3. A willingness to lead and show initiative
4. An optimistic outlook and a sense of humour

If this is you, please apply.

(For more information, please ask to speak to an existing member of the team.)
OFSTED PREPARATION TRAINING

Primary School

Aims

• To understand what Ofsted will be looking for when carrying out an inspection
• To consider current practice and think about how this will be received by Ofsted

Objectives

✦ To explain what Ofsted Inspectors will be looking for at lunchtimes
✦ To detail the good practice that we would want the inspectors to see
✦ To share the vision that all staff will share with Ofsted

Programme

1. The Context - IW
   The new Ofsted framework makes “Personal Development, Behaviour and Welfare” a main plank of any inspection judgement and no school will be able to be graded as Outstanding if they are not outstanding in this area. School meals and lunchtimes in general will be a critical part of the assessment.

   Since September, they inspect “how children and learners keep themselves healthy, including through healthy eating. As part of this, Inspectors will look at “the food on offer and visit the canteen to see the atmosphere and culture in the dining space and the effect this has on pupils’ behaviour”. Inspectors will also look at “the breadth and balance of the curriculum, of which practical cookery is now a part.”

2. A group focus on “the atmosphere and culture in the dining space and the effect this has on pupils’ behaviour”. A mind map around the statement.

3. Outside – as for number 2, but with the focus on outside

4. How to talk to Ofsted and share your vision in a unified and proactive way. - IW
Appendix 10 – Six Thinking Hats Training Plan

Six Hats Primary School Training Event

(Date)

Aim: To support the Lunchtime Team in improving the quality of lunchtime provision for the children at ******** Primary

Objectives:

- To review the current provision and assess the strengths and weaknesses
- To work towards a vision for lunchtime that all can share
- To agree an action plan for bringing the vision to fruition

Approximate Timetable

1.15  Introductions/Icebreaker

1.30  Six Thinking Hats – Red: Feelings about lunchtime

1.40  Six thinking Hats – White: Facts: What are the simple facts about lunchtimes currently?

1.50  Six thinking Hats – Yellow: Positives: What is good?

2.05  Six Thinking Hats – Black: Negatives: What are the problems? What disadvantages might arise?


2.50  Six Thinking Hats – Blue: Reviewing: What is next? How can we plan to make the vision a reality?

3.05  Quick wins – What can be done to improve things... this week? .....this half term? .....by the end of the school year?

3.15  Finish
**Draw/Write Primary School Training Event**

*(Date)*

**Aim:** To support the Lunchtime Team in improving the quality of lunchtime provision for the children at ************* Primary

**Objectives:**

- To work towards a vision for lunchtime that all can share
- To agree an action plan for bringing the vision to fruition
- To review the changes that have been made

**Approximate Timetable**

9.00   Introductions and Icebreaker

9.10   The Importance of Lunchtimes – IW

9.15   What do you want for your child by the age of 11? – Post it exercise

9.30   What would brilliant lunchtimes look like at *************? Draw/Write exercise

9.50   Summarising the Vision. Writing the vision in 7 words or less.

10.00  What currently happens that leads towards the vision and therefore needs to be retained and possibly grown?

10.15  What needs to be reviewed about current practice because it doesn’t support the vision? What changes need to be made?


10.50  Quick Wins. What can we do after half term or by the end of term?

11.00  Close
Appendix 12 – Opening Question for Whole School Development

What would you wish for this child...

... by the time he is 18 years old?

Is your local school a Healthy School?

Supported by the Education and Health Authorities of Hampshire, Isle of Wight, Portsmouth and Southampton.

Find out more on www.wiredforhealth.gov.uk or phone 023 8081 4605.
Evidence in Favour of School Meals over Packed Lunches

- Ofsted will be looking at school lunchtimes in the new framework from September and this will include what children eat and what the school is doing to encourage healthy behaviours. (Source: Ofsted)
- School Lunch can lead to better educational attainment (Source: Public Health England)
- School Lunch leads to better behaviour in the afternoon. (Source: School Food Plan). This is as a result of the absence of additives in school dinners and the calmer social atmosphere of eating school dinner at a table with knife and fork
- Packed lunches sit for hours in school before consumption. They are not refrigerated. Scientific analysis has shown that some sandwiches are unsafe to eat by lunchtime. They contain bacteria that can make you unwell. (Source: Gosport Study)
- Estimated calorie intake of average packed lunch – 968 calories, calorie intake of school dinner provided by HCS3 – 596 calories. (Source: HCS3)
- Only 1% of packed lunches have the correct nutritional content for children (Source: School Food Plan)
- Good diet can improve attainment by 1 – 2 months over the course of a year. (Source: School Food Plan)
- Packed lunches have too much salt content (Source: Public Health Nutrition)
- Packed lunches have too much sugar content (Source: Public Health Nutrition)
- School dinners have more protein and more fibre than packed lunches (Public Health Nutrition)
- Children having school lunch are more likely to consume fruit and vegetables and drink water through the day. (Source: School Food Plan)
- Children having packed lunches are more likely to eat snacks and sweetened drinks through the day (Source: School Food Plan)
- School lunches are strictly controlled for levels of fat, salt, sugar. (Source: Government School Food Guidelines)
- Obesity rates in children double between Year R and Year 6 (Source: Gosport Study). This may be a quadrupling according to the School Food Plan.
- Additives found in packed lunches include – monosodium glutamate, sodium nitrate and aspartame. (Source: Gosport Study)
- The average packed lunch has 9 tea spoonfuls of sugar! (Source: Gosport Study)
- Children who eat school dinner are more likely to try new foods (Newham, Durham and Hull Pilot Programmes)
Appendix 14 – Draft Packed Lunch Policy

1. POLICY STATEMENT
The school is committed to the health and well being of the children in our care. We believe that healthy eating is vital to their physical health and increases their chances of success in school. As such, our recommendation for all children is that they eat school lunch each day. We understand that the excess of sugar, salt and fat in many foods are contributing to the increase in obesity, diabetes and tooth decay in children. We also understand the increasing weight of evidence that says that good diet directly affects school performance. We believe that we would be failing in our duty to provide the best possible education for our children if we did not recommend healthy school lunches for all.

We recognise that some parents will want to provide a packed lunch on some occasions and these guidelines are intended to support parents in ensuring that these are as healthy as possible.

2. AIMS
To ensure that all packed lunches brought from home and consumed in school (or on school trips) provide pupils with healthy and nutritious food that is similar in quality to food served in schools, which is required to meet national standards.

To support the wider provisions of the Whole School Food policy, of which this is a part.

3. OBJECTIVES
a. to promote consistency between packed lunches and food provided by schools which must adhere to national school food standards.
b. to make a positive contribution to children’s health, reducing the risk of obesity, diabetes and tooth decay.
c. to encourage a happier and calmer population of children and young people
d. to make clear what foodstuffs should NOT be brought in to school

4. IMPLEMENTATION
This policy applies to all packed lunches brought into school for eating within school or on school trips. It has been produced after consultation with children, staff, parents and governors and is based on a template from the Children’s Food Trust.

5. THE POLICY
• The school will provide appropriate and attractive facilities for pupils eating packed lunches and ensure that free, fresh drinking water is available at all times.
• The school will work with parents to encourage packed lunches to meet the standards listed below.
• As fridge space is not available, pupils are advised to bring packed lunches in insulated bags with freezer blocks where possible.
• Wherever possible the school will enable pupils eating packed lunches and pupils eating school lunches to sit together.
• Packed lunches should include:
  - at least one portion of fruit and one portion of vegetables every day.
  - meat, fish, eggs, or a non-dairy protein (e.g. lentils, kidney beans, chickpeas, houmous, peanut butter, falafel) every day.
  - oily fish, such as salmon, at least once every three weeks.
  - a starchy food such as any type of bread (white or wholegrain rolls, pitta bread or wraps), pasta, rice, couscous, noodles, potatoes or another cereal every day.
  - a dairy food such as milk, cheese, yoghurt, fromage frais or custard every day.
  - a drink of water, fruit juice or smoothie (maximum portion 150 mls), semi-skimmed, 1% fat or skimmed milk, yoghurt or another milk drink.

• Packed lunches can occasionally include:
  - Meat products such as sausage rolls, individual pies, corned meat and sausages.
  - Cakes and biscuits, but encourage your child to eat these as part of a meal.

• Packed lunches should not include:
  - salty snacks such as crisps - instead include nuts, seeds, vegetables and fruit with no added salt, sugar or fat.
  - confectionery such as chocolate bars, chocolate-coated biscuits, cereal bars, processed fruit bars and sweets.
  - sugary soft drinks, such as squash and fizzy drinks (even if labelled as ‘sugar-free’, ‘no-added sugar’ or ‘reduced sugar’ as these drinks can contribute to tooth decay and provide little nutritional value).

Involvement of parents/carers
We encourage all children to eat school lunches. However, parents of pupils wishing to have packed lunches for a particular reason are expected to provide their children with packed lunches which are in line with our packed lunch policy. In turn, the school will keep the parents and the school nutrition action group / packed lunch group informed as outlined below (specify).

Linked policies
List all of the school’s policies that are relevant to healthier eating. E.g. healthy school policy, stay on site policy etc.

Sharing the policy
The school will ensure that all parents/carers are aware of the policy e.g. by sharing information via the school newsletter, website, prospectus, in assemblies etc.

The school will use opportunities such as parents’ evenings and healthy living weeks to promote this policy as part of a whole school approach to healthier eating.

The policy will be shared with all school staff, including teaching and catering staff and the school nurse.
Appendix 15 – Draft Whole School Food Policy

1. POLICY STATEMENT
At ************ we recognise the importance of food in our lives and know that healthy eating is vital for long term good health. We are committed to giving our pupils consistent messages about all aspects of health, to enable them to take responsibility for the choices they make.

The school supports healthy eating through the Universal Infant Free School Meal, the daily fruit for pupils in KS1, free milk for Year R and pupils entitled to free school meals and through our curriculum teaching. We understand the importance of healthy eating as part of the Personal Development and Welfare of the pupils and the need to actively counter the poor health outcomes of poor diet. These include the onset of certain conditions such as diabetes, childhood obesity and poor dental health.

2. AIMS
a. To ensure that all aspects of food and nutrition in school promote the health and well being of pupil, staff and visitors to our school.
b. To give pupils the information and skills they need to make healthy choices
c. To continue to actively support and model healthy eating and drinking throughout the school day
d. To ensure that food provision in the school reflects the ethical and medical requirements of pupils and staff
e. To make the consumption of food and enjoyable and sociable experience

3. OBJECTIVES
a. To continue to promote healthy eating by giving our pupils the information about food and diet and by providing them with the skills needed to make informed choices
b. To promote health awareness
c. To review the curriculum annually to ensure that information relating to food and nutrition is being delivered, is consistent and is up to date
d. To promote healthy school lunches over packed lunches as being better for the long term health of the children.
e. To work with parents and children on ensuring that, when packed lunches are provided, the content of them is as healthy as possible
f. To ensure that a teacher has a basic food hygiene qualification and informs/monitors staff as appropriate.
g. To provide a Food Week in school to promote healthy eating and drinking messages
h. To provide statutory cooking lessons in all year groups

4. IMPLEMENTATION
a. Fruit/vegetables
1. All pupils are encouraged to eat 5 portions of fruit/vegetables a day
2. Our Key Stage 1 pupils are entitled to the Universal Infant Free School Meal each day. We will encourage the pupils and their parents that this is the healthiest option through our teaching, our parents evenings and meetings, our publications to parents and via our website.
3. All pupils who are in KS2 and who are entitled to a Free School Meal will be encouraged to take up this option.
4. Our KS1 pupils will be offered a piece of fruit/vegetable daily as part of the Fruit in School
campaign. We have a team of parents who come into school each morning to wash and prepare
the fruit/vegetables
5. A salad bar and a choice of fresh fruit for pudding are available each day in the lunch hall.
6. Each class has their own allotment where they can grow produce which they can then taste
b. Drinks
1. All pupils are required to have water bottles in the classroom and a free water bottle is given to
each child
2. There are sufficient water stations around the school for children to ensure their water bottle is
always full.
3. Fizzy drinks are not permitted.
4. All our under 5’s are entitled to free milk as are all children in receipt of FSM. The milk is supplied
by a third party chosen by Hampshire. Any child in KS1 or KS2 can choose to buy milk through
the scheme if they wish.
c. Prohibited Food
We do not allow any nut products to be brought into school. We also do not allow confectionary or
fizzy drinks. When necessary, we will prohibit other allergen foods to protect all pupils. Foods that
are shown to be heavily laden with additives and are considered very unhealthy will be banned.
d. Restricted Food
We do not allow crisps, cake and chocolate for mid-morning break. Crisps are permitted once a
week in lunchboxes in line with the weekly appearance of chips on the school dinner menu. Either
one biscuit bar or one small cake are allowed in lunchboxes as part of a balanced diet.
e. School Caterers
Our school meals are provided by Hampshire Caterers (HC3S), who have a healthy food policy
as part of their tender. They ensure at all times that the meals provided are fully compliant with
all government health and nutrition legislation. They also source ingredients from local producers
wherever possible and that these ingredients are as ethically produced as possible. HC3S are
the holders of a number of awards for their ethical sourcing of their ingredients. There is a three
weekly rota of menus and this is changed half way through each year.
f. Education
Healthy Eating is not just about what goes on in the lunch hall and on the playground. We will
teach children how and why they need to eat a healthy and balanced diet. We will teach cooking
in line with the statutory requirement to do so. The PSHE curriculum will support this by teaching
children about health issues surrounding diet and the science curriculum will do so by teaching
about the human body and human nutritional needs. We will teach children to be better, more
independent decision makers so that they can make the best use of the knowledge they will gain.
There will be further support from all other areas of the curriculum.
a. Incentives
Children are praised for healthy eating, trying something new and for showing good manners and
lunch table. When this is identified they will be awarded a sticker for exceptional effort, a raffle
ticket which will be entered into a special draw to have lunch on the golden table. Other adults will
be encouraged to eat with the children and to eat the school lunch.
b. Pupil Voice
As a school, we believe that Pupil Voice is at the heart of what we do. We recognise this in relation
to lunchtimes and to healthy eating. We will ensure that the children have a voice through their classes and through the School Council about issues relating to healthy eating. We will have “Health and Well Being” as a standing item on School Council Agenda.

This policy has been drawn up in the light of all policy documents that exist in the school with all staff and governors and should be read alongside the PSHE policy.

Adopted and Agreed by Governors

Date ...............................................................  Signed ........................................................................

Chair of Governors

Date of Review ....................................................

Appendix 16 - Draft statement on the national context.

Context

Since 2010, the government has made school food a priority. This has been supported by the publication of the School Food Plan in 2013 which paved the way for Universal Infant Free School meals among its recommendations. In 2015, Public Health England released its pamphlet, The Link Between Pupil Health and Well Being and Attainment, showing that good health is directly linked to success at school. In addition, issues such as the rise in childhood obesity, the growth in the numbers suffering from diabetes and the increasing level of poor dental health in children have prompted the need for concerted action on what children eat.

To promote a culture of healthy eating the government now expects all schools – in consultation with parents, pupils and staff to adopt whole school food policies. Ofsted will expect schools to demonstrate “how children and learners keep themselves healthy, including through healthy eating.” As part of this, Inspectors will look at “the food on offer and visit the canteen to see the atmosphere and culture in the dining space and the effect this has on pupils’ behaviour”. Inspectors will also look at “the breadth and balance of the curriculum, of which practical cookery is now a part.”

The school expects all children in KS1 and all FSM children in KS2 to eat school meals as the healthier option for their learning and progress. It hopes that all other children will recognise the benefits of healthy eating and take school lunches too. Where packed lunches from home are chosen, the following policy is to ensure that these are as healthy as possible.
Appendix 17 – Draft Statement for School website (Infant/Primary)

School Meals
At ………………………… School, we believe that the best option for children at lunchtime is to have the hot school dinner, provided through our partnership with HC3S. We expect that parents of children in Key Stage 1 will take up the option of the universal infant free school meal. This is because we believe that the hot school dinner option is much better for the children’s learning and health. We recognise the evidence that states:

• Children are better prepared for learning if they eat well
• Children make more progress if they have eaten the right nutritional lunch
• Only 1% of packed lunches provide the correct nutrition
• Eating hot dinners is an important social occasion and the children learn vital social skills

HC3S provide all the nutrients that children require through the week. They produce a menu which has a three-weekly cycle and is available for parents to view. www3.hants.gov.uk/hc3s

Our goal is to have ZERO packed lunches.

Appendix 18 – Draft Statement for School website (Junior)

School Meals
At ………………………… School, we believe that the best option for children at lunchtime is to have the hot school dinner, provided through our partnership with HC3S. This is because we believe that the hot school dinner option is much better for the children’s learning and health. This is a view endorsed by Public Health England. We recognise the evidence that states:

• Children are better prepared for learning if they eat well
• Children make more progress if they have eaten the right nutritional lunch
• Only 1% of packed lunches provide the correct nutrition
• Eating hot dinners together is an important social occasion and the children will benefit from being able to socialise in a relaxed manner while eating well

The school lunch provides one third of all the nutrients that children require through the week. HC3S produces a menu which has a three-weekly cycle and is available for parents to view.

www3.hants.gov.uk/hc3s

Our goal is to have ZERO packed lunches.