

WESTMINSTER  
FOOD & NUTRITION  
FORUM

# Implementing the School Food Plan - education, standards and free school meals 2<sup>nd</sup> June 2014

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## About this Publication

This publication reflects proceedings at the Westminster Food & Nutrition Forum Keynote Seminar: Implementing the School Food Plan - education, standards and free school meals held on 2<sup>nd</sup> June 2014. The views expressed in the articles are those of the named authors, not those of the Forum or the sponsors, apart from their own articles.

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### Westminster Food & Nutrition Forum

UK Headquarters  
4 Bracknell Beeches  
Old Bracknell Lane West  
Bracknell  
Berkshire RG12 7BW

T: 01344 864796

F: 01344 420121

[publications@westminsterforumprojects.co.uk](mailto:publications@westminsterforumprojects.co.uk)

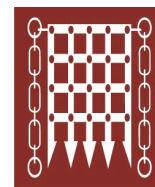
### Directors

Peter van Gelder  
Chris Whitehouse

## Westminster Food & Nutrition Forum **Keynote Seminar:** Implementing the School Food Plan - education, standards and free school meals

Timing: Morning, Monday, 2<sup>nd</sup> June 2014

Venue: The Caledonian Club, 9 Halkin Street, London SW1X 7DR



**WESTMINSTER  
FOOD & NUTRITION  
FORUM**

8.30 - 9.00 Registration and coffee

9.00 - 9.05 **Session Chair's opening remarks**

**Myles Bremner**, Director, School Food Plan

9.05 - 9.25 **Children's nutrition - public health priorities**

**Linda Cregan**, Chief Executive, Children's Food Trust

9.25 - 10.05 **Improving school food standards**

*Perspectives on Government's plans for revised school food standards from September 2014. Do the proposals for improved school food standards succeed in the aim of regulation that is less burdensome and cheaper to implement? What more should Government be doing to ensure the framework allows caterers to produce appetising, creative and nutritionally balanced menus? Following criticism that the regulatory exemption for academies set up between 2010-2013 might lead to a two-tier system of nutritional standards, what might need to be done to ensure the nutritional quality of food served in schools not covered by new regulations? With a recent briefing paper from Public Health England calling for a reduction number of fast food outlets near schools, how can local authorities work with businesses and communities to help improve the quality of the food environment around schools?*

**Alison Nelson**, Commissioning Manager, Food for Life Partnership

**Catherine Hinchcliff**, Head of Customer Marketing, Bidvest 3663

**Dr Susanna Pettersson**, Director, The Finnish Institute

Questions and comments from the floor with **Linda Cregan**, Chief Executive, Children's Food Trust

10.05 - 10.55 **Implementing universal free school meals**

*With universal free school meals due to be introduced from September 2014, what more should Government be doing to ensure schools have access to the facilities, equipment and expertise needed to implement the scheme? What lessons can be learnt from schools involved in the free school meals pilot schemes, and what best practice has been established on issues such as access to funding and the organisation of kitchens? What potential is there for expanding the system to include more pupils, and what challenges and opportunities exist for scaling up the scheme? With food poverty recently labelled as a 'public health emergency', what more should Government and local authorities be doing to ensure children have access to nutritional food outside of the times they are eligible for free school meals?*

**Theresa Aanonson**, Headteacher, St Luke's Primary and Nursery School, London

**Lindsay Graham**, School Food and Health Advisor

**Mark Davies**, Divisional Director, ISS FS Education

**Harriet Green**, Nutrition, Research and Schools Project Manager, Magic Breakfast

Questions and comments from the floor

10.55 - 11.00 **Session Chair's closing remarks**

**Myles Bremner**, Director, School Food Plan

11.00 - 11.30 Coffee

11.30 - 11.40 **Session Chair's opening remarks**

**Judy Hargadon**, former Chief Executive, Children's Food Trust

11.40 - 12.25 **Food education and the challenges for introducing cooking to the curriculum**

*What impact will the introduction of cooking lessons to the national curriculum for Key Stage 1-3 in September 2014 have on children's diets, and with concerns being expressed over the lack of suitable equipment and facilities available to schools, what are the challenges for its implementation? How can Government help schools integrate food education into the design and technology, and wider curriculum, and what more can be done to ensure schools have access to suitably skilled staff and the necessary space in the timetable needed to implement the scheme? What will be necessary to ensure that all children have equal opportunity to participate in cooking lessons, and what examples are there of best practice in this area? With the development of children's knowledge about where food comes from and how they can make healthy choices a key priority of the School Food Plan, what opportunities exist for Government, schools and industry to work together to better inform children and parents about healthy food?*

**Louise Davies**, Lead Food Technology Consultant, Design and Technology Association

**Stephen Morales**, Executive Director, National Association of School Business Management

**Malcolm Clark**, Co-ordinator, Children's Food Campaign, Sustain

Questions and comments from the floor

12.25 - 12.35 **An international case study: delivering school food in Nigeria**

**Grace Laoye-Tomori**, Commissioner for Education, State of Osun, Nigeria

Questions and comments from the floor

12.35 - 12.55 **Implementing the School Food Plan**

**Myles Bremner**, Director, School Food Plan

Questions and comments from the floor

12.55 - 13.00 **Session Chair's and Westminster Food & Nutrition Forum closing remarks**

**Judy Hargadon**, former Chief Executive, Children's Food Trust

**Steve Moat**, Senior Producer, Westminster Food & Nutrition Forum

## **Westminster Food & Nutrition Forum's opening remarks**

### **Steve Moat, Senior Producer**

Good morning. I'm Steve Moat, Senior Producer of the Westminster Food & Nutrition Forum it's my pleasure to welcome you all to today's seminar.

Just a couple of quick housekeeping points from me before we can get started for the day.

You will see from the agenda that there are a number of opportunities throughout the day for questions and comments to be taken from the floor. If you would like to ask a question during one of these sessions, we would ask for you to catch the attention of the chair by raising your hand, and then once selected, if you could wait for one of the microphones to come to you, and start by giving your name and organisation for the purpose of our transcript, that would be great.

We are tweeting this event at #wfnfevents, and other than that if I could ask everyone to turn their phones to silent to avoid disrupting proceedings at the front and I will pass you over to the Chair for the first session.

## Session Chair's opening remarks

### Myles Bremner, Director, School Food Plan

Good morning, and a very warm welcome to the Westminster Food and Nutrition Forum keynote seminar on implementing the School Food Plan, education, standards and free school meals.

The reason why this event is split into those three sections is because, come the first day of term in September, three substantial changes are happening to the world of school food in our schools. universal infant free school meals the introduction of revised food based standards which will be available for schools and caterers to start using from September, and compulsory food education - cooking is back on the curriculum for all 5-14 year olds.

Good school food really matters, we know that children who eat well in school learn better, and they get a better understanding of why good food is important and are able to start developing better eating habits to equip themselves for a happy, healthy life.

The School Food Plan which was launched on the 12<sup>th</sup> July 2013 lays out a series of clear actions to help transform our school food and our school food culture, both in terms of what children eat in school, and how they learn about food. The three catalyst changes of revised standards, universal infant free school meals and food education is supported by many other actions to ensure that the leaders in schools, and the pupils, and the teachers, and the parents, and the governors, and the communities, and the cooks, and the caterers, are all properly supported to enable great school food to happen.

Over this morning we will hear from a number of experts in their field on those three particular areas, but I do hope that the conversation and questions we will be able to have will be around the whole wider culture of school food, both in terms of the whole school approach, the leadership agenda and vitally ensuring that everything we do is seen through the eyes of the ultimate customer, the child.

So it gives me great pleasure to start this morning by inviting Linda Cregan who is Chief Executive of the Children's Food Trust, who will be talking about children's nutrition and public health priorities.

Thank you.

## Children's nutrition - public health priorities

### Linda Cregan, Chief Executive, Children's Food Trust

Morning everybody. I'm Linda Cregan, Chief Executive at the Children's Food Trust.

It's always great to be asked to speak at an event like this when there's so many people that are all dedicated to improving the food that our children eat.

For those of you that are not familiar, the Children's Food Trust is the national charity that is working to protect children's right to eat better at school, at home and beyond. We provide specialist advice, training and support to schools, early years settings, local authorities, caterers and many others who supply, manufacture and deliver food to children in a variety of settings. Our vision is for a healthy future for every child. We know that children must eat healthy in order to reach their full potential, and I don't think there's any doubt left now that when children eat better, they do better, and whilst we all continue to work to strengthen the scientific evidence base on that, I don't think there's anyone in this room that can disagree that feeding children healthy food is just the right thing to do.

One of my key messages today though is that there are still some difficult truths about the children's health and nutritional status in the UK. Only last week we saw headlines that young women in the UK are the fattest in Western Europe, with 1 in 12 being clinically obese. The World Health Organisation regards childhood obesity as one of the most serious global public health challenges of the 21<sup>st</sup> century. In 2012 the National Obesity Observatory released statistics showing that obesity prevalence shows strong links with deprivation, but between April 2013 and March 2014 the Trussell Trust provided emergency food to over 300,000 children in the UK. Public Health England reports that health problems associated with being overweight or obese costs the NHS over £5bn a year.

As professionals who can make a difference we all have a duty of care to act now and to start early to improve the health of our children. International research shows that the window of opportunity to intervene is the first 1,000 days of a child's life, that's between conception and their second birthday. This is the period when children are in the greatest need of the adequate amounts of nutrition for healthy development, but what is really frightening is that there's now consensus that failure to achieve children's full potential for physical growth and brain development during this period is largely irreversible. However, it is also when interventions are most likely to prevent future nutritional problems.

Nutrition is both the critical input and output, the diet of children has risen to the top of many political agendas, not only because of the potential health consequences later in life, but also for the immediate effects on physical and mental health of children and their consequent school experience and achievement.

There's been three independent reviews published in the last four years that I just wanted to note, because all have highlighted early childhood as a crucial development phase, as well as the importance of intervening early in children's lives. Recommendations from these reports have helped to inform ways in which both universal and targeted support can be delivered.

The Marmot Review, which we all know, of 2010, recommended six policy objectives, but the highest priority recommendation was give every child the best start in life. In the same year Frank Field published a review on poverty and life chances, and found overwhelming evidence that children's life chances are most heavily predicted in the first 5 years of their life. And in 2011 Graham Allen published Early intervention, the next steps, which again advocated early intervention.

Healthy eating habits in the years before school are so important, they impact on growth, development and achievement, but what is the picture of our children's health?

Findings from the Health Survey for England in 2011 suggested that just 1 in 5, that just 20% of our children between the age of 5 and 15 years of age were actually consuming the recommended five or more portions of fruit and vegetables each day. More than a fifth of children are overweight or obese by the time that they join reception class and that rises to 1 in 3 by the time they get to Year 6. Type 2 diabetes has already started to appear and poor dental health is prevalent in many young children. More than 1 in 4 young children are at risk of iron deficiency which is linked to slow intellectual development and poor behaviour in the long-term, and how worrying was it to hear the headline that more than 200 cases of rickets was being reported.

So, why focus on schools?

As part of its Healthy Child programme, the Government has stated that by 2020 it wants to see a sustained downward trend in the level of excess weight in children, and it's placing a key focus on reducing obesity and improving diet. The Healthy Lives, Health People report highlighted that the food children eat in school should be healthy and acknowledge that schools are of course the key setting in health promotion and prevention of ill health. The World Health Programme produced a report stating that the schools are an enabling environment because schools influence the lives of most children in all countries. The school environment, as we know, can have a powerful influence on children's eating habits, no other public institution has such uninterrupted and intensive contact with children during the first two decades of their lives. Children eat at least one and sometimes two of their meals at school, so if the food choices and nutritional composition of those meals are altered to be appropriate for their needs, then it's got to have a definite impact on their nutritional intake. Schools can also provide a network of support structures which can enhance the effectiveness of nutritional lifestyle interventions, so support from headteachers from peers, behavioural support from school nurses, even down to physical education programmes and equipment.

School based interventions can also be implemented at little or no cost to families and we've seen this recently with the implementation of the new universal infant free school meal policy. Schools can make a really valuable contribution towards educating and developing healthy eating habits in children.

In 2006 the current standards for school food came into force. The primary objective of these standards was to create health eating habits and ensure that the food served in school provided a significant proportion of the nutrients and energy that children needed for the school day. This is important for all children but especially for those children from poorer households where this might be their only meal for the day.

The regulations set out specific food based and nutrient based standards. The food based standards, as we know, determine the types of food and drink that schools must offer, but also the type of food and drinks that schools can't offer. They apply across the school day, including breakfast, mid-morning break, lunch and for food served after school. The nutrient based standards set out the overall nutritional value of an average lunch and that's measured between 1 and 4 weeks usually. The food based standards help to ensure that more healthier foods and drinks are provided, so more fruit and vegetables, more oily fish, water and better healthier drinks such as fruit juice and milk. The food based standards also define which foods are restricted or no longer allowed.

The current school food standards have had a positive impact, and we know this and have the evidence to show it. In England the quality of school food improved rapidly after the introduction of the current standards. This improvement has been particularly marked in relation to food groups, so for example the number of primary school children eating vegetables rose 15 percentage points, from 59% in 2005 to 74% in 2009. In secondary school the number of pupils eating starchy food cooked in oil fell by two-thirds between 2004 and 2011 and their meals had at least 30% less saturated fat, salt and sugar. In primary schools increases in the levels of vitamin A, folate and fibre were all observed after the introduction of the nutrient based standards. The impact was more variable in secondary schools, however, vitamin A, fibre and calcium intakes all rose, but folate, zinc, iron and vitamin C actually decreased slightly. The reasons for this are going to be very complex and the nutritionists in the room could probably help explain that, but part of the reason might be because the meals contained more vegetables and less meat, which isn't necessarily a bad thing, but what it does show is



that controlling the intake of micronutrients is harder and less predictable than controlling the intake of major food groups.

Having nutritious food at school also has a positive impact on children's behaviour and attainment. The school lunch and behaviour studies undertaken by the Children's Food Trust showed that in primary school, pupils that were served a health lunch in a good dining room were more alert, they were over three times more likely to be on task, working with the teacher in the class in the afternoon and in secondary school pupils were 18% more likely to be on task, compared with those pupils in control schools.

So why bother changing the standards?

In July 2013 an independent review, The School Food Plan, was published and found that the current school food standards were considered difficult to understand and use, particularly around the nutritional analysis of menus and recipes, they recommended that the Government should create a clearer set of food based standards, accompanied by practical guidance that will provide caterers with a framework on which to build interesting, creative and nutritionally balanced menus, and make them less burdensome and operationally cheaper to implement. The revised school food standards aim to retain the positive impact that the current standards have had, whilst making them easier to understand.

The Children's Food Trust pilot tested the revised standards with 35 schools and 24 caterers across England. The aim of the pilot was to check if they were fit for purpose, so do they meet the nutritional requirements of pupils and were they easier to understand and use? The level of engagement in the pilot was phenomenal. 9 out of 10 school cooks told us that they found the new standards easier to understand than the current ones, and 8 out of 10 cooks and caterers thought that they would provide more flexibility to be able to plan interesting and creative menus that the children would want to eat. The nutrient content of the average school lunch was as good and in some cases better than that observed under the current standards.

So what are the new standards and how do they differ from the existing ones?

The main difference is that the proposed revised standards are food based only, so in practice this means that schools and their caterers will no longer have to nutritionally analyse their recipes and menus. Some of the current food based standards have been enhanced or revised to replace those nutrient based standards.

So in summary. Food in educational settings can change lives, and we have the evidence to show that it does. Good quality school food does improve our children's health, behaviour and performance. School food is important to help children maintain a healthy weight and reduce health inequalities. Standards at school should set the model for food outside of the school. The food our children eat is a fundamental part of their rounded educational experience because it ensures their readiness to learn.

So in answer to the question, children's nutrition, a public health priority? I would say it's a priority for us all.

Thank you.

Myles Bremner:

Linda, thank you. I propose that we move on to the first session, Linda, if that's okay, and I'm going to ask the three speakers, Alison, Catherine and Susanna please to come up now to the front. Each speaker will speak for about 5 or 7 minutes and then afterwards we will have time for questions from the floor. I forgot to mention in my opening welcome specifically to welcome the delegation from the Osun State of Nigeria. We have Mrs. Laoye-Tomori who is the Commissioner for Education I have asked Mrs. Laoye-Tomon to speak towards the closing session, for 5 or 10 minutes to share some of the experiences that have been going on in the State of Osun around school food and their school feeding programme. And perhaps,

especially having heard the activities and progress in England, to draw some sort of interesting comments would be very interesting and useful I feel. So welcome and thank you.

Titilayo Laoye Tomori:

Thank you very much.

Myles Bremner:

So it gives me great pleasure to ask Alison Nelson, the Commissioning Manager for the Food for Life Partnership up to the lectern. All the biographies can be found, and please do read them, in your delegate packs, so I'm not going to do any more introduction than that.

Myles Bremner:

Thank you.

## Improving school food standards

### Alison Nelson, Commissioning Manager, Food for Life Partnership

Thank you very much and good morning. I'm Alison Nelson and I'm here representing the Food for Life Partnership.

For those who don't know about the Food for Life Partnership, it's a partnership of organisations who have got together to change the food environments in schools. Linda talked about how important that was, and it's not just about presenting good food to children, it's about helping children understand why food is important, because once they understand and you give them the skills and knowledge, then that's when you get the change in behaviour, so they choose to eat the good food that's available to them.

So what I wanted to go through, these are the questions we were asked and I will actually dwell on those, I won't waste time on going through that, but I can't get the next slide.

Right okay. So the Food for Life Partnership is a way of changing the school environment, changing the culture around food in schools, it helps children cook, grow, understand how that grown food is used in a kitchen or in a catering environment, and then to eat great food in a pleasant environment. So we work with schools so that they can change that whole environment around the school and in doing so we know that you get a change in behaviour that's sustained, and that's a change that's important for public health, it's also important for the environment and it's important for sustainability.

So the Food for Life Partnership is available to all schools in England, it was set up with lottery funding and schools can sign up to the Partnership for free. What schools then get is support to implement a framework for change, and once they start working through processes that help them change the way children understand about food and the food that's presented to them. We've also now, because that was Lottery funded, we are now a commissioned stage where the programme is being commissioned by local authorities to help those schools that just need a bit more support. Some schools can do it on their own, but the schools that are probably the most challenging sometimes need a bit of extra help to change.

And the whole of this is underpinned by the Food for Life Catering Mark, which is a quality standard for food and it guarantees that the food that's being served is going to be freshly prepared using seasonal and local food, but also that it meets school nutritional standards. So this is really important when we've got a system where the nutritional standards are mandatory for maintained schools but not for academies. If an academy signs up to the food for life partnership, then they have to meet the nutritional standards as part of going through the framework and ending up with one of the awards. You can see that the Catering Mark is very well used, large numbers of meals served in schools have that protection of the Catering Mark, because the Catering Mark will allow schools to be confident about the quality of the food that they are serving.

And just to show you some of the results from our 5 years of Lottery work, we know that the Food for Life Partnership works, we know that it changes behaviours on a long-term basis, and we know that it influences not just children's eating in schools, but their families, so it's that spread out into the communities which is really important. So you can see there that we get an increase in fruit and veg uptake in children, but an increase in vegetables in parents as well, increase in uptake of school meals generally, but also importantly in those free school meals, so school meal becomes more acceptable and you get away from the stigma which then enables more children to happily take a school meal.

There's also a really important local economy issue, because by using locally sustained food, which is part of the criteria of the award, we know that you get a return back into the local economy, so you're getting for every £1 invested in the Food for Life catering menu, you get £3 back into your local economy. So it's good for health, it's good for the environment and it's good for the local economy.

This is a rather garishly coloured map, but it really shows the extent of which our work is over England, the various colours... well the red colours are commissioned areas where local authorities have commissioned us to put somebody on the ground to support schools, the orange colours are where the schools are working towards awards and the blue is where the Catering Mark is well established, and that's really important, if you look in London, that the majority of London boroughs all use the Catering Mark as their standard for school food.

And then I just wanted to talk very briefly about the work in other settings, because one of the questions for today was how do you influence that environment outside of school, the local food shops outside of school? One of the things that we've started work on now is looking at how the Food for Life principles can be used in other settings, so that you can influence the way work places, hospitals, care homes, early years, prepare and use food, and in doing that, that's when you get a real systems change, because if you have got all your public sector procurement going in the same direction in one local authority, you are likely to get further change.

Okay, I haven't seen my flag for my 5 minutes, but I'm sure I'm up for my 5 minutes, so that's all I'm going to say.

Okay, thank you.

**Alison Nelson's PowerPoint presentation can be downloaded from the following link:**

[http://www.westminsterforumprojects.co.uk/forums/slides/Alison\\_Nelson\\_School\\_Food.pdf](http://www.westminsterforumprojects.co.uk/forums/slides/Alison_Nelson_School_Food.pdf)

Myles Bremner:

Thank you. Next up is Catherine Hinchcliff who is Head of Customer Marketing at Bidvest 3663.

## Improving school food standards

### Catherine Hinchcliff, Head of Customer Marketing, Bidvest 3663

Thank you. Thanks for the introduction Myles and good morning ladies and gentlemen.

Well these are the questions we've been asked to consider today as a food service supplier to a great many schools, local education authorities and caterers, but they are also questions that we've been looking to get insight into ourselves for some time to really help us understand how we can support customers, how we can help them drive uptake, how we can make it easier for them to deliver the School Food Plan, which we believe is really revolutionary and a real opportunity to drive the right changes. And we've actually done some research ourselves, quite a bit of research actually, and we've partnered with Educatering, some of it is just out, which I plan to share with you, really to help understand where schools and parents are on this journey.

So what's the story, what do schools see from the School Food Plan as an achievable end game? And you can see from the charts there's lots of positivity. Big tick for giving children access to better and healthier food; big tick for increased uptake, these are schools perceptions here, although note there's a little gap there between primary and secondary; big tick about engaging children. Really probably the really the areas of concern from schools are will it help to steer children away from packed lunches that are high in sugar in the long run, and also around reducing childhood obesity, and I guess that's because they might feel that we need additional strategies to help children that are already dealing with some of those challenges.

So what's going on to implement the Plan, what changes are they making at the moment? Really lots of activity going on, and it's good to see communication and engagement right at the top of the scale, very high ratings for those. Lots of activity around dealing with increased production efficiency, expanding kitchen facilities, putting in place new menus and meal times, working collaboratively with local education authorities, suppliers, Government, caterers; and secondary schools, as you can see, which is the red line, is a little bit more about menus and working collaboratively, but it seems less of a focused approach, and really they haven't had to deal with the universal free school meals launch in September, so maybe a little bit further down that journey.

And why is that? Possibly because in secondary schools around about 37% are saying they feel that they are already ready, the question is have they really taken on board to plan, or do they feel that they are mostly in a good place anyway with good menus? 19% have no plans in place, and it does beg the question, do they feel they are absolutely ready, or are there a stubborn few that are being a little bit resistant or maybe haven't taken on board all the changes that need to happen. And in primary schools there are 19% that have no plans in place, and 23% that say they are ready, really there's quite a lot to accomplish in primary, and bear in mind this is a question about the school food standards and the School Food Plan as opposed to implementing universal free school meals, so they may already be at full pelt trying to implement the universal free school meals.

We also worked with YouGov who many of you know run polls, but they also do consumer surveys which includes parents and children on school catering, and that tells us that actually parents do want to be involved and engaged, and when you ask parents what changes they want to see in school meals, actually pretty much compared with the school food standards, the school food standards are likely to serve up what parents are looking for, very high levels reassuringly on things like scratch meals, fresh ingredients, five a day, healthier options, farm assured, red tractor, sustainable options, animal welfare, and interestingly as well, fibre and wholemeal foods, which is a new element of the school food standards, is definitely on the radar. They are also behind the bans on confectionary and fizzy drinks and crisps by and large.

So what else are they doing to drive engagement? I don't know if you've seen this before, this is a wordle, so this comes from all the comments about what the schools are doing in their own words and it just reflects it in a pictorial way. So actually a lot of very traditional stuff about theme days, about recipes and menus from around the world, about saint's days, and when you actually dig into the details there's a lot of really creative

stuff going on, for example, wild west and cowboy theme days, engaging parents in some of the theme days, lots of tastings, but particularly with secondaries we've seen earlier we might need to work together to raise this to a different level if we are going to engage and really drive uptake, particularly in secondary schools, and maybe engage with the competitive spirit behind, within schools, and across schools and within schools, on maybe look at interesting them in the story behind the foods in some of the recipes.

So those are the plans that schools have to drive engagement and some of the activities they are already doing. And communication is also still quite a key part of that. We need to do more.

So what are we doing to support schools? Well we've been working really closely with our own customers to make sure that they are in a good place logistically to deliver the universal free school meals, with equipment checklist visits and audits. We've been working with a lady called Pat Fellows who many of you know from her years and years of work supporting LACA to help put out the right communication and messages to help schools plan the School Food Plan really effectively. We are starting to develop recipes, marketing advice on how to really drive some of that engagement, including some reception meal plans to help get kids really into the food in the first few weeks, because if you don't grab them in the first couple of weeks when they start school and really enjoy school food, it's difficult then to bring them back at a later stage. And all of this information is available on our website, you can sign up for newsletters.

And that's, I think, all I've got time for in 5 minutes, but if you have any questions, please pose them at the end of the session.

So thank you for listening.

**Catherine Hinchcliff's PowerPoint presentation can be downloaded from the following link:**

[http://www.westminsterforumprojects.co.uk/forums/slides/Catherine\\_Hinchcliff\\_School\\_Food.pdf](http://www.westminsterforumprojects.co.uk/forums/slides/Catherine_Hinchcliff_School_Food.pdf)

Myles Bremner:

Catherine thank you. And next up we have Dr. Susanna Pettersson who is Director of The Finnish Institute.

## Improving school food standards

### Dr Susanna Pettersson, Director, The Finnish Institute

Good morning to all of you, and thanks for the wonderful invitation, I really, really glad to be here.

A couple of words about The Finnish Institute in London before I start, because it sort of explains why I'm here. The Finnish Institute in London is a private trust, and we have two priority areas, one being arts and culture, and we concentrate on design, architecture and contemporary art, and then the other being social sciences, and one of the great focus areas within that sector is education and learning. We, for instance, in April this year we organised a global learning festival back in Helsinki with 1,200 participants from 20 different countries.

Well today I speak as Director of the Institute, but also a living example of a person who has grown up with school food in Finland, and a mothers to teenage daughters who started their schools here in the UK, continued the studies in Finland, and now we are back here, so we sort of monitor the two systems on a daily basis. And all these roles, they are vitally important when addressing such an issue as school food at best practice.

What I will do today is run you through the Finnish system very, very briefly and then concentrate on some of the points that I find especially important to take into consideration.

And to start with the history. Well basically the Finnish legislation guarantees pupils and students the right for free meals during school days from pre-primary and basic education until the completion of upper secondary education. What makes this interesting, probably, from your point of view is that the school food was actually introduced in Finland a bit more than 100 years ago. To begin with it was primarily for the children from very poor families, and it became free for everyone in 1948 within lower education, whereas still in higher education you had to pay for the meals, but in 1978 everyone was allowed a free school meal. So school food was, and is still, very democratic and everyone eats it, and no one is, by the way, allowed to take packed lunches to school, so that makes a huge difference because you don't really have a choice do you? And apart from Finland, Sweden is another excellent example of the free school meal system.

So a couple of words now, how it functions really. The pictures I have taken by the way here, the first ones you see are the standard pictures you can find from the internet when you search Finnish school meals, and later on I will show you some of the pictures, the friends of my daughters back in Finland have taken especially for you. So you get sort of the real life picture as well.

Well in Finland, where the population is a bit less than in London, about 5.5 million, nearly 830,000 pupils and students are entitled to free school lunch, and in addition to this some 60,000 taking part in before and after school activities get to enjoy a snack.

It's probably worth mentioning that school food, that has developed dramatically from porridges and soups one has now a full capacity from better catering, all schools they are equipped with very good kitchens and so on. And the country boasts with school food diplomas, local food programmes etc. and the food really is... it's a big issue.

School food has also been discussed in the context of service design, Helsinki was the world design capital in 2012 and then service design was one of the great issues, also within the school food programme. And the point here is that the better the experiences, the more students can relax and enjoy.

This is how the school meals generally look like, they consist of typical Finnish foods, and now you can have your crash course in Finnish. *Tayta lautanen nain* means that this is how you fill your plate. So there's always a warm main course, a side of vegetables, bread and table spread, and drinks, none of which are fizzy drinks, and I am, of course, really, really glad to learn that there is this fizzy drinks ban existing in the UK schools as well.

The average cost per child is a bit more than €500 a year, which makes it €2.65 a day, which is relatively affordable.

And there's something about principles. School food is, of course, a much bigger issue than just eating, it's time well spent together, it's about sharing ideas, discussion, it's about liking and disliking the same or different things, and this is probably something that I would like to stress on here, that eating school lunches, it's the togetherness that counts in this context. It's also about learning table manners and ways to communicate and it's also learning how to hide the food you don't like or you don't want to eat, but that's completely another story, I was amazed to find out what my children had come up with. And it's about food awareness, menus they are on display on the website and school information boards. It's about variety and healthiness, there's always two options, one of which is vegetarian. And it's about sustainable school food production, the students are made aware of the impacts of the choices.

Now I will show you some of those photos that were taken from schools, this is how the school food looks like photographed with your mobile phone cameras. That's a bit too dark but it sort of displays how the children take their own food from the kitchen area, lots of vegetables which children actually like a lot.

And I would probably like to stress one of the points that one of the earlier speakers addressed as well, school food is about learning, it really promotes learning and great academic achievements.

And as a conclusion, I would like to say that food, really it's a key for better life, free school food guarantees that the children really eat something clever during the school days and it ensures that there's space for social communication, breaks, it's not just running from one class to another with a package of crisps in your hands, and it really helps children to achieve better learning results. And the better possibilities we get from very early on to learn the basic idea of healthy eating, the healthier and happier, I'm sure we all agree, the healthier and happier we grow.

Well personally I must say that I hated some of the school food, but I surely learned what's healthy and what's not, and that's something that I still value today.

Thank you.

**Dr Susanna Pettersson's PowerPoint presentation can be downloaded from the following link:**

[http://www.westminsterforumprojects.co.uk/forums/slides/Susanna\\_Pettersson\\_School\\_Food.pdf](http://www.westminsterforumprojects.co.uk/forums/slides/Susanna_Pettersson_School_Food.pdf)



## Improving school food standards

### Questions and comments from the floor with Linda Cregan, Chief Executive, Children's Food Trust

Myles Bremner:

Susanna, thank you. Our speakers have kept remarkably, but professionally on time, so we actually have a good amount of time for discussion and questions before we need to move on at 5 past 10 to the second session. I would like, if possible, if we can to keep these questions focused on the area of standards. If you have specific questions around universal infant free school meals or food education can we try and keep those to the other sessions. However, what we have clearly heard from all four speakers so far is that it is almost impossible to keep any one particular aspect in isolation, and it is the nature of the whole school approach. So whilst saying please try and keep questions focused on standards, of course your questions may be more wider. Will you please state your name and the organisation, or where you are from. If you have any comments, can you make them short please, and then finish up with a question, and if there's any particular person on the panel that you would like to ask a question to, will you please do that. So a question at the front. I will take individual questions to start with and then I may group them together.

Olayinka Ewuola:

I'm from Eagle Solutions Services.

My question on the standards is around a comment made, I think it was Linda that made it, with respect to the fact that it is harder to control macronutrient intake rather than food group intake. So I just wondered in the light of the fact that the new standards are food based, how it is intended to be able to keep track of that macronutrient intake? And then my other question was just with respect to the Finnish context from Dr. Pettersson, I just wondered how school food standards have evolved in Finland, particularly over the 30+ years that it's been universally free for all students? Thank you.

Myles Bremner:

Right, Susanna would you like to take the Finnish bit first.

Dr. Susanna Pettersson:

Yes, I will do the best I can. Of course I don't have all the statistics in the back of my head, but basically the system works in all the councils, so that the school food programmes are monitored and followed very carefully, and there are certain standards that apply nationwide. So probably because the programme has been running for so long, I mean since '48 and then of course on the larger scale from 1978, so there's lots of experience, how to run the kitchens, how to meet the standards, how to do the best that all the schools can do in order to provide the healthy portions for children on a daily basis. At times, when the council suffer financial problems, there's the discussion that whether the cost of the average portions should be cut down etc. etc. and then the porridge days have been introduced again. But I would say that overall the experience in the country is quite on the right track in terms of maintaining the good standards.

- Myles Bremner: Right and Olayinka in order to help answer your first question, I'm going to ask Susanna a very quick question if I may. How are the standards regulated in Finland?
- Dr. Susanna Pettersson: To be very honest with you, now I don't have a precise answer for that because I am not an expert on this issue, so it's probably best that I don't say anything, that I start guessing here, but Finland is a country of rules and regulations, so I can guarantee you that it's well taken care of.
- Myles Bremner: Yes, okay. Thank you. So my understanding Olayinka, is the standards consultation response is due shortly for publication. During the response there were some comments around how will the food based standards be monitored and evaluated. The Standards Panel, chaired by Henry Dimbleby, one of the School Food Plan authors, was very clear there will be a need to ensure that the food based standards are evaluated to make sure that they do carry on meeting in schools the nutritional framework which they did in testing, and my understanding is that there will be confirmation of what the Government intends to do within the standards consultation response. Great, next question, the gentleman there. Are there any other questions that people would like to ask at the moment? Okay, we will take that question.
- Robert Brown: The McCarrison Society.  
On micronutrients, vitamin D not really on the food agenda, 90% of pupils in a strict Muslim school, females, were vitamin D deficient. Iodine, 70% of adolescent females were iodine insufficient. DHA in pregnancy to 500mg reduced pre-term birth by something like 60% and those principles are going to carry on in early brain development. Is it time to look at supplementation, is it time to bring a wider Government body together that brings together the food industry, education, health, in terms of trying to develop healthier foods, I mean particularly vitamin D. With the increasing use of protective sun screens, the sun advice, and low fish intake once a month, where do people get their vitamin D from?
- Myles Bremner: Okay thank you. Would anyone like to...
- Alison Nelson: I mean I can comment as a nutritionist rather than Food for Life Partnership if that's alright.
- Myles Bremner: Sure.
- Alison Nelson: Yes, undoubtedly vitamin D is a problem and there are some people who have increased needs because they are not going to get it from sunlight, and therefore yes, I would say, there was a case for supplementation in some particular areas, and in fact there are recommendations from Government for children who don't get exposure to sunlight and for adults who either have a dark skin and are less able to use the sunlight or are fully clothed for other reasons, and they should be taking vitamin D anyway, and that's a Government recommendation.

- Myles Bremner: Catherine from the sort of food supplier point of view.
- Catherine Hinchcliff: Well I think if you took that to a logical conclusion you're talking about asking manufacturers to develop nutraceuticals really, or foods that contain additional vitamin D and I haven't seen any of those on the market yet, it might be something worth challenging manufacturers to do. But I think one of the benefits of the new school food standards is that certainly there's a greater requirement to have more variety in fruit, and variety in vegetables that we didn't have before and a requirement to have more wholemeal products in there, and I think that might also help address the situation.
- Myles Bremner: Susanna do you have any comments?
- Dr. Susanna Pettersson: Especially to the vitamin D issue, yes, because as you probably know, Finland is a very dark country, so this is a real question, and it's been tackled for decades by providing fish once a week, at least, which is important; the bread that is served at schools, always rye bread, so that's probably worth taking into consideration. And as a third point, the school nurses co-operate with parents and families by making sure that the vitamin D intake recommendations are taken on board.
- Myles Bremner: Great thank you. As Linda said in her talk, the revised standards will be accompanied by practical guidance, which the Children's Food Trust have been commissioned to work with the Standards Panel on producing. It will contain useful information and signposting for cooks and caterers on where to go to get more information, for example to address on-going slight concerns around iron and calcium and zinc levels, in particular age groups and genders of children as well, and the practical guidance will issue some advice on how cooks and caterers can go about to address some of those potential concerns as well. We have a question over there, are there any more so we can maybe start grouping them in twos. We have one there, and then also one at the front as well please.
- Eileen Steinbock: I'm from Brakes.  
I was just wondering, Linda talked a lot about children aged 0 to 2 and I wondered how the panel think that the school food standards will influence that age group?
- Myles Bremner: Okay thank you. Yes.
- Amy Teichman: I'm with Alliance in Partnership.  
I just wanted to clarify, the school food standards, the new standards will be available for September but not into implementation until January, that was just the question I have. But also just in regards to the Finnish system, it's quite interesting to see, and I wonder, I noticed in the pictured that you showed there is not a dessert option shown and I wondered is that something that the Finnish don't have? And then secondly, also this might be a wider question for everyone, it's something that we are struggling with, without having packed lunches, how are you accommodating children that have allergies, because at the moment we have children that have so many severe allergies that it makes it almost impossible to provide for them in the catering

setting, and we are doing the best we can but we have to take it on a case by case basis, and I just wondered from the Finnish perspective how you deal with that?

Myles Bremner:

So, who would like to start, Susanna would you...

Dr. Susanna Pettersson:

Yes we will start with dessert and allergies. Yes well, as an answer to your first question about desserts, fruits, very occasionally there could be some treats such as ice cream, but a dessert is not on a daily basis option, so it's mostly fruit. And about the allergies, I happen to have a daughter who is allergic to fish and milk, but it worked fantastically because they are very quick to tackle all the issues related to allergies, whether it's wheat or milk, or lactose, or fish or whatever, so the kitchens they prepare the special lunches for the children who have allergies and that's it. So it's taken care of basically. Probably just to avoid the situation that there would be two categories of two sets of children, the ones who come in with the packed lunches and then the ones who eat the school food.

Myles Bremner:

Any more comments from the panel on the questions? No. Sorry, Linda I was going to ask if you could respond about the question on 0 to 2.

Linda Cregan:

Yes, sure. I would like to just add something on the allergies as well, if that's okay. One of the things that we know happened during the pilots for the free school meals was that there was a significant increase in the number of children who had allergies that their parents had previously chosen not to have the school meal suddenly wanted one, and so there was lots of work and development around menus that went on, so there are some really good case studies that you can look at in Newham and Durham, and in Wolverhampton as well. The other thing that we are doing as part of the support package around universal infant free school meals is producing some menus that schools will be able to just download from our website which will have allergy modifications made for them, so that will help and support schools. I think one of the things that we did find during the pilots was that schools wanted to look at how they could accommodate more children, and so they worked to do whatever they could with their caterers to do so, but please do have a look at case studies that are available around what's already happened and look out for menus that are being developed around that. With regards the 0 to 2 influence, Eileen as you know, there are voluntary guidelines already in place that were written a couple of years ago around early years and they provided a model around which food based standards could reflect a nutrient requirement, and so those voluntary standards are now being really widely rolled out in the 0 to 2 sector, and we are getting increased interest in training courses and menus and all of the guidance that we do have available. I think that they were the model for the school food standards that are now being developed, so actually I think it's the other way around that the 0 to 2 voluntary standards are influencing the ones that are just being developed, but they are in existence already and being really widely used, and again there's lots of guidance available and menus available on the Children's Food Trust website if anybody wants to have a look at that.

Catherine Hinchcliff:

If I could just add a point actually, one of the things that we haven't yet touched on are the food information regulations. It's all of the change that's going on with the School Food Plan and universal free school meals for infants, there's not, in the education sector, I think, been as much discussion as the food information regulations that kick in on the 13<sup>th</sup> December and that will require any caterer, effectively to be able to provide information about the allergy implications of every dish on every menu, and if things change, if the recipes change or substitutions come in, they will need all the right processes back of house to be able to make sure that that information is up to date, there's actually quite a lot to take on board, and I think because that's coming into law, in effect, from December 13<sup>th</sup>, and it's not come from the UK, it's come from Europe, I think that will mean that a lot of schools have to address that in the scheme of things, but it's certainly worth looking at and making sure everybody is ready to take that on board because there's a lot of work with understanding the allergens behind each dish; understanding the processes behind that; making sure that there's information available for front and back of house teams about what allergies sit in what dishes; doing all the kitchen audits to make sure that there's no risk of contamination. I think the only other point I would add is that we are looking at recipe development, obviously allergens is one of the areas that we are looking to take into consideration, but there doesn't appear to be very much useful research anywhere that allows us to understand, I think we mentioned multiple allergies earlier, what are the incidents of multiple allergies, so how many children have allergies across all the 14 allergens? Do we just come up with a totally allergy free recipe or do you focus on egg, dairy, nut? What are the combinations that we need to look at for recipe development? And that, I think, is a real challenge for us all if we are developing recipes. And if anybody has got any insight into that, or any advice, I'm sure everybody in the room would be interested.

Alison Nelson:

Yes, sorry Myles can I just add a point as well?

Myles Bremner:

Yes of course.

Alison Nelson:

I mean I think there is a huge issue around training for caterers, particularly those who are perhaps employed by schools and are a little bit in isolation, that they may not even know about food regs that are coming in. So I hope there's a support for the contract caterers because they have a network of people to help them with that training, but there are a lot of people out there who will need a lot of extra help.

Myles Bremner:

Yes, I think it's a good point, and just for, I hope, for reassurance in the room, the practical guidance which in its final draft and will be going to Ministers very soon for approval does certainly reference the new legislation and signposts information, but I think the point you make about making sure that cooks and caterers in schools are properly supported, whether that information comes from national guidance or via their caterers is going to be absolutely important. And then your question around the timings for the standards, the intention is that

the revised food based standards and guidance is available for schools to start using from September, but that they will become mandatory from January 2015, but that will be clarified once the revised standards are put to Parliament for their approval. We have probably time for one and then two more quick questions.

Jack Sykes:

Pabulum Catering. We are a contract caterer across the south east looking after about 150 schools.

It's a question primarily for Alison. If organic food adds an additional 10% cost to Silver Food for Life menus, how does the synergy work with the School Food Plan with food being a premium cost to both schools and parents currently?

Alison Nelson:

I mean I'm not...

Myles Bremner:

I will just take the second question, thank you

Suzanne Barnard:

I'm from the Meat Free Monday campaign.

This is a question for Dr. Pettersson. I understand all Helsinki schools implemented a weekly meat free day some years ago for health and sustainability reasons, so I was just wondering if you had any information about how nutritional levels and healthy eating habits have improved since then? Thanks.

Myles Bremner:

Sorry, Alison, I cut you off, so please do feel free to answer Jack's question.

Alison Nelson:

Okay, it was a question about the increased cost of having organic as part of a requirement for the Silver and Gold award around the Food for Life Catering Mark standards, and the Food for Life award. Yes, there is an increased cost by having organic and I think the increased cost balanced against the quality of food and the increased numbers that we are going to get in the school meal system should obviously help that point and I think if you look at the bigger picture around sustainability, then there are some costs of food which are not reflected in the actual cost of food, that we need to be considering, and the environmental impact of the way we produce our food is going to be rising up the agenda and be seen as being much more important in addressing carbon footprint targets. So I think it's looking beyond food cost itself as to the bigger picture.

Myles Bremner:

Susanna.

Dr. Susanna Pettersson:

Oh yes, yes, about the meat free weeks at schools. That's a very, very good question and thanks for bringing that up. I should probably start from the user experience side of it, meaning that what the students and pupils thought about it. It was widely discussed as a matter, if I can impress, at the time I was based in Helsinki, so I remember the initiative really well. It got lots of attention, lots of public attention. It was kind of a divider between the school students, some of those hated it, some of those welcomed it, but probably the most important thing is that the awareness amongst the school children is a very high level in terms of what you eat and what are the consequences and there are lots of vegetarian students in schools in general. So the

vegetarian option is served on a daily basis and the consumption of those portions have certainly raised, but not only because of meat free weeks. Another thing which might be interesting in this context is that when the meat free weeks are launched, it's not only something that happens in the dining area or lunch area, but it's also something that the classes discuss together during various classes and also you mentioned the cooking is back in the curriculum, so that's an issue, that's self-evident that once these campaigns take place, so it's sort of... they are taken into consideration as widely as possible, and I think it's a very good method, let's say, to address the same topic from different perspectives. I hope this answers your question.

Myles Bremner:

Does anyone else have any more comments on the panel from those two questions? Fine. So it is 5 past 10, so I would like to ask you to join me to show your appreciation and thanks for this morning's first speakers, and as we do so, could I then invite please Theresa, Lindsay, Mark and Harriet up again to the panel for the next session on universal infant free school meals. Thank you.

So we are on to the second session of the morning, implementing universal free school meals, and we have four speakers from a school, from campaigning, and Lindsay has a wealth of experience, Mark is a caterer and then we have Harriet to talk around the issue of breakfasts and the work that Magic Breakfast are going to be doing. I think I will ask that we just kick off and we will have all four presentations, 5 to 7 minutes please, to start with and then we will open up the debate and questions after that. Thank you.

## Implementing universal free school meals

### Theresa Aanonson, Headteacher, St Luke's Primary and Nursery School, London

Right, well let's look at the customers. All the slides I'm showing are the children at the school. I'm Head of St. Luke's Primary School in the London Borough of Newham who were offered themselves for the 2009 pilot. Newham, and St. Luke's in particular, sits in an area of significant social and economic deprivation. There's high levels of teenage pregnancy, obesity, youth crime, drug offences and the problems that are associated with overcrowding, and I know that because I sit in the local Magistrate's Court, so I see some of the effects of the backgrounds of our children.

Newham has, I believe, been leading the way over many years in terms of recognising the importance of food, health, wellbeing in their schools. We were part of... or Newham encouraged schools to take part in the Healthy Schools programme many years before the pilot in 2009 and as part of the whole programme of raising awareness about the centrality of food and health and wellbeing, St. Luke's has very willingly taken part in the changes that have happened, delivering free school meals in 2009, in fact it was a great relief to stop collecting dinner money, my secretary was delighted.

Now we've talked a lot about food, how many of you enjoy food? Oh come on, food is really important isn't it, and sometimes I think we are in danger of making it too much of an analytical science experiment. I love food, I love eating meals with my family, with my friends, and I want to give our children at St. Luke's the same exciting provision.

Now free school meals came in as a pilot in 2009, but as I say, lots of things have happened in the years up to that. We rebuilt the school in 2000, and that was a great privilege to design a school that was purpose built for the 21<sup>st</sup> century. I know some people have got misgivings about free school meals coming in, how on earth are we going to do it, we've got all these extra children, but right from the beginning when we built the school we wanted food at the centre of what happens at St. Luke's, so the hall, which is a multipurpose hall, and the kitchen, are right in the middle of the school which sort of sums up my approach to food. At the moment we only have 2 or 3 pupils who have a packed lunch now, everybody else has school dinner, and we've never had an issue with children going home, in fact our parents would like us to go from half past 7 to half past 6 I think.

So looking at our journey, there are three elements that I think we need to look at, and then I will share with you some of the practical steps we took.

First of all we had to win parents over and persuade them that we were not going to force feed their children. That's been a long journey. The families who send their children to St. Luke's are not necessarily the most informed, articulate or healthy people, so when free school meals came in there was this fear that Mrs. Aanonson was going to stand over the children and force feed them peas and cabbage, so we've had to do a lot about winning parents over now. We had to also change the mind-set of our children. They come from an area which has notoriously been seen as white van land, and fast food outlets, and you've only got to go round the Canning Town roundabout and you can see that.

Before 2009 we introduced a salad bar with the help of Newham, and that was interesting because suddenly all the children were having school dinner decided no, they are going to have a packed lunch because the idea of eating salad was going to freak them out. So we've had to overcome that, and you can see some pictures of some of the things that we've done. As a result of winning parents over and changing the mind-set of many children, this is still a work in progress, I don't want you to think I've got all the answers, or we've got all the answers, lunchtimes are now seen as a positive and integrated part of the school day, and as previous speakers have said, we believe that they contribute significantly to overall provision in school. Attendance rates have gone up, we are currently 97.6, which is not bad going, we've got positive attitudes from the children, heightened progress, in fact rapid and sustained progress for the educationalists among us, and much better behaviour. I'm not showing the video Myles, so don't worry, I haven't got the Wooden Tops showing,



but the children all acknowledge that they make healthier choices, and they are calmer in the afternoon. Behaviour is an issue, has been an issue in Newham because of the nature of the children and the intake, but calmer behaviour in the afternoon means that we are now able to teach literacy and maths in the afternoon instead of keeping them in the morning, which is great.

It's impossible to say that the statistics that the school has to show school improvement are all just because of lunches and free school meals, but free school meals, I'm absolutely clear, are part of the overall formula. Without every child having a hot meal at lunchtime I think we would have seen slower progress and perhaps on-going issues with behaviour.

Now over the years before 2009, before the pilot, with the opening of the new school, we had introduced a number of strategies, and we have a food policy now, I don't know how many schools still have a food policy, but we have a food policy which encapsulates the entitlement of our children, our parents and our staff, so in order to make all the changes we have now at St. Luke's where school is integral and we've got so many statistics to show the improvement overall, we included many things. Now I'm just going to give you a whistle stop tour through what we've done.

Okay the first thing was when we had packed lunches at the beginning of free school meal, part of the free school meal pilot, we had about 50-50 in terms of free school meals and packed lunch, so what we started to do was we monitored unhealthy packed lunches, and if you sent your child in with an unhealthy packed lunch you also got a little letter in the packed lunch which gave you some advice and asked you to come in and see somebody to give you some advice about how to give your child a healthier packed lunch.

We offered parents... these pictures aren't related to anything, I'm saying this just to keep you awake, so you can see there are children at school. We offered parent taster sessions and showed off menus and the salad bar, and they are done on a regular basis, you don't crack it overnight, you have to carry on, it's a hard slog. So parents regularly come in and try the food.

We now make sure that lunch and play are integrated; you talked a lot about food, but if you ask our children what lunchtime means to them, it's play, it's on the grass, it's in the eco area, it's gardening, it's talking to their friends, so we've tried to integrate lunch and play in a much more strategic way with adequate adult support, both in the hall and in the outside area. We've introduced a wider range of lunchtime equipment and a zoned playground so that pupils are able to play and learn.

Sorry, I've still got some things to say.

One of the things that we've found is important is that the staff we employ are not just employed in the lunch play, they are also employed to work with children learning, so food, play and learning are delivered and supported by adults.

In terms of organic ingredients, we grow our own food and in fact the children are planting the veggie plots this morning. We have food on the curriculum, it might be Reception making their own gingerbread men, or Year 6 setting up their own enterprise production for maths. We have cooking as an after school provision, we have themed lunches where parents are brought in to have lunch with their children and we have special guests. That's the last picture. And the last one, we had Valentine's meal where 50 parents came along and sat with their children, we found this has been critical.

We eat fresh fruit in the morning, children are encouraged to have water, and global citizenship, and you saw a picture of our sponsored children in Ethiopia and Burma, we've found that understanding the needs on an international level, and our role as global citizens, has made a difference to our perception of sustainability and our role in responsibility on that.

The dining room, as you see, is a pleasant area, and we've changed that on a regular basis. We also change queuing so that Year 6 don't always moan that they are the last ones.

Some things we've kept the same because practical issues always rise their head when you have a new idea, but, and I will finish now, the main turning point for us was the introduction of a specific pupil voice group. We've always had school council, but we now have a health and wellbeing group, they've been critical because they talk to our cook, they talk to us, they talk to their friends, they are involved in devising menus, they are involved in setting theme days, they're involved in looking at food across the curriculum. For me, the turning point for us was the pupil voice group.

Thank you.

Myles Bremner:

Theresa thank you. And I'm going to shamelessly ask you Theresa, as Lindsay gets ready, is your video available on your schools website, or could it be? Because I've seen it and it really is a great example of pupil voice actually, and the engagement which you spoke about so eloquently. So maybe we could play it... we will make it available on the School Food Plan website as soon as possible. Lindsay, thank you.

## Implementing universal free school meals

### Lindsay Graham, School Food and Health Advisor

Okay. Well good morning, and I can't make up my mind whether I want to go and move to Finland, or go and work at St. Luke's school, thank you both very much this morning, that was wonderful.

These are the questions that we've been asked to cover this morning, and for those of you that don't know me, I'm a bit of a... I think that's the first time I've been called a campaigner though Myles. I'm very passionate about school food, and I've been involved in it for a number of years now, right across the UK.

So good morning to you all, it's a pleasure to be here, a special good morning to the international colleagues who are here, I read about your work and what's been happening over there, it's quite impressive, so congratulations on that too.

Having been involved, and followed the implementation of school food and national policy in all four UK regions, and internationally over the last 15 years, I know from experience that policies such as this, take not only funding and support, but critically good communication of changes, and most importantly time. Every single school is individual, there's no one common pathway to success.

With the rise of academies, and the fragmentation of the school meal service, I'm concerned that this policy will be impossible to deliver in some places in the current timeframe. While well piloted it has never been done on such a scale in the UK before, and I think there will be challenges for implementation in certain areas if it is to be successfully embedded in the coming years. I think for struggling schools with complexities of issues, there must be more time given to secure funding for shortfalls, resolve capital build issues, recruit and train staff successfully, promote the ethos and value of food, including building longer term relationships with those that can help.

A larger media campaign to win the hearts and minds of the wider public would be a worthy investment and I am totally with Pat Fellows when she called for some kind of public service announcement, and one that would engage most importantly the audiences of our school children, and I think more than anyone else they will be affected now and in the long-term by this amazing social change.

Lessons learned. Free school meal pilots have been going on for some time now, since 2004, these included five local authorities in Scotland, the city of Hull, and we've had Durham and Newham pilots well reported on in the last few months. All said a longer lead in time would have been helpful, and more sharing of practice. We have that now with What Works Well website.

I also think we need to learn from where implementation hasn't worked, and where we should not be frightened to speak candidly about risks and challenges. We have learned from these pilots that the lessons are the same as they have always been for school food, meal time, space, equipment, staffing community engagement and not to mention politics.

Much of the good work that we've seen has been down to good leadership and innovation in all sectors, including education, health, catering services and third sector community led programmes, all of whom have a stake in getting this right.

There is good potential for expanding in the future, and much of that work to improve the services is happening now. Should policymakers decree it will expand, then it must be well consulted on, well costed, funded and carefully implemented, as suggested in the School Food Plan.

Making food valued as one of the priorities in education for lifelong learning is, to me, a no brainer. Part of this will come from the new curriculum in England in September, however the public purse is under greater scrutiny now, more than ever before, and there must be accountability for the £1bn+ spend investment in this.

We have to make absolutely sure that this worthy policy cannot be ignored or dissolved by future administrations. To support its sustainability, we must put in a robust structure for long-term monitoring, evaluation and reporting, and I will be looking forward to seeing what comes out on that from the consultation.

I would strongly advise that a new regulatory independent body be set up to look at school food and possibly all public food for the quality of provision, procurement and service. Perhaps in the case of school food, reporting jointly to Ofsted and the Department of Education.

The most important question for me today is what more could be done outside the free school meal times, and for over 100 years this country has ignored child hunger in non-term time. Children lose up to half a term of learning over the holiday spell, it is a disgrace that we are now in 2014 and we are seeing the return of rickets and scurvy. Citizens Advice Bureau and Trussell Trust, among others, are reporting increases in families desperately seeking help, and in the USA research was carried out with 1200 families in three States, and the average family spend for a week was an extra £45. 80% of the holiday period time was spent at the home and added immense pressure to already stressful family situations.

Had the Deputy Prime Minister asked, I would have suggested that he had allocated the funding to local authorities to administer as they see fit over the next few years, with a caveat to work with schools on closing the learning and health inequalities gap to deliver free school meals, breakfast clubs, summer feeding provision, supper clubs, weekend back pack initiatives, coupled with community signposting and support for families to benefits and services to help break the vicious poverty cycle experienced by so many.

170 days of the year we have free school meals children whose families rely on food banks, family hand-outs and faith groups. This, in my humble opinion, is a social tragedy, and that must not be allowed to continue, especially when we have the power to make change happen.

These are my suggestions for what more could be done. I think extra time for implementation of universal infant free school meals for struggling schools in particular should happen. I also think that there should be a new regulatory independent body set up to monitor public food and start that with school food, and I think that that should also look at value for money and return on investment. And I think we also need to invest in non-term time programmes to support the most vulnerable families, such as holiday food, wellbeing programmes, breakfast clubs and supper clubs with aligned signposting to services.

Thank you very much for the opportunity to speak.

**Lindsay Graham's PowerPoint presentation can be downloaded from the following link:**

[http://www.westminsterforumprojects.co.uk/forums/slides/Lindsay\\_Graham\\_School\\_Food.pdf](http://www.westminsterforumprojects.co.uk/forums/slides/Lindsay_Graham_School_Food.pdf)

Myles Bremner:

Lindsay, thank you. I'm going to ask Mark Davies who is the Divisional Director at ISS FS Education.

## Implementing universal free school meals

### Mark Davies, Divisional Director, ISS FS Education

Thank you, good morning everybody, and thanks to Lindsay and Theresa, some great advice.

We didn't speak before today, so I was terrified that I would cover some of the same issues, and thankfully I haven't, but certainly there will be echoes of what I'm saying today with some of the things that have already been said, because I totally agree about the time issue. I think to deliver the policy for September was always going to be a tough ask, particularly if you're a school without a kitchen or space to seat people at lunchtime, so certainly the time factor is one that I would endorse, and we started to look at September as being the beginning rather than the end of the process.

But today I'm going to talk a bit more, not about the capital or about timetabling, or about organisation, I'm going to be talking about the actual people that are going to deliver the policy, the cooks. I appreciate that this is an idyllic picture, I appreciate that those schools that don't have kitchens will be envious at this picture, and maybe this should be the aspiration, because this is a school in the London Borough of Richmond-upon-Thames that has rebuilt its kitchen, its dining space, there is a cooking club next door in an open plan environment where the children learn and the cook cooks in exactly the same space, but this was down to the headteacher and their inspirational view that school food and lunchtimes are not an interval to the school day, but integral to the school day, and I think like Theresa, when they had the opportunity to redevelop a part of their school as part of an ever expanding school environment, they chose to invest some of their money in these wonderful facilities.

So I'm going to focus on the likes of Sinead, and what we can do as an industry, what Government can do, and then what experts can do to support Sinead and the thousands and thousands of amazing cooks like her in delivering the policy.

Life's going to get busy for our cooks come September, and having had some experience in delivering universal free school meals in Southwark, and also seeing some rapid increases in uptake where we've introduced kitchens for schools, I think life is going to get busiest for the school cooks. So we need to make their lives easier, we need to make sure that we provide them with all the support that they need. Now of course if you're in-house that's even more important, that we use the support and advice that's available, the What Works Well website, using the service support that's available, and obviously for caterers like us – to make sure that we support cooks as much as we can do, and that's in simple things about making recipes easier, giving them the equipment that they need to do the job and giving them menus and recipes that are simple to cook but delicious to eat. So it's all about making sure that we can give the schools a cook, and of course this takes money, and I've sort of come to the conclusion that yes, it wasn't enough, £150m for capital wasn't probably enough, and I'm not the one who looks after the Government purse strings, but if you are going to spend a billion quid on a policy, what's an extra 50 to 100 million to deliver the equipment that you need? I will let Myles tell Mr. Gove that.

So it's going to be busy, and again a lot of discussion has been around getting the right equipment and support, but we need to give cooks time, we need to make sure that when schools, when local authorities, when anybody is making the buying decisions, that they actually think about the cooks, the people that are actually going to deliver the service. Do they have the time, the freedom to be able to make sure that that food is delicious for the children, do they have the right equipment, do they have the right hours, do they have the right team, are they paid well enough, and this is becoming more and more of a passion of mine, as I've got more and more involved in the School Food Plan, and particularly working on a project on workforce standards, and professional standards for cooks, certainly to make sure that they are never forgotten through all of the different things and all of the different priorities that we have, ultimately it's the cook that is going to make the difference.

Of course they are going to need lots of support, lots of leadership from schools, from their caterers, from the industry, they need to make sure that we give them access and awareness, and of course there's the allergy legislation that's coming in, the new school food standards, the extra special diets that they are going to have to cater for, and the new systems, the new equipment to learn. The learning curve for thousands and thousands of cooks up and down the country is going to be very steep, and we need to make sure that we give them lots of support and guidance in doing so.

And I guess finally, this is flour by the way, I think finally from me, you know, we need to come at this with compassion, with a little bit of a sense of humour, be a shoulder to cry on when it seems like it's never going to work within the first couple of weeks, where your plans weren't quite as expertly executed as you like to think, because ultimately it's going to be that little bit of humanity that's going to get cooks through it and actually deliver the policy to the way I think we all want it to be.

Thank you very much.

**Mark Davies PowerPoint presentation can be downloaded from the following link:**

[http://www.westminsterforumprojects.co.uk/forums/slides/Mark\\_Davies\\_School\\_Food.pdf](http://www.westminsterforumprojects.co.uk/forums/slides/Mark_Davies_School_Food.pdf)

Myles Bremner: Mark, thank you. And now to our final speaker for this second session, Harriet Green, who is the Nutritionist, Research and Schools Project Manager at Magic Breakfast.

Harriet Green: That's a mouthful, right.

Myles Bremner: Thank you.

## Implementing universal free school meals

### Harriet Green, Nutrition, Research and Schools Project Manager, Magic Breakfast

Good morning everyone, I'm Harriet Green, I'm the Nutritionist at Magic Breakfast. I work closely with our schools to make sure that we can measure the impact of breakfast clubs on children's health and education.

At Magic Breakfast we fully support the introduction of universal infant free school meals, however lunchtime is at 12 noon, and up to 3 hours of lesson time is taught in the mornings.

1 in 3 children regularly go to school without having breakfast in the morning, so they start the school on an empty stomach. Now I'm sure we all know what it feels like to be hungry, you can't concentrate and you don't perform at your best. Sadly, this is how many children go to school in the morning to start their lessons.

I was recently at a school in Birmingham, and I spoke to a boy, he was 10 years old, and I asked him what his favourite thing was about breakfast club, and I was expecting the usual, like a lot of kids say our bagels are their favourite thing, or they like playing with their friends, but I was really surprised when he said to me that he just feels lucky to be able to get some food.

We believe that hunger should not be a barrier to education. At Magic Breakfast we provide free healthy breakfasts to UK schools where they have over 35% free school meals. We work with children living in some of the most disadvantaged communities across the country. We also feed over 8,500 children a day in over 250 schools. By the end of this year we are going to be working with over 400 schools across the country.

So what does Magic Breakfast do?

Well we deliver over a million nutritious breakfasts every year, in relation to nutrition, we work with the breakfast teams helping them with training and resources, for example we provide guides on portion sizes and on suitable breakfast toppings and spreads. As adults we all know that our own experiences and relationships with food often influences how we communicate about food to children, so we work closely with schools to make sure that a healthy breakfast environment is created in the morning. We also have volunteers that go into schools and they help us with teaching the children cooking skills, they also get them to try a variety of new foods, which they can use for breakfast club in the mornings, and then these are ideas that the children can take home and encourage their parents to make on the weekends.

It's really important to us that we embed breakfast clubs as part of the whole school food day, and that every child in need can access a health breakfast. With the introduction of the revised school food standards, schools will have to consider their breakfast club provision alongside their lunchtime provision in order to comply with these new regulations.

Across the year we also work on measuring the impact of breakfast clubs, and we look at children's academic progress, their social skills, their food skills and also their behaviour changes. And then we also work with senior school management teams around future proofing budgets for breakfast clubs, and making sure that breakfast club can run after the Magic Breakfast food aid is no longer there.

So when we question about the support that Magic Breakfast gives, our headteachers and our breakfast club coordinators have made some of the following comments about our positive impact. In particular 93% say that there's an increased concentration and energy levels in class. In one of the schools I look after in Tower Hamlets they historically had 6 children a day being sent home in the mornings feeling ill. After they implemented the breakfast club they said that there was a massive decrease in the number of children being sent home from having upset stomachs and feeling weak in the mornings.

So for a long time breakfast clubs have been under recognised for the massive impact they can have in improving children's lives, and we are really urging you all to help us ensure that breakfast clubs are made part of the whole school food day.

As part of the School Food Plan we are going to be setting up 184 new breakfast clubs, we are currently recruiting these schools. The School Food Plan criteria is 35% free school meals and no current existing breakfast club. We really need you to do is help us reach schools in your area that meet this criteria, myself and also Alex, our General Manager, are going to be here all morning, so please come and talk to us.

Thank you.

**Harriet Green's PowerPoint presentation can be downloaded from the following link:**

[http://www.westminsterforumprojects.co.uk/forums/slides/Harriet\\_Green\\_School\\_Food.pdf](http://www.westminsterforumprojects.co.uk/forums/slides/Harriet_Green_School_Food.pdf)



## Implementing universal free school meals

### Questions and comments from the floor

Myles Bremner:

Great. Thank you to all of our speakers, and again for keeping to great time, we have about 20 minutes for discussion and questions. Before I do, I think it's important to set the context and framework of the talks around what support and funding has been made available, the explicit support that is available for schools, and as part of the commitment to support universal infant free school meals, and the wider delivery of the School Food Plan, Government has awarded three contracts, one led by the Children's Food Trust and LACA to support school readiness for universal infant free school meals; a second contract to Magic Breakfast for supporting schools to develop new sustainable breakfast club provisions in schools; then a third lot which has been awarded to Food for Life Partnership, Children's Food Trust and the Design and Technology Association to support secondary schools in increasing their school meal uptake. It's really important that you are aware of that and where, in your busy lives, in your engagement with schools or stakeholders, please always reference the support that is available, as well as the more formal support and guidance documentation which is being issued by Government on how the particular funding mechanisms for both capital, but also revenue funding, the £2.30 that has been made available to schools per meal, per child, the specific small schools transitional support that is available this year, and then the details of the £150m capital funding that has been made available to schools through their local authorities and through the academies capital maintenance grant as well.

So I did see a hand up, yes, and can we take two questions at a time please, and there's a question at the back, and I think I will come to you afterwards for the second round.

Jemma Clarke:

From Creed Foodservice.

I'm just wondering, I think this is a question for Lindsay Graham, I'm just wondering what considerations have been made for the implementing of cooked school meals in high schools, particularly, for children attending sports clubs and activity clubs during the lunch time hour, to avoid them missing the meal altogether if they are not bringing packed lunches.

Theresa Aanonson:

Say that again.

Lindsay Graham:

Secondary schools, what provision is being made for hot meals for them if they go to clubs?

Jemma Clarke:

No, no, what considerations, because I think a couple of high schools have particularly commented that they see a barrier to the implementation of moving to cooked meals because a lot of their children attend sports clubs and activity clubs during the lunch hour, so is there going to be a move to not having the activity clubs during the lunch hour or...

- Lindsay Graham: I think schools will continue to have... just anybody else chip in if you've got anything you want to say, but I think that's been an age old problem, I don't think that's a problem that's particularly new, I think that's a problem that's been going on for a long, long time, and that's where you need to look to things like the What Works Well, and start looking at how different schools have addressed that problem and I'm sure the Children's Food Trust would be able to give some examples. So I think there is this grab and goes now, there's all sorts of things that can be done in secondary schools, but that's very much up to management of the headteacher and to work with their caterer to say, well how can we make sure that these children get what they need, so there needs to be a bit of flexibility about the lunch time service there.
- Theresa Aanonson: Can I?
- Myles Bremner: Yes of course, please...
- Theresa Aanonson: Well our children regularly go out on educational visits or sporting activities, that doesn't mean to say they don't have a lunch, but what the cook does is put together a healthy packed lunch with salad and fruit and they take that out with them, so it's the can do attitude, you know there are solutions to many of the problems that people are quoting as barriers.
- Myles Bremner: Okay, thank you and the...
- Iman Hikal: CLCH NHS Trust.  
This is sort of a funding question, I wanted to ask how schools are planning to, for parents that are eligible for free school meals now, continue to get those parents to register for the Pupil Premium?
- Theresa Aanonson: With difficulty. Newham has come up with an online form which we are piloting. I understand that different boroughs are doing different things. We are offering drop in sessions for our parents, on admission, including mid phase admissions, parents are encouraged to register, even if they know they are not entitled to the Pupil Premium supplement, but it will be an on-going issue because this is something we've been [Transcript gap], suffering from in Newham for a long time, well why do I need to register, my child is going to have a free school meal anyway. There is no simple answer, it's try whatever works with your parents, I know some schools are offering prizes, we are not going down that road, but we are going fact to face with parents in the playground, on admissions, on open evenings, and making sure they have access to support to register.
- Myles Bremner: Thank you. I was actually going to ask Linda whether you wanted to say anything about supporting schools who have raised questions about Pupil Premium through the support services.
- Linda Cregan: I think I can only echo really what Theresa has just said, in that local authorities are finding solutions very local to them, so I know on the What Works Well website, and in the What Works Well toolkit there's lots of really good examples that you can look at about what local authorities are doing, and what patterns they are using. It is always

going to be difficult, but I think reminding parents of it's not just about the meal for the child, it is about the extra investment in the school and what the school is able to do with that, but please do look at the examples because there's some really great ones out there, Newham, like Theresa has just said, is implementing a system of register all children and then you kind of capture everyone and it's not different for any child. I know that in the future Government are looking about registration and how to make that simpler under the universal infant free school meal, not quite sure when that's all going to be moving forward, but there are some really, really great examples out there, so have a look at the What Works Well toolkit.

Myles Bremner:

Thank you Linda. And I think it's important to note that in all of the local authorities that have implemented or introduced universal free school meals, Pupil Premium registration increased as a result. Now that is clearly because the schools and the local authorities had to work hard in terms of how to change some of the administration, but the point that because they did that, the registration rates increased and now, from next year, with £13,000 per pupil at primary school, I think schools are very clear of the benefits that...

Lindsay Graham:

1300, not 13,000.

Myles Bremner:

Sorry, 1300, of course, my apologies, that was a mistake, Great some more questions please, Olayinka.

Olayinka Ewuola:

Thank you very much for your comments to all the panel. Just a couple of questions, firstly on capital funding around equipment and getting kitchens ready. We, as an organisation that support schools who have kind of left kind of contracted out catering, we are seeing that some of them are having issues around accessing that funding, particularly where there is a direct services organisation within the local authority, so in some of the instances that we've been informed about, the money, instead of kind of going out to all the schools seems to be going to the organisation, I wanted to find out from anyone who has an answer as to anything that you can advise them on or help them with in order to get access to that funding? And secondly was just to thank, and kind of pose a question to Mark. Really grateful that you kind of raised the issue about the amazing men and women who are going to actually make this happen and in particular I just wanted to ask if there's been any consideration around the actual rates of pay, because there are many people who work in kitchens who don't actually get a living wage, their lives are about to be made a lot more difficult, and I would just like to hear if there's any considerations or comments from the panel on that issue too?

Myles Bremner:

Great. Thank you, Olayinka, two questions there. One on the capital funding, my understanding is that when the Department for Education wrote to local authorities to explain the mechanisms for the capital funding is that there's the expectation that the local authorities will need to represent all of their grant maintained schools, whether or not they are in any centralised contract or not, and as we know, across the 152 local authorities in England, there are many different catering set ups where some local authorities may have a direct centralised

service for all its primary schools; other local authority areas, it won't have any service at all. My advice to you would be if you know of any schools that are feeling that they are not getting either the communication with the local authorities or have issues, in the first instance to contact the support service in order to register and log that query, and then it can be taken and escalated from there, as well as, of course, the schools approaching their local authority and seeking an explanation of their particular circumstances. And on your second question, Mark would you like to start with that.

Mark Davies:

Hopefully you will get the essence of my presentation was about don't forget the cook, and that includes their pay and that includes their hours of work. I think there are so many stakeholders that have a very good call on that money, on the revenue funding, on the capital funding, that too often the cook and his or her team are not considered as fully as they should be, and certainly something that we are campaigning for with our clients, to make sure that as we look at the new economic situation associated with school meals, where universal infant free school meals is implemented, that that group, if you like, are not lost and are included, both in terms of their hours, but also their pay as well.

Myles Bremner:

Great, thank you. Any more comments on that from...

Theresa Aanonson:

Only I can't influence pay apart from sort of make sure that that team is part of the school and we work hard to make sure they are part of our training and development, but we have had to address hours, and I think that's where heads and senior management teams can put pressure on to, in our case, the local authority when it was clear that we needed more support and the cook needed more time. I think all schools, if this is a unified approach, we've all got to work together to make it work.

Myles Bremner:

Theresa, can I ask a question. You said in your excellent presentation that your catering staff also support the school in food education as well, how do the hours sort of pay for that work, do you contribute to...

Theresa Aanonson:

I negotiate with Newham, saying we need the school cook in a number of classes. So a few years ago she helped us produce a recipe book for the school, for example, and that meant that the children were going into the kitchen, she was coming in to our kitchen. In St Luke's one of the things we wanted was our own children's kitchen, which was built as part of the new school, so she quite often supports children in that way, and also her team.

Myles Bremner:

Yes, okay. And I'm sure there will be some more comments and discussions on that in the third session when we talk about food and food education back on the curriculum. Some more questions. Two ladies there...

Mrs. Grace Tomori:

Thank you very much. The question I will want to ask is...

Myles Bremner:

Sorry, could you just say your name and where you are from.

- Mrs. Grace Tomori: Commissioner for Education, the State of Osun in Nigeria.  
We actually have a school feeding programme in my State in Nigeria and I want to know this funding process that the British Government will want to adopt. Will it be feeding all students in Britain free, and if that is so, I want to know the age bracket of the students to be fed. Thank you.
- Myles Bremner: Okay, the second question.
- Angela Falaschi: Nutritionist and an Author and a Writer.  
I remember the time that Jamie Oliver brought the food and the mother tried to bring the food because they didn't want help, and then I wrote an article and everyone say who is she, what is she, then I wrote a book on children nutrition and the National Health put this book on Google from the first page to last without my consent for three months...
- Myles Bremner: Is there a question you have to ask the panel?
- Angela Falaschi: The question is, I'm very pleased with the panel, I'm very pleased that today they do something about school meals, because at the time they didn't, and I wanted to say thank you all.
- Myles Bremner: Okay, thank you very much. So, the question about the funding arrangements, I'm very happy to speak to you over coffee to give you more information, but broadly the policy that has been announced and will be implemented for universal infant free school meals is for the first three years of primary school education, so 5, 6 and 7 year olds. The policy is an English policy, but the UK Government made funding available to the other devolved nations, and Northern Ireland, Wales and Scotland, and those countries have taken their own decisions as to whether they will be implementing the policy, but I'm happy to talk to you during the coffee break on that. Do we have any more questions? Yes, two...
- Emma Smail: From the Food Study Centre at SOAS.  
I think my question is for Harriet and it's about the breakfast clubs, and I just sort of wondered, you know, 30 something percent is quite large, you know the number of kids going to school without a breakfast and what work has been done with parents, or engaging with parents to understand why children are going to school without breakfast? Is it purely a sort of poverty issue, or just people are rushing in the morning, people still don't quite understand the significance of that meal, and what work is happening there really?
- [Mobile phone ringing]
- Myles Bremner: Very tuneful.
- Harriet Green: Do you want me to go, yes... okay...
- Myles Bremner: There was one more question we will take actually, just prior to that.

Robert Brown:

The McCarrison Society.

Is there a role for very basic biological education along with nutrition, so you know kind of minerals work with enzymes and they're essential to life? I just have this feeling that if children understood why good food was important they might become more engaged with it, could that be done as part of the cooking lessons?

Myles Bremner:

Okay thank you.

Harriet Green:

Yes, at Magic Breakfast we do a lot of work with parent engagement so we do a lot of parents coffee mornings where we sit parents down and we try to understand the relationship around food with their children and what concerns and what issues they have, and we hear various sort of answers from, their children wake up and they are just not hungry in the morning, or that they generally don't have enough in the cupboards, they can't afford to buy the food to feed their children in the morning, and just simple things like, my child wakes up in the morning and they're not hungry, but then the moment I get them to the school gate they are hungry, because children have very small stomachs. We help give simple practical advice like, buying Quaker Oats 1kg box instead of buying Oat So Simple sachets which is a lot cheaper. We do a lot of work around trying to engage with parents and make them understand how easy and affordable it can be to provide a healthy breakfast at home, and also we try to bring parents into breakfast clubs in the morning, a lot of our schools do "invite your parents to breakfast day" sessions in the mornings, the parents come along and eat. We do parent surveys along with children's surveys so we can actually gauge from parents what we need to do to help them as well. [*very loud buzzing*] so we do really try to engage with parents to see what we need to do to help them more and how we can help improve things for them. One of the things that came out was things around portion sizes which is why Magic Breakfast has started to work on a portion size guide around breakfast foods, and tools that the school can use and distribute to parents at home

Myles Bremner:

Harriet, thank you.

## **Session Chair's closing remarks**

### **Myles Bremner, Director, School Food Plan**

It is coming up to the coffee break, I am going to suggest there are no more questions, however, to answer the gentleman's question, is it important that children understand about the importance of food, I can answer, I think, for all of the panel, by absolutely yes, I think you have heard from not only the presentations from this panel, but the earlier session of the importance of weaving in food education amongst and alongside the provision of school food, and that actually sets up very nicely the third session, which is all about the third major change in school food from next September which is cooking and food education back on the curriculum,.

It's first where an understanding of where food comes from; secondly an understanding of why food is important, both for one's own health and wellbeing, but also the sort of geopolitical environment as well; and then thirdly is how do I, as an individual, gain the required skills to set myself and my future family up for life. So that's what the next session we will be focusing on.

We have coffee now, and if we can get back here for a prompt 11.30 start, that would be much appreciated.

Thank you.

## Session Chair's opening remarks

### Judy Hargadon, former Chief Executive, Children's Food Trust

There's always a big buzz at these events because there are so many speakers and such a wide range of issues and they're always really interesting. We had a great morning, thank you to everyone in the first session; we've got some more interesting stuff coming up this afternoon and as Myles indicated, we're going to have an opportunity to learn a little bit about what happens in Nigeria on school food by fitting in an extra short presentation; so should all be good.

In introducing this session and in indeed summarising some of the items from this morning I wanted to just take a couple of minutes to address the issue of Why Schools? We all know that we want to get all of us eating better and we all know that if we eat better, we do better, as Children's Food Trust keeps telling us and we all know that from our own lives but why schools?

I wanted to just share something; I recall very strongly one incident about school food, which underpinned for me why I became Chief Exec at the School Food Trust and why it was important for schools to be involved. My daughter at the age of about 6 was having a packed lunch and was nagging me regularly about the fact that her friend was allowed to have lots of chocolate biscuits in her lunch and I remember bursting into tears, I don't think this was just over the lunch, I think I was probably very busy and pretty tired, as parents get, and she looked at me with complete shock and then I did a completely shameless thing but I am so glad I did it; I said I'm so sad that her mummy doesn't love her enough to make sure she eats properly. I hope it never went back to the little girl involved, but my daughter stopped asking for chocolate biscuits.

The theme for me here and in all the work around children's food is the massive influence that school has on our lives and the difficulty there is a parent to change things without the school being on board. The fact that the school allowed children to take in, lovely school, very good, no criticism of the school, but it allowed them to take in packed lunches like this, made it very much harder for me as a parent to make sure my child was fed healthily. And we all know that as a parent you have a lot of issues to deal with in the morning, as they leave home, and sometimes you trade off some things as more important to argue about and some things as less important.

I've also realised quite what a massive influence school had on me just looking through old stuff and realising how many of my values, my habits, the knowledge I have about things, was instilled in me in school. Of course my parents were important but it is that combination of parental and family values, school and school values, and then eventually peer group. But of course I think my example about what happened with my child was that schools can often influence the peer group. I know in later years, fortunately it didn't happen when my children were younger; but there became a time when primary schools let children take in sweets and cakes every birthday, so a class would have, in a school year, 30 plus occasions when they all sat down for a sugar hit, it created a social tone. Many parents would say they weren't very keen on the idea but a few were so everybody else fitted in. Schools have an incredibly important role to play in influencing social norms.

Some people might say it's too late to bother to get eating right by the time children get to school; we heard this morning how essential the early years are and of course they are. But schools have a brilliant opportunity over that 14 years that most of us are in them, to give children a chance to counterbalance some poor early life experiences and give children good values, good habits, good knowledge, on coping with eating well for the rest of their lives.

And although my children are no longer young, I'm now working as a volunteer with charities that support struggling families, and it is even harder for parents now than it was in my day, because of all the social pressures, because of the marketing pressures, because of the economic pressures; it remains an extremely challenging task for a parent to help their child eat well if they are not supported by school and society around.



So in this next session we are going to focus on the we're going to focus on the ways in which schools can help with food education, all of food education, but particularly on making sure that we get cookery properly back ensconced in the curriculum.

So that leads us into the afternoon session, you have the speaker's biographies in your programme so I won't do lengthy introductions; our first speaker is Louise..

## **Food education and the challenges for introducing cooking to the curriculum**

### **Louise Davies, Lead Food Technology Consultant, Design and Technology Association**

Good morning, it's very nice to be surrounded by so many enthusiasts on school food.

I'm here speaking on behalf of the Design and Technology Association, we're the professional association that looks after all the food teachers, both in primary and secondary schools, have a vigorous membership and try to support them as much as we can with guidance and help, events, to support their teaching. We've a long a history as you can see from some of the illustrations there of things that we've done in the past to support food education.

I'm a food teacher myself and I'm still involved very actively in training food teachers, that's what I spent my whole career doing, so I guess for me this is a big celebration to see in 2014 a new National Curriculum which has this very explicit cooking and nutrition section to it. So for a moment I feel very celebratory at this pinnacle of probably my career to think this is it now, you know, having gone from what was a very low status subject when I was in teaching, to something that every young person's going to be entitled to. And as Judy's very eloquently said; you know, something that's absolutely key to every young person. And this statement that fronts up the new cooking and nutrition section, talks about how this is a life skill, but how also it opens doors to creativity for young people.

So there's that part of me that celebrates this greatly, so does this mean, now that we have this, within the 2014 National Curriculum starting in September, and very many more opportunities within Design and Technology to provide a context for learning, both about the home and the family, agriculture, does this mean that every child is now going to have this opportunity?

You stop and think about that and then look at what the drivers are; so we talk about the National Curriculum and hold it up in great esteem but in fact the National Curriculum has now become a much looser driver to what's taught in our schools. Because if you're an academy or a free school you don't have to follow what is specified in the National Curriculum. Michael Gove has slimmed down the National Curriculum greatly to allow for senior management teams to provide a greater, you know, of their own choice of what goes into what he's calling a school curriculum.

There's that moment of celebration and then there's that moment of reality, that although this is held up in as a national curriculum and we're celebrating cooking and nutrition for everyone, it doesn't necessarily mean that every young person is going to receive this entitlement.

Those looser drivers of the National Curriculum replaced by other demands on our senior managers in schools, when they're deciding what to choose to have in the curriculum and those drivers are often about performance league tables, and their GCSE results, and also about what Ofsted are going to be looking at. So part of what I'm going to say today is really an appeal for everyone to think about how we can encourage as many of those senior managers and parents to still value this, the importance of food education, even when they don't feel they're going to be governed or looked at in terms of a national curriculum document.

But this is also more than just about cooking if you look at the document very closely. I've just taken the example of Key Stage 3 here; and it's very easy for the press to just talk about and use the word cooking and it's an easy shorthand for all of us but to answer some of the questions that are coming from the floor earlier, you know, this is really focused on healthy eating and nutrition and thus key to us making progress in young people's health is to link what is learnt and what is then provided in terms of the school meal provision and lunch provision, snack provision, that whole school food approach, you know, is key to this.

So for us to make this behaviour change in young people, they really do need to understand their choices about nutrition and health and that needs to be clearly delivered through the curriculum. So it's good to see those things being matched up so clearly and this, you know, great momentum that we now have of teachers being able to teach about healthy eating and nutrition and cooking techniques and extending young people's repertoire of what they can actually cook for themselves; to enable those young people, to empower them, to have those choices about the food that they put into their bodies.

For me, I'm an ex food teacher, so this is key to me, I see food teachers have a very central position within schools, within both primary schools and secondary schools, of supporting the whole school food agenda within schools. And it's really useful this time I've been through many curriculum reviews and this time because we have seen a review of both primary and secondary, we have a much clearer progression because both of those sectors, both of those age groups have been looked at, at the same time. So very clearly you can see some of the strands that are now pulled out which make this much more than cooking so there is a very clear healthy eating and nutrition strand.

There's an important word in that healthy eating nutrition strand which is about applying so it's not just knowing about, not just being able to list the rules of something, you can actually apply it to the things that you want to cook for yourself, and learn how to make and that that should impact on yourself having a healthier diet, to the things that you need for your lives. That word apply is very important.

There's also a strand on cooking techniques, and there's also a strand which look at, as Myles mentioned earlier, where the ingredients come from and the food science; what makes the ingredients behave the way that they do, you know, develop that fascination and curiosity that if you're a foodie like me, there's that love of understanding what's happening with the things that you're making. This is a really rich learning experience but unfortunately you know, as I mentioned, those drivers about academic subjects, you know, we do hear that those heads that are looking at the league table provision, it seems like those things are valued more than this practical education at times and yet there's so much of some of those other things that they want delivered, they to improve the Science in their school, they want to improve their Maths, they want to improve their languages, this is all part of that same agenda, it can all be done through effective food teaching.

For our food teachers, out in primary and secondary schools, there's some clear messages coming through, obviously not these, are not statutory but some of the things that are, you know, very clear headlines to our schools are we're expecting them to do practical work than they have been doing in the past. I get lots of questions about whether there's statutory number of hours, is there a particular number of hours that they've got to be cooking in their schools, there isn't laid down a statutory number of hours, although those in the profession say there should be regular, at least once a week. But I know from the information that I have, that's probably only about 20% of schools that are able to cook with their pupils once a week.

There is this emphasis and a greater focus on healthier recipes and less paper based work, so again, you know a real practical understanding of the ingredients. The dishes, when you're reviewing a scheme of work, should be closely aligned to the pupil group that you've got, so reflect their culture, but also reflect the nutritional guidelines, and the food standards we have heard. You know, the recipes, we're very interested in the Finnish example of the way that the curriculum is linked with what's happening in the school lunch. A scenario that in that week, so meat free is then part of the lessons, or if you're looking at you know, other elements that there should be, you know, very clear alignment of those two things.

But we have a few confused messages within this document as well because it has this phrase in here which has caused confusion amongst professionals which talks about predominantly savoury recipes, as if this was a solution. And we know we do have an issue because the report here points out that when they visited the schools, they saw a lot of cupcakes and cakes being made and I visit schools too, and I know that there is a truth in this. but actually the solution's not necessarily to say to people they need predominantly savoury recipes, I would have been happier if this talked about healthier contributions to their diet and this is actually a deep rooted issue and I was disappointed that this is not examined more closely to ask why were those cakes and apple muffins being made in those schools.

If we go back to an Ofsted report in 2006 on food technology being taught, it pointed to many structural issues which were happening in schools, to do with the lesson length, the time, and the ingredients provision and some of the difficulties of teaching food technology, which were causing some of these recipes to be used and it would be interesting to, you know, it is interesting to dig deeper to see why this cupcake scenario originated and continued and how we can break that cycle.

This is a recent survey of food teaching, this is about responses from 379 schools; how much change will happen now that we have compulsory cooking in 2014, so you're talking about more practical work, more savoury recipes, a wider repertoire, so we then ask the food teacher, so what provision has been made in your school for this? And you'll see the majority sits in the no change category, so you've got, you know, 80% and up, and even some you see in the decreasing category as well, so less time being made available for lessons, the funding provision for ingredients, the technicians to help support the practical lessons. This is quite a challenge for our food teachers out there, because no-change is not a particularly good scenario for them to find themselves in, with the expectations we all have about joining this up.

No-change might be good if provision is good so the follow question was then, how are you still worried about these things and of course teachers are still worried, they're strongly worried about things like, how much time they have for the lessons; we talked about the school lunch being some time to spend together talking about food and having time to do those social things. This is also true of food lessons, if you're going to really benefit from the learning of it, it doesn't need to be a production factory within a one hour lesson, to rush through the lesson without time to talk about the ingredients and what it tastes like, the nutritional content to it, and all those things that are really much more about applying and evaluating.

So they are still worried about those things, you can see again, you know, really concerned about things like ingredients provision, we've had a real tip over into about 55% of pupils now are asked to bring all of their ingredients for their food technology lessons in our secondary schools. Out of those that are left, only about 15... well about 12% of schools provide all of the things that the pupils will need, so you have a situation where, as we've seen, you know, in some deprived areas that creates some great difficulties. We also see some schools using pupil premiums really effectively to make sure that all the ingredients are funded. So if you've got large quantities, you know, 55% asked to bring everything for their lessons, or they're asked to bring it and they have to pay for the food teaching in that lesson, the school might provide the basics and they're asked to bring the extras to it. And you marry that with that provision of ingredients is just one example, if you married that with the number of teachers who then have to do the shopping for those lessons, and I imagine you'd kind of do shopping for a small family at home for the week's shopping, that's quite a scenario, if you imagine doing that 100 pupils that day that you're cooking with, and that's quite a, you know, that's a mountainous task that they do.

School food plans and about cupcakes clearly things have to change and of course that is clear that things have to change, these statistics show that teachers don't rate very highly the state and status of food education within their schools, but you know, so that we that we need to do some things for those. So this is about addressing senior leaders and getting this message across. We've got some really enthusiastic teachers out there that are struggling with some of these whole school systems that we need to get everyone on board to address those. And we're really keen on the What Works Well website to communicate out to senior managers about how other schools, as I say, have used some really successful strategies so that we can move this forward for everyone.

This involves everyone in the room, supporting our food teachers; we believe we've got a good group of people there who knowledgeable about nutrition, got really good practical skills, and can help us as we're calling them school food champions and this is a programme where we are working to train up our school food teachers, our secondary school food teachers, to support the head teacher through this process. So if you're interested in that, please come and talk to us. The most important thing we've mentioned once before, there's an example of what this school food champion's project is about, we are asking the young people themselves, in their lesson time, to design and make those new school lunches according to the new standards

that they would like to eat, the pupil voice is everything in this and we perhaps haven't heard as much about that today as I would like to have done; because the pupils have some really good solutions to their own dietary issues.

Thank you.

**Louise Davies PowerPoint presentation can be downloaded from the following link:**

[http://www.westminsterforumprojects.co.uk/forums/slides/Louise\\_Davies\\_School\\_Food.pdf](http://www.westminsterforumprojects.co.uk/forums/slides/Louise_Davies_School_Food.pdf)

Judy Hargadon:

Thank you very much Louise. Could we welcome Stephen who's come to us from the National Association of School Business Management and a rather busy Tube system, so over to you.

## Food education and the challenges for introducing cooking to the curriculum

### Stephen Morales, Executive Director, National Association of School Business Management

And a motorway and everything else.

Okay, my piece is going to be very brief, I'm interested in the debate afterwards but I think there's a couple of things I'd like to say is, firstly of course we welcome the Government's commitment to ensure young children have access to a healthy diet, a healthy balanced diet, that's absolutely our position and why wouldn't it be. And it's not our intention, the National Association, in any way to bash universal infant free school meals as an initiative, however, and I say however because I think it's extremely important that there are some caveats to what I've just said.

We are concerned about a few issues; we were very concerned about the speed with which universal infant free school meals was announced without any kind of hint that that might be Government's direction of travel. The apparent lack of planning from the Department's point of view and indeed testing and sampling concerns us. Now I know there were pilots conducted and they revealed some interesting data, whether it was representative of the whole country, we're not convinced nevertheless.

The other thing that really concerns us is the lack of clarity that appears to be there for local authorities and the level of inconsistency up and down the country. So some local authorities seem to have... appear to have a very robust strategy, are communicating very well with their schools, and have a solution that's going to deliver, well whether it's hot free school meals or free school meals in September, they have a plan. Others, not quite the case and it does concern us that schools still at this very late hour are unsure about how they're going to get that provision ready for September and still very opaque communication from the local authority; so again that does concern us.

We're also a little bit worried about the distraction this has caused in terms of reverting important revenue, now albeit it's a short term issue of re-diversion of revenue, but some schools are concerned that they're going to have cash flow issues in order to prepare for free school meals, they're having to take important funds away from front line resources in order to deliver free school meals in September. I'm sure that that's an unintended consequence of this initiative.

The loss of important teaching space, again another concern; we've spoken to school business managers and heads up and down the country who are saying as a consequence of delivering this initiative, and they're committed to it, we're going to reduce our sports hall by 50% which means that we've now got timetabling issues and we're not convinced that we can provide this, the broad spectrum of physical activity, drama, and other activities that use the hall for, in the same way that they did. And I'm sure, again, that's an unintended consequence of this policy direction.

We're also a little bit concerned about school leadership team's focus being diverted away from really important teaching and learning areas. Now I'm not, again suggesting that nutrition and the whole area of food and nutrition isn't central to any curriculum but shouldn't be at the exclusion of other core activities and again, up and down the country, we have found leadership teams in schools solely focused on getting free school meals into their schools for the 1<sup>st</sup> September to the detriment, I would say, of other important core areas, core functions within the school; and again, that's a concern.

Another area particularly pertinent for school business managers is the confusion over who's responsible for the implementation. So is it the school business manager who's got to find the resources, the funding, and develop the plan, is it a collaborative project where the head teacher sits as the project manager, project board executive with delegated responsibility to the school business manager, and where does the local

authority's role fit. And again, we see examples up and down the country, some exceptional and some where that whole project management piece is confused and muddled and lacks proper cohesion.

The impact on pupil premium and you know, whilst there is no reason why a school shouldn't receive the same amount of pupil premium as a result of, I mean, there's certainly no intention that this particular initiative would result in a reduction of pupil premium, but the incentive for parents to register their entitlement is certainly going to diminish and unless schools have robust strategies in place, to make sure that all parents that are entitled to free school meals pupil premium, don't register then there will be a significant reduction in funding by the pupil premium and again, that's a concern.

If I could just end on a bit of positive note, I know that's all very grim but I think the key message is, is yes to universal infant free school meals, but give us more time, perhaps a phased approach and let's set some realistic expectations of parents. And I think that's certainly NASBM's position.

So not no to the initiative, yes it has merit, but it needs to be done with the proper support, the proper guidance, and within a time frame that is really realistic for us all to manage.

That's my bit.

Thank you.

Judy Hargadon:

Thank you very much Stephen. I feel shades of 2006 there. Malcolm, do you want to go up please.

## Food education and the challenges for introducing cooking to the curriculum

### Malcolm Clark, Co-ordinator, Children's Food Campaign, Sustain

Hi, I'm Malcolm Clark, the Co-ordinator for the Children's Food Campaign, part of Sustain, the alliance for sustainable food and farming.

So obviously issues to do with food education and cooking very much part of the work that Children's Food Campaign and Sustain has been working on for numbers of years. I'll get onto the, kind of, the bulk of my presentation in a minute, I just want to, kind of, two quick things; first of all I think, I say the previous presentation has exemplified the challenges in this area of food education by the fact that when the curriculum consultation was announced, when we had the curriculum, when you know, the revised draft, there was a lot of positivity and there still is but we didn't have the free school meal implementation as well; and I think we are the forgotten child as it were of this area, I think, and I think that's really the, you know, probably one of the main things from the next 5 minutes.

My talk is just that we know that this is not something that's going to, you know, be the centre of attention come the first few weeks in September but over the course of the coming, you know, months and years, I think hopefully this is something that will get more resources and get right because as you've heard, it's an important area to get right.

I have no slides and for that I kind of partly apologise for my... I say having an extra hat on which has kept me busy which has, about what is it, 8/9 days ago I was elected as a Councillor for the London Borough of Lambeth so hopefully in the future I'm going to be able to add an extra kind of perspective locally and push on school food in my borough.

In terms of where we're at, absolutely celebrate the successes that we've got. That curriculum that we didn't think, we didn't expect would happen just a couple of years ago, is there starting from September, as we've heard, has all those lovely kind of phrases in about the practical skills, about savoury dishes, as well as everything else. And I see something else and something that the School Food Plan is actually we have to be very thankful for, there looks like there's going to be a target as well that schools are going to be monitored on having their children, their pupils cook 5 dishes, you know, I think, I don't know, I'm looking to Myles here whether it's up to age 14 or whether it's been tested at 16 or I don't know if the details have yet been announced; but I think that's an important aspect of this.

You know, the other successes, well we didn't get... although we didn't get food growing into the curriculum as a big thing, we've obviously had got the Food Growing in Schools London project by the Greater London Authority and the Mayor, and there's much more increased supermarket support from the likes of Waitrose and Morrison's for school food growing. And again, in food education, Farm to Fork initiatives, both from many of the charities and groups represented here but also from the likes of Tesco's and others as well. And I say really kind of progress, I have to thank particularly DATA and both the School Food Plan and just those many campaigners who've been campaigning on this for a long while.

But; but there are some concerns and we've heard already, you know, that thing, will the dishes meet nutritional standards, the new nutritional standards, that's a big thing that isn't mentioned on the work programme but is something to look for. Again, those standards I think the question was why were cakes so popular in schools, and for that we look to, as well as the fact that obviously cakes taste good, but the... it's the exceptions to the school food standards, both the ones that are currently there but also the ones that are, you know, the new revised standards. They make exceptions in terms of celebration foods, in terms of PTA fundraising which is mainly cakes and I think that's something that we need to look at in schools as well.

And those other challenges, as was seen on the slides earlier, the length of the lessons, the equipment provision and ingredient provision I think is really a kind of a positive thing that schools can do, and I think it



was featured in the All Party Parliamentary Group School Food briefing about the pupil premium is the fact that pupil premium can be used by schools to pay for, you know, ingredients so that all children can participate in lessons.

So those are some of, I guess, some of the immediate challenges, why particularly Children's Food Campaign has got kind of, you know, working on this issue at the moment, is the other side of what we work on, the obesogenic environment, you know, in shops, in public and child friendly spaces, on streets, on TVs, online, all those advertising of unhealthy food, all those messages that are giving out the wrong signals.

We produced a report in 2008 called Through the Back Door which actually looked at what was happening in schools, what was happening in curriculum materials produced by the food industry, and it wasn't great, you know, there was nutritional advice provided that could have been... it was misleading or wrong, statements which were communicated as fact which were highly questionable, work sheets and materials getting food logos and brands into schools and educational materials functioning as adverts when there was not the education around it for children to recognise that.

I'm pleased to say that when we're now looking at this issue again, some of those most blatant examples have disappeared, but we are concerned, we've just done a survey of 300 plus NUT members, and as I say the announcements of this was done actually by my colleague, Barbara Goldberg who is in the audience today, and as I say we found that these teachers did have, were seeing food education, food industry, you know, sponsored materials in their school, connected with school visits, so it's not just educational materials, equipment, the high vis jackets provided by fast food chains, breakfast club sponsorship, sports kits, it was there and there was a lack of awareness about what was there, you know, who was sponsoring everything, which subjects it was in quite a large array of subjects; the particular criticism for educational visits to Pizza Express, and materials provided by Flora, the Potato Council and the Association of British Millers. But there was some good examples as well, both by Jamie Oliver Foundation and in provision of equipment and cooking equipment by other groups.

Why are some of these materials and equipment so attractive? Well, you know, the materials say provided by the food industry save teachers time, they obviously save the school money if they are provided for free, and they are viewed as a valuable resource. But 80% of teachers surveyed viewed these materials as an opportunity for brand promotion, 70% were concerned about the opportunity to promote unhealthy food, drink, and 75% felt nutrition information provided may be biased or inaccurate. And this again went through, when we asked them about breakfast club sponsorship, there was again some concerns there about the sourcing of food, the constraint of use of products, and other aspects as well.

The same with sport club sponsorship, you know again pleased that most of the sports club sponsorship in schools wasn't by the food industry, but then there was a bit, and where it was there was branded materials in some and unbranded in another.

But particularly, and this is where Children's Food Campaign and others will now be working, 86% of respondents said they were unaware of any guidelines provided from schools, teaching unions, the Department for Education, to do with how to deal with this kind of branded material, sponsorship and equipment. The quality of guidance from the DfE was only deemed helpful by 4% of respondents, and even that provided by teaching unions was only helpful to 8% of respondents. 72% of teachers surveyed said they had never seen their own school's policy guidance and less than 10% considered such policy helpful or very helpful.

So we've got a gap here, and really that's what I'm turning to the National Union of Teachers who is working with us, is working alongside us, and I hope that others in this room can come alongside to produce updated guidance and guidelines for schools, for teachers, for parents, about this issue and to ensure that when those guidelines are produced, we all agree on them, but also they get promoted so that those people who need to know them, get that information.

Thank you very much.

Judy Hargadon:

Thank you very much Malcolm.

## Food education and the challenges for introducing cooking to the curriculum

### Questions and comments from the floor

Judy Hargadon:

We've now got about 15 minutes for questions to the speakers, but also for comments and indeed for information; people who have found solutions to some of the issues that everyone is focusing on, and whilst you work out your first question, and the people with the microphone go round and pass them round, I'm going to ask something of Stephen. You weren't here when Louise told us that one of the challenges about introducing cookery is the cost of ingredients, and very many schools choose not to fund the cost of ingredients for cookery, and the argument is, 'well they are going to eat it, so therefore we shouldn't'. But I have wondered over the years that I've been involved in this, why it is that a school covers the costs of art materials when the picture is going to go home and go on my wall, or provides materials for chemistry, though perhaps we don't want everybody out buying their own chemicals, but why do we not generally fund the ingredients for cookery, because you can't cook without the ingredients? Is there a business argument on that?

Stephen Morales:

No I don't think there is a business argument for that, and I think that one of the problems that our profession suffers with is we are told what to spend our money on. Now I recognise that it probably should be teachers, headteachers, deputy heads, assistant heads who are making decisions on where money is spent, and certainly whether or not a particular area of the curriculum needs more focus than another, that's fine, but we do get into this strange situation sometimes where headteachers or deputy heads will say, we shouldn't be funding that, we should be charging for that, or we should be trying to generate a revenue off the back of X, Y, Z, and I would say, well don't worry about that, that is a concern for a finance director, for a business director, for a school business manager, in terms of squaring the budget, making sure that there is enough money for the front line resources, that those kinds of decisions are best served by the school business manager, by the person responsible for finances. So I can give you, it's a bit anecdotal, but the kind of revenue that I saw when I was a practicing FD from, for instance, the sale of aprons, there wasn't material to budget, at all, just materiality, from a material point of view it had no impact at all, and in fact that department were underspending year on year, and my question to the head and the deputy at the time was, why on earth are we charging for these resources, because we always have, and because we perceive that to be an area of the curriculum that we don't want to invest in, over chemistry, over biology, and my response was, well that's a nonsense because you've given an allocation, it's underspent and yet you are still charging. So that, for me, identifies where perhaps the wrong people are making the wrong decisions.

Judy Hargadon:

Okay, that is brilliant because that gives us all a clue for how to go back and make the case about some of these issues.

Fiona Hamilton-Fairley:

I run the Kids' Cookery School, which is a charity.

Well it's quite interesting to think about the secondary school and the primary schools, I would be very interested to find out from Louise how many teachers she thinks are out there for the primary schools, and honestly how are we going to get cooking back in the primary schools without facilities, without teachers and without equipment, and obviously possibly not enough money from the Government to sustain or even start this up?

Judy Hargadon:

Okay, so one question there about how we are going to make this cookery thing happen in primary. I will come back to this. There was a microphone there.

Suzanne Barnard:

From the Meat Free Monday campaign.

I've got a question about the School Food Plan for Myles Bremner, if it's possible. I was interested to see a recommendation for two meat free days for all children in an early draft of the School Food Plan in the nutrition based standards, so I was wondering what was the thinking behind this and how could meat free day initiatives, such as meat free Monday, be rolled out in all schools to further develop healthy and sustainable eating habits for children.

Judy Hargadon:

Okay, so I'm going to ask each of the panel if they have any comments they want to make on how you do educational link to those sorts of campaigns, and I'm going to just mention to Myles perhaps when he does his presentation he will pick that issue up. Can we take a third question.

Mark Stein:

Salford University.

Well it was specifically about cooking education and whether it might be desirable to encourage children to learn about how to cook vegetarian recipes, given that vegetarian food is, in many cases, better for people's health, and also better from an environmental point of view.

Judy Hargadon:

Okay. So a similar theme there. Louise do you want to kick on both the issue of what we do around primary schools, and then also particular themes fed into the curriculum.

Louise Davies:

It was very difficult in 5 minutes to cover everything, but training and teacher supply would have been one, if you'd given me a bit longer I would definitely have covered off because this continues, as you said Fiona, to be a bit issue for us. A few years ago we had a really useful training programme where our secondary teachers went out and trained all their local primary teachers, in all the basic cooking techniques, nutrition, health and safety had set up a room and how to cook with groups of young people. Unfortunately the D & T Association lost the funding for that project under this current Government, which is a real pity, because I think had we had, as I say, that momentum of it we would have now be in a better position. So that said, no bitter and twisted person sitting here, but I am. We have a big job here because primary teachers are coming through PGCE or a primary teacher training route without effective time in their training for these skills, and often they don't have them, so we do have to look at some more creative solutions. As you've heard from my

presentation about secondary teachers, that there's not so much capacity for them to go out and do those programmes as we've had, but many of them are still attempting to do that, and I still think it's quite a good approach that you do have some people that can help train up primary teachers on a local basis, within local authorities with groups of primary teachers, and I think that is still a good on-going solution, if we can find a way of doing it. But yes, we've got an issue out there, and we've got an issue with retiring secondary teachers as well.

Judy Hargadon:

Okay.

Louise Davies:

Sorry, that's very negative isn't it, but it is.

Judy Hargadon:

Okay, Malcolm, do you want to pick up the meat and the vegetarian, the meat free vegetarian, how you link those sort of campaigns into education.

Malcolm Clark:

Yes, it was actually something that Lindsay said in her presentation earlier about tying up public procurement as a whole in terms of bringing together the different strands, not just in schools. I think it's a really important point because at the moment we have, in terms of Whitehall public procurement for prisons, for central Government, there are standards which are being looked at again and being kind of bunched into something called the British Food Plan, updated, they have, you know, much more in the way of sustainability criteria and environmental criteria than the current school food standards, and as I say again, when we look at hospital standards there are talk again about... I mean there are no mandatory standards there, but there are other things that are happening and bringing in whether, it's a campaign on cage free eggs or other things like that in hospitals, and the same again in schools. So I think it would be, I work for Sustain, it looks at the whole focus of sort of farming and food, sustainable food as a whole, and so we would like to see more of that and I think it would be good to have, I think as Lindsay had suggested almost, this separate body that looks at public sector procurement and is able to put in some of the things that, yes, we are very disappointed, you know, no bones about it, of not seeing more on sustainability in the new school food standards, and hopefully some of that will come out in the guidance attached.

Judy Hargadon:

Okay. And Stephen did you have any comment on this...

Stephen Morales:

Yes, just very quickly picking up on the primary school teachers with particular training in food and nutrition. It will come down, I guess, to the school's priorities, and the schools priorities will be, to a large degree, dictated by their push for an Ofsted grading which positions them well. Now as we move, this particular Government have moved very heavily towards the IB and the more classic kind of curriculum subjects, then it wouldn't be any surprise to see schools maybe moving away from subjects which don't fulfil that criteria. Now personally I think that's a mistake, but that's where we are. So headteachers will be under pressure, I think, in terms of recruiting, supporting primary school teachers with, not just with food and

nutrition, but with physical exercise and the like. In terms of vegetarian diet, that kind of provision, I think again it's about what the school's committed to, what the opportunity cost will be of implementing that kind of resource, and I think that if you understand those two elements, and there's evidence to suggest that a vegetarian diet is the right thing, then why not?

Judy Hargadon:

Okay.

Linda Cregan:

From the Children's Food Trust.

This is more of a comment actually for Stephen. I have a really strong belief that one of the really important roles a school plays for a child is to produce a well-rounded individual, so somebody that comes out of school who can contribute very positively in society and I think this morning's presentations demonstrated very, very well that food plays a large part in that. So really for information around the universal infant free school meals there's a large support network out there than I would really welcome the opportunity to be able to talk to you about and distribute information to your members via your organisation. There is an advice line, there is direct support that we can send into schools that are struggling. I'm not sitting here trying to pretend that this isn't a challenge for schools, absolutely it is, some more than others, but there are support mechanisms there and I would really welcome the opportunity to get that out to your members quickly if that's what they are telling you.

Malcolm Clark:

Well that... I mean... sorry.

Judy Hargadon:

We are going to take all of them first of all. Okay, the gentleman next.

Robert Brown:

The McCarrison Society.

Could one not take a longer term view on intelligence and proven to performance in schools, I mean iodine, DHA, lots of evidence showing big IQ differences in relation to those dietary intakes from conception up to the age of 10, 11. 5, 10, 15 points, and these elements are elements, nutrients are essential to abstract thought and higher thought, thing called magnocellular neurons which are involved in more sophisticated thought that arguably take us above normal human function, or normal animal function.

Judy Hargadon:

So you're question?

Robert Brown:

My question is, is how can this be evaluated, how is this science brought into the wider field so that people understand that these nutrients really do have a big role in defining people's IQ, life chances and abilities.

Judy Hargadon:

I'm going to focus that one on the how do teachers do that. Okay and Olayinka is it, again please remember to say...

Olayinka Ewuola:

From Eagle Solutions Services.

My question/comment is around a comment made in Louise's presentation. It was really exciting to see that there's now a push towards making sure that food education is culturally relevant,

obviously we are becoming a much more multicultural country, we are being influenced by cultures from all around the world, and certainly in our organisation we have been supporting food teachers with recipes from various countries. I just wanted to know if there was any more formal push to make sure that food teachers have the resources necessary to be able to provide a more culturally relevant food education.

Judy Hargadon:

Okay, so thank you. Stephen you want to come back on the free school meals one.

Stephen Morales:

Yes I mean absolutely, I mean the more than we can get out to members to schools, the more support we can signpost schools, school business managers, headteachers, the education community at large, the better, so I really welcome that, yes.

Judy Hargadon:

Good, okay. We were going to pick up the issue about schools understanding the learning improvements that come from better nutrition.

Louise Davies:

It's interesting. I spent quite a lot of time with food teachers at the moment giving them the mechanisms for them to go back and make their case in that school management, back with their school business managers about why is it important, in that much broader sense of it, and I find the questions in this whole section quite fascinating, because all the cooking, nutrition, and all the things we've talked about are incredibly complex, I mean, we talked about sustainability, vegetarianism, meat free days and nutrition, and these are all conversations and teaching that go on in those classrooms, and what we need to do is get that wider within the school, that's where the teacher has time to sit down and talk about these quite complex issues, because there's not a simple answer to these things, actually there's evidence about this, and you have to weigh it up against something else, and your lifestyle and your culture and your choices, and that's the equipment and the skills we need to give both primary and secondary teachers to have those on-going conversations, as we are with young people, so they can be empowered themselves.

Judy Hargadon:

I always argue, food is a universal learning tool, you can link it to absolutely everything. Malcolm.

Malcolm Clark:

Which is precisely what I was going to say in terms of linking the changes in, all the new science, new arguments that take place, whether it's about sugar and sugar's role in the diet where there's a lot of new information about, as you say, the other micronutrients and their particular roles, these are things that can be incorporated, and should be encouraged to be incorporated, whether that's in a PHSE or whether it's in science classes or other things, and just simply have that debate and hopefully that will raise the awareness as well.

Stefan Gates:

I'm a Food Writer and TV Presenter.

Just a bit of a plea really, just looked at... we stand at the brink of a massive opportunity to make food exciting, fascinating, extraordinary for kids in schools, please, please, please everyone don't strip away

the joy and talk about good and bad food and nutrition and choices to kids to whom that is the most negative way of approaching it. We've got to work so much harder and make this stuff fascinating. As you say it's a universal learning tool, bring food into chemistry, you know, it's in chemistry, physics, biology, incorporate it that way and suddenly kids come alive, I've seen it happen.

Judy Hargadon:

Great comment. A big hum around the room as you made it. Lindsay.

Lindsay Graham:

I'm now a campaigner, apparently, as of today. Thanks Myles. But I can't resist saying this because we are in Caledonian House and I am a Scots woman Malcolm. It's for you Malcolm, it's more a comment to say that 10 years ago in Scotland we looked commercial influences in schools, so there is a document there that I can share with you, and also this week Scotland is bringing out a document called Beyond the School Gates which is talking about what's happening outside. So that's... it's just a comment really for Malcolm.

Judy Hargadon:

Okay. I think those last two ones were comments, so I'm going to take them at that. I'm going to ask you all to join me, in a moment, in thanking the speakers, and I'm going to ask our guest from Nigeria if she would like to walk to the platform and I will introduce you, but firstly, thank you very much to Stephen, Louise and Malcolm.

Okay, So Grace Tomori has explained to me that she is the Commissioner for Education in one of the States of Nigeria, but she's also the Deputy Governor of the State, so has a lot of influence I imagine. This is a little extra that we've persuaded her to add in for us, just because it's very interesting to learn what's happening in other countries, so she's going to talk to us for 5 minutes, and then we are going to have a chance to ask questions. It's a very different world to ours, I imagine, but I expect getting children to eat healthily is a very similar challenge.

## **An international case study: delivering school food in Nigeria**

### **Grace Laoye-Tomori, Commissioner for Education, State of Osun, Nigeria**

Thank you very much. It is indeed a big pleasure and privilege for me to stand here to address the British audience.

First of all what you are looking at here is very different from what we are looking at back in Nigeria. You're fighting obesity, we are fighting malnutrition. So it's a very different perspective.

So for us in Nigeria, it is 75% of our pupils that are in public schools, so the 25% that are in private schools can have challenges of obesity or eating cakes and taking sweets to school. The majority of the pupils in the public schools do not have access to basic nutritional food. So for us in the State of Osun, where I come from, and by the way there are 36 States in Nigeria, only the State of Osun in the South West and another State, Kano State in the North, are providing free midday meal. We are using the midday meal to attract pupils to enroll in school. The Federal Government introduced the midday meal in 2006 to 13 States out of the 36 States as a pilot scheme; only 2 of the 13 States are running it today because it is very expensive. For us in the State of Osun, in 2012 we decided to review the midday meal by approaching a university to give us a menu that would address micronutrients deficiency in pupils and also give us food that would help the mental and physical development of school age children in Nigeria, and that, we got. And the happy thing is that when we introduced school food that was very appetising and nutritious we observed that within 4 weeks of the introduction of the new school food we had over 25% increase in school enrolment. We started with 155,318 pupils and within four weeks we had 194,253 pupils. In other words, we had over 38,000 pupils who hitherto would never have had the opportunity of being educated, coming back to school because of the new school feeding system. And if you read about Nigeria education system, you would have been told that in Nigeria, about 10.6 million children are out of school, so we have used the school feeding system to attract pupils who would have lost out on education.

Happily for us, when we introduced the new school food system, we also found out that it has impacted positively on the economy of our State, because all the food we provide for these pupils are produced locally. We empowered about 1,000 women and youths who were given soft loans that are without interest, to go into massive production of poultry, animal husbandry and beef, because weekly we feed the pupils with 15,000 chicken, over 300,000 eggs, that is about 10,000 crates, 35 herds of cattle and all these are provided locally. We also provide tons of fish, oily fresh fish for the pupils on a weekly basis.

For us in the State of Osun, feeding our children has increased the school enrolment; it has addressed the micronutrients deficiency as we give them a balanced diet that comprises of vegetables, fruits, carbohydrates and protein mainly. Now we have pupils that are more attentive in class, and we have a lot of them that would have lost out on their education.

So we are trying to see if we can influence the Federal Government of Nigeria to enforce school feeding in all the 36 states, just as you are about to do in the United Kingdom. But for now, only two States are feeding students daily in Nigeria, and my State is one of them.

Thank you very much.

I've brought this and it could be given out free of charge to anybody who is interested, it states what we've been doing on free midday meal in the State of Osun.

Thank you.



## An international case study: delivering school food in Nigeria

### Questions and comments from the floor

- Judy Hargadon: If you stay for a moment, are there any questions people would like to ask, I think this is such an interesting story, and I have to tell you I did come across a secondary school in England that got children who were truants to come back to school when they offered free lunch to everybody, this was not just the free school meals one, everybody got free lunch. But you don't charge for the meals do you?
- Grace Laoye-Tomori: No, it's free, it's free and it's for children between the ages of 6 and 9.
- Judy Hargadon: 6 and 9, so...
- Grace Laoye-Tomori: And presently we feed over 300,000 pupils daily.
- Judy Hargadon: Wow. Any questions to our guest here? Yes, this lady here. Olayinka.
- Olayinka Ewuola: I just wanted to ask about the 11 States that were part of the pilot but dropped out and are no longer providing. Obviously you've seen the impact and the benefit that it had to your State, are you aware, or do you know of... I mean I guess there's a difference in thinking between, you know, how Osun thinks and how the other States think, you know, if you had the opportunity to speak to them and tell them of your successes, you know, what kind of things would you say to encourage them to get back to giving a free school meal to the children?
- Grace Laoye-Tomori: Fortunately, about 2 weeks ago, we had the opportunity to showcase the school feeding programme in Osun in a way with partnership with PCD here in the UK, then the Bill Gates Foundation is interested in what we are doing, then the Food Basket, they are interested, so we had a conference in the State of Osun where all the States of Nigeria were invited and they came in large numbers. We were able to let them know that school feeding could possibly and positively impact on their economy because it has done that to us in the State of Osun. Now, in Nigeria, the State of Osun has the least unemployment ratio in Nigeria today. We have 3.3% unemployment rate, so that seems very attractive to other States in Nigeria because we are battling with unemployment, especially youth unemployment. Now they've seen that they can engage their youth in massive farm projects, they can be involved in poultry farming, fish farming, and these are taking youths off the road. So many States are interested, actually, they've backed out because of funding; it is very expensive. We expend about £11m equivalent, which is about 3 billion Naira in Nigerian money, on feeding over 300,000 pupils annually, and it costs us about 20p to feed a child, and from the 20p we are able to provide them eggs, on the day they eat eggs, or chicken, beef, we ensure that they eat good protein. So all the States want to emulate what the State of Osun is doing.
- Judy Hargadon: Okay and again that's really interesting because it links in to what some local authorities found when they went for local sourcing that it

created opportunities for local business, the whole kind of stuff that you were involved in. Okay, Ashley.

Professor Ashley Adamson:

From Newcastle University.

Grace, thank you very much for the privilege of being able to listen about your fantastic story, which I think can only be an inspiration to all of us. It's a comment really, I think what you've just done is actually demonstrate in 5 minutes the power of food, not just for the children, but for the economy and for the whole State, so congratulations.

Grace Laoye-Tomori:

Thank you very much.

Professor Ashley Adamson:

And I think what you also demonstrated beautifully was how capacity can be increased, you know, you increased the rolls, which meant you had more mouths to feed, and you were able to do that. So I think what you've just done is provide us all with inspiration. So thank you.

Grace Laoye-Tomori:

Thank you very much. Let me add a quick one. With the school feeding programme that we introduced, we were able also to increase the enrolment to the scale that the State of Osun has the highest elementary school enrolment in Nigeria. You can check it on the internet, because the kids came running to school. Even at weekends they still come with their backpacks, they want to eat.

Judy Hargadon:

That's a wonderful story, and very inspirational and should make us all just get on with what we are doing, rather than getting too bothered about the practical difficulties. Thank you very much.

Grace Laoye-Tomori:

Thank you very much.

Judy Hargadon:

Now to end the morning, and to bring together all the themes we've been discussing, the food standards, the free school meals, the cooking in the curriculum and other forms of education, and indeed during those conversations we've picked up all sorts of other issues like sustainability and staffing and various things, Myles is going to bring us up to speed on what's happening with the School Food Plan, implementing it and again there will be a chance to ask him a few questions afterwards. Over to you.

## Implementing the School Food Plan

### Myles Bremner, Director, School Food Plan

Thank you. And I would just like to echo what Ashley said, because that was exactly what I would have said as well, I think it's always an inspiration to see what else is going on around the world, often the catalysts and the main reason, and the driver for making the decision to act might be different, but what we have heard is that the benefits which come as a result are uniform, sort of globally, I think, and I think the examples, for example in Brazil, where they've had a world feeding programme for many years, and how the Government have continued with that funding, not so much because it is focused on children who are hungry, but because of the academic attainment that they know it helps deliver, and so the catalyst is different, but the benefits are there.

I've found every single one of the talks this morning interesting, useful, provocative, sometimes, different points of view, different stakeholders, different sides of the argument, perhaps, and on different topics.

When Henry Dimbleby and John Vincent accepted the role of becoming the reviewers of what was known as The School Food Plan, and to answer two simple questions; first how to get more children eating well in schools, and second what role should food education play, they were very clear in their brief that what they wanted to do was to engage with everybody and to publish a plan that focused on the things that needed to be done, that focused on the organisations that were going to do those things, and to be clear about how all of the 16 actions in the School Food Plan, two of which we have talked about today, universal free school meals was a recommendation in the plan, how the 16 actions could and would only deliver a great school food culture if they came together as this holistic whole, and what I hope you will agree from hearing all of the speakers this morning, is exactly that, it is you cannot separate food education, you can't even separate it as being subject specific, it needs to be school specific, you can't separate standards and the nutritional value of food and you can't separate the delivery of food, whether that is free or not, and indeed the massive beneficial policy change of universal infant free school meals must be accompanied with activities to ensure that the food that is given to infant school children is good, and that the child wants it, because the provision of a free school meal in of itself won't mean it's good or that it will be taken up.

We've heard the dynamics, I think, today of culture and process, we heard Linda open the day really framing the international and national context of ill health and increasing ill health amongst our children, whether that's for obesity, or as Lindsay and some others focused on around malnutrition, indeed obesity is a form of malnutrition, and we heard that the culture and the imperative to act, the need to do something has to be done, whether that is a Chief Medical Officer saying things, whether it's the front page of The Times last Wednesday, talking about how British teenage girls are the most overweight and obese in Europe, clearly something needs to be done, and we heard the context that the school has both in being able to practically deliver activities around school food, for 190 days, but also to start influencing and changing behaviours of the child, so that they can go home and talk and support with their families to help the other 170 days in order to change the culture of food and our children's relationship with it.

But, importantly, and at times frustratingly, we heard from speakers today about the challenges of process and the challenges of delivery and whilst it is refreshing to be able to say, a year ago, before the School Food Plan was published, many of these policy changes had not yet been announced, and the argument was about stating how do we create the argument to make those policy changes? We are now in, you know, sleeves rolled up implementation mode, and whether the challenges and frustrations that many people are experiencing are about funding or implementation, or time scales, they are at least the real day to day challenges that any change activity goes through, and I think the support mechanisms that have been put into place, both at a national level and the funding arrangements and the contracts being awarded to the Children's Food Trust and LACA, particularly Steve for universal infant free school meals. There are networks and structures in place to provide support for schools, and to provide support for caterers and public health people in local authorities and others, but we also heard today that no matter how many times, we, all of us, communicate, there's always a need to tell them, tell them, and tell them again, and I for one was struck by

the percentage of 19% of schools in the Bidvest 3663 survey saying that you know there are schools that aren't doing anything now; is that because they don't need to, because they are set up; is that because they don't know about it, is that because they haven't started addressing that yet? And so I think all of us in our day to day lives have an opportunity to support the communications, and not necessarily just ask for others to do their communications for you, it's all of our job to try and do that.

So, we had three sessions of standards, the dynamics and the balance of being able to provide a safe framework, but ensuring too that they are deliverable, and the practical guidance which is being put to bed literally as we speak, so it can go to Ministers, needs to weigh up the ability to ensure it contains enough information on vitamin D and what to do, and yet meets the needs of the cook, who Mark so eloquently said is the person who will actually make it happen, and if the practical guidance is 86 pages of small type, then perhaps the cook and the caterer won't be able to access it in a way that will give them the best benefit, which then of course draws in the need for training and support.

We've heard the issues raised clearly and succinctly by Steve around the challenges of universal infant free school meals and the implementation, getting ready so that on the first day of term in September, every child will be able to enjoy a free school meal, but we also need to build on that first day and ensure over the next year that it's embedded, not least because of the economies of scale, and I for one would welcome conversations around looking at some of the economics analysis that was done in the School Food Plan which showed that as you build up take up rates, that there is a very strong case for showing how schools can make either economic argument for investing further in school food activities, not only just school food provision, but perhaps using some surplus that schools have around investing in food education.

And then finally we heard about cooking on the curriculum, and being subject specific and challenges around that, lesson times of the subject specific end data... sorry within the Design and Technology Association, but then also delivering food as a whole school curriculum as well, and I'm just going to read out from Mel Casey, I hope she doesn't mind, from Great Dunmow Primary School in their recent Ofsted report. These are extracts. *"Achievement in literacy and numeracy is high, skills are reinforced in different subjects and topics, for example in cookery, pupils were involved in discussion of the recipe, precise measurements and explaining what their initial ideas for their produce might look like in reality."* *"Pupils know the importance of fitness and healthy living as another way to stay safe, the subjects on offer such as swimming, gardening and cookery help to ensure that pupils are well prepared for possible future activities"*.

Whatever happens as a result of the delivery of the actions in the School Food Plan, we heard from many of the speakers about the need for robust monitoring and evaluation, and data collection, and the School Food Plan lays out five quite tactical measures around standards, the number of people who can cook, the morale of the workforce, the number of schools that are receiving reward schemes, and the take up of school food. What we also need to ensure is that with the introduction of food based standards, that they continue to meet the nutritional requirements for children, and the Department for Education are looking at that, and overall we also need to ensure, with the amount of money that is being put into investing in universal infant free school meals, that we are able to show the value for money that comes over from the significant investment that is needed.

Henry and John said there were three things that schools with great school food cultures did, and I think they came out in so many of the presentations today. They took a whole school approach to food, they had strong leadership who made things happen, and thirdly, as I think Theresa said so eloquently, they put the customer, the child, first.

Thank you.

## Implementing the School Food Plan

### Questions and comments from the floor

- Judy Hargadon: Myles, do you want to come and just sit here and we can take... because I think during the day people have been wanting to pick up one or two...
- Myles Bremner: And I'm aware I didn't answer the question on the meat free.
- Barbara Goldberg: From the Children's Food Campaign.  
Myles, I wonder whilst you have the ear of central Government whether there isn't an opportunity to investigate whether the whole school approach can be taken beyond the term time? We've heard about malnutrition, we've heard about increased costs for the parent during the school holidays, we've heard about children not receiving adequate nutrition during the school holidays, we've heard of time constraints for the delivery of nutrition and cooking education and I wonder if schools might be encouraged by central Government funding to run subsidised or funded school cooking clubs, at which the children will then be able to eat the products that they've produced, so have the nutrition that they required...
- Judy Hargadon: Okay, I think we've got the gist of the question. This lady here.
- Jayne Cross: From the Guild of Food Writers.  
You talked quite a lot in your last bit, Myles, about targets and if you had got increased uptake, the economies of scale, and I just wondered what the current percentage of children have school meals, whether they pay for them or not, and what the target is, and then if you're, by offering free school meals to that age group, if it is successful enough from an economy of scale point of view, whether that can then be rolled out, not only to other primary school, junior school children, but actually to secondary school children where I think you probably do lose a lot of kids having school meals, and I think that's just as key as catching them when they start secondary school, as when they start in their school life at age 5.
- Judy Hargadon: Okay, we are going to pause there, because that's three areas to pick up on, are you...
- Myles Bremner: Yes, I'm happy to do that. So I've just had look in... on the question on meat free days, I had a look in the draft food based standards which were in the School Food Plan when it was published, and it was about making provision of non meat protein available at least twice a week. The food based standards which are going now for Ministerial sign off also address, and have in there, the aspect of ensuring mandatory, that there are meat free protein alternatives, particularly to satisfy the needs for vegetarians, but of course we know that many meat eaters also take vegetarian meals as school food as well, and in the practical guidance we hope to be able to support and encourage meat free days, and we heard great examples of how schools can do that.  
On the economies of scale, I'm happy to talk further with you, the School Food Plan was published with a dataset and goes into some

detail on how economies of scale can be accrued with an increase in take up. Each and every school's economies are different, in terms of transportation costs, or labour costs, or infrastructure costs and things like that. There is an allocation of £2.30 per meal per child, which is being given to the school for universal infant free school meals, we know though that the range of, the price of school food varies in schools, from around £1.60 up to sort of £2.50 odd, and what we do know is that there are great examples of where schools have achieved economies of scale, that it has enabled their pricing to go down. One of the most important points for any school to try and encourage is the uptake of those already entitled to free school meals to take them, and from the pilot studies of universal free school meals, what came through was that the increase in those children already entitled for free school meals, they then took their free school meals, because you've removed the stigma aspect of those children who perhaps weren't taking them beforehand.

The third question about what to do for out of school, as you know I don't work for the Department for Education, what I do know is I've been to meetings with the All Party Parliamentary Group for School Food, where that topic has been discussed, I think there are some really interesting examples of what schools are doing, both in this country and around the world, and I think the conversation needs to continue to see how we can demonstrate an example of how schools can benefit and local authorities can benefit. The new Health and Wellbeing Boards, I think, could have a strong role, public health, in local authorities in helping to fund schools provide that out of school time.

Judy Hargadon:

Okay, thank you very much. I think probably with an eye on the clock and finishing on time, we need to say a big thank you very much to Myles, not just for the presentation just now, but for Chairing this morning, fielding loads of the questions, where they were relevant to his work and perhaps not to the speakers, so thank you very much Myles.

## **Session Chair's closing remarks**

### **Judy Hargadon, former Chief Executive, Children's Food Trust**

I wasn't proposing to summarise everything, in fact Myles did a very good summary of the things that came out. As ever, what happens in a conference like this is a whole bunch of issues get raised, which show that we are working in quite a complex area. And a lot of the presentations and questions and comments highlighted how important an issue this is. It is important to children's education and learning, we heard about improved opportunities for learning... children and schools get the afternoon back, we've heard about particular micronutrients, there's loads of material on that now. We know it's very important to children's welfare and wellbeing, talking about children who really struggle to get access to food at other times; that's come out quite a lot. We absolutely know and have the evidence that learning to eat healthily when you're younger helps manage obesity, which has to still be regarded as one of the biggest threats in our country's health, and we heard about the associated malnutrition, but not the kind of malnutrition you experience in Nigeria, and of course the whole socialisation that comes from communities that eat and talk together.

So schools have a lot to do, we are relying on them to help us all as a society do this. Everyone in this room has come here today because they are interested, and everyone in here can do something to help schools. I hope you all will.

Thank you very much to the organisers for the conference. Do you have a last word you have to say to us before we end

## **Westminster Food & Nutrition Forum's closing remarks**

### **Steve Moat, Senior Producer**

Thanks very much Chair, I won't keep you long.

It's really just to say the transcript from today's event will go out to you all within the next 10 days. That will include all the proceedings from the day as well as presentations, subject to speaker approval.

There are details in your delegate packs as to how you can have an article included in the transcript. We would ask for these to be sent across over the next 48 hours, but as I say further details of that are in your delegate packs.

If you could drop off your badges and any completed feedback forms on the front desk on the way out, that would be very kind.

And finally, on behalf of all of us at the Westminster Food and Nutrition Forum, I would like to thank both Chairs and all speakers involved in today's seminar, and I hope you will join me in showing your appreciation.



## Comment

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**Suzanne Barnard**  
**Campaign Manager**  
**Meat Free Monday**

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### The School Food Plan and Meat Free Monday

It was inspiring to hear Dr. Susanna Pettersson talk about the successes of the Finnish school food system, including a weekly meat-free day in Helsinki schools, and to hear Myles Bremner confirm that encouragement for initiatives such as Meat Free Monday will be included in the School Food Plan guidance notes.

Meat Free Monday is campaigning for all public catering providers to introduce one meat-free day every week.

The House of Commons International Development Committee recommended in June 2013 that UK consumers eat less meat:

“The rate of increase in global meat consumption is unsustainable: the consequence is a growth in the production of grain-fed livestock, with crops used to feed livestock instead of humans. Clearly this does not mean that the world should stop consuming meat: this would be disproportionate and unrealistic. However, in the longer-term it may be appropriate to focus on sustainable systems such as pasture-fed cattle rather than on grain-fed livestock, with meat promoted as an occasional product rather than an everyday staple.” (Global Food Security, p.16)

In July 2013, DEFRA published Sustainable consumption report: Follow-up to the Green Food Project, produced by a group of its academic advisors. The report sets out principles for healthy and sustainable eating which include the following:

- “Eat more plant based foods, including at least five portions of fruit and vegetables per day” (p.15)
- “Moderate your meat consumption, and enjoy more peas, beans, nuts, and other sources of protein” (p.17)

Education establishments all over the world are providing weekly meat-free days. This includes four whole US school districts: Los Angeles, Baltimore, South Miami and San Diego. In Europe, cities including Ghent, Helsinki and Gothenburg provide meat-free days through their public catering. Schools in the UK support Meat Free Monday including in London, Buckinghamshire, Liverpool and Manchester.

The Food for Life Partnership Catering Mark guidance manual gives recognition to the importance of meat-free meals in public catering – awarding points for “[h]aving one or more meat-free days each week where meat is replaced with eggs, pulses, nuts, quorn, tofu or other meat alternatives (not fish or cheese).” (August 2013 edition, p. 27, section 3.3.1).

The Meat Free Monday campaign would now welcome direct support from government officials and policy makers in addressing the urgent need for meat reduction in order to benefit public health, the environment and global food security – and encourage all schools in the UK to introduce one meat-free day every week.

Some food for thought ...

- Reducing meat consumption lessens the risks of heart disease, cancer, diabetes and obesity.
- An area of Amazon rainforest the size of a hundred football pitches is cut down every hour to create room for cattle ranching.
- Participating in Meat Free Monday just one day a week can reduce your annual carbon footprint by as much as leaving your car parked for an entire two and a half months.
- A weekly meat-free day saves money, which can fund the extra costs of buying organic produce.

With the publication of the School Food Plan, and introduction of universal infant free school meals, there is an opportunity to introduce children – and their parents – to the concept of skipping meat at least once a week to do something good for themselves and for the planet.

Recommendations for government officials and policy makers:

- Provide official guidance which encourages schools – and all consumers – to reduce meat consumption including through regular meat-free days.
- Specify the minimum of a weekly meat-free day for all children as one of the School Food Standards.
- Provide training and resources for school caterers and school cooks on how to provide tasty meat-free food.

Suzanne Barnard

Suzanne Barnard is Campaign Manager of Meat Free Monday, an initiative launched by Paul, Mary and Stella McCartney in 2009 which encourages people to skip meat at least one day a week to improve their health and reduce their environmental impact.

For more information, please see [www.meatfreemondays.com](http://www.meatfreemondays.com) or email [suzanne@meatfreemondays.com](mailto:suzanne@meatfreemondays.com).

## List of Delegates Registered for Seminar

Theresa	Aanonson	Headteacher	St Luke's Primary and Nursery School, London
Professor Ashley	Adamson	Professor of Public Health Nutrition	Newcastle University
Kolawole	Adesina	Permanent Secretary, State Universal Basic Education Board	State of Osun Nigeria
Judy	Allies	Director of Public Health Award Co-ordinator	Bath & North East Somerset Council
David	Atkinson	Teacher	Barbara Priestman Academy, Tyne and Wear
Rachelle	Baldwin	Senior Account Manager	William Murray Communications
Elaine	Barclay	Operations Manager	The Brookwood Partnership
Suzanne	Barnard	Campaign Manager	Meat Free Monday
Sowmya	Bharani		
Louise	Bizley	Catering Manager	Bath & North East Somerset Council
Rachel	Bradford	Nutrition Manager	Nestlé UK
Myles	Bremner	Director	School Food Plan
Paul	Brown	Business Development Controller	Bidvest 3663
Robert	Brown	Committee	McCarrion Society
Karen	Browne	Joint Chief Executive Officer	William Murray Communications
Malcolm	Clark	Co-ordinator, Children's Food Campaign	Sustain
Jemma	Clarke	Category Manager	Creed Foodservice
Gerry	Clinton	Catering & Traded Services Manager	London Borough of Havering
Graeme	Colley	Head Development Chef	IIS Education
Nicky	Cox	Editor	First News
Urvashi	Cran	Teacher - Food	Windsor Girls School, Berkshire
Linda	Cregan	Chief Executive	Children's Food Trust
Jayne	Cross	Food Writer	Guild of Food Writers
Alex	Cunningham	General Manager	Magic Breakfast
Louise	Davies	Lead Food Technology Consultant	Design and Technology Association
Mark	Davies	Divisional Director	ISS FS Education
Tracy	Davis	Client Services Manager (Catering)	Kent County Council
Craig	Davison	Chef/Lecturer	Barbara Priestman Academy, Tyne and Wear

Mark	Dowling	Business Development Manager	Reynolds
Steve	Dunning	Principal	Olney Infant Academy, Buckinghamshire
Holly	Earl	Marketing Manager	Creed Foodservice
Olayinka	Ewuola	Director	Eagle Solutions Services
Angela	Falaschi		
Tanya	Fattal	Student	BCNH, London
Pat	Fellows	Contributor	FSM Magazine
Paul	Finglas	Head, Food Databanks National Capability	Institute of Food Research
Laura	Flangan	Healthy Lives Adviser	Tower Hamlets Council
Sue	Fletcher-White	Food Education Manager	Colham Manor Primary School, Middlesex
David	Foad	Editor	Cost Sector Catering
Christine	Forrest	Marketing Manager	Pasta King
Donna	Franklin	Head of Food	The Brookwood Partnership
Richard	Garner	Education Editor	The Independent
Stefan	Gates	Freelance Food Writer/TV presenter	
Latifat	Giwa	Senior Special Assistant to the Governor on Education	State of Osun, Nigeria
Barabara	Goldberg	Research and Campaign Team	Childrens Food Campaign
Lindsay	Graham	School Food and Health Advisor	
Harriet	Green	Nutrition, Research and Schools Project Manager	Magic Breakfast
Fiona	Hamilton-Fairley	Founder and Chief Executive Officer	The Kids' Cookery School, London
Judy	Hargadon	Former Chief Executive, Children's Food Trust	
Roger	Hargreaves	Divisional Manager Community Meals	apetito
Sarah	Harns	Educational Reporter	Daily Mail
Clare	Harper	Company Nutritionist	ISS FS Education
Patricia	Herbert	Dietician, Catering Services	Cambridgeshire County Council
Iman	Hikal	Public Health Nutritionist	Central London Community Healthcare NHS Trust
Catherine	Hinchcliff	Head of Customer Marketing	Bidvest 3663
Gemma	Hopwood	What Works Well	School Food Plan
Steph	Hoskin	Personal, Social and Health Service Consultant, PSHE Service	Cambridgeshire County Council

Liz	Kendall	Obesity Policy	Department for Health
Susanne	Kent	Contract Officer	Royal Borough of Kensington and Chelsea
Alison	Kershaw	Education Correspondent	Press Association
Dean	Kilby	Business Development Manager	Reynolds
Rachel	Landau	Legal Adviser	Department for Education
Titilayo	Laoye Tomori	Commissioner for Education	State of Osun, Nigeria
Susan	Larke	School Manger	Connaught House School, London
Tim	Leatham	Senior Customer Category Manager	Müller Dairy
Caroline	Lee	School Meals Support Manager	Essex County Council
Sharon	Linney	Operations Director	The Brookwood Partnership
Professor Charles	Lowe	Chief Executive	Food Dudes Health
Morag	Lyall	Editor	EDUcatering
Julia	Main	Business Development Manager	The Brookwood Partnership
Emily	Mann	Student	City University London
Lesley	Manning	Public Health Lead	Buckinghamshire County Council
Sophie	McFarland	Student	Coventry University
Maryann	Mckeever	Student, Skillsmatch Training Centre	Tower Hamlets Council
Helen	McLeod	Dietician	Leeds City Council
Fiona	Moir	Health Schools Coordinator, Public Health	Somerset County Council
Stephen	Morales	Executive Director	National Association of School Business Management
Alison	Nelson	Commissioning Manager	Food for Life Partnership
Tunbosun	Obisesan	Permanent Secretary/Tutor General Osun Central Education District	State of Osun Nigeria
Lin	O'Brien	Chief Executive	Hertfordshire Catering
Idowu Olaniyi	Onikola	Senior Special Assistant to the Deputy Governor on Education	State of Osun Nigeria
Lawrence	Oyelade	Permanent Secretary on Education	State of Osun Nigeria
Jennifer	Parker	Msc Food Policy Student	City University London
Michelle	Parker HMI		Ofsted
Dr Susanna	Pettersson	Director	The Finnish Institute
Mary	Pincott	Marketing Offer Manager	Sodexo

Nick	Prime	Managing Director	Fretwell-Downing Hospitality
Nina	Pullman	Journalist	Fresh Produce Journal
Oli	Sampson	Sales Executive	Central Foods
John	Sedgwick	Managing Director	Cool Milk
Emma	Smail	Student MA Anthropology of Food	SOAS, University of London
Amy	Smullen	Policy Officer	British Heart Foundation
Mark	Stein	Postgraduate Student	University of Salford
Eileen	Steinbock	Head of Health and Nutrition	Brakes
Olga	Stepanova	Student	University of Westminster
Ian	Stone	Sales, Marketing & Development Director	apetito
Laura	Street	Nutritionist	Kellogg
Jack	Sykes	Executive Development Chef	Pabulum
Katharine	Tate	Student	Institute for Optimum Nutrition
Joanne	Taylor	Client Services Manager (Catering)	Kent County Council
Joanne	Teichman	Quality & Nutrition Manager	Alliance in Partnership
Daniel	Tye	Parliamentary Assistant to Sharon Hodgson MP	House of Commons
Lee	Vines	Director	PKL Group (UK)
Laura	Waller	Health Improvement Officer	Harrow Council
Jason	Walmsley	County School Meals Advisor	Essex County Council
Nikki	Whyman	New Markets & Concepts Manager	apetito
Paula	Williams	Schools Coordinator	Billingsgate Seafood Training School, London
Stephanie	Wood	Charity Director	School Food Matters
Liz	Wright	Trustee	The Hyperactive Children's Support Group, West Sussex

## Contributor Biographies

### **Theresa Aanonson, Headteacher, St Luke's Primary and Nursery School, London**

Born, lived and educated in the East End of London. Wide experience of inner city London schools. Has been Head of St Luke's, Canning Town since January 1997. Gained Master's Degree from Canterbury Christchurch studying the impact of extended school provision and leadership and management. A fellow of Harris Manchester College, Oxford following research into Spiritual Development. Passionate about supporting pupils from disadvantaged backgrounds and leading the school to provide innovative and creative strategies to enthuse and inspire lifelong learning. Committed to a holistic approach to education. 'We promote the health and wellbeing of every child. St Luke's has a total commitment to sustainability through curriculum provision and teaching and learning practice, with a vibrant Pupil Voice Group with responsibility for Health and Wellbeing and an active Eco Group determined to grow their own produce and support healthy choices in the school canteen.

### **Myles Bremner, Director, School Food Plan**

Myles became Director of the School Food Plan following its publication in July 2013. This agreed Plan has the support of the Secretary of State for Education and the many diverse organisations who are going to support headteachers to improve food in their schools. His role is to lead the implementation of the sixteen agreed actions in the Plan, each of which has an identified responsible individual or organisation. His previous role was as Chief Executive of Garden Organic, a leading UK educational horticultural charity. In that role, Myles developed food education programmes for schools and the wider community. He was a Board member for the Food for Life Partnership, Chair of Capital Growth (a London Mayor initiative to deliver 2,012 new community food growing spaces in London) and chaired Defra's Food Growing in Schools Taskforce in 2011. He is a member of the London Food Board.

### **Malcolm Clark, Co-ordinator, Children's Food Campaign, Sustain**

Malcolm Clark is Co-ordinator of the Children's Food Campaign, which aims to improve young people's health and well-being through better food - and food teaching - in schools and by protecting children from junk food marketing. The Campaign is supported by over 150 national organisations and co-ordinated by Sustain: the alliance for better food and farming. Malcolm has also been one of the convenors of the Save Our School Food Standards campaign since its launch in February 2012. He has a Master's in British Parliamentary Politics and is an alumni of the British Council's Interaction Leadership programme.

### **Linda Cregan, Chief Executive, Children's Food Trust**

Linda Cregan has worked for the Children's Food Trust since 2007, when she joined the team from Enfield Council's school catering division after an early management career in the restaurant trade. During her time with the Trust, Linda has led its work to help schools, caterers, local authorities and the many others involved in delivering good food at school to build long-term capacity and sustainability in the sector, overseeing the development of the national School FEAST and qualifications programme to provide specialist training for the school food workforce; work to engage caterers with the national school food standards and policy on improving school kitchen and dining room infrastructure. Linda is a member of the national expert panel advising the School Food Plan and expert reference group on universal free school meals for infants. Follow Linda on Twitter @lindacregancft.

### **Louise Davies, Lead Food Technology Consultant, Design and Technology Association**

With six years at Qualifications and Curriculum Authority (QCA) advising government on D&T national curriculum and examinations and eight years as Deputy Chief Executive Louise led innovation across a diverse range of high profile curriculum and professional development programmes reaching thousands of schools each year. She delivered specialist advice on teaching standards and best practice, teacher training and CPD, special educational needs. She is nationally recognised for ground breaking work in food and textiles education (Food in Schools programmes, Licence to Cook, Active Kids Get Cooking, GCSE Rescue programme for lower attaining schools), and across D&T with creative and digital technologies, and the James Dyson Foundation Innovation Group for outstanding teachers. As Lead Food Technology Consultant for the D&T Association she prepares food teachers for new D&T National Curriculum 2014. She works actively on the School Food Plan,

ensuring that teachers are equipped and trained and to offer advice and guidance to Department for Education, key food education organisation and D&T Association members. She is also the founder and administrator of an active on-line community of secondary food teachers called Food Teachers Centre. During her career she has held a number of leading posts in teaching, curriculum development and teacher training: Deputy Project Director, Royal College of Art Schools Technology Project; Senior Lecturer, D&T PGCE at Brunel, Bath, South Bank Universities and the Open University; Ofsted ITE Additional Inspector. Louise has published over 50 D&T textbooks and developed award winning multi-media resource materials, including Challenging your most able pupils in D&T, Meeting SEN in D&T (David Fulton) and 101 Red Hot Starters.

#### **Mark Davies, Divisional Director, ISS FS Education**

Following a 15 year career in public sector facility services, Mark entered into the school meals industry full time as Divisional Director of ISS Education in 2007. Since then, Mark has successfully expanded the number of schools served by ISS from 180 to over 600. This success has been built through delivering sustainable, freshly cooked food prepared onsite each day. ISS Education has a strong ethos for working in partnership with all its key stakeholders and supporting its schools by providing food education for pupils and students. Mark is a member of the Food for Life Catering Mark Standards Committee and a supporter of the Food for Life Partnership scheme. Mark is a member of the Universal Infant Free School Meals External Reference Group and is engaged on a number of the School Food Plan actions.

#### **Lindsay Graham, School Food and Health Advisor**

Lindsay Graham is a UK leading expert in school food and health promotion. A former community nurse and civil servant she has worked in strategic government national roles in Scotland and England. She is the founder of International School Meals Day her many professional links with a variety of 'food and health interest' organisations in the voluntary, commercial, academic and research arenas extend beyond the UK into Europe and the US. Now an independent advisor her clients across the UK include the Scottish Government, Welsh Assembly, Food Standards Agency, Health Scotland, Children's Food Trust and the Soil Association Scotland. She is a Winston Churchill Fellow and Fellow of the Royal Society of Arts. A key advisor for the All Party Parliamentary Group on School Food her special interests areas and expertise include ; use of digital technology in service delivery, free school meals, Children's Food & Wellbeing Programmes, Child Poverty , Food banks and Health Inequalities. As a parent carer she is a founder and former Chair of two Highland children's charities that support families affected by disability. In her spare time she is a Patron for MakeLunch, Sheffield United FC Community Foundation and is a volunteer speaker for the International Scottish Based Charity Mary's Meals.

#### **Harriet Green, Nutrition, Research and Schools Project Manager, Magic Breakfast**

Harriet Green is the Nutrition, Research and Schools Project Manager at Magic Breakfast. She received her BSc (Hons) in Nutrition and Health at Roehampton University and an MSc in Food and Nutrition Policy from City University. Harriet started out her career working in the food industry for Nutricia (Group Danone) working on building the science behind specialised feeds for children and later on for The Food and Drink Federation - internationally representing well-known brands from a technical and regulatory perspective as well as having a focus on marketing to children. Harriet then decided to move into public health and was involved in a national review of food provision in young offender's institutions with The Children's Food Trust. At Magic Breakfast Harriet is responsible for building nutrition policy into the schools programmes and leading on research projects to prove the link between breakfast club attendance and educational, health and social outcomes. Harriet also oversees schools currently on the sustainability programme.

#### **Judy Hargadon, former Chief Executive, Children's Food Trust**

After a long career in health care management Judy was the Chief Executive of the School Food Trust, set up to transform school food after Jamie Oliver's TV expose in 2005. The Trust established food and nutritional standards for schools (and later early years settings), an evidence base for the changes, nationally consistent and obligatory measurement systems to compare progress, an extensive support programme for schools and a national network of cookery clubs for children and families, Let's Get Cooking. Judy led the change from the Trust's then NDPB status to an independent charity, the Children's Food Trust. She is a member of Council for the University of Exeter and volunteers with charities that support struggling families.



**Catherine Hinchcliff, Head of Customer Marketing, Bidvest 3663**

Catherine Hinchcliff heads up Customer Marketing at Bidvest 3663. She has enjoyed 25 years in Marketing, with a career that has spanned many of its disciplines, including Market Research and Insight, Category Management, Brand Management and Commercial Planning in a cross-section of FMCG, Drinks and Foodservice market including United Biscuits, Energizer Eveready and Diageo. Her current role includes managing and integrating the functions of customer marketing, channel strategy and planning, insights, food development and new business marketing so that Bidvest 3663 can provide really integrated and seamless added value that supports the growth of their customers with a special focus currently on the education sector.

**Stephen Morales, Executive Director, National Association of School Business Management**

Stephen Morales was appointed as the Executive Director of the National Association of School Business Management in September 2013. Stephen has a 20 year career history in operations and finance and has worked at a senior level in both the public and private sectors. He has managed significant change management and quality assurance programmes. Before being appointed to the post of Business Director for Watford Grammar School he enjoyed a spell as the Finance Director of an International School in Spain. Since returning to the United Kingdom in 2007 Stephen has combined his roles as Business Director at Watford with significant engagement and consultation work with the DfE and is a familiar face in Westminster.

**Alison Nelson, Commissioning Manager, Food for Life Partnership**

Alison Nelson is Commissioning Manager for the Food for Life Partnership. The Food for Life Partnership brings together the expertise and enthusiasm of five expert organisations - Soil Association, Focus on Food, Health Education trust, Garden Organic and the Royal Society of Public Health - to provide schools with an award framework that drives change in school food culture and individual food choices for children, their families and the local community. Alison is a Registered Dietitian and Public Health nutritionist who has extensive experience in the public, private and third sectors. She has worked in management in the NHS, commissioning in Local Authorities, policy for the British Dietetic Association and nutritional analysis and training with a large catering organisation before joining the Food for Life Partnership - all of these roles working to widen children's food choices and improve their nutritional health.

**Dr Susanna Pettersson, Director, The Finnish Institute**

Dr Susanna Pettersson is Director of the Finnish Institute in London. The mission of the Finnish Institute is to identify emerging issues important to contemporary society in Finland, the UK and the Republic of Ireland and to act as a catalyst for positive social change through the impact of the mutually beneficial partnerships it creates. Focusing on key areas of the arts, culture and social sciences the Institute operates at the cutting edge promoting Finnish innovation within the fields of the arts and social sciences and takes calculated risk to achieve its mission. One of the key themes of 2014 is education and learning. Before joining the team in London Dr Pettersson has worked more than twenty year in museums, including posts of the director of Alvar Aalto Foundation/Museum in Finland and the Director of development at the Finnish National Gallery. She is also Adjunct Professor in museology and publishes widely on the subject.

*All biographies provided by speakers*