

Eat Better Start Better

APSE Catering Advisory Group April 2018

Corinna Laing
Early Years Strategic Manager

HOW

ACTION FOR CHILDREN

WORKS

Voluntary food and drink guidelines

Based on UK government healthy eating guidance for young children

Designed to ensure that nutritional requirements for children aged one to four years are met across the day:

- providing appropriate amounts of energy
- encouraging children to eat a wide variety of foods
- providing good sources of nutrients such as iron and zinc
- limiting foods high in saturated fat, added sugar and salt
- encouraging appropriate portion sizes of different foods

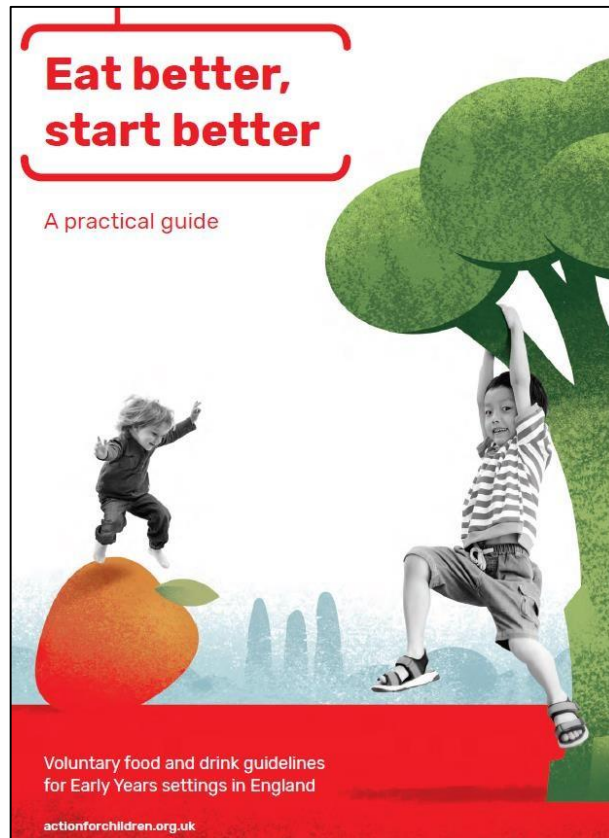


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The practical guide



Originally published in 2012, revised in 2017

Includes:

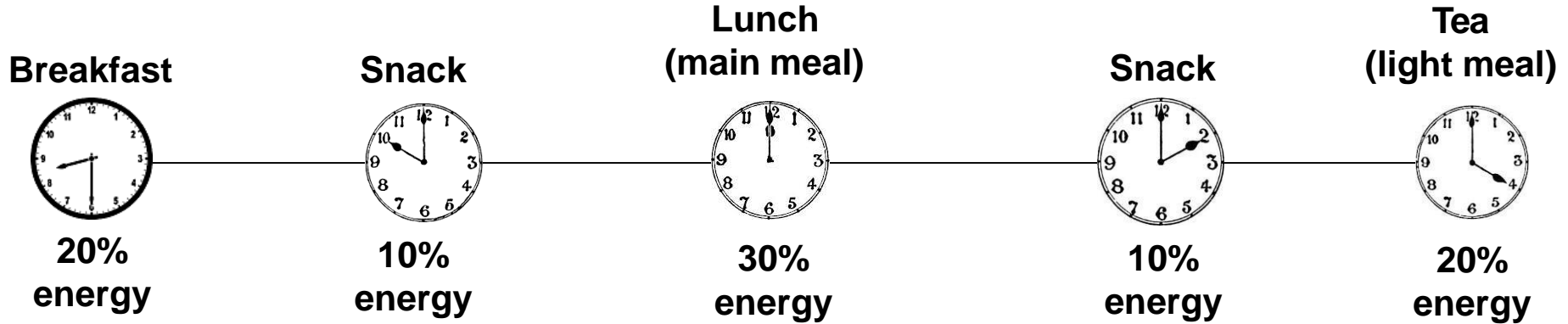
- details of the food and drink guidelines
- guidance on encouraging children to eat well (including for babies)
- practical tools and checklists

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Energy and nutrients across the day



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Introduction to the Eat Better, Start Better programme



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The Eat Better, Start Better Programme

- Aims to support healthier food provision in early years settings and families with young children
- Originally developed by the Children's Food Trust, and supported by a Department for Education grant; now delivered by Action for Children

Includes:

- Voluntary Food and Drink Guidelines for Early Years Settings in England
- Training and evaluation to support healthier food provision in early years settings and families across England



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Key outcomes for the programme

- Improved healthier food provision for children under five in early years and childcare settings and at home
- Increased food, nutrition and healthy cooking knowledge and skills for the early years and childcare workforce
- Increased food and nutrition knowledge and practical cooking skills for parents and families attending early years settings



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Why are food and drink guidelines needed?



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Importance of children's early years

Eating habits during children's early years, influence growth, development and academic achievement in later life

- Children's tastes and eating habits are formed in their early years
- Children's eating habits in early years are associated with diet, behaviour and school performance when they are older
- Children that are overweight are much more likely to be overweight as adults, with associated health risks



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Health status of children in the UK

Only one in ten 2-4 year olds meets UK **physical activity guidelines**

More than 600 children in England and Wales were being treated for **type 2 diabetes** in 2017

Poor dental health in some children:

- One in ten 3 year olds have visible tooth decay, increasing to one in four children when they start school
- Tooth decay is the most common reason for hospital admission for children 5-9 years

Some cases of **rickets** appearing in the UK

Almost 1 in 10 young children have **intakes of iron** that are likely to be insufficient

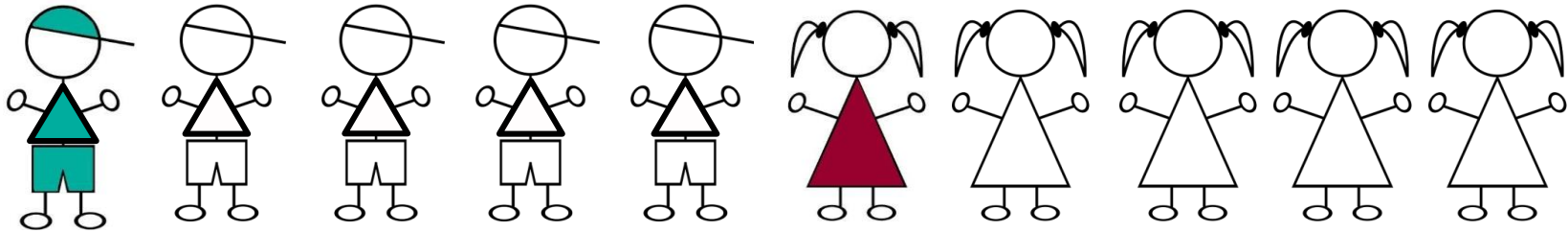
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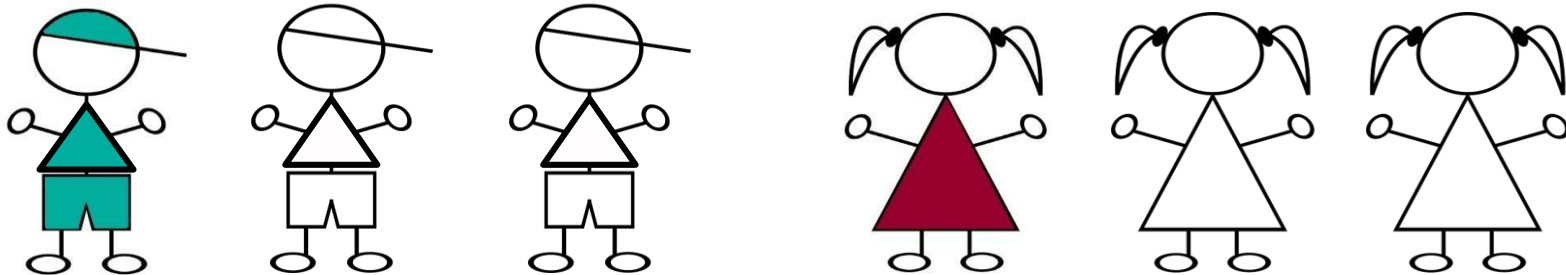
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Health status of children in the UK

One in five children in Reception is overweight or obese (22.6% in 2016-17)



One in three children in Year 6 is overweight or obese (34.3% in 2016-17)



National Child Measurement Programme 2016/17, graphic from PHE

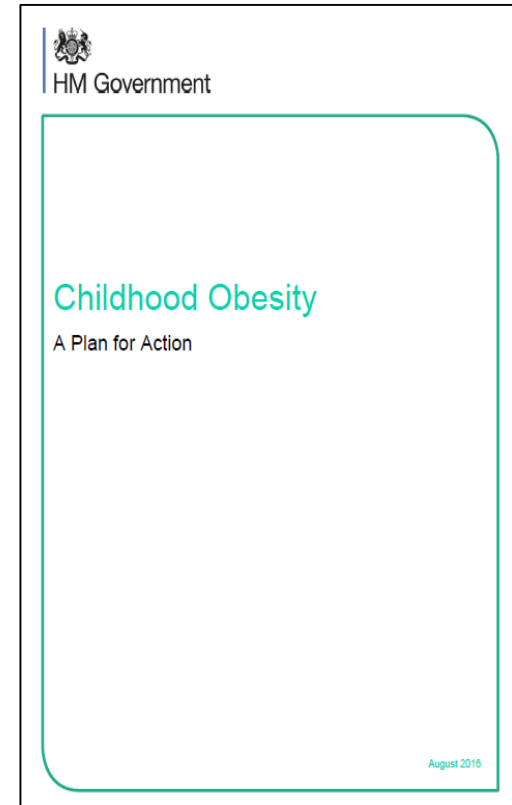
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Childhood obesity: a plan for action

- Government's childhood obesity strategy published August 2015
- Aim to significantly reduce England's rate of childhood obesity within the next 10 years
- Includes actions to:
 - Introduce a 'sugar tax'
 - Reduce sugar content of food products by 20%
 - Increase availability of healthier options
 - Increase physical activity
 - Continue to make school food healthier
 - **Develop new menus for early years settings (published Nov 2017)**



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Eat Better Start Better training

Training and support for settings:

- Face to face one-day training on **'Healthy, balanced and nutritious food and drink'** and **'Cooking with Children and Families'**
- Face to face half-day training
- **'Providing healthy, balanced and nutritious' food and drink'**
- Online network licences

Evaluation and support for Local authorities:

- Evaluation of programme activities
- Mentoring and consultation
- Final report



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Voluntary Food and Drink Guidelines for Early Years settings in England

A one-day course for up to 20 health and early years professionals/practitioners.

- Focuses on the knowledge, skills and confidence to support early years settings to provide healthy, balanced and nutritious food and drink.
- Practical session on menu planning, providing appropriate portion sizes and reading food labels.
- Introduction to the audit checklist tool that they can use to evaluate food provision in early years settings, and support them to follow best practice in their approach to food.

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Healthy Food and Cooking with Children and Families

A one-day course for up to 20 health and early years professionals/practitioners.

- This course focuses on increasing knowledge about a healthy, balanced and nutritious diet for young children.
- The food and drink guidelines, and for delegates to gain ideas for practical food-based activities including cooking with children.

The course also includes practical sessions on:

- Providing appropriate portion sizes,
- Reading food labels, and
- Encouraging healthier packed lunches
- Food preparation demonstrations and activities.

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Providing healthy, balanced and nutritious food for children aged one to four years

- A half-day training course for up to 25 early years practitioners (previously also delivered for groups of childminders).
- This course focuses on increasing knowledge about a healthy, balanced and nutritious diet for young children
- Meeting the food and drink guidelines
- Practical activities on providing appropriate portion sizes, and encouraging healthier packed lunches.



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Healthy food and cooking with families (course 2)

- A two-day course for up to 20 early years practitioners (i.e. 2 delegates from each of 10 settings).
- This practical course focuses on giving delegates the knowledge, skills and confidence to run cookery sessions with families, including sessions on cooking and demonstrating with groups, techniques for peeling and chopping, cooking with children, freezing, batch cooking and storing foods, portion sizes and planning sessions.



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Online training

- There are three online courses included as part of the Learning Network that have been produced to support early years practitioners
- Course content is based on the face to face training, and is endorsed by CACHE.
- Licences are allocated to individual people who then have access to complete the three courses at their own pace.
- Each course takes approximately an hour to complete, and each learner received a certificate for each course completed:
 - Providing a healthy diet for young children;
 - Meeting the food and drink guidelines for early years settings;
 - Course 3: Encouraging young children in your care to eat well.

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Evaluation

- Evaluation of face to face training
- Evaluation of changes in settings' approaches to nutrition and meals and snacks provided
- Evaluation of changes in food habits for families attending cooking sessions



Accessing further support



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Useful resources

- Electronic copies of the practical guide, factsheets and infographics: www.foundationyears.org.uk/eat-better-start-better
- Example menus for early years settings: www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england
- Food allergen labelling advice: www.food.gov.uk/business-industry/allergy-guide/allergen-resources
- Food for babies 6-12 months:
 - www.nhs.uk/start4life
 - www.firststepsnutrition.org/newpages/Infants/first_year_of_life.html

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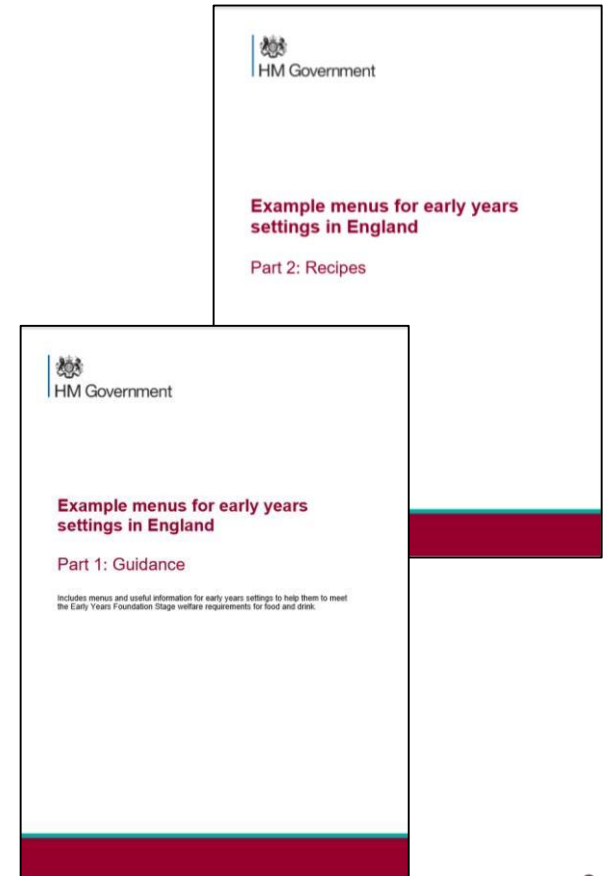
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Example menus for early years settings

- **Part 1:**
 - Menu planning and healthy eating guidance for children aged 1-4 years and babies 6-12 months
 - Two example three-week seasonal menus for breakfast, snacks, lunch and tea
- **Part 2:**
 - All recipes from the two example menus

www.gov.uk website



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Practical tools and resources



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Early Years Code of Practice for Food and Drink

06
Practical tools and resources

Early Years Code of Practice for Food and Drink

has signed up to follow the Early Years Code of Practice for Healthy Food and Drink.
This means that this setting already meets, or is working towards meeting, the following principles:

I/We have a food policy in place to outline our/our approach to all aspects of food and nutrition.
This means that everyone involved with this setting knows what foods are on offer to children here, when and where they eat, and how we use food to support children's learning, health and development.

I/We consult with families and children and keep them informed about issues relating to food and drink.
This means that I/we talk to families about issues such as timing of our meals and snacks, the types of food and drink I/we provide, and what their children eat. We encourage families to give us their views.

I/We plan varied menus for meals and snacks in advance, which include different tastes, colours and textures of food and take into consideration seasonality, sustainability and the impact on the environment.
This means that staff with appropriate skills plan menus so that all the children we look after are offered varied and balanced food and drink.

I/We provide meals and snacks that are planned so that they meet the national best practice food and drink guidelines.
This means that the meals and snacks I/we provide accord with the national voluntary food and drink guidelines for early years settings.

I/We cater for the dietary requirements of all children wherever possible.
This means that I/we work with families to make sure that any special dietary requirements (the food allergies and intolerances) are accommodated, and that children of all cultures and religions can enjoy appropriate meals and snacks.

I/We have a positive and welcoming eating environment, to encourage children to eat well, and develop good eating habits and social skills.
We use the whole day, as well as meals and snacks, to teach children about healthy eating and encourage a positive attitude towards mealtimes.

I/We have had training to make sure that we are able to provide children with appropriate food and drink for their needs and are effective role models.
This means that staff planning and preparing meals in this setting have had relevant training in food hygiene and they talk to children about food in a knowledgeable and enthusiastic way.

Signed _____ Date _____
Countersignature _____ Organisation _____

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- Food policy
 - Consultation
 - Varied, seasonal, sustainable menus
 - Meals, snacks and drink meet the food and drink guidelines
 - Catering for dietary requirements
 - Positive and welcoming eating environment
 - Adequate staff training
- **Can print and display to show your approach follows best practice in the areas above**

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Code of Practice checklist

Eat better, start better - A practical guide

Code of Practice Checklist

Use this checklist to help you consider your current approach to food and drink provision and verify if you are following best practice recommendations for each of the seven areas of the Code of Practice. Read each recommendation, and complete the checklist to indicate whether you are currently meeting it. Record any actions you need to take so your setting is working towards best practice recommendations.

Name of setting: _____ Date of completion: _____ Review due: _____

Recommendation	Do we meet this recommendation?			Actions to take
	Yes	Planning to	No	
1. Developing a food policy (You will find more information about developing a food policy on page 45 of the practical guide)				
1.1 We have a food policy in place which covers all aspects of our/my approach to food and healthy eating, and which is actively used and shared.				
1.2 We consulted with staff and families to develop the policy, and they are familiar with what it includes.				
1.3 We share and discuss our/my food policy with families when their children start attending our/my setting and it is clearly displayed.				
1.4 We review my/our food policy regularly (at least once a year) to monitor its progress and evaluate its impact.				
1.5 We use food to support other aspects of children's learning and use food in activities with the children.				
2. Communication with children and families (You will find more information about communication on page 45 of the practical guide)				
2.1 We have my/our menus for meals and snacks on display, and copies are available to families on request.				
2.2 We base with families about the timing of our meals and snacks and how these fit with routines at home. We inform families of what their children have eaten while they are with us.				
2.3 Families have the opportunity to give us/our feedback about the meals and snacks we offer.				
2.4 We listen to and work with children when we are planning menus.				
2.5 We encourage families to attend food events and we promote and support breastfeeding.				
3. Menu planning and food provision (You will find more information to help you plan menus on page 11 of the practical guide)				
3.1 Meals and snacks are provided regularly for the children in our/my care (at intervals of no more than about three hours).				
3.2 My/Our menus for meals and snacks are planned in advance and are for periods of a week or more.				
3.3 New menus are introduced at least twice a year and seasonality is considered in my/our menus.				
3.4 Meals and snacks are varied to include a variety of tastes, colours and textures of foods.				

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- Pages 63-64 in the practical guide
- Two-page checklist for settings to check their approach meets the code of practice
- Use the Code of Practice checklist to check your approach to food and nutrition

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Menu planning checklist

Eat better, start better – A practical guide

Menu Planning Checklist for children aged one to four years

Use this checklist to compare your menus against the food and drink guidelines for each meal and snack. Indicate which guidelines have been met, and then record actions needed towards the guidelines not currently met. Complete this checklist each time a new menu cycle is introduced.

Name of setting:	Date of completion:	Review due:
Food and drink guidelines	Has the food and drink guideline been met?	
	Yes/No	Action to take if guideline is not met

Part 1: Use the first part of this checklist to evaluate food and drink provision for each meal and snack offered to children aged one to four years against the food and drink guidelines.

Breakfast (for guidance on breakfast provision, see page 36 of the practical guide)

1.1	Provide a portion of starchy food as part of breakfast each day.		
1.2	Provide at least three different types of starchy food across breakfasts each week, for example cereals, wholegrain toast, porridge.		
1.3	Provide a variety of wholegrain and white starchy foods each week. It is good practice to provide wholegrain varieties at least once a week at breakfast.		
1.4	Choose breakfast cereals with the lowest sugar content. Choose those which are labelled as low (green) or medium (amber) in sugar. Avoid cereals labelled as high (red) in sugar such as sugar-coated or chocolate flavoured cereals.		
1.5	Provide a portion of vegetables or fruit as part of breakfast each day.		
1.6	Provide only fresh tap water and plain milk for children to drink.		
1.7	Ensure children have access to fresh drinking water.		

Morning and afternoon snacks (for guidance on snack provision, see page 38 of the practical guide)

2.1	Provide a starchy food such as crackers, breadsticks, rice cakes as part of at least one snack each day.		
2.2	Provide at least three different varieties of starchy food across snacks each week.		
2.3	Provide vegetables or fruit as part of some snacks and provide a variety across the week.		
2.4	Dried fruit should not be provided as part of snacks.		
2.5	Beans, pulses, fish, eggs, meat (e.g. red meat or poultry) or other proteins (e.g. most alternatives) can be provided as part of snacks once or twice each week.		
2.6	Provide only fresh tap water and plain milk for children to drink. Ensure children have access to fresh drinking water.		
2.7	Avoid sweet foods such as cakes, biscuits and confectionery between meals.		

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– Pages 65-69 in the practical guide

– For settings to check food provision against the food and drink guidelines

➤ Use the menu planning checklist to check your meals and snacks against the guidelines

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Eat Better, Start Better factsheets

Eat better, start better

Catering for special dietary requirements

A guide for early years settings in England.

Introduction
This guide outlines the legal requirements, and best practice for early years settings when providing food and drinks for children with allergies, intolerances and other special dietary requirements.

Are we required to cater for special diets?
The Early Years Foundation Stage Statutory Framework includes the following requirements relating to special diets:

- Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements, and
- Providers must record and act on information from parents and carers about a child's dietary needs.

 In addition to this new allergen ingredients information base which came into effect in December 2014 require early years settings, along with other food businesses to provide allergen ingredients information for the food and drink they provide.¹ This information helps to ensure that appropriate meals and snacks can be provided for children with allergies.

Best practice²

- If a child requires a special diet, talk to their family and agree how to meet their dietary needs. In some cases, you might also need to seek advice from a registered dietitian or doctor.
- Make sure that all staff are aware of children's individual dietary requirements, so that children's choices, beliefs and safety are respected and protected.
- Have a policy and procedure in place to follow when you receive requests for a special diet for a child. (See page 3 for guidance on this).
- Children with special needs should be included in meal and snack times unless otherwise indicated by their condition with the other children in your setting.
- Settings should work closely with dietitians and other health professionals, parents and children where medical diets are required.

Footnote 1: Department for Education (DfE), Statutory framework for Early Years Foundation Stage, 2014. http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342666/early-years-foundation-stage-statutory-framework-2014.pdf

Footnote 2: Food Standards Agency (FSA), <http://www.food.gov.uk/food-allergies>

actionforchildren.org.uk/eatbetterstartbetter

Eat better, start better

Producing and sharing allergen information

A guide for early years settings in England.

Introduction
New allergen labelling requirements were introduced in December 2014. This guide outlines the changes and provides information to help you meet them.

The new requirements
The new laws require food businesses including restaurants, cafes, hospitals, early years settings and shops providing non-prepared food to provide information about the allergens present in ingredients in the food they serve. These requirements are included in EU and UK laws¹ and apply across Europe.

Why is it important to provide allergen information?
In the UK, it is estimated that around 2 million people (1.2% of adults and 5% of children) have a food allergy.² This is when the body's immune system reacts unusually to a specific food, because it mistakenly perceives it as a threat, and a reaction can be produced by just a tiny amount of a food. Symptoms of an allergic reaction to food can include:

- Itching in the mouth, throat and/or ears, associated with a rash (hives)
- Swelling of the face, around the eyes, lips, tongue and roof of the mouth and vomiting
- In the most serious cases, a severe allergic reaction (anaphylaxis), which can include breathing difficulties, light-headedness and feeling like you are going to faint) can be life-threatening. This reaction is less common than those above.

 There is no known cure for food allergies. People with allergies need to avoid the foods to which they are allergic. To do this, they need accurate ingredients information about the allergens that are present in food and drinks – whether prepared or provided by an early years setting or other food business. Early years settings are required to obtain information about children's special dietary requirements – including food allergies and intolerances – before they attend, and record and act on the information provided about children's dietary needs.³

It is important that requests for special diets are handled sensitively and appropriately, and this can be included as part of a policy, describing how these are managed, and a procedure to follow. Understanding which allergens are present in each of the meals and snacks you provide is an important step in providing food and drink which is safe for children with food allergies and intolerances.

Footnote 1: EU Food Information to Consumers Regulation (1169/2011) <http://eur-lex.europa.eu/legal-content/EN/HTML/?uri=CELEX:32011R1169>

Footnote 2: Food Standards Agency (FSA), <http://www.food.gov.uk/allergies>

Footnote 3: Department for Education (DfE), Statutory framework for Early Years Foundation Stage, 2014. http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342666/early-years-foundation-stage-statutory-framework-2014.pdf

actionforchildren.org.uk/eatbetterstartbetter

Eat better, start better

Promoting and supporting healthy eating in early years settings

A guide for early years settings in England

Introduction
Early years settings provide an ideal opportunity to encourage children to eat well and learn about food. The not only helps protect their health while young but also sets the foundations for their future health and wellbeing.

Ofsted's new Common Inspection Framework includes a judgement on personal development, behaviour and welfare. As part of assessing the judgement, inspectors will look at the extent to which early years settings successfully support and encourage children and their parents/careers to gain 'Knowledge of how to keep themselves healthy and hydrated in a whole setting approach to exercise and healthy eating.'

Action for Children has updated this best practice guidance to help early years settings to adopt and demonstrate a whole setting approach to healthy eating.

Where to find help
Action for Children is one of the leading experts in early years nutrition and has a large range of free resources where you can find support and information. www.actionforchildren.org.uk

You will find guidance on providing healthy balanced and nutritious food and drinks and how to encourage children to eat well in the 'Healthy Food and Drink Guidelines for Early Years Settings in England – A Practical Guide (updated 2017)'. You will also find practical tools and guidelines including menu planning, checking, pack lists, guidance, two seasonal one week early years menus, Early Years Cook of the Week for Food and Drink. Early years food, nutrition and healthy cooking face to face and online training is available from www.actionforchildren.org.uk

actionforchildren.org.uk/eatbetterstartbetter

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Thank you and any questions?



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FOOD FOR LIFE

MAKING BRITAIN HEALTHIER THROUGH FOOD

13th April 2018

Caron Longden

Food for Life National Development Manager

Quick Quiz

When did rationing on meat and bacon end?

How many allotments were used in 1950?

By 1968, how many allotments were still being used?

The average person ate 1kg of chicken a year in 1950. How many do they eat now?



In 1950, how many supermarkets were there in the UK?

And by 2013?

When was the first fast food outlet opened in England?

How many are there now?

Quick Quiz

When did rationing on meat and bacon end? **1954**

How many allotments were used in 1950? **1,200,000**

By 1968, how many allotments were still being used? **500,000**

The average person ate 1kg of chicken a year in 1950. How many do they eat now? **25kg**



In 1950, how many supermarkets were there in the UK? **50**

And by 2013? **10,308**

When was the first fast food outlet opened in England? **1954 - Wimpy**

How many are there now? **24,320**

Today

Food for Life – making good food the easy choice

- What does good food mean
- Health, economic and environmental impacts
- A platform for change: Food for Life Served Here and Schools award
- Benefits and challenges
- Food for Life approach in practise through Better Care

OUR MISSION

We work to make good food the easy choice for everyone.

We help make sure good food is not only on the menu, it is part of the conversation and a way of life in schools, hospitals, care homes, workplaces and cities.





WHAT DOES 'GOOD FOOD' MEAN TO YOU?



OUR DEFINITION



Food that's good for your health

Lots of fruit and vegetables, fish and wholegrains, less but better quality meat, and a lot less processed food. Good food is even better when shared.



Food that's good for the environment

In season, sustainably produced, low-climate impact and high animal welfare standards.



Food that's good for the economy

Grown by local producers, prepared by skilled and knowledgeable people, and supports a thriving economy



A PLATFORM FOR CHANGE AND PROMOTION

Use Food for Life Served Here as a **platform** to drive sustainable & healthy catering, report on Government guidelines and contribute to becoming a Good Food Nation and as a **framework** to promote best practise







WHAT DOES IT MEAN?

SERVING **LOCAL FOOD**



At Silver and Gold levels we are rewarded for using local ingredients.



COOKED FROM **SCRATCH**

At least 75% of our meals are freshly prepared.

SEASONAL PRODUCE



Menus make the most of seasonal ingredients.

We can trace our meat

BACK TO THE FARM



YOUR MEAL MAKES A **DIFFERENCE**

Every £1 you spend on a Food for Life Served Here meal means a social return on investment of £3 in the form of jobs and local enterprise*.



MORE OF THE GOOD STUFF

Free from undesirable additives, colouring and sweeteners.



* New Economics Foundation, 2011



Ingredients

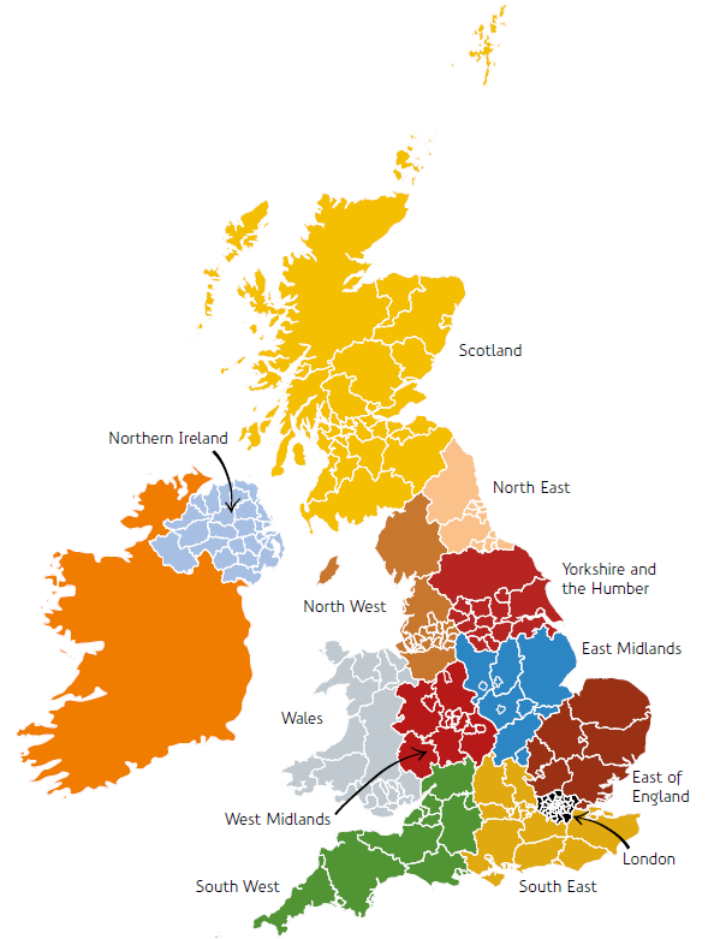
**Good
practice**

**Customer
care**





Silver and Gold awards are assessed using a points based system





- Serve meat in moderation
- Minimise salt
- Cut plate waste
- Support eating well
- Promote meal take-up
- Healthy vending
- Healthy choices





And after public consultation new Making Healthy Eating Easy standards launching in April 2018:

- Points for using healthy drinks
- Points for using more sustainable and ethical drinks
- Points for using healthy choice snacks
- Points for using sustainable palm oil

What is the Food for Life School Award



An Awards Scheme:

A Bronze, Silver and Gold Awards Scheme where each award consists of a series of small manageable steps that all combine to make real lasting change, while recognising and celebrating those achievements.

Resources and Support:

We provide everything you need to address each criteria... except the willingness and drive to do it

The Network:

The ability to learn from other settings and shape things in a way that works for your school



**Food
Quality**



**Food
Leadership**



**Food
Education**



Community



Why do it?



Pupil Health and Wellbeing:

Good diet, physical and mental wellbeing = better attendance and attainment

School Food Standards:

Help doing it! External validation you have done it

Ofsted:

67% of FFL Awarded schools say it had a positive impact on their Ofsted report (Pupil' personal development and wellbeing)

Value for Money:

Caterer contracts, meal take up increases, staff development

Our impact



For every £1 invested in Food for Life Served Here menus, the social, economic and environmental return on investment for the local authority is

£3



45%  of parents report eating more vegetables as a result of the Food for Life programme

Pupils in Food for Life schools

twice

as likely to eat five or more portions of fruit and vegetables a day



twice



as many primary schools received an Outstanding Ofsted rating after working with Food for Life.

Free school meal take-up increased by an average of **13%** points in Food for Life Schools

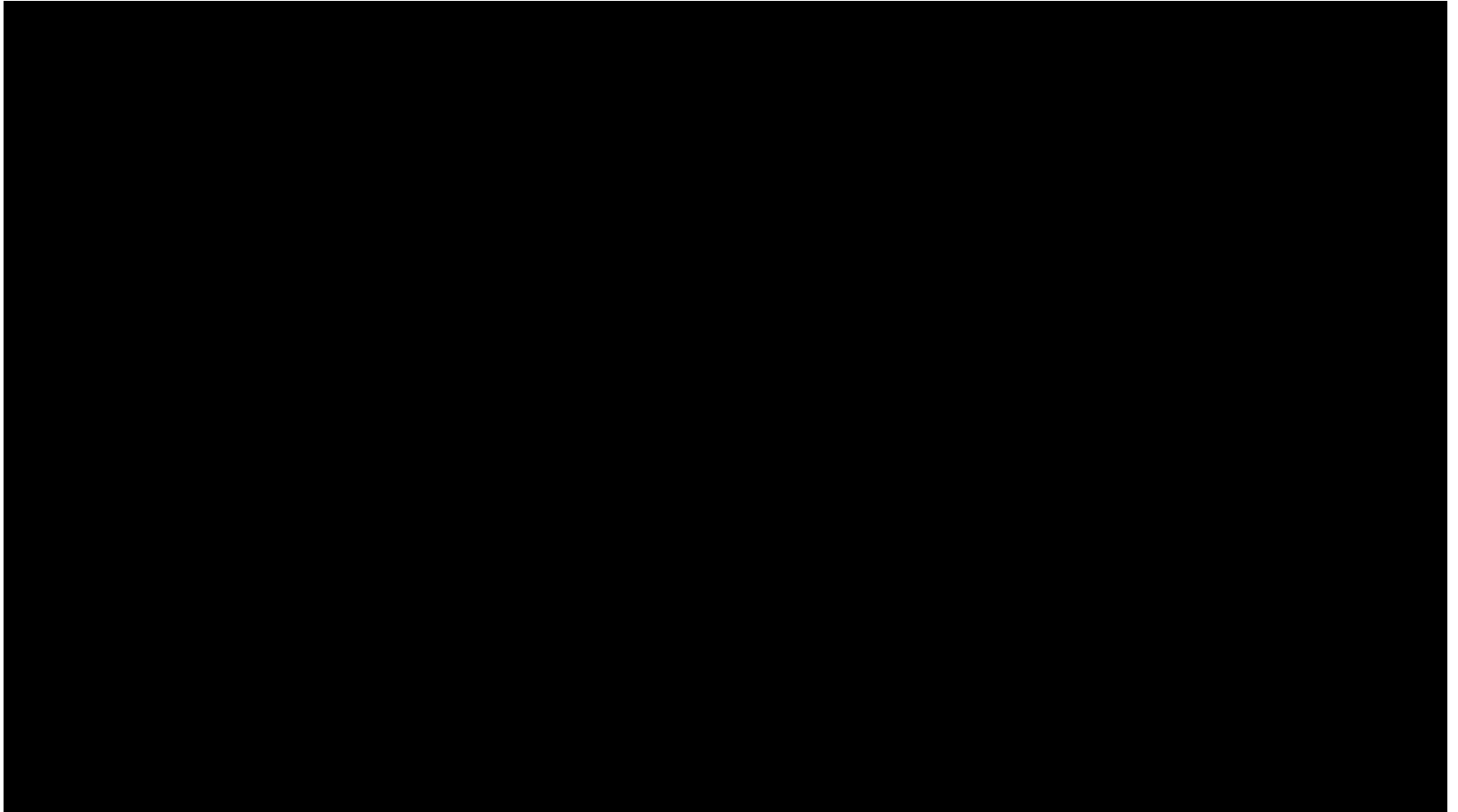


Benefits of achieving an award

- Work with a leading certifier and association with the Soil Association brand
- Independent verification to show standards are being met
- Demonstrate school food standards are being met
- Promotional materials and framework to show quality of food served to customers
- Provide an exciting inclusive curriculum based around food
- Improving health and outcomes for children through food education

Perceived Challenges

- Time taken gathering evidence and process of preparing for inspection
- Increased cost of ingredients
- Cost of certification
- Meeting school food standards in some settings
- Awareness of FFL brand low



Building links through Food

- Chickens linking care home residents and primary schools
- Carry my Story – diaries and records around food and memories
- Eating together – residents in school eating once a week with children
- Cooking and growing activities linking children and elderly

Thank you

We look forward to you becoming part of the Food for Life movement.

“Eat food. Not too much. Mostly plants.”

(Michael Pollan, author of Food Rules)

www.soilassociation.org/catering



Catering Update

Vickie Hacking
Principal Advisor, APSE



- Trend Analysis – Year 19 performance networks
- Eligibility for free school meals
- GDPR

Trend Analysis



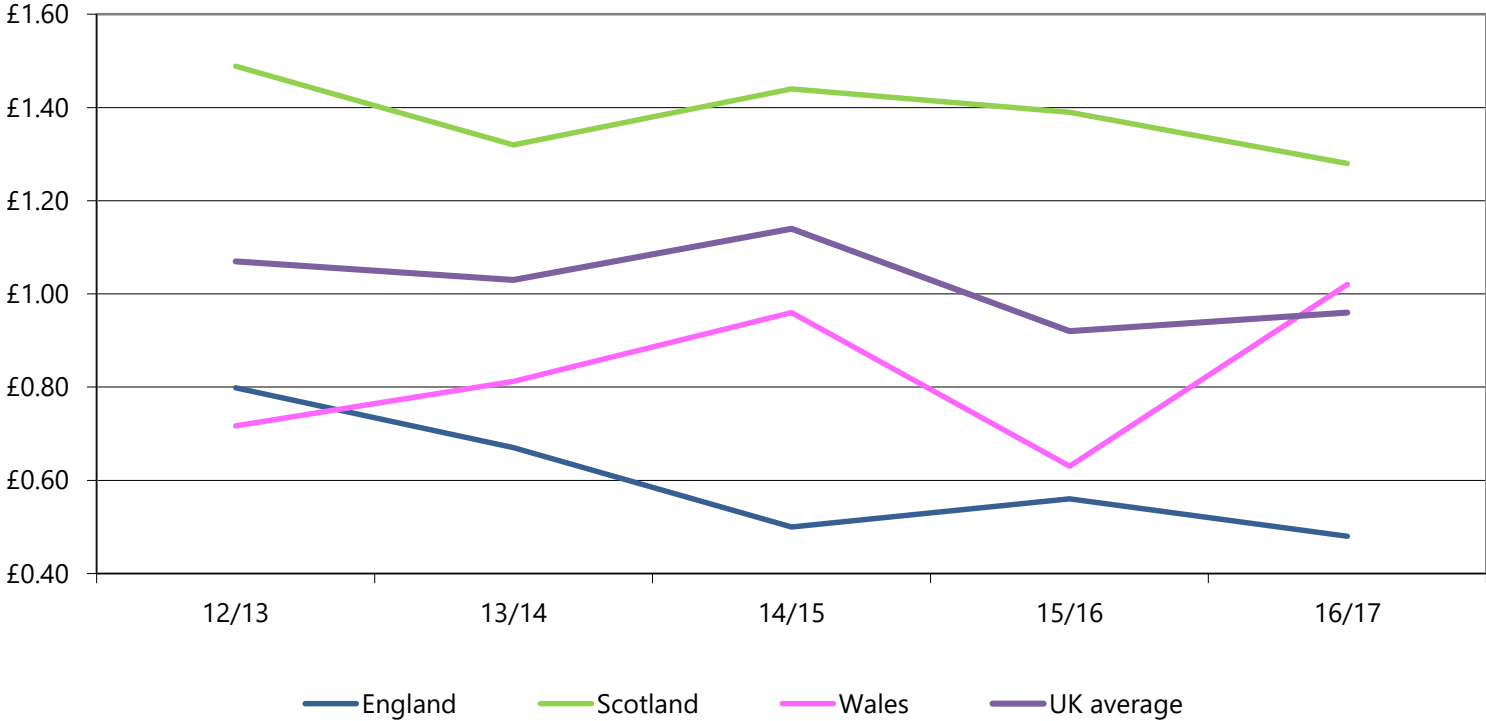
Key Issues

- **School meal uptake in the primary sector**
 - above 66% in England
 - above 60% in Scotland
- **School meal uptake in the secondary sector**
 - above 72% in England
 - above 69% in Wales
- **UK average productivity stands at 9 meals served per hour**
- **Average food cost per meal stands at 76p**



Meal Charges

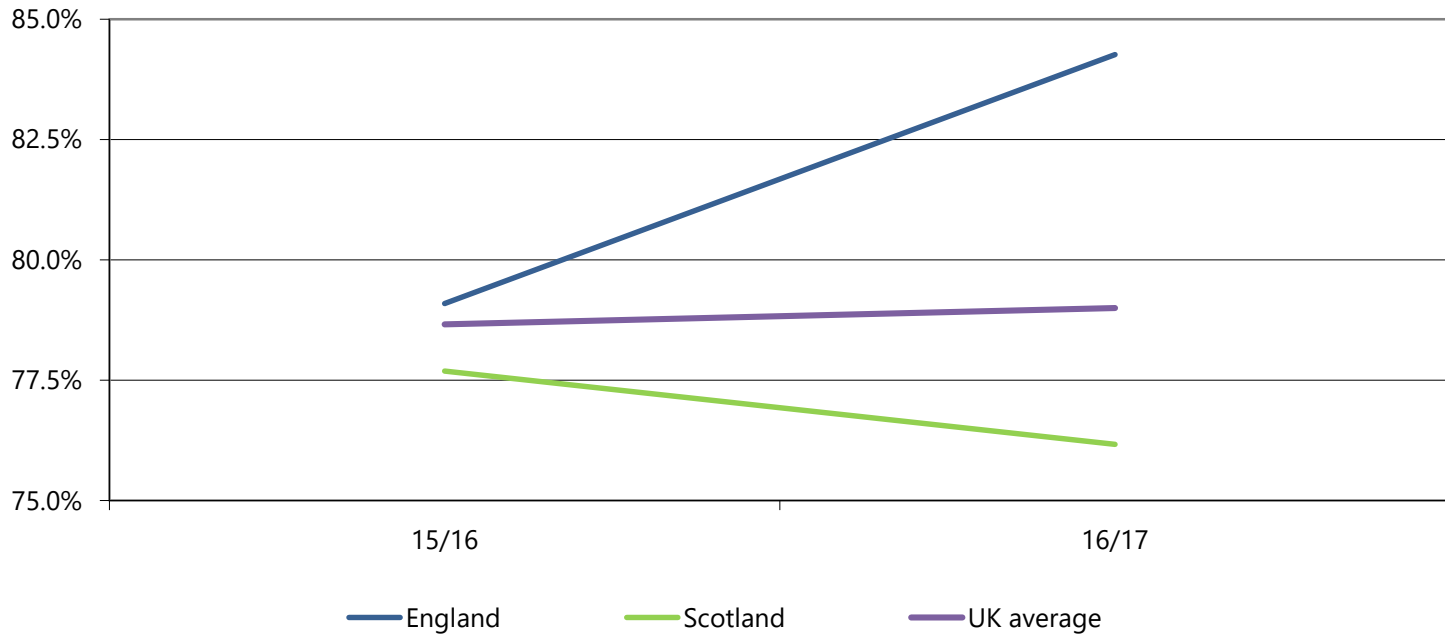
PI 31b Subsidy per lunchtime meal (excluding free meals)



Service Uptakes – KS 1



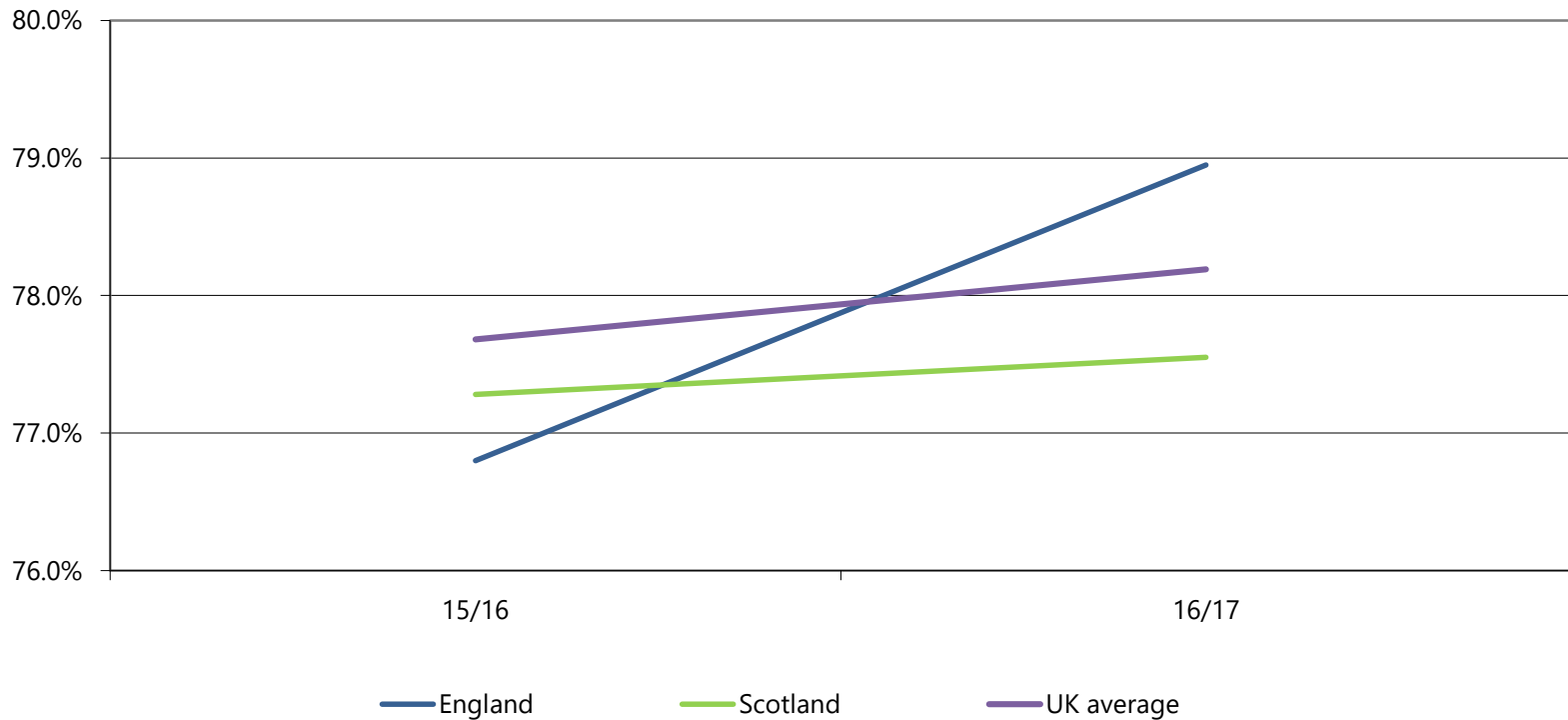
PI 36f All meal uptake infants (KS1 / P1-P3)



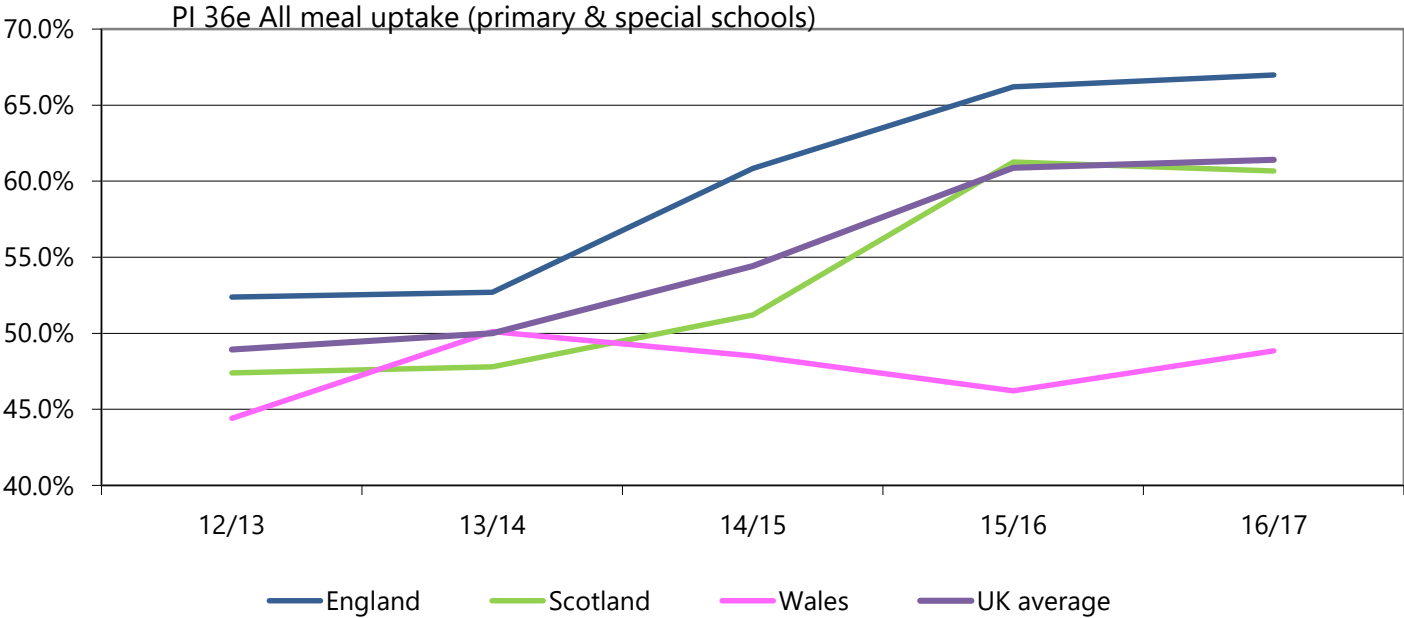


Service Uptakes – KS 2

PI 36g All meal uptake juniors (KS2 / P4-P7)

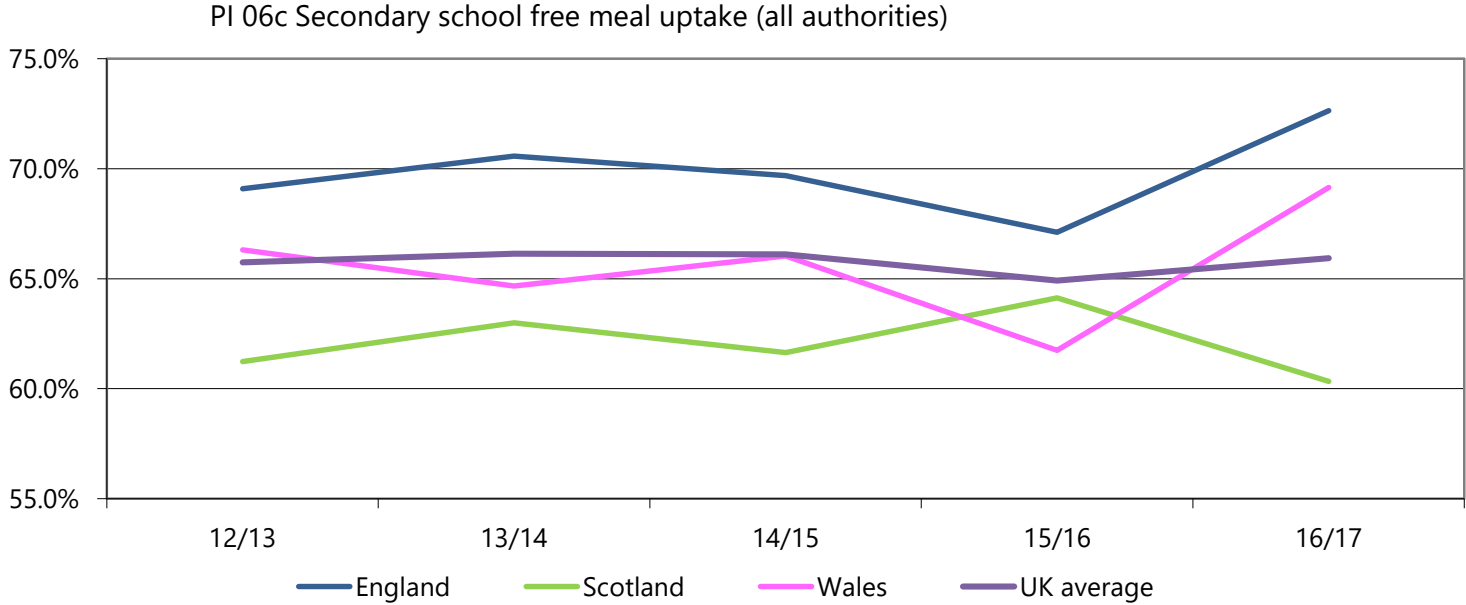


Service Uptakes – 5 year trend



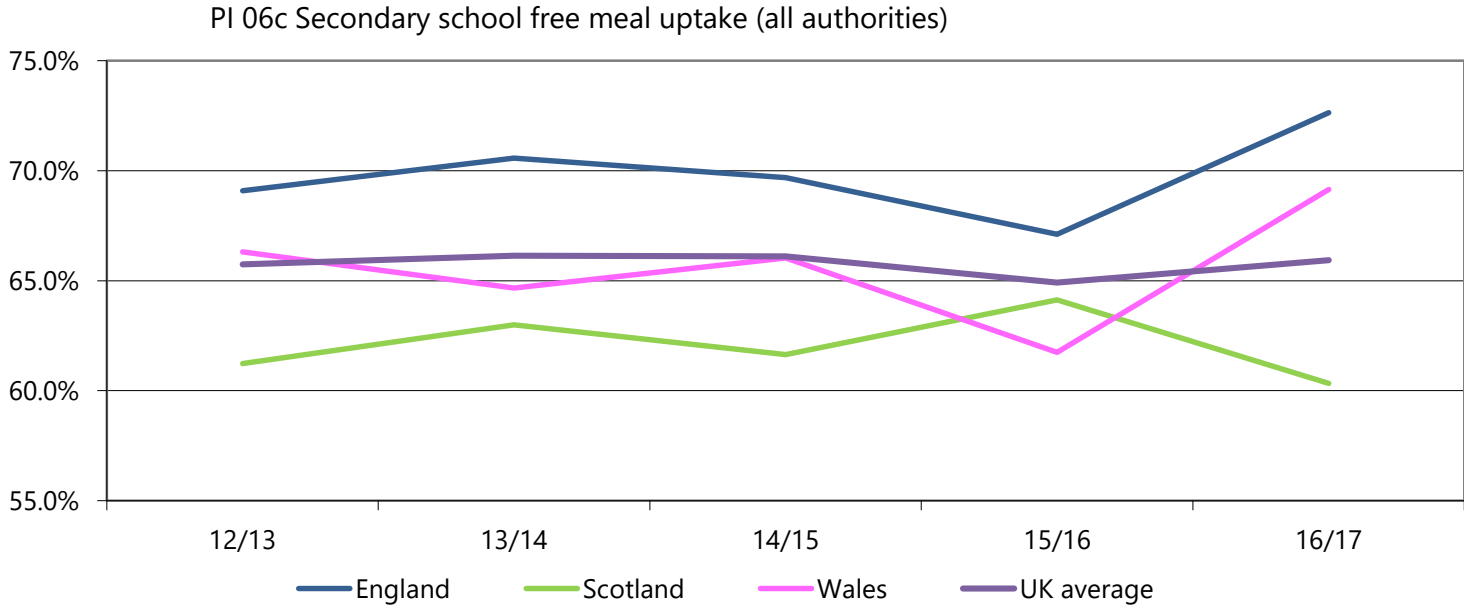


Service Uptakes – 5 year trend



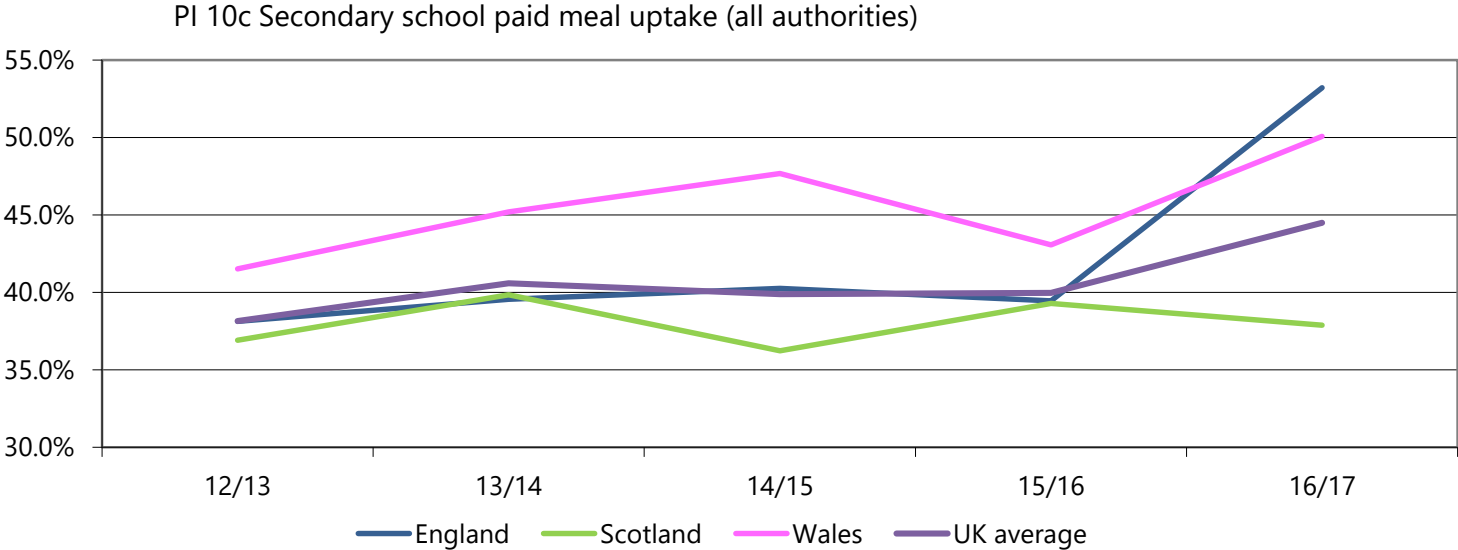


Service Uptakes – 5 year trend



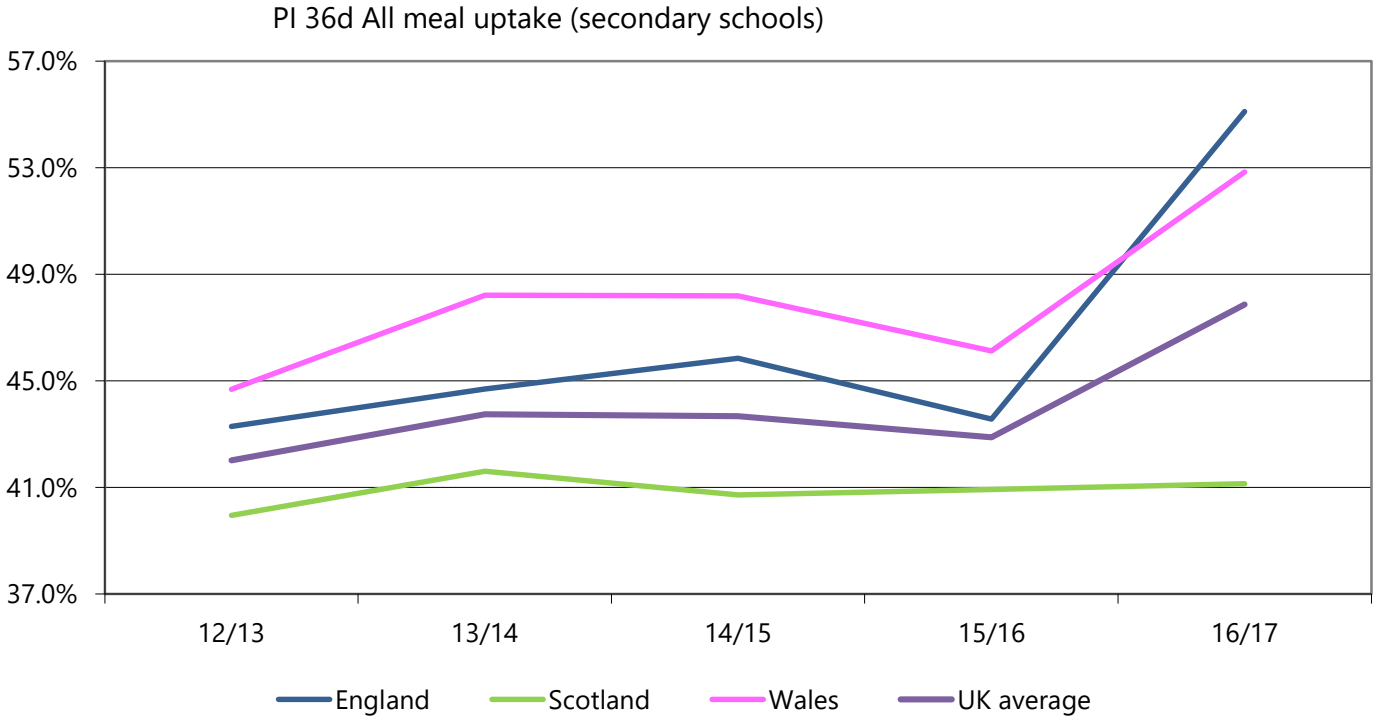


Service Uptakes – 5 year trend



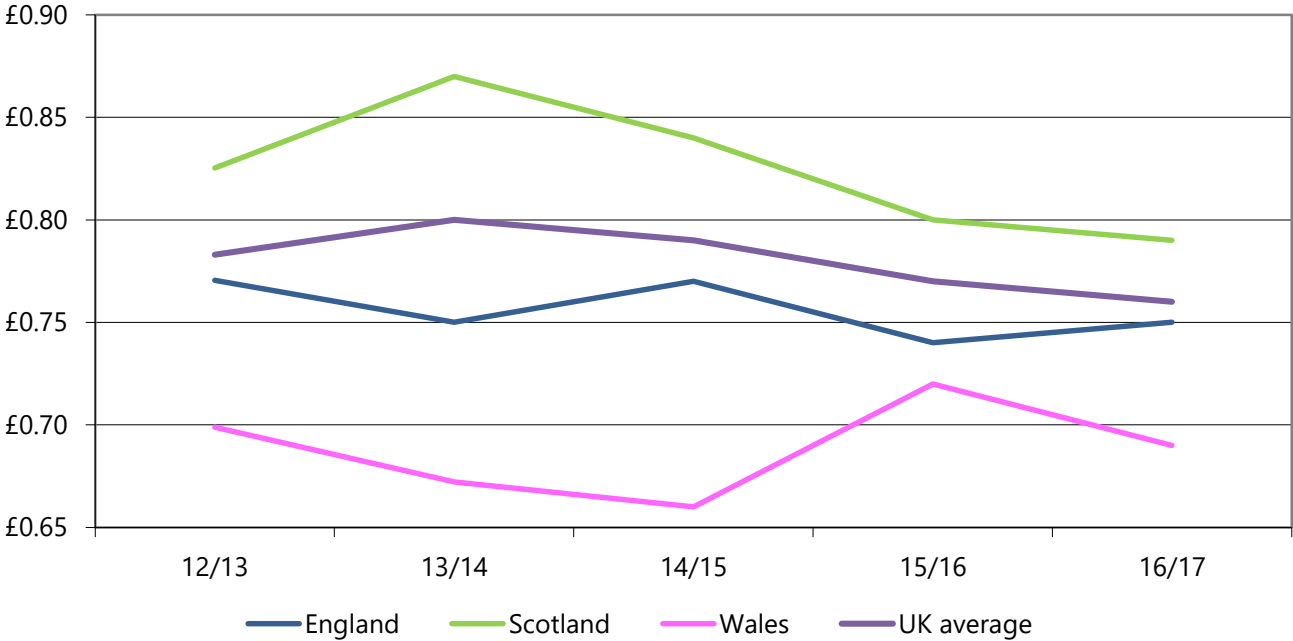


Service Uptakes – 5 year trend



Key cost indicators

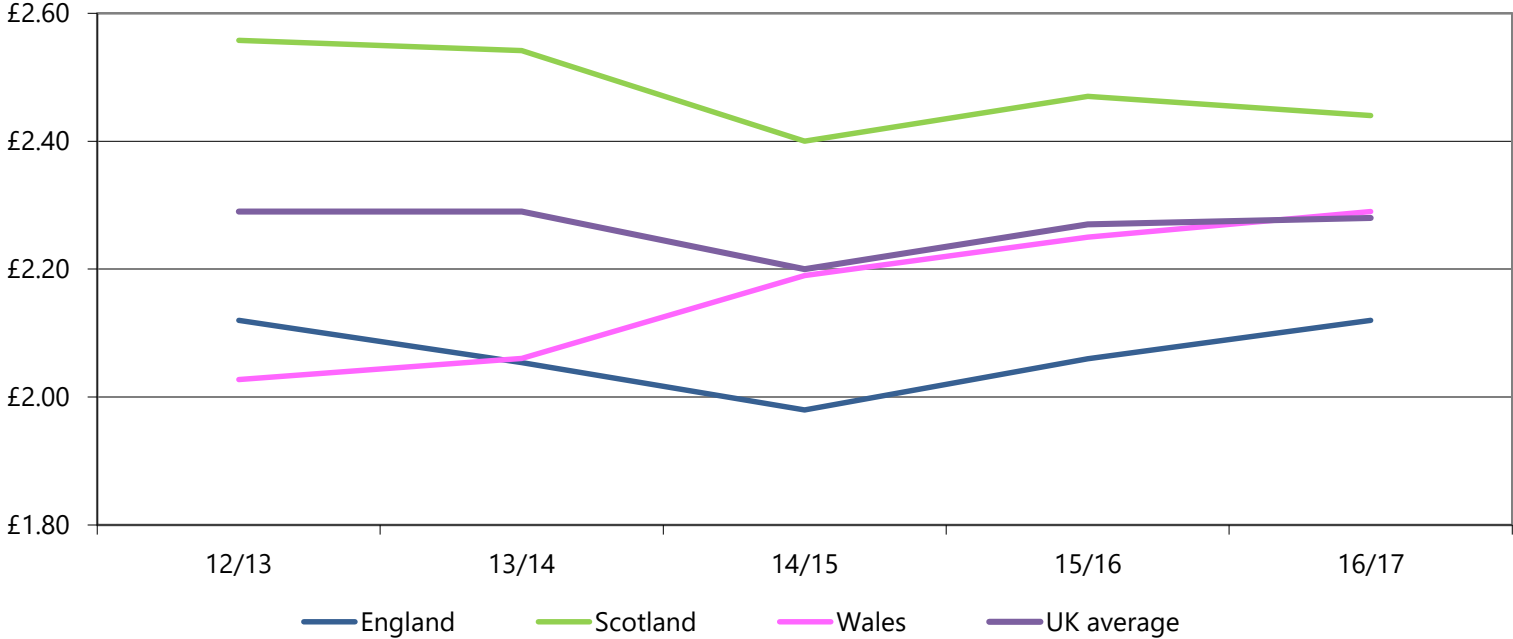
PI 17a Food only cost per lunchtime meal (primary & special schools)



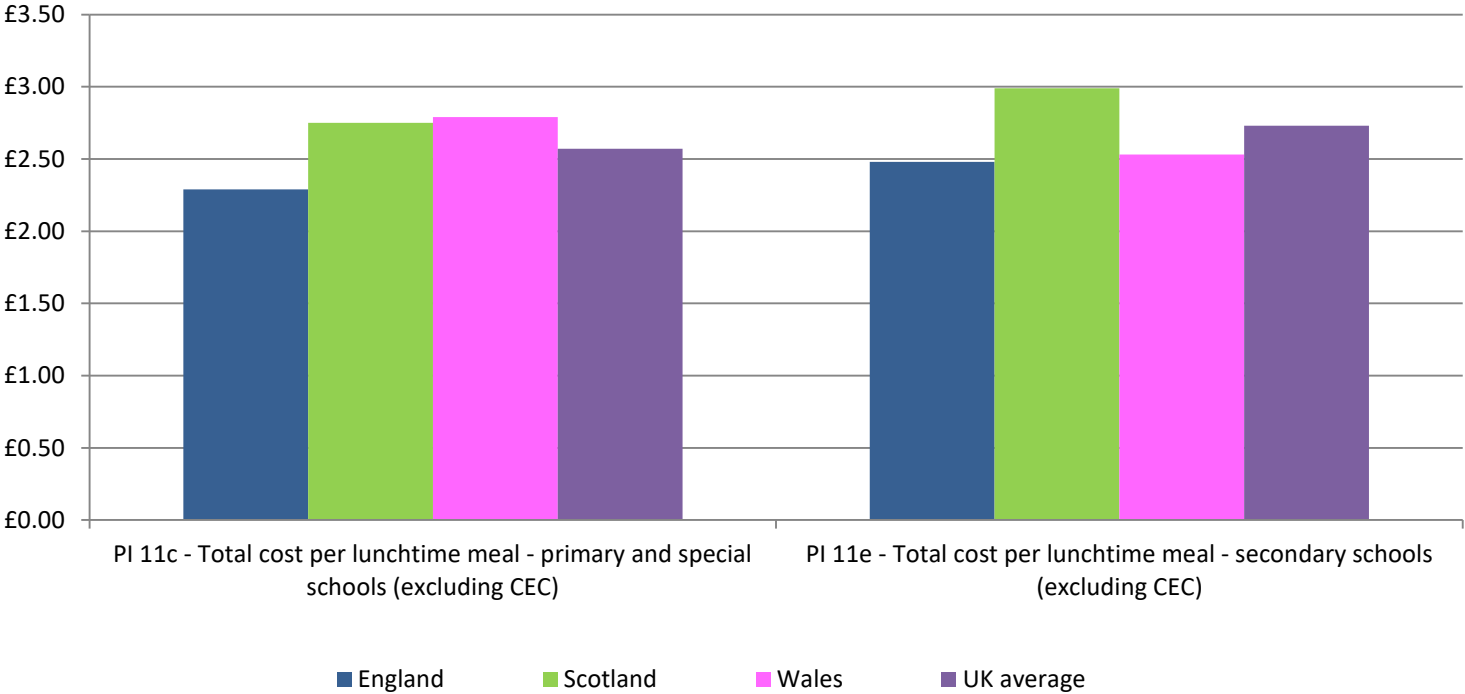


Key cost indicators

PI 18 Direct costs per lunchtime meal (primary & special schools)



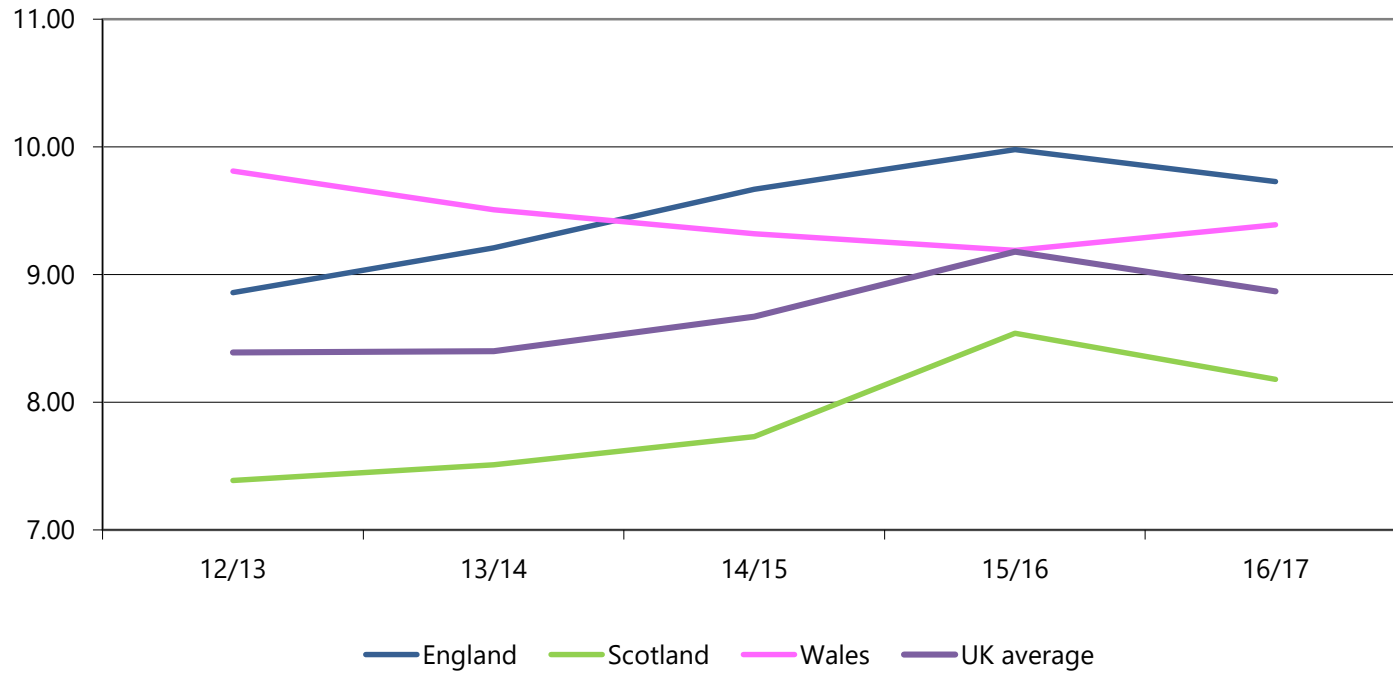
Total cost per lunchtime meal



Productivity



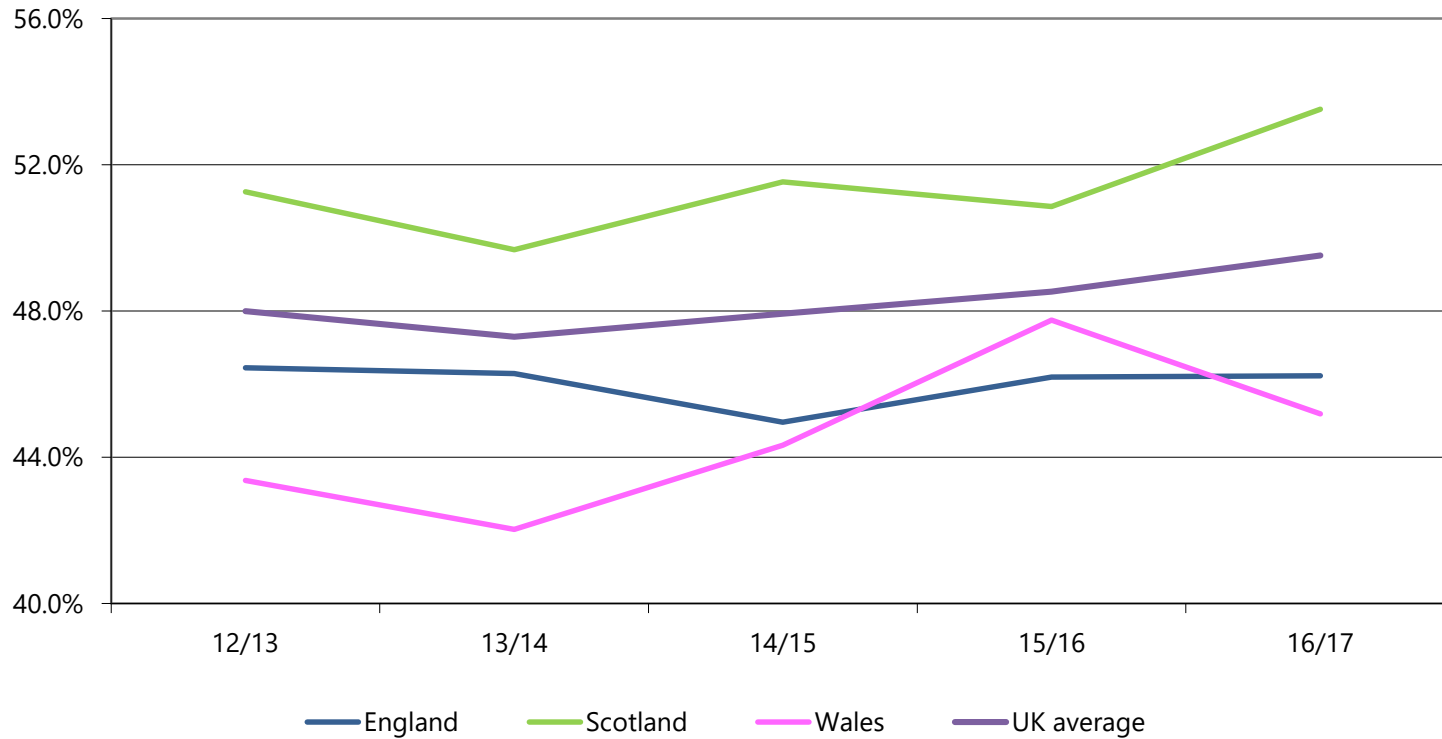
PI 15a Primary and special school lunchtime meals served per staff hour



Productivity



PI 20 Unit staff cost ratio (secondary schools)



Eligibility criteria for free school meals

- 6 February 2018

“Free school lunches and milk, and school and early years finance (amendments relating to Universal Credit)(England) Regulations 2018 (SI 2018/148)”

Amendment



- For Universal Credit Claimants – threshold has been set at £7,400.
- Came into force on 1 April 2018.

Transitional arrangements



- Threshold applies to all new claimants from 1 April 2018.
- Existing claimants should continue to receive FSM whilst UC is rolled out.
- Any child gaining FSM eligibility after threshold introduction protected during the roll out of UC
- No further eligibility checks would be required for protected families during the UC roll out.
- Following the roll out of UC any existing claimants no longer eligible continue to receive protection until the end of their face of education.

GDPR



- General Data Protection Regulations
- Applies from 25 May 2018



Preparing for GDPR – 12 Steps





1. Awareness – do you know what is happening in your organisation ?
2. Information you hold – what personal info does your service hold, where did it come from and who do you share it with?
3. Communicating privacy information



4. Individual rights – do your procedures cover all rights the individual has ?
5. Subject access requests – are your procedures up to date and do you have a process in place.
6. Lawful basis for personal data – identify the lawful basis for your processing activity.



7. Consent – review how you seek, review and record consent.
8. Children – parental or guardian consent
9. Data breaches – right processes in place to detect, report and investigate a personal data breach.



10. Data protection by design and data protection impact assessments
11. Data protection officer
12. International

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