

## **Health impact assessment (HIA) of the lunchtime experience at St Mungo's Academy, Glasgow**

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# 1. Introduction

## 1.1 Background

There is evidence that improvement in nutrition-related health in children in economically developed countries can be achieved through the provision of healthier school meals. Moreover, healthy school food policy and practice provides an important vehicle to develop children and young people's understanding and motivation regarding healthy eating.<sup>1</sup> Healthy food and improved nutrition can improve learning ability and may also contribute to improved attainment and behaviour.<sup>2</sup> In contrast, children fed a monotonous diet of poor-quality, predominantly processed food do not thrive.<sup>3</sup>

Recent legislation in the form of the School (Health Promotion and Nutrition) (Scotland) Act which was passed by the Scottish Parliament on 14 March 2007 provides further impetus to improve school nutrition policy.<sup>4</sup> This legislation:

- Places health promotion at the heart of schools' activities;
- Ensures that food and drink served in schools (including school lunches, tuck shops, breakfast and after school clubs and vending machines) meets tough nutritional standards;
- Ensures local authorities promote the uptake and benefits of school meals and free school meals;
- Reduces the stigma associated with free school meals by requiring local authorities to protect the identity of those eligible;
- Gives local authorities the power to provide pupils with healthy snacks and drinks (either at cost or free of charge);
- Requires local authorities to consider sustainable development when they provide food or drink in schools.

Scotland is one of a few Western countries that have introduced compulsory nutrient-based standards for school meals through the enactment of the Schools (Health Promotion and Nutrition) Act 2007.<sup>4</sup> Her Majesty's Inspectorate of Education (HMIe) is monitoring the implementation of these standards.<sup>5</sup> In passing this legislation, the Scottish Government recognises that healthy school food policy can help to drive forward other key policies, including social inclusion, educational attainment, the wider health promotion agenda and sustainable development.

Further relevant evidence and information identified through a rapid literature review is outlined in Appendices 1 and 2.

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<sup>1</sup> Scottish Government. Healthy Eating, Active Living: An action plan to improve diet, increase physical activity and tackle obesity (2008-2011) Edinburgh: HMSO, 2008.

<sup>2</sup> World Health Organisation. Healthy Nutrition: An Essential Element of a Health-Promoting School. Geneva: World Health Organisation, 1998. [http://www.who.int/school\\_youth\\_health/media/en/428.pdf](http://www.who.int/school_youth_health/media/en/428.pdf)

<sup>3</sup> Scottish Office. The Scottish Diet. Report of the working group (the James Report). Edinburgh: Scottish Office: 1999.

<sup>4</sup> Scottish Parliament. *Schools (Health Promotion and Nutrition) (Scotland) Bill*. 68B. Edinburgh: HMSO, 2007.

<sup>5</sup> Scottish Government. Schools (Health Promotion and Nutrition) Scotland Act: Health promotion guidance for local authorities and schools. Edinburgh: Scottish Government, 2008. <http://www.scotland.gov.uk/Publications/2008/05/08160456/0>

## 1.2 Introduction to health impact assessment

Health impact assessment (HIA) has been defined as: "...a combination of procedures, methods and tools by which a policy, programme or project may be judged as to its potential effects on the health of a population and the distribution of effects within the population".<sup>6</sup>

HIA is undertaken with the purpose of giving decision-makers information about the effects on health and well-being of a specific proposal, and supporting that information with suggestions about how to change and modify the proposal in order to achieve or optimise health gain through:

- Health protection – minimising or avoiding any negative or harmful effects;
- Health improvement – maximising or enhancing any positive or beneficial effects;
- Reducing health inequalities – working with the principle of equity.

In HIA, the effects on health and well-being can be identified using both biomedical and social models of health. An HIA can be conducted at various points in the development and implementation of a proposal: prospective HIAs are undertaken before a proposal has been implemented, and concurrent HIAs are undertaken while a proposal is being implemented. For this HIA, the starting point for the investigation was not a document outlining the proposal, but **the existing situation during the lunch break at St Mungo's Academy**. Therefore, a concurrent HIA was undertaken of the lunchtime experience of pupils at St Mungo's Academy.

## 1.3 Aims, objectives and values of the HIA

### Aims:

- To identify the impacts of school meal provision at St Mungo's Academy on health and well-being of pupils and staff;
- To identify the impacts on health and well-being of obtaining lunch outside school for pupils at St Mungo's Academy, staff and the local community including businesses;
- To identify ways to increase any benefits of school meal provision at St Mungo's Academy on pupils' health and well-being;
- To identify ways to increase the uptake of school meal provision at St Mungo's Academy based on the benefits to health and well-being;
- To identify ways to improve pupils' health and well-being through eating out at lunchtime.

### Objectives:

- To undertake rapid document analysis of key policies and plans relating to school meal provision in Scotland;
- To undertake a rapid search for readily available information from the published literature on the health impacts of school meal provision;
- To undertake a rapid search for readily available case-studies of HIAs of school meal provision;
- To run a stakeholder workshop including representatives from pupils, pupils' families, staff and local businesses to identify impacts on health and well-being of school and non-school meal provision, and ways to address those impacts;
- To disseminate the results of the HIA to pupils, their families and staff in appropriate ways;
- To present the results of the HIA to decision makers.

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<sup>6</sup> World Health Organisation. Health Impact Assessment: main concepts and suggested approach. Gothenburg Consensus Paper. Geneva: WHO, 1999 <http://www.euro.who.int/document/PAE/Gothenburgpaper.pdf>

**Values:**

- Child health protection and improvement;
- Social inclusion;
- Equity, particularly in relation to childhood poverty.

**1.4 Methodology**

A rapid review of available literature and policies was undertaken as a first step. Documents were analysed to identify factors that influence whether children and young people make healthy choices about food while attending school and interventions that have been used or recommended to encourage children and young people to make healthy choices about food while attending school. A list of documents analysed and results of analysis are presented in Appendix 1. This evidence was used to inform the planning and conduct of the HIA.

The proposal under investigation is the lunchtime experience at St Mungo's Academy, which includes the following three scenarios:

- Some pupils eat in at lunchtime and use a McDonald's-style food service;
- The majority of pupils eat out at lunchtime – the places pupils visit to obtain food and drink are shown in Box 1.1;
- A buffet-style food service is proposed for St Mungo's Academy.

**Box 1.1: Places pupils from St Mungo's Academy visit to obtain food and drink at lunchtime**

- Chip shop
- Chinese restaurant
- Pizza Hut
- Burger King
- McDonald's
- Kentucky Fried Chicken (KFC)
- Alldays
- Two vans
- Duke Street
- Healthy Living Centre

For this HIA, the starting point for the investigation was not a document outlining the proposal, but the existing situation during the lunchtime experience at St Mungo's Academy. The main methods used for the HIA were:

- Rapid review of available literature and policies on the provision of school meals;
- Site visit to the dining area of St Mungo's Academy;
- Participatory stakeholder workshop.

The programme for the day is provided in Appendix 3.

Participants consisted of: 14 pupils comprising two representatives from each year group as well as two primary seven pupils from an associated primary school; four members of teaching staff, six members of Direct and Care Services staff and six public health staff, three of whom assisted with facilitation of group work. Food retailers and parents were invited but were not represented on the day.

After a short introduction by the facilitator outlining general principles of an HIA and the aims and objectives of this HIA of the lunchtime experience, the programme involved plenary and

small group exercises to: explore perceptions around food, its effect on health and how it relates to other factors that affect health; views of participants on why young people leave school to purchase lunch; the impacts on health of the lunchtime experience at St Mungo's Academy; identification of ways to increase the health benefits from the lunchtime experience at St Mungo's Academy, and ways to reduce what people see as disadvantages.

Tasks undertaken in the workshops are shown in Box 1.2. The final session of the day involved a discussion about how the results of the HIA could be taken forward by Direct and Care Services and the school.

**Box 1.2: Tasks undertaken in the HIA stakeholder workshop**

*Formal questions*

- What are the strengths of St Mungo's Academy?
- What are the challenges faced by St Mungo's Academy?
- How does food affect health?
- Why don't young people eat school meals and go elsewhere?
- What are the impacts on health of the lunchtime experience?
- What can be done to increase the positive impacts and decrease the negative impacts of the lunchtime experience?

*Informal questions*

- What did you have for breakfast?
- What is your favourite food?

The target group for the proposal was pupils attending St Mungo's Academy, Glasgow. However, the potential impacts on health and well-being of the lunchtime experience at St Mungo's Academy were identified for several other groups as well as pupils including:

- Teaching staff;
- Catering staff;
- Local businesses;
- Members of the community living in the vicinity of St Mungo's Academy.

Participants were also asked to consider parents and carers.

## **1.5 Context for the HIA of the lunchtime experience at St Mungo's Academy**

### ***General context***

St Mungo's Academy is a state-funded secondary school, described as an integrated community school. At September 2006, there were 782 pupils and 68.7 teachers in terms of full-time equivalents (FTE).

St Mungo's Academy provides education for Roman Catholic children and young people from the east end of Glasgow. Its partner primary schools are:

- St Anne's Primary School;
- St Denis' Primary School;
- St Michael's Primary School;
- St Thomas' Primary School;
- Sacred Heart Primary School;
- St Mark's Primary School (depending on prospective pupil's address);
- St Paul's Primary School (depending on prospective pupil's address).

There is a buddy system for pupils in S1. There is a school council with representatives from each year group which meets once a month with the Head of School. There is a parents' council, a parents' forum, and a parent teacher association which meets at regular intervals.

### **Specific context at lunchtime**

The lunch break is 40 minutes long, and pupils are allowed to leave school premises. Morning break is 15 minutes long and pupils are not allowed to leave school premises.

According to Glasgow City Council data, almost a quarter of pupils (24.4%) stay in to eat school meals. Over a quarter of pupils (28%) reported eating "somewhere else" (not specified). Almost a tenth of pupils (8.9%) eat lunch at home, and many have family commitments and responsibilities that necessitate going home. Less than one per cent of pupils (0.4%) eat in the playground.

Direct and Care Services (DACs) of Glasgow City Council which provides the school meals service uses the uptake of free meals as an indicator of the use of the school meals service in general. The uptake of free meals at St Mungo's Academy is 40%, which means that there is a significant body of pupils who are eligible for free meals who are taking up their entitlement, quite apart from the large number of pupils not eligible for free meals that choose to go out. Glasgow City Council is committed to maximising the uptake of entitlements to free school meals.

For some pupils at St Mungo's Academy, a school meal at lunchtime may be their only meal of the day, particularly as some pupils do not eat breakfast. If pupils decide to go out at lunchtime, it is not possible for staff to know whether some young people are actually eating at all. However, there is not enough capacity for all the pupils at St Mungo's Academy to eat in the dining area at lunchtime. There are limited social areas in the school, and there is no common room for senior pupils. There is a balcony overlooking the dining area which seems to contribute to the pupils' feelings of being watched. Moreover, the dining area is adjacent to the school oratory, which means that the entertainment on the plasma screens has the sound turned down in order not to interfere with services.

The lunchtime experience of staying in to eat a school meal was described by pupils as: *"too hot"; "too crowded"; "boring"; "depressing"; "lazy"; "told what to do – feel like a kid"; "being watched – anxious, uneasy"*.

The group of other stakeholders recognised that the school lunch service at St Mungo's Academy was *"not young people friendly"*, and that the social environment created at lunchtime needed to change with any change to the service in order to compete with the marketplace outside the school. Staff acknowledged that pupils may see school meals at lunchtime as being *"forced to eat healthily"*.

There are many food vending sites in the vicinity of St Mungo's Academy, and some offer lunchtime deals for pupils. However, although the majority of pupils go out to eat at lunchtime, the quality of the surrounding neighbourhood was also commented on negatively: *"bit of a dive"; "depressing"; "messy"; "nothing good about it"; "Council doesn't care"*. For some pupils, the quality of the neighbourhood around the school affected whether they felt valued as human beings.

At St Mungo's Academy, over a third of pupils were registered for free meals (38.5% in 2006-2007), a figure that is almost 8% higher than that for Glasgow as a whole (30.9%) and nearly three times that for Scotland (13.2%). The number of pupils registered for free meals is often used as an indicator of the level of deprivation or disadvantage experienced in an area, and eligibility for free school meals is strongly associated with low achievement,

especially for White British pupils. In general, educational attainment for pupils in S4, S5 and S6 at St Mungo's Academy is lower than that for Glasgow and that for Scotland.

### **Challenges faced by St Mungo's Academy**

Workshop participants were asked about the challenges faced by St Mungo's Academy. Responses fell into one of two broad categories:

1. Responses about the lunchtime experience;
2. Responses about the school in general.

Challenges that participants felt needed to be addressed with respect to the lunchtime experience include:

- The quality of school meals (e.g. soggy vegetables);
- The short lunch break (only 40 minutes);
- Trying to get pupils who choose to eat out to return to taking school meals at lunchtime, even if it is a different style of service;
- Problems with the incentive system (Q card linked to the Young Scot card);
- Competition from food outlets close to the school which provide unhealthy options;
- Needing to queue for school meals;
- Poor punctuality of pupils who choose to eat out;
- Music from the plasma screen might disturb services in the oratory;
- Littering.

Challenges associated with the school in general are shown in Box 1.3, and addressing some of these issues may help to improve the lunchtime experience at St Mungo's Academy either directly, such as limited social areas, or indirectly, such as territoriality.

**Box 1.3: Challenges associated with St Mungo's Academy in general identified by workshop participants, which could affect what pupils do at lunchtime**

- Work and homework
- Examinations
- Early start to the school day at 0845
- Difficult to get used to new timetables
- Limited social areas
- Safety of pupils outside school
- Distractions
- Territoriality
- Cultural issues

### **Strengths of St Mungo's Academy**

Workshop participants were asked to identify the strengths of St Mungo's Academy. Again, responses fell into one of two broad categories:

1. Responses about the lunchtime experience;
2. Responses about the school in general.

The strengths that could be built upon to improve the lunchtime experience at St Mungo's Academy include: incentive system (Q card linked to Young Scot card); vending machines; sandwiches; popular food provided at mid-morning break, i.e. toast, rolls and potato scones; kitchen design and facilities; design of dining hall and management of flow; catering staff; value for money; management and supervision at lunchtime.

Strengths of the school in general are shown in Box 1.4, some of which could also be built upon to enhance the lunchtime experience, for example, extra curricular activities and the culture in the school that pupils' health and well-being is important.

<b>Box 1.4: Strengths of St Mungo's Academy identified by workshop participants, which could be used to enhance the lunchtime experience</b>	
<p><b>Education</b>            Educational standards            Good teachers/different methods of teaching            Supported study            Drama class            PE 3-6 times a week</p> <p><b>Timetabling</b>            Timetable            School day finishes earlier</p> <p><b>Relationships and social support</b>            Pastoral care staff            Good relationship between staff and pupils            Friends/Socialise</p> <p><b>Facilities on site</b>            Good facilities            New building            Modern technology</p>	<p><b>Extracurricular activities</b>            Lunchtime and after school clubs            Extra curricular activities            Holidays/trips            Music/school show            Football team</p> <p><b>School ethos</b>            Feelings of community – working together            Emphasis on health and well-being            Well-behaved pupils/ young people represent the school well            Opportunity to make a difference            Calm/safe environment            Uniform code</p> <p><b>External environment</b>            Healthy living centre on doorstep</p>

## 2. Results of impact identification covering the lunchtime experience at St Mungo's Academy

### 2.1 Introduction

Potential impacts on health and well-being were identified for: pupils; teaching staff; catering staff; local businesses and members of the community. For each group, potential impacts on health and well-being were identified for two main situations:

1. Pupils staying in to eat school meals at lunchtime;
2. Pupils going out to eat at lunchtime.

### 2.2 Potential impacts on pupils

For this section of the report, the potential impacts on pupils have been recorded according to the following structure:

- An impacts table that shows the issues pupils identified as important – within this impacts table, the responses of the pupils, staff and other stakeholders have been recorded: beneficial or positive impacts are represented by happy face symbols; harmful or negative impacts are shown by sad face symbols; the presence of both face symbols indicates contrasting views;
- An outcomes table that shows the issues identified as important by the pupils and the potential effects and outcomes on pupils' health and well-being;
- An impacts and outcomes table combined, based on additional issues identified by the staff and other stakeholders (i.e. they were not mentioned by the pupils).

### **Staying in for school meals**

The pupils identified a number of issues in relation to staying in to eat school meals at lunchtime. The results of whether pupils considered these to be beneficial or harmful are shown in Table 2.1. The effects and outcomes of these issues on pupils' health and well-being are shown in Table 2.2 and in Table 2.3 on pages 13 and 14; additional influences identified by staff and other stakeholders are set out along with potential effects on and outcomes for pupils' health and well-being. There were varying opinions regarding temperature levels, the incentive system and supervisory presence.

**Table 2.1: Potential impacts on pupils at St Mungo's Academy staying in to eat school meals at lunchtime, according to issues identified by pupils, staff and others**

	<b>Pupils</b>	<b>Staff</b>	<b>Others</b>
Convenience	☺	☺	
Noise levels	☹		
Seating/table layout	☹		☹
Crowding	☹		
Need to queue	☹	☹	☹
Temperature levels	☺☹		
Diet	☺	☺	☺
Choice of food/drinks	☹	☹	☺
Quality of food	☹*		☺
Supervisory presence	☹	☺	☺☹
Social contact with friends	☺	☺	
Personal safety	☺	☺	☺
Access to lunchtime clubs	☺		☺
Incentive system	☹**	☺☹	
Lack of fresh air	☹	☹	

\* Aspects of the quality of the food that were cited by pupils as negative included temperature (food meant to be hot can be cold), 'rubberiness' of some items (sausage sandwiches) and sogginess of vegetables.

\*\* Pupils cited the potential to lose Q cards and the link to the Young Scot card as negative aspects of the incentive system.

**Table 2.2: Outcomes of potential impacts on health and well-being of pupils at St Mungo’s Academy staying in to eat school meals at lunchtime, according to issues identified by pupils**

<b>Issue</b>	<b>Effects</b>	<b>Outcome(s) for pupils</b>
Convenience	Reduced stress Increased relaxation	Increased mental well-being
Noise levels	Increased stress and reduced ability to concentrate	Decreased mental well-being
Seating and tables	Increased discomfort and stress Reduced social interaction	
Crowding	Increased stress and risk of accidents and possible injury	Decreased mental and physical well-being
Need to queue	Increased frustration/stress Increased levels of irritability	Decreased mental well-being
Temperature levels	<i>If comfortably warm</i> Increased levels of comfort and decreased levels of stress	Increased mental and physical well-being
	<i>If too warm</i> Decreased levels of comfort and increased levels of stress	Decreased mental and physical well-being
Diet	Choice of healthy foods Improved nutrition	Increased mental and physical well-being
Choice of food and drinks	Increased frustration	Decreased mental well-being Decision to eat out
Quality of food	Reduced intake of food Increased food wastage Increased frustration	Decreased mental and physical well-being
Supervisory presence	Increased stress and anxiety	Decreased mental well-being
Social contact with friends	Increased social support/skills	Increased mental well-being
Personal safety	Reduced levels of stress Reduced risk of bullying and injury from fighting	Increased mental and physical well-being
Opportunity to access school clubs	Increased levels of social support, knowledge and development of social skills; increased physical activity	
Incentive system	Loss of Q card Increased frustration and lack of incentive to eat school meals	Decreased mental well-being Greater likelihood of eating out
Lack of fresh air	No change in environment and lack of opportunity to relax	

**Table 2.3: Additional potential impacts on health and well-being of pupils at St Mungo’s Academy staying in to eat school meals at lunchtime, identified by staff and other stakeholders**

<b><i>Issue</i></b>	<b><i>Effects</i></b>	<b><i>Outcome(s) for pupils</i></b>
Food safety	Reduced risk of food-related infection	Increased physical well-being
Value for money	Increased satisfaction Increased amount of disposable income	Increased mental well-being
Quality of environment	Increased levels of cleanliness Reduced risk of infection Reduced levels of stress	Increased mental and physical well-being
Time available	<i>When compared with eating out:</i> Reduced levels of stress Opportunity to sit down Improved digestion  <i>Lunch break in itself:</i> Time spent in queues Increased levels of frustration/stress	<i>When compared with eating out:</i> Increased mental and physical well-being  <i>Lunch break in itself:</i> Decreased mental well-being
Protection for vulnerable children and young people	Reduced levels of anxiety Reduced levels of stress	Improved mental well-being for vulnerable children and young people
Capacity to meet specific dietary needs of children and young people	Reduced risk of reaction to food allergies and intolerances	Improved physical well-being
Social contact with staff	Limited social interaction between staff and pupils Bridging ties not necessarily developed	Reduced opportunities to generate social capital

### ***Pupils going out at lunchtime***

Pupils identified a number of issues that they thought would be affected if they go out to eat at lunchtime. The results of whether pupils considered these to be beneficial or harmful are shown in Table 2.4. The effects and outcomes of these issues on pupils' health and well-being are shown in Table 2.5 and in Table 2.6, additional influences identified by staff and other stakeholders are set out together with the effects on and outcomes for pupils' health and well-being.

**Table 2.4: Potential impacts on health and well-being of pupils at St Mungo's Academy going out to eat at lunchtime, according to issues identified by pupils, staff and others**

	<b>Pupils</b>	<b>Staff</b>	<b>Others</b>
Ability to leave school environment	☺		☺
Opportunity to exercise	☺	☺	☺
Degree of freedom	☺	☺	☺
Social contact with friends	☺	☺	☺
Need to queue	☺		☺
Choice of food and drinks	☺	☺	☺
Value for money	☺	☹	
Diet	☹	☹	☹
Personal safety	☹	☹	☹
Exposure to weather	☺☹	☺☹	
Opportunity to smoke	☹		
Quality of external environment	☹		

**Table 2.5: Potential impacts on health and well-being of pupils at St Mungo's Academy going out to eat at lunchtime, according to issues identified by pupils**

<b><i>Issue</i></b>	<b><i>Effects</i></b>	<b><i>Outcome(s) for pupils</i></b>
Exposure to weather	Exposure to poor weather - wind, cold, rain and snow  Exposure to good weather – sunshine and fresh air	<i>If weather poor:</i> Decreased physical well-being (increased risk of respiratory tract infections) <i>If weather good</i> Increased mental and physical well-being
Opportunity to smoke	Increased levels of relaxation Inhalation of tobacco smoke	<i>Short-term effects:</i> Improved mental well-being  <i>Long-term effects:</i> Increased risk of smoking related disease
Quality of external environment	Increased levels of stress	Decreased mental well-being

**Table 2.6: Additional potential impacts on health and well-being of pupils at St Mungo’s Academy going out to eat at lunchtime, identified by staff and other stakeholders**

<b>Issue</b>	<b>Effects</b>	<b>Outcomes for pupils</b>
Food safety	Lack of opportunity for pupils to wash hands leading to increased risk of food-related infection	Decreased physical well-being
Cost	Reduced amount of disposable income	Decreased mental well-being
Time available	Reduced time for relaxation Increased risk of indigestion and heartburn	Decreased mental and physical well-being
Pupil punctuality and behaviour	Late attendance at first class of afternoon Increased levels of hyperactivity	Decreased mental well-being
Lack of opportunity to sit down	Increased risk of indigestion and heartburn	Decreased physical well-being
Carrying heavy weights	Increased loading on skeleton during development	
Territoriality	Increased risk of fighting	Decreased physical and mental well-being
Pupils’ eating habits	Increased risk of pupils not eating a meal leading to hypoglycaemia and reduced energy levels	
Pupil behaviour outside school	Littering; antisocial behaviour by some pupils; negative image and reputation of school in community; low school morale	Decreased mental well-being

### **2.3 Potential impacts on teaching staff**

For this section of the report, the impacts on teaching staff have been recorded according to the following structure:

- An impacts table that shows the issues identified as important by staff and other stakeholders – within this impacts table, the responses of the staff and other stakeholders have been recorded: beneficial or positive impacts are shown by happy face symbols and harmful or negative impacts are shown by sad face symbols;
- An outcomes table that records the potential effects and outcomes on teachers’ health and well-being of those issues thought to be important.

#### ***Pupils staying in for school meals***

Staff and other stakeholders identified a number of issues they thought affected teaching staff if pupils stay in to eat school meals at lunchtime. The results of whether these were considered to be beneficial or harmful are shown in Table 2.7, the effects and outcomes of these issues on teachers’ health and well-being are shown in Table 2.8.

**Table 2.7: Potential impacts on health and well-being for teaching staff if pupils at St Mungo's Academy stay in to eat school meals at lunchtime**

	Impact on teaching staff
Ability to use service	☺
Cost of meal	☺
Incentive system	☹
Need to queue	☹
Noise levels	☹
Need to provide supervision	☹
Littering	☹
Pupil punctuality	☺
Social contact with pupils	☺
Pupil behaviour after lunch	☹

**Table 2.8: Outcomes of potential impacts on health and well-being for teaching staff if pupils at St Mungo's Academy stay in to eat school meals at lunchtime**

<i>Issue</i>	<i>Effect</i>	<i>Outcome</i>
Ability to use school meals service	Increased job satisfaction	Increased mental well-being for ~75% of teaching staff
Cost of meal	Increase in amount of disposable income	Increased mental well-being for ~75% of teaching staff
Incentive system	Increased levels of frustration	Decreased mental well-being for ~75% of teaching staff
Need to queue	Increased levels of frustration and risk of accident or injury	Decreased mental and physical well-being for ~75% of teaching staff
Noise levels	Increased levels of stress	Decreased mental well-being for 75% of teaching staff
Need to provide supervision	Increased levels of stress	Decreased mental well-being for supervisory staff
Littering	Increased levels of stress	Decreased mental well-being
Pupil punctuality	Reduced levels of stress	Increased mental well-being
Social contact with pupils	Increased level of job satisfaction	Increased mental well-being for 75% of teaching staff
Pupil behaviour after lunch	Increased levels of stress to control pupil behaviour	Decreased mental well-being

***Pupils going out at lunchtime***

Staff identified a number of issues if pupils go out to eat at lunchtime. The results of whether these were considered to be beneficial or harmful are shown in Table 2.9, the effects and outcomes of these issues on teachers' health and well-being are shown in Table 2.10.

**Table 2.9: Potential impacts on health and well-being for teaching staff if pupils at St Mungo's Academy go out to eat at lunchtime**

	Impact on teaching staff
School environment	☺
Ability to leave school environment	☺
Presence of pupils	☺
Levels of waste brought into school	☹
Pupil behaviour after lunch	☹
Pupil punctuality	☹

**Table 2.10: Outcomes of potential impacts on health and well-being for teaching staff if pupils at St Mungo’s Academy go out to eat at lunchtime**

<b>Issue</b>	<b>Effect</b>	<b>Outcome</b>
School environment	Less crowding Greater levels of calm Reduced level of littering	Increased mental well-being
Ability to leave school environment	Opportunity for relaxation Reduced levels of stress	Increased mental well-being for all teaching staff except supervisors
Presence of pupils	Reduced numbers of pupils to supervise Opportunity for relaxation Reduced levels of stress	
Levels of waste brought into school by pupils eating out	Increased levels of littering in school	Decreased mental well-being
Pupil behaviour after lunchtime	Increased levels of stress to control pupil behaviour	
Pupil punctuality	Increased frustration and stress Lower staff morale	

## 2.4 Potential impacts on catering staff

Impacts on catering staff have been recorded according to the following structure:

- An impacts table that shows the issues identified as important by staff – within this impacts table, beneficial or positive impacts are shown by happy face symbols and harmful or negative impacts are shown by sad face symbols;
- An outcomes table that records the potential effects and outcomes on the health and well-being of catering staff for those issues thought to be important.

### ***Pupils staying in for school meals***

The issues that staff thought are affected for catering staff if pupils stay in to eat school meals at lunchtime were: employment opportunities; health and safety constraints; capacity to provide school meals service. The results of whether these were considered to be beneficial or harmful are shown in Table 2.11, the effects and outcomes of these issues on health and well-being of catering staff are shown in Table 2.12.

**Table 2.11: Potential impacts on catering staff if pupils at St Mungo’s Academy stay in for school meals at lunchtime**

	<b>Impact on catering staff</b>
Employment opportunities	☺
Health and safety constraints	☹
Capacity to provide a school meals service	☹

**Table 2.12: Outcomes for health and well-being of catering staff if pupils at St Mungo’s Academy stay in to eat school meals at lunchtime**

<b>Issue</b>	<b>Effect</b>	<b>Outcome</b>
Employment opportunities	Increased level of disposable income	<i>Depending on job quality:</i> Increased mental well-being
Health & safety constraints	Inability to provide meals for pupils who require meals according to doctor’s prescription Increased levels of stress	Decreased mental well-being
Capacity to provide school meals service	Increased levels of stress	

### ***Pupils going out at lunchtime***

The main issue catering staff identified as important if pupils go out to eat at lunchtime was the demand for catering supplies. They considered that this would have a negative impact on their health and well-being due to an increase in stress levels.

## **2.5 Potential impacts on the local community, including businesses**

### ***Pupils staying in for school meals***

Staff and other stakeholders identified several issues they thought would affect the local community, including businesses, if pupils stay in to eat at lunchtime. The results of whether these were considered to be beneficial or harmful are shown in Table 2.13, and the effects and outcomes of these determinants on the health and well-being of the local community are shown in Table 2.14.

**Table 2.13: Potential impacts on the health and well-being of the local community around St Mungo’s Academy if pupils stay in to eat at lunchtime**

	<b>Pupils</b>	<b>Staff</b>	<b>Others</b>
Local economy	☹	☹	☹
Littering	☺		
Need to queue		☺	☺
Access to amenities		☺	☺
Antisocial behaviour and intimidation		☺	☺

**Table 2.14: Outcomes for the health and well-being of the local community, including businesses, if pupils at St Mungo’s Academy stay in to eat school meals**

<b>Issue</b>	<b>Effects</b>	<b>Outcome</b>
Local economy	Reduced income/profit from pupils at lunchtime Loss of business/jobs Reduced sustainability of neighbourhood centre	Decreased mental and physical well-being for owners and employees
Littering	Reduced amount of litter Improved quality of environment	Improved mental well-being
Need to queue	Reduced need to queue Reduced levels of stress	
Access to amenities	Increased access to amenities Reduced levels of stress	
Antisocial behaviour and intimidation	Reduced levels of antisocial behaviour Reduced levels of stress/fear Reduced likelihood of social isolation for vulnerable people, e.g. older people	

### ***Pupils going out to eat at lunchtime***

Pupils, staff and other stakeholders identified a number of issues they thought affected the local community and businesses if pupils go out to eat at lunchtime:

- Local economy;
- Littering;
- The need to queue;
- Access to amenities;
- Antisocial behaviour and intimidation.

The results of whether these were considered to be beneficial or harmful are shown in Table 2.15, and the effects and outcomes of these issues on the health and well-being of the local community are shown in Table 2.16.

**Table 2.15: Potential impacts on the health and well-being of the local community around St Mungo’s Academy if pupils go out to eat at lunchtime**

	<b>Pupils</b>	<b>Staff</b>	<b>Others</b>
Local economy	☺	☺	☺
Littering	☹	☹	☹
Need to queue		☹	☹
Access to amenities		☹	☹
Antisocial behaviour and intimidation		☹	☹

**Table 2.16: Outcomes for the health and well-being of the local community, including businesses, if pupils go out to eat at lunchtime**

<b>Issue</b>	<b>Effects</b>	<b>Outcomes for members of the community</b>
Local economy	Increased money in local economy Increased job opportunities in local shops and restaurants	Increased mental well-being
Littering	Increased levels of stress and impaired quality of neighbourhood	Decreased mental well-being
Need to queue	Increased levels of frustration Increased risk of accident and injury	Decreased mental and physical well-being
Access to amenities	Increased levels of stress and frustration	Decreased mental well-being
Antisocial behaviour and intimidation	Increased levels of anxiety/fear Increased risk of social isolation for vulnerable people, e.g. older people	

## 2.6 Potential impacts of the lunchtime experience on the health and well-being of parents and carers

No impacts were identified for parents or carers by any of the groups at the HIA workshop.

## 2.7 Discussion

### **Impacts on pupils**

For pupils, the experience of staying in to eat school meals at lunchtime appeared to be negative in terms of the number of issues affected. They identified nine issues that were affected negatively and five that were affected positively. Most of the negative impacts they identified were related to the dining area, but there were also negative impacts relating to choice and quality of food on offer, and supervision. Problems with the incentive system also caused negative impacts, as did the lack of fresh air. Internal temperature levels were identified as both positive and negative; this variation could be accounted for by the prevailing season and external temperature (warmth is positive in

the winter but not necessarily in the summer). Positive impacts were obtained through the convenience of staying in to eat school meals, the healthiness of the diet, the ability to socialise with friends, the safety of the school environment and the access afforded to lunchtime clubs.

In contrast, both the staff group and the group of other stakeholders identified more positive impacts on pupils' health and well-being of staying in to eat school meals at lunchtime than negative, and identified additional impacts on pupils that were not identified, recognised or valued by pupils themselves. Additional positive impacts identified by staff and other stakeholders included food safety, a clean environment at school, the protection afforded to vulnerable children, the ability to meet specific dietary needs and value for money. These additional impacts have consequences for both the mental and physical well-being of pupils, as well as their educational performance (which will ultimately affect their health).

For pupils, the experience of going out to eat at lunchtime was positive in terms of the number of health issues affected: they identified seven issues that were affected positively and four that were affected negatively. Most of the issues affected positively were related to the feelings of freedom and independence that come from being able to leave the school environment, take a break and have contact with friends. The other issues affected positively were the choice of food and drinks available, the lack of a need to queue (unlike in school), and the perceived value for money of eating out. The negative impacts of eating out were related to the unhealthiness of the diet, the lower level of personal safety, the poor quality of the external environment (pupils identified poor air quality from road transport and the litter as negative aspects of the environment), and the opportunity to smoke. One issue was identified as both positive and negative: exposure to the weather was seen as positive in terms of sunshine and fresh air but negative when it was raining and pupils got wet.

#### ***Impacts on teaching staff***

For teaching staff, overall, the experience of eating in at lunchtime (by pupils and staff) was negative in terms of the number of issues affected: teaching staff identified six issues that were affected negatively and four that were affected positively. The negative impacts on the health and well-being of the teaching staff were the need to queue, the high levels of noise in the dining area, the need for some staff to provide supervision, the litter that was generated, the lack of eligibility for the incentive system (especially as about three-quarters of the staff at St Mungo's Academy take school meals at lunchtime), and pupil behaviour after lunch, which affects all staff taking Period 6 lessons. The positive impacts of eating in at lunchtime for the teaching staff were experienced through the ability to use the school meals service, the low cost of lunch, social contact with the pupils and the punctuality of pupils who do eat in at lunchtime.

For teaching staff, overall the experience of eating out at lunchtime (by pupils and staff) was balanced in terms of the number of issues affected; three determinants were identified as positive and three were identified as negative. Positive impacts of pupils eating out were the lower number of pupils in school and the improved school environment (through lower levels of litter, noise, etc.). In addition, teaching staff were affected positively if they left the school environment at lunchtime. The negative impacts of pupils going out to eat were through pupils returning with large amounts of waste, pupils' behaviour after lunch and the lack of punctuality by some pupils after lunch. The negative impacts on the health and well-being of teaching staff of pupils eating out were experienced by teachers who took Period 6 lessons after lunch, and staff who acted as supervisors at lunchtime. In contrast, the positive impacts of going out at lunchtime could be experienced by all of the teaching staff.

#### ***Impacts on catering staff***

For catering staff, overall, the experience of pupils staying in to eat at lunchtime was negative in terms of the number of issues affected. The reduced capacity to provide a school meal service and the constraints imposed by health and safety generated stress for the catering staff, but the employment offered by the school meals service was positive for the mental and physical health of the catering staff and indeed their families (depending on the quality of the employment).

For catering staff, the experience of pupils going out to eat at lunchtime was perceived as negative because some of the pupils going out made demands on catering supplies, e.g. utilised cutlery, which could be stressful and increase workload.

### ***Impacts on the local community, including businesses***

For members of the local community overall, the impact of pupils staying in to eat at lunchtime was positive through four issues: less litter, shorter queues in shops and other food vending sites, the increased access to amenities and reduced exposure to antisocial behaviour and intimidation by some of the pupils. However, if pupils stayed in to eat, this had a negative impact on businesses in the vicinity of the school who would then be at risk of loss of income and profit leading to other consequences (less opportunity to create new jobs).

For members of the local community overall, the impact of pupils going out to eat at lunchtime was negative through four issues: increased litter on the streets, longer queues in the shops and other food vending sites, less access to amenities, and increased exposure to antisocial behaviour and intimidation by some pupils. It was felt that these factors could combine to increase the social isolation of some vulnerable people in the community, such as older people, who might avoid being on the streets during the pupils' lunch break.

### ***Areas of agreement and disagreement***

All groups in the HIA workshop agreed that the need to queue was a negative aspect of staying in to eat at lunchtime. Staff agreed with pupils that the choice of food and the lack of fresh air were negative aspects. This is not surprising because both groups have the experience in common as about three-quarters of the teachers at St Mungo's take school meals at lunchtime. The group of other stakeholders agreed with pupils regarding the negative aspects of the seating and table arrangements in the dining area although they disagreed with teaching staff and pupils regarding poor choice of food on offer.

All groups agreed that the diet for pupils and their personal safety when staying in was positive. Staff agreed with pupils regarding the convenience of staying in and the social contact with friends that this afforded (again this probably results from the shared experience). The group of other stakeholders agreed with pupils about the positive effect gained from having access to lunchtime clubs if pupils stayed in to eat.

All groups agreed that members of the local community experienced positive impacts through lower levels of litter on the streets if pupils eat in school at lunchtime. Staff and the group of other stakeholders agreed that members of the community would also benefit from shorter queues and increased access to amenities, as well as less exposure to antisocial behaviour and intimidation by some pupils. All groups also agreed that businesses in the vicinity of the school, especially food vending sites, would suffer if pupils stayed in at lunchtime.

Staff and pupils disagreed about the impact of supervision on pupils' health and well-being; pupils saw it as negative and staff saw it as positive. The other group of stakeholders recognised both the positive and negative impacts on pupils' health and well-being. Staff recognised the positive and negative impacts of the incentive system whereas pupils cited only the negative.

Both the staff group and the group of other stakeholders identified more negative impacts on pupils' health and well-being of going out to eat at lunchtime than positive, and identified additional negative impacts on pupils that were not recognised, identified or valued by pupils themselves. Additional negative impacts identified by staff and other stakeholders included the lower levels of food safety, cost, the lack of time available and lack of opportunity for pupils to sit down, pupils' eating patterns, pupil behaviour outside school, territoriality, and pupil punctuality after lunch. These additional impacts have consequences for both the mental and physical well-being of pupils, as well as their educational performance (which will ultimately affect their health).

However, all groups agreed that going out to eat at lunchtime had positive impacts on pupils' health and well-being through the freedom they experienced, the opportunity to exercise, social

contact with friends, and the choice of food available outside school. Staff agreed with pupils regarding the positive and negative impacts of being exposed to the weather. The group of other stakeholders were in agreement with pupils regarding the positive effects of being able to leave the school environment at lunchtime and the lack of need to queue when compared with the school meals service. All groups agreed that going out to eat at lunchtime had negative effects on pupils' health and well-being through a poor diet and a lower level of personal safety when outside school (pupils and staff specifically mentioned the increased risk of road traffic accidents).

All groups agreed that if pupils go out to eat at lunchtime, there are positive impacts on businesses in the vicinity of the school, especially food vending sites. These impacts could include the creation of job opportunities for members of the local community. All groups also agreed that a negative impact of pupils going out to eat at lunchtime was degradation of the environment through increased levels of litter. Staff and the group of other stakeholders also agreed that there would be further negative impacts on the local community if pupils go out to eat at lunchtime through longer queues, reduced access to amenities and the increased exposure to antisocial behaviour and intimidation by some pupils.

The only area of disagreement about the impacts on pupils' well-being of going out to eat at lunchtime was value for money. Pupils thought eating out provided value for money, probably because they were able to buy what they wanted and they did not waste anything, which they saw as positive, whereas staff identified value for money of food bought outside school as negative.

## **2.8 Conclusions**

In terms of the number of impacts identified, the greatest number related to pupils' health and well-being, followed by the health and well-being of teaching staff, then that of the local community and finally that of the catering staff. None of the groups at the workshop identified any impacts of the lunchtime experience on the health and well-being of parents and carers.

### ***Pupils***

The majority of pupils at St Mungo's Academy go out to eat at lunchtime. It would appear that the pupils who go out to eat at lunchtime prioritise their immediate mental well-being at lunchtime over their long-term physical well-being or educational performance, although it is unlikely that these pupils make an explicit choice between these two options. Pupils who go out are also prepared to accept or tolerate some negative impacts such as a poor air quality, exposure to littered environments and bad weather in order to enjoy some of the benefits they value, e.g. freedom, independence, and being able to take a break with their friends. Pupils who decide to stay in may value the outcomes of the smaller number of positive impacts over those of the larger number identified for eating out. To a certain extent, there may also be an age difference between pupils who stay in and those who go out, with the number of those choosing to go out increasing with age.

Pupils at the HIA workshop, although able to identify potential impacts of the lunchtime experience on their own health and well-being, did not perceive that their choices had any impact on either the teaching staff or the catering staff. However, they were able to recognise some of the impacts on the community.

### ***Teaching staff***

For teaching staff, the lunchtime experience of eating in (pupils and staff) had both positive and negative impacts on their mental health and well-being for the majority of teachers. It was not possible to state whether overall the balance was positive or negative because staff were not asked to be explicit about which impacts they valued. However, it is likely that supervisory staff experienced more negative impacts than positive when it was their turn to supervise.

If staff themselves went out to eat, this was seen as a positive experience. However, the impacts on staff of pupils eating out were positive **during** lunchtime when the pupils were out but negative **after** pupils returned (“hyper” behaviour, poor punctuality and lots of litter).

### **Catering staff**

Very few impacts on catering staff were identified. Although staff did not comment on the relative value of these impacts, it is likely that the benefits of employment (the only positive impact identified) for them, and their families, outweigh the negative impacts of school meal provision on their mental well-being.

### **The local community, including businesses**

In the first instance, the benefits to businesses of pupils eating out were likely to be experienced by a relatively few members of the community, whereas the negative impacts were experienced by anyone who was out during the pupils’ lunch break. In the absence of knowing how much money pupils spent where, it is difficult to predict what the effect would be of increased levels of money circulating in the local economy for all members of the community (through a multiplier effect) – money spent in small or medium-sized enterprises has a greater multiplier effect locally than money spent in regional or national chains because profits tend to be spent elsewhere even if jobs are created. Four of the places that pupils visited to buy their lunch were either national or international chains.

## **3. Stakeholder suggestions to improve health and well-being through the lunchtime experience at St Mungo’s Academy**

### **3.1 Introduction**

Following the identification of potential impacts on health and well-being, participants were asked to identify ways to minimise any harmful or negative effects and enhance any beneficial or positive effects of the lunchtime experience at St Mungo’s Academy, including the introduction of a buffet-style service. Suggestions were made by the following groups:

- Younger pupils (S1, S2 and S3);
- Older pupils (S4, S5 and S6);
- Staff (teaching and catering);
- Other stakeholders.

### **3.2 Ways to increase uptake of school meals at St Mungo’s Academy including the introduction of a buffet-style service**

#### ***Perceived advantages and disadvantages of a buffet style service***

Staff at the HIA workshop identified the advantages and disadvantages of the introduction of a buffet-style service before they went on to identify concrete suggestions to improve health and well-being through the lunchtime experience at St Mungo’s Academy, including the introduction of a buffet-style service. Staff identified the following as advantages:

- Less wastage of food;
- The ability to accommodate individuals’ choices;
- The capacity to provide what pupils want within limits of the Schools (Health Promotion and Nutrition) Act 2007;
- The ability to increase the speed of the service and make it more efficient;
- The ability to compete with the marketplace outside the school.

The only disadvantage staff identified was a slower service until pupils and catering staff had grown accustomed to the new system.

### **Staff and stakeholder suggestions to improve the lunchtime experience at St Mungo's Academy**

Staff and other stakeholders at the HIA workshop suggested that the following issues need to be addressed to improve the lunchtime experience at St Mungo's Academy.

#### *Consultation and feedback*

- Consult with pupils on type of service and menu range;
- Consult with pupils' council;
- Provide sample menus for comment by pupils;
- Elicit views of what pupils want with questionnaires.

#### *Promotion of new school meals service/food choices on offer*

- Provide opportunity to see the buffet-style service in operation beforehand;
- Promote the buffet-style service on plasma screens and at assembly;
- Interview pupils who use the buffet-style service and show interviews on plasma screens;
- Show a DVD of the buffet-style service to parents on Parents' Nights;
- Display menus in classrooms;
- Provide taster sessions for pupils and parents;
- Hold cookery demonstrations;
- Tailor marketing of school meals to age group;
- Consider how healthy foods are marketed; do not over-emphasise the "healthy versus unhealthy" aspects which may be off-putting to pupils.

#### *Encouraging uptake of school meals/new buffet-style system*

- Use promotions to increase uptake;
- Set up a system of pre-ordering, including participants in any lunchtime clubs.

#### *Choice of foods and menu development*

- Have themed/celebration days with appropriate foods;
- Have menus that represent pupils' healthy choices.

#### *Hygiene*

- Use colour coded tongs for food service;
- Provide alcohol hand spray at entrance points to buffet.

#### *Payment and incentives*

- Promote the rewards system.

#### *Capacity to provide school meals service at St Mungo's Academy*

- Stagger lunches for each year group.

#### *Whole school approach*

- Build links between curriculum and school meals.

### **Pupil suggestions to improve the lunchtime experience at St Mungo's Academy**

All pupils at the HIA workshop were asked how a buffet-style service could be made to work given the negative impacts they had already identified about staying in to eat school meals. Their suggestions are presented below. For this exercise, pupils were split into two groups – younger (S1, S2 and S3) and older (S4, S5 and S6) pupils. At the end of each suggestion, we indicate whether it was made by the younger or older pupils, or both.

#### *Encouraging uptake of school meals/new buffet-style system*

- Invite David Parry to speak to school – older pupils;
- Pupils who participated in the HIA to talk to other pupils about it – older pupils;
- Pupils to make a film about the lunchtime experience, and also use it as a foundation for a new club for film-makers – older pupils;

- Use opinion-formers to persuade other pupils to eat in – “Get cool people to eat in” – older pupils;
- Ensure that food is appropriate in amount to cater for all pupils using the service and that there are no shortages of what pupils want – older pupils.

#### *Dining environment*

- Provide seats with padding (more comfortable) – older and younger pupils;
- Provide round tables and couches to increase social contact – older pupils;
- Provide smaller spaces and booths within dining area – older pupils;
- Provide benches outside in school grounds – older pupils;
- Provide background music which pupils can choose in dining area – older pupils;
- Match background music to any “themed” days (see below) – older pupils;
- Use TV screens to provide entertainment – older pupils;
- Provide entertainment other than the TV screens – older pupils;
- Provide more cool water dispensers – younger pupils;
- Decorate dining area with artwork – older pupils.

#### *Promotion of food choices on offer*

- Have taster sessions – older pupils;
- Provide pre-information about menu and any entertainment – older pupils;
- Improve menu signage – younger pupils;
- Place menus on tables – older pupils;
- Access different social groups in school, e.g. Goths, EMOs;
- Provide information about menu:
  - ❖ on plasma screen in dining area/hall – older pupils;
  - ❖ over school tannoy system – older and younger pupils;
  - ❖ via e-mail, in tutor class and via text messages to those signed up – younger pupils;

#### *Choice of foods and menu development*

- Provide healthy foods pupils enjoy, for example, chicken, beef, prawns, wedges (oven), mushrooms, lasagne and other pasta, curry, rice, curry sauce and other Indian foods, Chinese food, and mayonnaise – older and younger pupils;
- Widen range of foods provided – younger pupils;
- Provide Subway-style sandwiches – older pupils;
- Provide puddings – older pupils;
- Provide foods for lunch that are popular at mid-morning break, i.e. toast, rolls and potato scones;
- Do not use low-fat ingredients – older pupils;
- Provide juice machines – older pupils;
- Have “themed” days or weeks, e.g. Italian and Scottish – older pupils;
- Hold Masterchef-type competitions for pupils with winning menus provided as part of school meals service – older pupils;
- Explore opportunities for big-name brand(s) to provide food – older pupils;
- Provide salt – older pupils.

#### *Food preparation and quality*

- Prepare food on site – younger pupils;
- Improve quality of food; at present, vegetables are soggy and some meats are fatty (e.g. goulash) – younger pupils.

#### *Payment and incentives*

- Use finger scanning rather than current Q card system – younger pupils;
- Establish rewards for healthy eating such as a non-uniform day – younger pupils;
- Consider cash sales at lunchtime (as for breakfast and mid-morning break) – younger pupils.

#### *Capacity to provide school meals service at St Mungo's Academy*

- Institute "early out for lunch" days for specific year groups, e.g. on Mondays 1<sup>st</sup> years leave class 5-10 minutes early;
- Staggered lunchtimes for different year groups – older pupils.

#### *Extra-curricular activities*

- Provide food at lunch clubs (although the fast pass system already in place at St Mungo's Academy to cater for those attending lunch clubs was praised as beneficial) – younger pupils.

Younger pupils did not think that providing information about the school meal service formally, e.g. a special visit at tutor time, would work as a method of promotion. An additional suggestion that the older pupils made but which does not apply to the introduction of the buffet-style service is to have a service that includes waiting on tables.

The general view of the older pupils (S4, S5 and S6) about the introduction of the buffet-style service at St Mungo's Academy was that it may be too late because most pupils do not want to stay in to eat school meals but prefer to go out. Staying in for school meals was not considered to be "cool", and older pupils were sceptical about whether the buffet-style service would change that image. However, there was some suggestion that if the buffet menus were updated regularly the perception may alter.

## **4. Assessor's observations**

In terms of the number of suggestions made about improving the lunchtime experience, pupils made the most suggestions followed by the other group of stakeholders and then the staff. In addition, the pupils' suggestions covered a greater number of issues relating to the lunchtime experience than those by the other group of stakeholders or the staff.

Pupils made 43 suggestions, covering nine categories or headings. Almost three-quarters of these suggestions (n=31) are supported by the findings of the rapid literature review, and the majority of the remainder are specific to the circumstances at St Mungo's Academy or the pupils' needs. One of the younger pupils' suggestions is a policy objective in the Glasgow City Council's Food & Health Policy for Schools.

In terms of the number of suggestions made, pupils appear to be most concerned about the dining environment (n=13) and the choice of food and menu development (n=11). They also made at least two or more suggestions about: encouraging the uptake of school meals at lunchtime (n=6); promoting school meals (n=5); payment and incentives (n=3); capacity to provide a school meals service (n=2). Specific suggestions were also made about food preparation, food quality and providing food at lunch clubs.

The pupils were the only group in the HIA workshop to make suggestions about the dining environment, even though the staff and other stakeholders identified its impacts as negative. The pupils were also the only group who made suggestions about food preparation and food quality.

However, the pupils did not make any suggestions about the need to consult pupils. This could be because they thought the HIA was the only form of consultation on offer. Despite this, the pupils did have many ideas about encouraging the uptake of and promoting the school meals service, as well as the ways in which the results of the HIA could be disseminated to other stakeholder groups.

Staff made nine suggestions that covered only three of the main issues with respect to the lunchtime experience: promotion of the school meals service (n=4); consultation with pupils (n=3); hygiene (n=2). In terms of the coverage of their suggestions, staff seem to have focussed specifically on the introduction of a buffet-style service and not ranged further in the coverage of issues, e.g. making suggestions about extra-curricular activities and a Whole School Approach. Three-quarters of the suggestions made by the staff are supported by the findings of the rapid

literature review, and two are specific to the introduction of a buffet-style service at St Mungo's Academy. The suggestions about consultation with pupils all fall under one of the policy objectives in Glasgow City Council's Food & Health Policy in Schools.

The group of other stakeholders made 14 suggestions that covered seven issues relating to the lunchtime experience, three of which were dominant: promotion of the school meals service (n=5); choice of food and menu development (n=3); encouraging the uptake of school meals at lunchtime (n=2).

Specific suggestions were also made about payment and incentives, the capacity to provide a school meals service at St Mungo's and a Whole School Approach. All but one of the suggestions made by the group of other stakeholders are supported by the findings of the rapid literature review.

None of the groups at the HIA workshop made any suggestions about the issue of supervision during lunchtime, even though pupils stated this is one of the reasons they go out to eat at lunchtime and staff found being a supervisor stressful. It could be that both groups accept the need for supervision and therefore do not seek to change it. None of the groups made suggestions about vending machines. Moreover, none of the groups at the HIA workshop made any suggestions about improving the lunchtime experience for pupils who continue to eat out at lunchtime.

#### **4.1 Areas of agreement**

The majority of suggestions by all groups at the workshop were supported by findings from the rapid literature review. Most of the remainder were either specific to the situation or needs at St Mungo's Academy or specific to the introduction of a buffet-style service.

There was very little overlap in terms of the content of suggestions made by the different workshop groups. However, there was agreement between pupils and the staff about the use of the plasma screen to promote the school meals service and between the pupils and the group of other stakeholders on the use of "themed" days (or weeks) and taster sessions as ways to develop the menu and the choices available at St Mungo's Academy.

#### **4.2 Areas of disagreement**

Some of the pupils' suggestions may or may not be acceptable under the new requirements of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, e.g. to provide salt and not to use low-fat ingredients.

In terms of developing the capacity for the school meals service at St Mungo's Academy, the pupils and the other group of stakeholders agreed about the need to stagger lunchtimes. However, the staff pointed out that the way the school curriculum is scheduled would make this suggestion problematic to implement.

Younger pupils wanted the ability to pay for school meals at lunchtime in cash. However, this is not supported by the findings of the rapid literature review, where cashless systems are recommended by some in order to remove the stigma associated with taking free school meals for pupils who are eligible. In the Glasgow City Council Food & Health Policy for Schools it is stated that cashless systems have reduced the stigma attached to free school meals in the city. In *Hungry for Success: a Whole School Approach to School Meals in Scotland*, HMIe found that pupils do not regard stigma as a major reason for not taking free school meals, but still recommended the establishment of processes maximising anonymity for free meal recipients. One way to resolve this issue could be to run both types of payment option, i.e. pupils can choose whether they use a cash-based or a cashless system, although the feasibility of doing so would need to be reviewed.

### **4.3 Conclusions**

For the pupils, the environment in the dining area and the choice of food available are key issues that need to be addressed if more pupils are to be encouraged to take school meals at lunchtime.

If a buffet-style service is introduced at St Mungo's Academy, then there will need to be consultation with pupils (as identified by staff and other stakeholders) on the promotion and marketing of the new style of service and ways to encourage uptake including improving the operation of the incentive system.

As staff have identified, there are some important practical issues about maintaining hygiene and food safety to be resolved if the buffet-style service is to be introduced at St Mungo's Academy, especially as concern about hygiene is one of the barriers to the uptake of school meals at lunchtime for pupils at Eastbank Academy where the buffet-style of service is already in use. The level of capacity to provide a school meals service at St Mungo's, especially if a different style of service is introduced, needs to be reviewed and addressed.

## Appendix 1 Parameters of the rapid literature review and documents analysed

During the document analysis, influencing factors and interventions were identified according to the following categories:

- School meal at lunchtime;
- Dining room environment;
- Management and supervision of dining room arrangements;
- Relationships among various stakeholders and their involvement;
- Curriculum and extracurricular activities;
- Other aspects of the Whole School Approach;
- Tuck shop and vending machines;
- Breakfast and after school clubs.

The rapid review also included an analysis of the influencing factors and interventions relevant to packed lunches. However, this information was not used because so few pupils at Eastbank Academy bring packed lunches.

### Documents analysed

The following documents were analysed:

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School Food Trust (2006 or later) Advice to Government on aspects of school food other than lunch.

School Food Trust (2007) Findings. Children's lunchtime choices following the introduction of food-based standards for school lunch; observations from six primary schools in Sheffield.

School Food Trust (2007) A fresh look at vending in schools. Updated with new 2007 regulations.

School Meals Review Panel (2005) Turning the Tables: Transforming School Food. Main Report. A report on the development and implementation of nutritional standards for school lunches. 29 September 2005.

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<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/TrendsSchoolNutrition>.  
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The Scottish Office (1996) Eating for Health: a Diet Action Plan for Scotland.

## Appendix 2: Results of rapid literature review

### i) What influences whether children and young people (and parents/carers) make healthy choices about food?

<i>School meals at lunchtime</i>	<i>Dining room environment</i>	<i>Management &amp; supervision of dining room arrangements</i>	<i>Relationships among stakeholders &amp; their involvement</i>	<i>Curriculum &amp; extra-curricular activities</i>	<i>Other aspects of Whole School Approach</i>	<i>Tuck shop &amp; vending machines</i>	<i>Breakfast &amp; after school clubs</i>
Nutrition Choice Cost Portion size Presentation Quality Temperature Familiarity with available foods Availability of: <ul style="list-style-type: none"> <li>• 1<sup>st</sup> choice</li> <li>• 2<sup>nd</sup> helpings</li> <li>• water</li> <li>• bread</li> <li>• salt</li> <li>• other condiments</li> </ul> Incentives to make healthy choices Availability of special diets for: <ul style="list-style-type: none"> <li>• medical conditions</li> <li>• allergies/food intolerances</li> <li>• religious/ethnic reasons</li> </ul> Proximity of other sources of food	Display of menus Layout Furniture Cleanliness Background music Lighting Décor Artwork Size of room Signage Uni/multi-function room Level of noise Cutlery “Crockery” Staff uniforms Branding	No. service points Management of queues Degree of: <ul style="list-style-type: none"> <li>• crowding;</li> <li>• busyness</li> </ul> Payment methods (including FSM) Length of time for lunch Amount of room Conduct Presence of: <ul style="list-style-type: none"> <li>• teachers</li> <li>• supervisors</li> </ul> Availability of guidance on food Possibility of pre-ordering Choice of seating	Consultation with: <ul style="list-style-type: none"> <li>• pupils</li> <li>• parents</li> </ul> Involvement of: <ul style="list-style-type: none"> <li>• head teacher</li> <li>• other staff</li> <li>• parents/carers</li> <li>• school nurse</li> <li>• community dietician</li> <li>• local health development officer</li> </ul> Relationship between: <ul style="list-style-type: none"> <li>• catering &amp; other staff</li> <li>• catering staff &amp; pupils</li> </ul>	Clarity of message Consistency of message across curriculum PSE classes Food technology, including vocational courses Science Physical education Art Assembly “Golden time”	Policy Point of discussion for: <ul style="list-style-type: none"> <li>• School Board</li> <li>• Staff</li> </ul> Training for staff School literature	Availability of fruit Availability of snacks Use of profits	Eligibility Provision of food

**ii) What has been done to help children and young people (and their parents/carers) make healthy choices about food?**

<i>School meals at lunchtime</i>	<i>Dining room environment</i>	<i>Management &amp; supervision of dining room arrangements</i>	<i>Relationships among stakeholders &amp; involvement</i>	<i>Curriculum &amp; extra-curricular activities</i>	<i>Other aspects of Whole School Approach</i>	<i>Tuck shop &amp; vending machines</i>	<i>Breakfast &amp; After School Clubs</i>
<p>Food action group                      Food user group                      Consultation with pupils &amp; parents about menus, menu development &amp; menu planning                      Trialling of new menus                      Taster sessions of new menus                      Themed days, e.g. work with Modern Languages                      Dept on food from different countries                      Celebrate special days, e.g. birthdays                      Increasing amount of popular healthy foods                      Marketing/advertising of school meals                      Monitoring take-up of school lunches by:</p> <ul style="list-style-type: none"> <li>• catering staff</li> <li>• school council</li> </ul> <p>Ability to sit with friends eating packed lunches                      Time for extra-curricular activities after eating                      Menus sent home in advance                      Time to consider menus                      “Meal deals”                      Attractive food</p>	<p>Display menus in areas other than dining room e.g. class rooms                      Pupils choose soft background music                      Re-name dining room e.g. “bistro”                      Information displays on how to eat healthily                      Able to choose where and with whom you sit                      Acoustic sound panels/ceilings                      Soft vinyl flooring                      Soft furnishings including curtains                      Communication signs                      Table cloths &amp; table settings                      Stackable furniture if multi-use room                      Identity for dining room                      Visits to other dining areas to get inspiration                      Displays of pupils’</p>	<p>Reviewing length of lunch break                      Adjustments to timing of lunch                      Rota system                      Different sittings                      Staggered lunchtimes                      Cashless systems/pay-in-advance schemes                      Multiple food collection points                      Multiple payment points                      Parents as helpers in dining room                      Staff available to give guidance on food choices                      Food labelling                      Entertainment for those queuing                      Supervision of queues &amp; other arrangements                      Students as supervisors                      Eradicate “cross-points” for queues (to reduce confusion)                      Rules of conduct posted in dining room                      Effective arrangements for</p>	<p>Head teacher has relationship with catering staff                      Staff eat in dining room                      Parents/carers invited to lunch                      Other people from community invited to lunch                      Food as subject for parent evenings                      Work with parents/carers on common approach to healthy eating                      Provision of healthy food &amp; healthy eating message at curriculum consultation days                      Catering suppliers involved                      Local employers involved where vocational courses are in place                      Local councillor</p>	<p>Catering staff involved in lessons &amp; other activities                      Health coordinator appointed for school                      “Balance of good health” plate model used (not food pyramid)                      Link healthy eating to physical activity                      Cookery clubs                      Clubs for growing fruit &amp; vegetables (including unfamiliar vegetables)                      Food as subject for health fair                      Pupils observe catering staff at work                      Facilities for practical food-related activities                      Practical</p>	<p>School Food Policy                      School Nutrition Action Group (SNAG)                      Health Promoting School status or healthy school coordinator                      Food is a development plan priority                      Food is an agenda item for:</p> <ul style="list-style-type: none"> <li>• School Board</li> <li>• staff meetings</li> </ul> <p>Food as subject for staff development days                      Food as item in staff handbook                      Governor appointed to oversee developments in healthy eating                      All staff entitled to professional development                      Training for all staff in SEAL methodology (social and emotional aspects)</p>	<p>Market stall                      Consultation with pupils &amp; parents on what to sell                      If no breakfast club, tuck shop can be used to ensure pupils who have had no or little breakfast can access food in morning                      Pupils help to set prices (to increase affordability)                      Choice in tuck shop overlaps with lunchtime (to reduce queues &amp; increase time for extra-curricular activity)                      Healthy options for vending machines                      Taste trials for contents of vending machines                      Changing range of products in vending machines (to maintain interest)                      “Meal deals” for</p>	<p>Invite parents to Breakfast Club (BC)                      Link other support for pupils to BC</p>

<p>presentation</p> <p>Free raw vegetable sticks while queuing</p> <p>Masterchef competition with winning menus</p> <p>cooked as school meals</p> <p>Working lunches for particular groups, e.g. sports clubs</p> <p>Working together with other schools in a related group</p> <p>Visit other schools to see what they have done</p> <p>Business plan to underpin developments</p> <p>Surveying pupils</p> <p>Incentive schemes to reward healthy eating</p> <p>Catering for cultural, medical and special food needs</p>	<p>artwork</p> <p>Dimmable lighting</p> <p>Adjustable blinds</p> <p>Temperature controls</p> <p>Repainting walls</p> <p>Zoning of dining room space</p> <p>Mix of seating and table heights</p> <p>Competitions to design menus</p>	<p>pupils receiving free school meals (guaranteed anonymity), e.g. cashless system where all pupils have a card &amp; personal PIN no.</p> <p>Best table award</p> <p>Special arrangements for pupils wanting to participate in lunch-time activities</p> <p>Mobile food servers</p> <p>Use of extra indoor space</p> <p>Use of classrooms as eating area</p> <p>Buddy systems to support younger pupils</p> <p>Remuneration of lunchtime supervisors</p>	<p>involved</p> <p>Attract sponsorship from local businesses to fund changes</p> <p>Fundraising in local community to make changes</p>	<p>experience of preparing food</p> <p>Link food projects to other budgets</p> <p>Pupil enterprise activities linked to food</p> <p>Reviewing timetabling of extra-curricular activities (to avoid conflicts with eating)</p>	<p>of learning)</p> <p>Training for catering staff</p> <p>Food in school handbook</p> <p>Food features in school newsletter</p> <p>Healthy food used as reward for pupils</p> <p>Studies, e.g. pupils keeping food diaries together with analysis of food intake &amp; comparison with pupils' behaviour</p>	<p>vending machines</p> <p>BOGOF for vending machines</p> <p>Promotions for vending machines</p>	
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## **Appendix 3: HIA Programme**

<p style="text-align: center;"><b>Health Impact Assessment (HIA) of Food in Glasgow Secondary Schools: St Mungo's Academy</b></p>
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### **Programme**

**0930 Welcome & introduction to the day's events – David Parry, Glasgow City Council**

**0945 Participants introduce themselves to each other – exercise led by HIA facilitator**

**1000 Introduction to HIA, and to the HIA of Food in Glasgow Secondary Schools: St Mungo's Academy – HIA facilitator**

**1015 Food, its effect on health and how it relates to other factors that affect health – exercise led by HIA facilitator**

**1030 Why don't some young people eat school meals, and go elsewhere? – small groups led by group facilitators**

**1100 Break for refreshments**

**1115 Identifying the impacts on health of the lunchtime experience at St Mungo's Academy – small groups led by group facilitators**

**1200 Feedback from group work**

**1230 LUNCH**

**1300 Identifying ways to increase the health benefits from the lunchtime experience at St Mungo's Academy, and ways to reduce what people see as disadvantages – small groups led by group facilitators**

**1345 Feedback from group work**

**1415 Discussion about how the results of the HIA could be taken forward – led by HIA facilitator**

**1445 Closing exercise – led by HIA facilitator**

**1455 Closing remarks**

#### Appendix 4: Favourite foods cited by HIA workshop participants

##### *Out of school*

- Steak
- Parma ham and melon
- Seafood
- Subway sandwiches
- Indian food
- Chinese food
- Mexican or Latin American food
- Avocados
- Fruit – peaches, apricots and mangos
- Fruit smoothies
- Home-made soup
- Lentil soup
- Soup
- Home-made steak pie
- Chicken and chips
- Tuna
- Brown tuna sandwiches
- Tuna pasta
- Spaghetti bolognaise
- Mince 'n' tatties
- Wraps
- Warm bread
- Enchiladas
- Salad
- Chicken balls, rice & curry sauce
- Chips, fried rice & curry sauce
- Pizza and chips

- Greggs
- Kentucky Fried Chicken
- McDonald's
- Burger King
- Crisps
- Popcorn
- Chocolate bar

##### *At school*

- Tuna baguette
- Tuna pasta
- Soup

## Appendix 5: Stakeholders' responses to the task "How does food affect your health?"

### Positive impacts

- Helps you concentrate
- Good for bones, eyes, skin, teeth, development, blood, joints, growth and repair
- Good for social aspects of eating, feel good effect, good pastime
- Give energy
- Prevents illness
- Comfort/satisfaction
- Survival
- Tastes good
- Sharing/relationships
- Enjoyable
- Helps fitness
- Helps feelings of well-being
- Interesting
- Relaxing
- Attractive/healthy complexion
- Pleasure
- Chocolate – happy
- Passes time
- Strong teeth
- Good eyesight

### Negative impacts

- Mood swings
- Guilt
- Tired/unfit, feels unhealthy/sluggish
- Weight gain/obesity
- Can make you fat and lethargic
- Can give you heart disease
- Can give you dental decay/toothache
- Spots/acne
- Anorexia/eating disorders
- Too much salt – strokes
- Environmental issues
- Sad
- Wasteful
- Boring
- Expensive
- Time-consuming
- Stressful
- Addictive
- Hyperactive
- Risk of illness, e.g. diabetes
- High blood pressure
- Anaemia
- Allergies
- Bowel disorders
- Headaches
- Time to cook
- Indigestion