



School Food Culture Review

What is it?

A School Food Culture Review is a check by the School Food Working Group to get an idea of what has been done in your school already with regards to food.

How to?

To facilitate this work, you can make use of the checklist in this document. This should help you see criterion per criterion what you are already working on as a school and what you could do better.

Example

The Bronze Criteria: checklist (pre-filled in as an example)

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>SF Working Group</p> <p><input checked="" type="checkbox"/> BR.A.1. Internal School Food Working Group The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Groups (SFWG) consist minimal of school leaders, teachers, canteen staff and pupils, and meet on a regular base.</p> <p>Planning, monitoring and evaluation</p> <p><input type="checkbox"/> BR.A.2. Review of the school's food culture + action plan. A review has been conducted of the work on healthy and sustainable food at school. Based on this review, the SFWG has developed a whole-school action plan. The SFWG yearly evaluates and renews its action plan, formulates learnings, documents its successes, etc.</p> <p>Policies, WS Experience</p> <p><input checked="" type="checkbox"/> BR.A.3. School vision on food & nutrition, endorsed by the leadership of the school. The school has developed a clear vision on food and nutrition, that is endorsed by the leadership of the school. The vision expresses where and what you want to stand for in the future with concrete goals and missions.</p>	<p>Dining area</p> <p><input checked="" type="checkbox"/> BR.B.1. Dining area as a learning environment for healthy food (norm) The school provides actions in the dining area to promote healthy eating habits, eating behaviours and attitudes.</p> <p>Healthy, sustainable meals</p> <p><input checked="" type="checkbox"/> BR.B.2. Healthy, balanced meals at school. The school informs pupils and caregivers about the healthy and balanced composition of the plate. The menus highlight fresh, seasonal, regional vegetables and fruits. Also organic and Fairtrade ingredients and vegetarian and plant-based dishes are highlighted. For the main ingredients the land of origin is indicated.</p> <p>Healthy, sustainable drinks</p> <p><input checked="" type="checkbox"/> BR.B.3. Free tap/ drinking water. The school encourages the drinking of (tap) water and provides different water points throughout the school, where all pupils can have free access to drinking water.</p>	<p>Food in curriculum</p> <p><input checked="" type="checkbox"/> BR.C.1. The topic of food in the classroom. The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects, adapted to the different ages and stages of children's development. There is a good harmonization within the school team in terms of teaching content across the different years and different subjects.</p> <p>Authentic or hands-on learning</p> <p><input checked="" type="checkbox"/> BR.C.2. WSFA grow, harvesting and cooking activities for children. The school facilitates and promotes hands on experience, on location or not. E.g; the school provides cooking sessions for pupils. Pupils have the opportunity to grow and harvest food and make compost; this is linked to wider learning.</p> <p>Adults education</p> <p><input checked="" type="checkbox"/> BRC.3. Thematic workshops and educational resources for teachers + school staff. The school provides teachers with thematic workshops and educational resources.</p>	<p>Engagement of caregivers</p> <p><input checked="" type="checkbox"/> BR.D.1. The school engages caregivers in school food activities. The school gives the opportunity to caregivers to engage with the creation of a new school food vision and policy, from the outset. Caregivers are written invited to specific meetings to discuss the school food vision, school food policies and school food activities to join and help.</p> <p>Collaboration with actors & community around the school</p> <p><input type="checkbox"/> BR.D.2. The school communicates to the wider community about its School Food Vision. The school clearly communicates about its food vision towards the wider school community.</p>

Pillar A: Policy & Leadership	Pillar B: Food & Sustainability	Pillar C: Education & Learning	Pillar D: Community & Partnership
<p>Communication</p> <p><input type="checkbox"/> BR.A.4. Communication about school vision + internal communication about WSFA actions. The school clearly communicates about its food vision towards the school team (including the in-house dining hall/kitchen team), pupils, caregivers and wider school community. The school also regularly provides in-house communication about the objectives and progress on the WSFA towards the pupils, the school team and the catering team. The results of the review and the action plan are shared with the complete school team and all the pupils. A communications officer, who can be contacted in case of questions or remarks, is appointed (e.g. a member of the SFWG). remarks.</p> <p>Youth involvement & participation</p> <p><input type="checkbox"/> BR.A.5. Active involvement of pupils. A group of pupils receives time, space and coaching to become actively involved in the promotion of healthy sustainable food and sets the good example. Smaller children (such as toddlers) are playfully stimulated to learn about healthy and sustainable food and food production. Indicators:</p>	<p>Healthy, sustainable lunchbox & snacks</p> <p><input checked="" type="checkbox"/> BR.B.4. Clear guidelines for lunch boxes and snacks. The school informs caregivers in order to encourage healthy, sustainable snacks and lunch box contents and provides clear guidelines, that are based on the school vision.</p> <p>Equal access to healthy, sustainable food</p> <p><input type="checkbox"/> BR.B.5. Extra facilities for children with special meals. The school encourages equal access to healthy, sustainable food for everyone. As far as possible, the school takes into account different dietary needs. For children who bring special meals from home, storage and reheating options are provided.</p> <p>Food waste</p> <p><input checked="" type="checkbox"/> BR.B.6. The school monitors food waste. The school works together with caterer/dining team/caregivers and pupils to monitor and minimise food waste.</p>		

Conclusions

"Our school has been working a lot on pillar B and C but see room for improvement for pillar A and D. In our action plan we will put actions centred around the rules, regulations and contacts which go beyond the school students and staff."

Action Plan

(Try to make your actions SMART: specific, measurable, achievable, realistic and timely)

- Develop action plan by March 2023.
- Send newsletters to the caregivers every 4 months.
- The issue of food and what we are doing,
- will be addressed during the general assemblies which takes place twice yearly at our school (in April and October).
- We will provide menu options that suit these dietary and cultural needs: vegetarian, gluten-free, and Halal.
- We will organise a food waste measuring week during week 39. All food waste (both from plates, in the kitchen and from the serving line) will be weighed and will raise awareness on the topic among pupils, teachers, and caregivers of the need to respect the environment.
- We will provide herbs in pots to grow by the pupils.

Our learnings and recommendations after

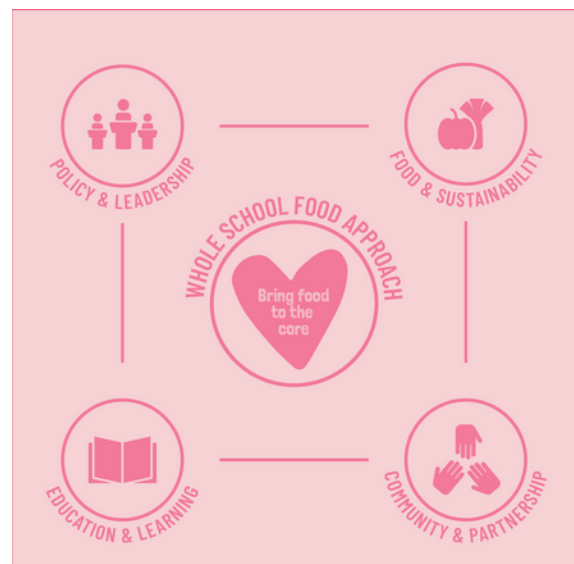


years of work on the Whole School Food Approach.

Example:

We have worked on all the actions that we did put in our action plan. The food waste week was a real success. We want to organize a second week next school year and combine it with a food waste cooking contest for the pupils of year 6.

The herbs we planted were not a big success. Therefore, we plan to do it differently. We took contact with a fruit grower near the school and 3 classes will help him out during harvesting season.



Schools

The Bronze Criteria: checklist (to fill in by the schools)

Pillar A: Policy & Leadership	Pillar B: Food & Sustainability	Pillar C: Education & Learning	Pillar D: Community & Partnership
<p>SF Working Group</p> <p><input type="checkbox"/> BR.A.1. Internal School Food Working Group The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Groups (SFWG) consist of at least of school leaders, teachers, canteen staff and pupils, and meet on a regular base.</p> <p>Planning, monitoring and evaluation</p> <p><input type="checkbox"/> BR.A.2. Review of the school's food culture + action plan. A review has been conducted of the work on healthy and sustainable food at school. Based on this review, the SFWG has developed a whole-school action plan. The SFWG yearly evaluates and renews its action plan, formulates learnings, documents its successes, etc.</p> <p>Policies, WS Experience</p> <p><input type="checkbox"/> BR.A.3. School vision on food & nutrition, endorsed by the leadership of the school. The school has developed a clear vision on food and nutrition, that is endorsed by the leadership of the school. The vision expresses where and what you want to stand for in the future with concrete goals and missions.</p> <p>Communication</p> <p><input type="checkbox"/> BR.A.4. Communication about school vision + internal communication about WSFA actions. The school clearly communicates about its food vision towards the school team, pupils, caregivers and wider school community. The school also regularly provides in-house communication about the objectives and progress on the WSFA towards the pupils, the school team and the catering team. The results of the review and the action plan are shared with the complete school team and all the pupils.</p>	<p>Dining area</p> <p><input type="checkbox"/> BR.B.1. Dining area as a learning environment for healthy food (norm) The school provides actions in the dining area to promote healthy eating habits, eating behaviours and attitudes.</p> <p>Healthy, sustainable meals</p> <p><input type="checkbox"/> BR.B.2. Healthy, balanced meals at school. The school informs pupils and caregivers about the healthy and balanced composition of the plate. The menus highlight fresh, seasonal, regional vegetables and fruits. Also organic and Fairtrade ingredients and vegetarian and plant-based dishes are highlighted. For the main ingredients the land of origin is indicated.</p> <p>Healthy, sustainable drinks</p> <p><input type="checkbox"/> BR.B.3. Free tap/ drinking water. The school encourages the drinking of (tap) water and provides different water points throughout the school, where all pupils can have free access to drinking water.</p> <p>Healthy, sustainable lunchbox & snacks</p> <p><input type="checkbox"/> BR.B.4. Clear guidelines for lunch boxes and snacks. The school informs caregivers in order to encourage healthy, sustainable snacks and lunch box contents and provides clear guidelines, that are based on the school vision.</p>	<p>Food in curriculum</p> <p><input type="checkbox"/> BR.C.1. The topic of food in the classroom. The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects, adapted to the different ages and stages of children's development. There is a good harmonization within the school team in terms of teaching content across the different years and different subjects.</p> <p>Authentic or hands-on learning</p> <p><input type="checkbox"/> BR.C.2. WSFA grow, harvesting and cooking activities for children. The school facilitates and promotes hands on experience, on location or not. E.g; the school provides cooking sessions for pupils. Pupils have the opportunity to grow and harvest food and make compost; this is linked to wider learning.</p> <p>Adults education</p> <p><input type="checkbox"/> BRC.3. Thematic workshops and educational resources for teachers + school staff. The school provides teachers with thematic workshops and educational resources.</p>	<p>Engagement of caregivers</p> <p><input type="checkbox"/> BR.D.1. The school engages caregivers in school food activities. The school gives the opportunity to caregivers to engage with the creation of a new school food vision and policy, from the outset. Caregivers are written invited to specific meetings to discuss the school food vision, school food policies and school food activities to join and help.</p> <p>Collaboration with actors & community around the school</p> <p><input type="checkbox"/> BR.D.2. The school communicates to the wider community about its School Food Vision. The school clearly communicates about its food vision towards the wider school community.</p>

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>Youth involvement & participation</p> <p><input type="checkbox"/> BR.A.5. Active involvement of pupils. A group of pupils receives time, space and coaching to become actively involved in the promotion of healthy sustainable food and sets the good example. Smaller children (such as toddlers) are playfully stimulated to learn about healthy and sustainable food and food production. Indicators:</p>	<p>Equal access to healthy, sustainable food</p> <p><input type="checkbox"/> BR.B.5. Extra facilities for children with special meals. The school encourages equal access to healthy, sustainable food for everyone. As far as possible, the school takes into account different dietary needs. For children who bring special meals from home, storage and reheating options are provided.</p> <p>Food waste</p> <p><input type="checkbox"/> BR.B.6. The school monitors food waste. The school works together with caterer/dining team/caregivers and pupils to monitor and minimise food waste.</p>		

Conclusions

Action Plan

Our learnings and recommendations after



years of work on the Whole School Food Approach.

Schools

The Silver Criteria: checklist (to fill in by the schools)

Pillar A: Policy & Leadership	Pillar B: Food & Sustainability	Pillar C: Education & Learning	Pillar D: Community & Partnership
<p>SF Working Group</p> <p><input type="checkbox"/> SI.A.1. WG includes representatives of caregivers. The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Group (SFWG) consists minimal of school leaders, teachers, canteen staff, pupils and caregivers, and meets on a regular base.</p> <p>Planning, monitoring and evaluation</p> <p><input type="checkbox"/> SI.A.2. Yearly SMART action plan, based on the review The SFWG yearly conducts a review and develops a SMART (Specific, Measurable, Achievable, Relevant and Time-bound) action plan, based on the evaluations, recommendations and lessons learned of the previous year.</p> <p>Policies, WS Experience</p> <p><input type="checkbox"/> SI.A.3. WSFA, endorsed by the leadership of the school. The WSFA is endorsed by the leadership of the school. The school creates and implements policies that reflect its school food vision. The school leadership clearly communicates the importance of WSFA and actively participates in the SFWG.</p> <p>Communication</p> <p><input type="checkbox"/> SI.A.4. In-house communication + towards caregivers and (external) school caterer. The school communicates widely about its achievements that led to the bronze level and regularly informs the school- and catering team, the pupils and the caregivers about its WSFA work.</p>	<p>Dining area</p> <p><input type="checkbox"/> SI.B.1. Eating at school is a joyful learning moment for pupils. A majority of pupils understands the importance of healthy, sustainable food and express satisfaction with the dining area and dining situation.</p> <p>Healthy, sustainable meals</p> <p><input type="checkbox"/> SI.B.2. Healthy, sustainable criteria in the school food planning / procurement. At least once a week, the standard meal is plant-rich or vegetarian. There is a plant-rich or vegetarian option every day.</p> <p>Healthy, sustainable drinks</p> <p><input type="checkbox"/> SI.B.3. Free drinking water + sugary drinks are discouraged or limited in the school. The school provides free drinking water and discourages the consumption of sugary drinks and actively promotes the drinking of water. Caregivers are informed about the need of healthy sustainable drinks.</p> <p>Healthy, sustainable lunchbox & snacks</p> <p><input type="checkbox"/> SI.B.4. Highly processed foods are discouraged in the school / lunch boxes. The school discourages the consumption of highly processed foods at school. Parents are informed about these restrictions and receive advice on alternatives.</p>	<p>Food in curriculum</p> <p><input type="checkbox"/> SI.C.1. Educational food events and activities in the school. The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects. The school yearly organises an educational food event at school level for the pupils.</p> <p>Authentic or hands-on learning</p> <p><input type="checkbox"/> SI.C.2. Farmers in pupils' education. The school includes farmers in pupils' education. Pupils have the opportunity to take part in farm-based activities throughout the farming year.</p> <p>Adults education</p> <p><input type="checkbox"/> SI.C.3. Skills training for dining/catering staff. Canteen and catering staff participate on training concerning healthy sustainable food. In case of external catering, requirements concerning meals, snacks and drinks will be provided in the public procurement criteria.</p>	<p>Engagement of caregivers</p> <p><input type="checkbox"/> SI.D.1. Thematic workshops for caregivers. Caregivers are written invited to participate in the implementation of the food policy and to participate in thematic workshops</p> <p>Collaboration with actors & community around the school</p> <p><input type="checkbox"/> SI.D.2. The school communicates about its WSFA activities. The school communicates widely about the achievements that led to the bronze level. Farmers are included in pupils' education. Pupils have the opportunity to take part in farm-based activities throughout the farming year.</p>

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>Youth involvement & participation</p> <p><input type="checkbox"/> SI.A.5. Food Ambassadors in the school & towards caregivers. A group of pupils is actively involved in the promotion of healthy sustainable food. They receive an additional training within the school context on the importance and different aspects of healthy, sustainable eating and promote the theme within the school and towards caregivers.</p>	<p>Equal access to healthy, sustainable food</p> <p><input type="checkbox"/> SI.B.5. School solidarity mechanisms. The school provides a system for financial support for low-income families.</p> <p>Food waste</p> <p><input type="checkbox"/> SI.B.6. The school prevents & manages food waste. The school has a clear plan for how to prevent and manage food waste and how to include all relevant actors, especially the pupils.</p>		

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Schools

The Gold Criteria: checklist (to fill in by the schools)

Pillar A: Policy & Leadership	Pillar B: Food & Sustainability	Pillar C: Education & Learning	Pillar D: Community & Partnership
<p>SF Working Group</p> <p><input type="checkbox"/> GO.A.1. WG includes representatives of the wider community. The school has a formalized working group for the WSFA implementation. The group regularly holds scheduled and structured meetings that are documented and followed up. The School Food Working Group (SFWG) consists minimal of school leaders, teachers, canteen staff, pupils and caregivers. Also representatives of the wider community are involved on a regular base.</p> <p>Planning, monitoring and evaluation</p> <p><input type="checkbox"/> GO.A.2. WSFA is part of the school's systematic quality-assurance work The SFWG makes sure that all school staff are aware that the WSFA work is part of the systematic quality-assurance work and will be monitored and evaluated in the same manner as all other teaching.</p> <p>Policies, WS Experience</p> <p><input type="checkbox"/> GO.A.3. WSFA is enshrined in the school's mission, values, policies, development plan and curriculum</p> <p>Communication</p> <p><input type="checkbox"/> GO.A.4. In-house communication about WSFA + other local actors. The school regularly informs the school- and catering team, the pupils and the caregivers on the progress of the WSFA and sounds out their experiences and insights to further fine-tune the approach. The school also communicates its progress to the wider school environment / community and to the city on a regular base.</p>	<p>Dining area</p> <p><input type="checkbox"/> GO.B.1. Dining area as public space within and beyond the school community Pupils, caregivers and the wider community can take part in actions in the dining area to promote healthy eating habits including during summer / Christmas/Easter holidays.</p> <p>Healthy, sustainable meals</p> <p><input type="checkbox"/> GO.B.2. The school menu meets SF4C's minimal health and sustainability criteria. The school kitchen meets with the innovative, sustainable and healthy food criteria and approaches, developed in WP5 of SF4C.</p> <p>Healthy, sustainable drinks</p> <p><input type="checkbox"/> GO.B.3. Free drinking water + sugary drinks are discouraged or limited in the school. The school provides free drinking water and discourages the consumption of sugary drinks and actively promotes the drinking of water. Caregivers are informed about the need of healthy sustainable drinks and receive advice on alternatives.</p> <p>Healthy, sustainable lunchbox & snacks</p> <p><input type="checkbox"/> GO.B.4. Discouraging an unhealthy environment around the school. Multi-Stakeholder Process (MSP) with city, retailers, fast food chains etc. in the immediate neighbourhood of the school, working together on how to discourage unhealthy food amongst children.</p>	<p>Food in curriculum</p> <p><input type="checkbox"/> GO.C.1. In-depth knowledge of healthy food and sustainable food production and consumption The topic of healthy food and sustainable food production and consumption has been translated into concrete learning objectives that describe what pupils should know and be able to do across the different learning years. Food is addressed in several subjects and treated from a holistic and student-inclusive perspective. The school yearly organizes minimum one educational food event.</p> <p>Authentic or hands-on learning</p> <p><input type="checkbox"/> GO.C.2. The school supports pupils to conduct hands-on projects on location. The school supports pupils to conduct hands-on projects on location, in collaboration with the wider community.</p> <p>Adults education</p> <p><input type="checkbox"/> GO.C.3. Collaboration between teachers and canteen staff. The school encourages collaboration between teachers and canteen staff. The school's catering staff/cook (in collaboration with others) teach caregivers and the community about food and cooking. Teachers and canteen staff together plan for authentic meal-related materials for pupils to work with.</p>	<p>Engagement of caregivers</p> <p><input type="checkbox"/> GO.D.1. Caregivers are actively involved in food activities. Caregivers are invited to share their knowledge with the pupils and other caregivers and to lead small working groups or hold workshops e.g. in food-growing and cooking activities. An MSP is set up with the city, local shops, businesses and organisations around the school, developing a system for financial support for low-income families.</p> <p>Collaboration with actors & community around the school</p> <p><input type="checkbox"/> GO.D.2. The school actively involves the wider school community in its WSFA. Representatives of the wider community participate in the SF working group. The school communicates towards the wider school community about its progress and activities. The dining hall of the school is used for food activities within the wider community.</p>

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>Youth involvement & participation</p> <p><input type="checkbox"/> GO.A.5. Food Ambassadors inspire each other across the local schools & in the city (P2P). A group of pupils is actively involved in the promotion of healthy sustainable food. They receive an additional training within the school context on the importance and different aspects of healthy, sustainable eating and promote the theme within the school, towards other schools and within the city.</p>	<p>Equal access to healthy, sustainable food</p> <p><input type="checkbox"/> GO.B.5. School environment solidarity mechanisms. An MSP is set up with the city, local shops, businesses and organisations around the school, developing a system for financial support for low-income families.</p> <p>Food waste</p> <p><input type="checkbox"/> GO.B.6. The school aims for a zero-waste food model. The school has elaborated a zero-waste food model.</p>		

Conclusions

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years of work on the Whole School Food Approach.