



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 on what you are already doing 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><input checked="" type="checkbox"/> BC.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.</p> <p><input type="checkbox"/> BC.A.2 A school vision on food & nutrition, endorsed by the leadership of the school The school has developed a clear vision on food and nutrition. The vision expresses where and what you want to stand for in the future with concrete goals and missions.</p> <p><input checked="" type="checkbox"/> BC.A.3 Review of the school's food culture and 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><input checked="" type="checkbox"/> BC.B.1 Dining area for healthy food The school ensures that pupils have a place where they can eat in peace at lunchtime. This eating environment should encourage children to eat healthy.</p> <p><input checked="" type="checkbox"/> BC.B.2 Encourage children to eat more fruit and vegetables The school takes initiatives to encourage children to eat more fruits and vegetables.</p> <p><input type="checkbox"/> BC.B.3 Provide information about the menu The menus highlight fresh, seasonal, regional vegetables and fruits. Also organic or fairtrade ingredients and vegetarian and plant-based dishes are highlighted. For the main ingredients, the land of origin is indicated.</p> <p><input checked="" type="checkbox"/> BC.B.4 Free tap/drinking water The school encourages the drinking of (tap) water and provides free access to drinking water.</p>	<p><input checked="" type="checkbox"/> BC.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.</p> <p><input checked="" type="checkbox"/> BC.C.2 WSFA growing, harvesting and cooking activities for children The school facilitates and promotes hands-on experience. E.g. the school provides cooking sessions for pupils, pupils have the opportunity to grow and harvest food, make compost ...</p> <p><input checked="" type="checkbox"/> BR.C.3 Thematic workshops and educational resources for teachers + other school staff The school provides thematic workshops and educational resources.</p>	<p><input checked="" type="checkbox"/> BC.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 invited to specific meetings to discuss the school food vision, school food policies and school food activities to join and help.</p> <p><input type="checkbox"/> BC.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><input type="checkbox"/> BC.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><input type="checkbox"/> BC.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, sustainable food and food production.</p>	<p><input checked="" type="checkbox"/> BC.B.5 Clear guidelines for lunch boxes and snacks (if applicable) 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><input type="checkbox"/> BC.B.6 Extra facilities for children with special needs The school encourages equal access to healthy, sustainable food for everyone. As far as possible, the school takes into account different dietary needs. Children with special dietary needs that cannot be met by the school, have the possibility to bring their lunch to school in a safe way.</p> <p><input checked="" type="checkbox"/> BC.B.7 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 pilar B and C but see room for improvement for pilar 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 2024.
- 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 take place at our school.
- We will provide menu options that suits most dietary and cultural needs.
- We will organise a food waste measuring week. All food will be weighed and we will raise awareness on this topic.
- We will provide herbs in pots to grow by the pupils.

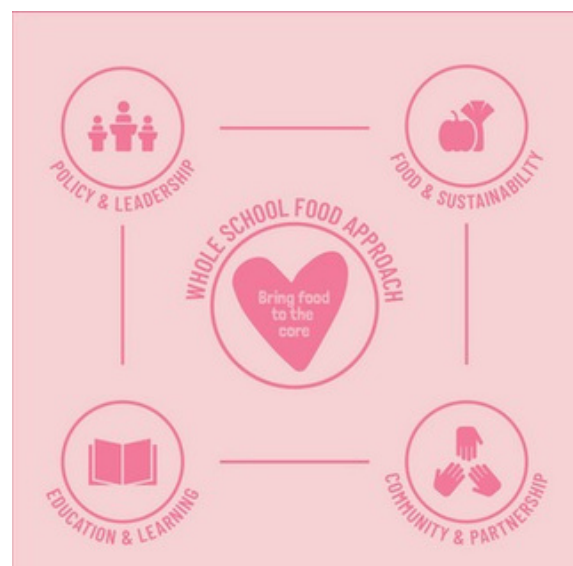
Our learnings and recommendations after x years of work on the Whole School Food Approach?



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 organise 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)

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Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
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Our learnings and recommendations after x years of work on the Whole School Food Approach?



Schools

The Additional 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><input type="checkbox"/> AC.A.6 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. Caregivers/parents are actively involved in the Working Group.</p> <p><input type="checkbox"/> AC.A.7 WG includes representatives of the wider community The school has a formalized working group for the WSFA implementation. The group regularly holds scheduled meetings that are documented and followed up. Representatives of the wider community are involved on a regular basis.</p> <p><input type="checkbox"/> AC.A.8 WSFA is enshrined in the school's mission, values, policies, development plan and curriculum</p> <p><input type="checkbox"/> AC.A.9 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><input type="checkbox"/> AC.A.10 Yearly SMART action plan, based on the review The SFWG yearly conducts a review and develops a SMART (Specific, Measurable, Achievable, Relevant, Time-bound) action plan, based on the evaluations, recommendations and lessons learned of the previous year.</p>	<p><input type="checkbox"/> AC.B.8 Dining area as a learning environment for healthy food The dining area serves as a place for pupils to learn about tastes, smells and food production. The school team is a role model and can effectively take up that role by eating together with the children.</p> <p><input type="checkbox"/> AC.B.9 Eating at school is a joyful learning moment for pupils A majority of pupils understand the importance of healthy, sustainable food and express the satisfaction with the dining area and dining situation. The school organises an annual survey.</p> <p><input type="checkbox"/> AC.B.10 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.</p> <p><input type="checkbox"/> AC.B.11 Plant-rich, vegetarian or plant-based meals in the school menu planning At least once a week, the standard meal is plant-rich, plant-based or vegetarian. There is a plant-rich, plant-based or vegetarian option every day.</p> <p><input type="checkbox"/> AC.B.12 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><input type="checkbox"/> AC.C.4 Educational food events and activities in the school The school organises a yearly educational event. The teaching content is mixed across the different years and subjects.</p> <p><input type="checkbox"/> AC.C.5 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.</p> <p><input type="checkbox"/> AC.C.6 Farmers in pupils' education The school includes farmers in pupils' education. Pupils have the opportunity to take part in activities throughout the farming year.</p> <p><input type="checkbox"/> AC.C.7 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><input type="checkbox"/> AC.D.3 Thematic workshops for caregivers Caregivers are invited to participate in info sessions and thematic workshops.</p> <p><input type="checkbox"/> AC.D.4 Caregivers are actively involved in food activities Caregivers/parents are invited to share their knowledge and skills with pupils and other caregivers/parents and to participate in the school food working group (SFWG) and multi-stakeholder processes.</p> <p><input type="checkbox"/> AC.D.5 The school communicates about its WSFA activities The school provides a communication plan and communicates its progress to the wider school environment / community and to the city on a regular basis.</p> <p><input type="checkbox"/> AC.D.6 The school actively involves the wider school community in its WSFA Representatives of the wider community participate in the SFWG.</p>

Pillar A: Policy & Leadership	Pillar B: Food & Sustainability	Pillar C: Education & Learning	Pillar D: Community & Partnership
<p><input type="checkbox"/> AC.A.11 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><input type="checkbox"/> AC.A.12 Communication towards caregivers + (external) school caterer The school communicates widely about its achievements, and regularly informs the caregivers, and if applicable the external school caterer, about its WSFA work.</p> <p><input type="checkbox"/> AC.A.13 Broad external communication about the WSFA The school provides a communication plan and communicates its progress to the wider school environment / community and to the city on a regular basis.</p> <p><input type="checkbox"/> AC.A.14 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 on the importance and different aspects of healthy, sustainable eating and promote the theme within the school and towards caregivers/parents.</p> <p><input type="checkbox"/> AC.A.15 Food ambassadors inspire each other across the local schools & in the city (P2P) A group of pupils is actively involved in the external promotion of healthy, sustainable food. They receive an additional training and promote the theme towards other schools and within the city.</p>	<p><input type="checkbox"/> AC.B.13 Sugary drinks are discouraged/limited in the school The school 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><input type="checkbox"/> AC.B.14 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><input type="checkbox"/> AC.B.15 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><input type="checkbox"/> AC.B.16 School solidarity mechanisms The school provides a system for financial support for low-income families.</p> <p><input type="checkbox"/> AC.B.17 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><input type="checkbox"/> AC.B.18 The school prevents & manages food waste The school has a clear plan for how to prevent and manage food waste and how to involve all relevant actors, especially the pupils.</p>	<p><input type="checkbox"/> AC.C.8 Skills training for dining/catering staff Canteen and catering staff participate in trainings 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><input type="checkbox"/> AC.C.9 Collaboration between teachers and canteen staff The school encourages collaboration between teachers and canteen staff. Teachers and canteen staff together plan for authentic meal-related materials for pupils to work with.</p>	

Conclusions

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