

Secondary Lunchtime Experience Audit

The following tool can be used to audit the lunchtime experience in a secondary school and identify areas for improvement. This table contains ideas that can contribute to a positive lunch service and increase uptake of school meals.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Yes | Partly | No | Comments | Suggestions/ Ideas |
| Eating Environment | Suitable dining space |  |  |  |  |  |
| Adequate room to eat and move |  |  |  |  |  |
| Suitable tables/chairs promoting social interactions |  |  |  |  |  |
| Room/furniture is clean |  |  |  |  |  |
| Space has a ‘café style’ environment  |  |  |  |  |  |
| Queuing times are reasonable |  |  |  |  |  |
| Multiple serving areas and tills are available |  |  |  |  |  |
| Décor is bright and inviting |  |  |  |  |  |
| Pupils have contributed to the ‘look’ of the dining space and the branding/décor to make it current |  |  |  |  |  |
| Food Provision/Health Promotion | All food meets the School Food Standards |  |  |  |  |  |
| School meal uptake is monitored and steps are taken to increase it |  |  |  |
| Large daily menu clearly displayed |  |  |  |
| All pupils are encouraged to choose a balanced meal |  |  |  |  |  |
| Pupils are offered tasters of unfamiliar/healthier food choices |  |  |  |  |  |
| Healthy options are promoted e.g. salads/fruit are displayed well and in plain sight when selecting |  |  |  |  |  |
| Food brought in policy reflects the food choices on offer to buy – restricting chocolate, crisps, sweets and sugary drinks. |  |  |  |  |  |
| Themed events/days happen throughout the year |  |  |  |  |  |
| Salad bar/healthy options are seen first when entering the hall and are appealing choices presented well |  |  |  |  |  |
| Healthy eating displays/posters on the walls |  |  |  |  |  |
| Eatwell guide is on display |  |  |  |  |  |
| Sugar information is displayed in hall e.g. ‘did you know’ facts or teaspoons of sugar in common food/drink choices |  |  |  |  |  |
| Water jugs/dispensers are freely available and easily accessible (single use water bottles discouraged) |  |  |  |  |  |
| Systems are in place to monitor whether pupils are having or skipping lunch |  |  |  |  |  |
| Pupils are praised/recognised for making healthy choices |  |  |  |  |  |
| Fruit based desserts are actively promoted |  |  |  |  |  |
| Packed lunch and school meal pupils can sit together |  |  |  |  |  |
| School meals are promoted to parents e.g. taster at parents’ evening, leaflets, family lunch events |  |  |  |  |  |
| Quality assurance awards have been achieved e.g. Food for Life, Children’s Food Trust |  |  |  |
| Atmosphere | Hall has a good atmosphere |  |  |  |  |  |
| Noise level is chatty but not too loud |  |  |  |  |  |
| Music/videos are playing in the hall |  |  |  |  |  |
| Pupils are enjoying their lunchtime |  |  |  |  |  |
| Pupil Voice, Behaviour & Interactions | Pupils, staff and parents contribute to a SNAG (School Nutrition Action Group) or equivalent and influence what happens at lunchtimes |  |  |  |  |  |
| Pupils can design dishes for the school meals menu e.g. through competitions or during curriculum time |  |  |  |
| Pupils interact with each other in a positive way in the hall |  |  |  |
| Adults model positive communication with each other and with pupils |  |  |  |
| Positive behaviour in the hall is reinforced |  |  |  |
| Some staff eat school meals and sit with pupils |  |  |  |
| Sustainability | Single use plastics are being reduced over time e.g. water bottles, sauce sachets, serving containers |  |  |  |  |  |
| Plant based meals are being increased gradually on the menu and some meat content reduced |  |  |  |
| Some food is grown on school site and used in lunch menus such as herbs and salad items |  |  |  |
| Some food is being sourced locally and menus are planned with seasonal produce |  |  |  |