

Healthy eating and drinking in maintained schools in Wales

Consultation response form

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Responses should be returned by 29 July 2025 to:

Food in Schools Team
Support for Learners Division
Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

email: foodinschools@gov.wales

Who you are

Please select all that apply to you below.

Primary school learner	<input type="checkbox"/>
Secondary school learner	<input type="checkbox"/>
Education workforce	<input type="checkbox"/>
Local authority	<input type="checkbox"/>
Catering provider	<input type="checkbox"/>
Healthcare practitioner	<input type="checkbox"/>
Supplier	<input type="checkbox"/>
Local producer	<input type="checkbox"/>
Farmer	<input type="checkbox"/>
Parent or carer (the term 'parent' has been used as a shorthand to include mothers, fathers, foster carers, adoptive parents, stepparents, 'kinship' parents and grandparents, guardians)	<input type="checkbox"/>
Other (please specify) UK Nutrition Charity	<input checked="" type="checkbox"/>

Lunch in primary schools

Question 1 – To what extent do you agree or disagree with the proposals that relate to increasing the provision of fruit, vegetables and starchy carbohydrates?

Strongly agree	<input type="checkbox"/>	Agree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Agree

A strong commitment to increasing plant-rich foods in school meals is important for promoting healthy eating. Enhancing both the quantity and variety of fruit and vegetables and wholegrains is critical to supporting plant-rich healthier dietary patterns in children, especially given evidence from dietary surveys that highlights poor intake of vegetables and wholegrains, particularly among socioeconomically disadvantaged groups.

National Dietary and Nutrition Survey (NDNS) data indicates that, in the UK, we largely eat the same types of fruit and vegetable (apples, citrus, banana, peas, sweetcorn, carrots, tomatoes). Introducing a wider variety will help to familiarise children with a greater variety of produce, including some of the more bitter green vegetables. The proposal to focus on variety is therefore a welcome and important shift, as it supports the

delivery of a broader range of essential nutrients and bioactives associated with good health in young people.

Whilst appreciating the practical constraints encountered within school food provision, such as cost, waste and logistics, there is a potential limitation in how 'variety' is implemented within the proposal - menus could cycle through the same six vegetables/four fruits each week. To counter this, it may be beneficial to reference '*seasonal and/or local where possible*' so that repetition across weeks is limited, and environmental sustainability is promoted. In addition, as a future forward approach, it may be of interest to monitor uptake, preference and waste with a higher use of vegetables/beans **within** dishes, as well as those served alongside meal centres.

Healthy eating guidelines recommend that less refined starchy carbohydrates should form the basis of meals, suggesting these should be provided **daily** rather than at least 3 x week as is currently indicated in the proposed change. Furthermore, a stronger/more ambitious guideline to encourage variety of wholegrain starchy or higher fibre foods (including **potatoes with skins**) could be included as the standard. The current proposal '*At least one portion of pasta, noodles or rice must be provided each week*' could potentially allow as an example for potatoes 4 x week, with rice once a week.

As well as the 50% wholegrain for bread guideline, a more stringent guideline for popular dishes using flour bases, such as pizzas, could also be directed so that these contain ≥50% wholemeal flour as this will help children to become more familiar with higher fibre options in popularly selected items. The term '50% wholegrain' for breads could be adapted to wholemeal/wholegrain as the term wholemeal may be a more familiar description for breads.

Question 2 – To what extent do you agree or disagree with the proposals that relate to meat, red meat and fish?

Strongly agree	<input type="checkbox"/>	Agree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Agree

Nutritional adequacy in any dietary pattern, whether including or limiting animal-based proteins, is important. Plant foods can provide important nutrients including fibre, vitamins and minerals, and unsaturated fats. Consuming a more plant-rich diet that contains a wide variety of different foods from the main food groups can provide the range of nutrients the body needs to stay healthy, as well as be more environmentally friendly. However, it is important to note that animal food sources also make an important contribution to some nutrients in the UK diet (e.g. protein, iron, zinc, omega 3 fatty acids), and these may be more bioavailable. Bioavailability is sometimes omitted from discussions on plant and animal food sources yet may be an important consideration particularly where intakes of micronutrients such as zinc and iron are low. Guidance for schools around eating a healthy, more sustainable diet should encourage diversifying protein sources, including more plant-based versions, but not excluding animal derived foods completely. It's about providing options, encouraging a healthy diet and getting the balance right and promotion of plant-based foods that are high in the nutrients animal based foods contain e.g. pulses for iron.

Fish: Sustainably sourced fish should be encouraged in schools in line with recommendations in healthy eating guidelines, yet oily fish, in particular, is poorly consumed. Oily fish provide important nutrients for children's health and development including vitamin D and long chain omega 3s. Whilst waste is an issue both in relation to cost and sustainability, perhaps the shift in proposal could be to try and find ways to encourage fish rather than limit its inclusion in menu cycles. For example, oily fish recipes that are more popular with young people could be included in a supplemental publication rather than reducing provision. We note that in England and Scotland the standard is for oily fish served once or more every 3 weeks. Consideration could be given to the addition of the words 'sustainably sourced' ¹ in every occasion that fish appears in the proposed change to more clearly outline we need to shift to dietary patterns that not only healthier but more sustainable.

Meat: The British Nutrition Foundation acknowledges the need to shift healthier and more sustainable diets at population level, including a reduction in total red and processed meat intakes in line with the Eatwell Guide. However as widely recognised and demonstrated by NDNS, meat currently contributes number of important nutrients to children's diets. NDNS data indicates that the average contribution from meat and meat products in 4-10 year olds and in 11-18 year olds to protein intakes is 26% and 31%; iron intakes 14% and 19%; vitamin B12 intakes 20% and 26% and zinc intake 24% and 28% respectively. Furthermore, on average, almost half of girls aged 11-18 in the UK are reported to have low iron intakes, and whilst, iron can be obtained from a variety of plant sources, the haem iron obtained from meat is better absorbed by the body than iron from plant-based sources. As efforts are made to replace some red meat with plant-based options as could be indicated by the proposal, it is essential that alternative sources of the key nutrients it contains are carefully integrated into menus. This shift will require careful menu planning, with a key focus on what is being substituted in place of animal-derived foods to maintain nutritional adequacy.

Including red meat in school meals may be particularly important in view of the high levels of food insecurity in households with children. From a public health perspective, schools are crucial settings to promote healthy eating since children consume at least one main meal per day at school, and this may be the only regular hot meal that is available to them during the week. Therefore, if they are not getting a varied, balanced diet at home, menus that conform to the school food standards containing nutrient dense foods will be particularly important contributors of essential nutrients to their diets

In relation to meat, we would urge consideration to be given to expanding the proposed change to potentially include:

- local supply chains/animal welfare criteria;
- standards around saturated fat e.g. using lower fat mince, leaner cuts of meat;
- recommendations for substituting some meat with beans / how to encourage some substitution or hybrid options with high fibre plant base protein main ingredients like beans and pulses.

¹ [The Marine Stewardship Council has a guide to finding seafood from sustainable sources. Seafish has information on responsible sourcing of seafood.](#)

Question 3 – To what extent do you agree or disagree with the proposals that relate to processed meat?

- Processed meat or products containing meat limited to once a week.

Strongly agree	<input checked="" type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Strongly agree

Reduction of processed meat, as well as being of benefit to environmental sustainability, could support lower salt and saturated fat, as discussed in our recent paper *Meat and the future of sustainable diets – Challenges and Opportunities*.

It may be useful to include more detailed description of 'processed meat' to differentiate between red meat preparations mentioned in the proposal, which are red meat with the addition of ingredients of egg, beans, pulses, vegetables, breadcrumbs, flour, **seasoning (including small amounts of salt)** and 'products containing meat.' as this could be ambiguous. The place of processed white meat (chicken slices/pieces) could be clarified as all current examples are processed red meat.

Question 4 – To what extent do you agree or disagree with the proposals that relate to non-meat options (specifically, restricting cheese-based dishes and processed meat and fish alternatives)?

Processed alternatives to meat and fish limited to twice weekly.

Lunch where cheese is the main protein source limited to twice weekly

Strongly agree	<input type="checkbox"/>	Agree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Diets rich in vegetables, wholegrains and pulses should be encouraged and non-meat options that are less nutrient rich/HFSS (e.g. high salt meat alternative products) should be limited. In transitioning to more plant-rich diets there could be a distinction between healthier processed alternatives and those that are HFSS. In the proposal 'mycoprotein' is limited yet in nutrition guidelines plain mycoprotein is not typically considered as HFSS but rather included in recommended non-dairy protein products i.e. from NHS website on

vegetarian diets 'tofu, mycoprotein (such as Quorn), textured vegetable protein and tempeh', as well as pulses.

In order to encourage better choices and increase the nutritional value of non-meat options, perhaps a positive guideline that recommends good sources of non-dairy protein, use of pulses (environmentally friendly, high in protein, high in fibre) would be particularly helpful to support the common use of cheese in non-meat options. Looking at what should be offered, rather than only what should be limited, could be a positive approach. Ensuring vegetarian/vegan meals are varied is important. UK guidelines recommend ensuring vegetarian meals are as varied as the rest of the menu by using pulses twice a week, soya, tofu, or mycoprotein-based meat substitutes once or twice each week, and eggs and cheese once or twice each week and encourage all children to have a meat-free day each week.

Question 5 – To what extent do you agree or disagree with the proposals that relate to potatoes cooked in oil, fried foods, sweetened baked goods and desserts, and pastry?

Strongly agree	<input checked="" type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

We would comment that some of the **supporting text** in the consultation document may need rephrasing. Firstly, the focus on fat reduction in a healthy, balanced diet should be more precisely framed around reducing saturated fat, rather than total fat. Healthy fats, such as those from unsaturated oils, are an important component of the diet and included (although in small amounts) within the Eatwell Guide. According to NDNS data, children aged 4-10 years are, on average, meeting recommendations for total fat intake (33.4% of energy vs recommendation <35%). Secondly, whilst children should be eating plenty of fruit and vegetables, in terms of **quantities** in a balanced diet children should be getting most of their calories from higher fibre starchy foods, good quality protein sources and dairy foods. Thirdly, potatoes and potato products are, according to NDNS, contributing only 2% of total trans fat intakes.

We agree that the use of fried products and potato products should be limited but better cooking methods (e.g. changing oil regularly and controlling temperatures) when frying should be employed. Clarifying that the use of unsaturated oils in some potato dishes, for example in a potato salad or mashed potatoes made with olive oil, is acceptable.

NDNS data suggest that biscuits, cakes, pastries, pies and puddings contribute around 20% of free sugars intake in 4-10 year olds. Savoury and sweet pastries high in saturated fats, sugar and salt should be limited, but the current proposal could go further by introducing more stringent guidelines for desserts. There should be a shift towards offering fruit and yoghurt-only desserts on the majority of days, rather than routinely serving standard sweet desserts accompanied by fruit. In addition, where desserts are served, it should be recommended that they contain at least 50% fruit as a core ingredient.

Drinks in primary schools

Question 6 – To what extent do you agree or disagree with the proposals that relate to providing only plain water, plain milk and plain plant-based drinks in primary schools?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Agree for lunch, but not breakfast

Water, as well as plain milk and plain fortified plant-based drinks are suitable for healthier hydration, but 150ml unsweetened fruit/vegetable juices and smoothies are also included in Eatwell Guide. Although most schools will only serve water at lunchtime, limited portion sizes (150ml) of unsweetened fruit juice may be particularly useful at breakfast where not only would they provide nutrients like vitamin C (NDNS data indicates fruit and vegetable juices and smoothies contribute 20% of vitamin C intake in children aged 4-10 years) but can also help iron absorption of non-haem iron from commonly eaten breakfast foods like bread and cereals. We note that fruit juice has been disallowed but other free sugar sources are limited but included.

Portion sizes in primary schools

Question 7 – To what extent do you agree or disagree with the proposals aimed at providing more appropriate portion sizes in primary schools for those in nursery to Year 2 and Year 3 to Year 6?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

There is clearly a need to consider portion sizes, and ranges of these, across ages both from an obesity and waste perspective. However, portion sizes for a 3-year-old at nursery may not be suitable for a 7-year-old in year 2. Early years settings portion size guidance would be relevant for nursery, and consistency across such early years guidelines should be reviewed, although practically this may be difficult for school caterers.

There may also be a benefit of translating portion sizes by weight into practical measures e.g. spoons, and there may be some issues with translating different portion sizes to foods that are individually portioned e.g. yogurts.

Some of the portion sizes allocated may benefit from reconsideration. For example, the same portion size is allocated for red and processed meat, although the nutrients from red meat are likely to be more beneficial.

Some interesting reference for portion sizes include:

https://assets.ctfassets.net/dvmeh832nmjc/1OEirRzB8F7iMahdZkWNDb/3e7eb82bf95af23b06266b7fced62575/Portion_sizes.pdf
<https://shura.shu.ac.uk/31975/1/jhn.13183.pdf>

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Breakfast in primary schools

Question 8 – To what extent do you agree or disagree with the proposals relating to breakfast provision?

Strongly agree	<input type="checkbox"/>	Agree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

The proposal could be more ambitious and include a standard that specifies maximum levels of salt/sugar/fibre where appropriate e.g. in breakfast cereals and yogurts. For example, although cereals shouldn't be 'flavoured with sugar', there doesn't seem to be a clear limit on the sugar content in packaged cereals. To support this we recommend incorporating objective criteria, such as the traffic light label criteria (e.g. restricting those that are red for sugar).

A small glass of unsweetened fruit/vegetable juice/smoothie is part of Eatwell Guide healthy hydration guideline and may be useful in increasing iron absorption from plant-based foods. Whole fruits should be encouraged but inclusion of 150ml fruit juice should be permitted at breakfast, although this should not count as a portion of fruit, particularly where less stringent regulations are applying to cereal and yogurt and sweet spreads.

The primary regulations guidance

Question 9 – Is the draft statutory guidance supporting primary school food caterers to implement the draft regulations sufficiently clear?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input checked="" type="checkbox"/>
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Supporting comments

This is a question to be answered by school food caterers but we would comment that with regards regulations there are two important facets – implementation and monitoring. In implementation, it is important to work closely with the schools and caterers to ascertain ease of implementation and to review barriers and facilitators. Schools and caterers will likely require further support to achieve full compliance whilst maintaining a financially viable school food service.

Practical translation is key with considerations such as training and costs taken into account. Menu examples/what works/good practice resources may be helpful. It may be that concentration on reducing free sugars and increasing fibre could form the basis of practical guidelines.

It may also be interesting to refer to the results of the FSA compliance with school food standards to identify particular areas that may be difficult for compliance officers to interpret or where areas of non-compliance may be higher.

Budget advice may also be helpful, with pay rises and food inflation increasing the cost of providing meals that meet the Standards.

Special diets

Question 10 – Is the draft statutory guidance on the provision of medically prescribed dietary requirements and other dietary requirements sufficiently clear?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

Although schools are best placed to determine the exact nature of a reasonable adjustment in relation to food provision, taking into account the individual circumstances of the children and their families, as well as schools' obligations under the School Food Standards, some clearer support would be beneficial. This is a highly complex issue, where the diversity of needs mix in non-specialist schools is increasing, and the implications of this on adjustments for school provision is important. There is a clear need to prevent absenteeism on the basis of inappropriate school food provision for those with specific special dietary needs. Some case studies could be used to illustrate good practice. There is also very little within the guidelines around recognition of culture and diversity and this could be addressed. It is important to consider the variety of dietary preferences; for example, halal, kosher and vegan food is included, as well as for students with special educational needs and disabilities, and suggestions on how food is presented may help pupils living with autism, for example.

Regulatory and wider impact assessment

Question 11 – What challenges, if any, do you feel should be further recognised within the draft regulatory impact assessment?

n/a

Question 12 – What positive effects, if any, do you feel should be further recognised within the draft regulatory impact assessment?

n/a

Question 13 – What comments, if any, do you have on the draft impact assessments, particularly the impact of the draft regulations on children, families living in socio-economic disadvantage and people with protected characteristics (including evidence you feel should be considered)?

n/a

Question 14 – What comments, if any, do you have on how costs would be impacted on (including evidence you feel should be considered)?

n/a

Promoting healthy eating statutory guidance: primary and secondary schools

Question 15 – Is the draft statutory guidance, aimed at supporting local authorities and governing bodies to deliver their duties to promote healthy eating and drinking, sufficiently clear? (Feel free to provide examples of anything you think is missing.)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

n/a

Call for evidence: secondary schools

Question 16 – How can we achieve a nutritionally balanced and appealing food offer in secondary schools? (Feel free to provide examples of good practice or evidence that supports your response.)

Numerous publications have highlighted the lower compliance with School food standards in secondary schools in comparison to primary schools. The following points are some suggestions/recommendations to support improved take up

- The need for more robust behavioural insight including choice architecture to move provision to take up – nutritious food is only nutritious if eaten
See Murphy et al. Changing the food environment in secondary school canteens to promote healthy dietary choices: a qualitative study with school caterers
<https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-024-19513-7>
- Being aware of the school dining environment (incl. time constraints) as well as the food provided
<https://pmc.ncbi.nlm.nih.gov/articles/PMC10375012/>

- Incorporating meaningful food education in schools, including education in food waste and a holistic whole school approach; In addition to providing energy and nutrition, meals can be used as an educational tool – not least within the school's mission to provide pupils with knowledge about an environmentally sustainable and healthy lifestyle;
- Multicomponent food policies that increase the availability and accessibility of healthier foods should also include nutrition education initiatives such as taste testing and cooking classes.
- Establishing connections with the out of school environment including the immediate environment outside of schools and the close proximity of cheap fast food near schools for young people
- Better communication with parents/carers
- Monitoring for compliance and the cost of this
- Training and real life practical translation of guidelines to draw on
- supporting schools to work alongside local research institutions to draw on research expertise to develop a robust evidence base and data for improvement

There are a number of research publications that have explored secondary school provision that may be useful:

'Doing school food!': a practical toolkit for adopting a whole school food approach a practical framework for schools was developed and informed further to research that sought to understand the factors which influence healthy school food provision and the adolescent's food choice <https://foodactive.org.uk/wp-content/uploads/2023/10/PPH-school-food-paper-2023.pdf>

The British Nutrition Foundation's Breakfast paper **(No food for thought–How important is breakfast to the health, educational attainment and wellbeing of school-aged children and young people?) calls for more inclusive and accessible** options <https://onlinelibrary.wiley.com/doi/full/10.1111/nbu.12652>

The Guys and St Thomas Report Serving up children's health highlights opportunities and barriers in the school food system to prioritise nutritious food for our young people <https://urbanhealth.org.uk/wp-content/uploads/2020/12/Serving-up-childrens-health.pdf>

The CPAG [Improving secondary school food provision - barriers and solutions.pdf](#)

Mandatory questions

Question 17 – What, in your opinion, would be the likely effects of the legislation on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

Do you think that there are opportunities to promote any positive effects?

Do you think that there are opportunities to mitigate any adverse effects?

Supporting comments

n/a

Question 18 – In your opinion, could the legislation be formulated or changed so as to:

- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English; or
- mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

Supporting comments

n/a

Question 19 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Regarding Part 3: secondary school food – a call for evidence

The consultation has said:

“For secondary schools, we need more information. The eating patterns in secondary schools are more complex due to the popularity of grab-and-go options, and the wide variety of foods being available during both morning and lunch breaks.

We're gathering data on consumption habits and issuing a call for evidence as part of this consultation to better understand these settings.”

How the British Nutrition Foundation can help

We are sharing the information below as we believe this might support the *Healthy eating and drinking in maintained schools in Wales* consultation, specifically in regard to secondary schools.

Snack-tember 2025

In September 2025, the British Nutrition Foundation is running its first *Snack-tember*. This is a month-long, UK-wide initiative with the ambition of helping children and young people make and choose healthier, more sustainable snacks. *Snack-tember* is aimed at those aged 5-16 years, but we are having a special focus on pupils in the first two years of secondary school.

Through providing free resources to schools, such as posters, recipes and classroom activity ideas, engaging parent/carers and school caterers, our aim is to help children and young people choose and make snacks that have:

- MORE vegetables and fruit
- MORE wholegrains, beans and pulses
- LESS saturated fat, salt and sugars

The great snack survey

As part of the development of the *Snack-tember* initiative, we undertook *The great snack survey*. We received over 2,500 responses from UK-based children and young people aged 10 – 13 years on their habits and opinions around snacking. Our survey included a question around whether respondents thought that their school canteen (in secondary schools) helped them choose healthier snacks.

The survey has provided us with some useful insights into the motivations of secondary aged pupils when choosing snacks from the canteen – this may be useful for the consultation's work around secondary pupils and lunchtime provision. We would be happy to share our survey questions and data with you.

Conversations with school caterers

In addition to the survey, we have also spoken to a number of school catering organisations to ask them to reflect the *Snack-tember* messages in their provision during September 2025. While enthusiastic about the idea of promoting healthier snacking, most of the caterers have found it difficult to commit to any change to their current provision. Again, we would be happy to share some of the insight we have gleaned from these conversations.

Working with young people

For *Snack-tember*, we have developed six healthier snack recipe videos, specifically targeted at pupils in early secondary education, to engage this age group in exploring, making and trying healthier snacks. To develop the recipe videos, we worked closely with secondary aged pupils who made, tasted and scored the recipes. We will be reviewing the impact of these 'peer-to-peer' recipes on influencing young people's snack choices as part of our *Snack-tember* impact evaluation.

If you would like more information about any of the above, in relation to supporting the consultation, and more specifically, secondary school food provision, please don't hesitate to get in touch. Contact Claire Theobald at: c.theobald@nutrition.org.uk

Regarding Part 2: promoting healthy eating and drinking in schools

The British Nutrition Foundation completely supports a whole school approach to food.

Clear and consistent messages around healthy eating are important, and it is vital that children and young people see what they learn in lessons around food (healthy eating, cooking, where food comes from) reflected in the food and drink they are given at lunchtimes. This reinforces important health messages and healthy eating behaviour.

Having a governor responsible for food across the school day is fundamental to ensuring every child gets the best start with healthy school food. Governor support gives status and recognition to the importance of healthy eating through food provision, and food education, in school.

The British Nutrition Foundation's education programme, *Food – a fact of life*, champions a whole school approach to food. The programme has provided free, curriculum linked food education resources and training for schools across the UK, for over three decades.

The *Food – a fact of life* resources provide a progressive approach to learning about healthy eating, cooking and where food comes from, for children and young people, aged 3-16 years. The resources support the Curriculum for Wales and include Welsh language resources.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: ☐