FUEL SCHOOL FOOD STUDY

THE CHALLENGE

Teens in the UK consume 3x the recommended amount of their total energy intake from free sugars which have a negative effect on health. The food and drinks served in school are crucial to addressing this challenge.



But do National School Food Standards actually help teens eat healthier food?

The University of Birmingham's FUEL SCHOOL FOOD STUDY investigated the food that is provided in 36 secondary schools and how they support healthy eating. Researchers heard from over 2000 young people plus school and catering staff.

KEY FINDINGS

Schools are **NOT FULLY MEETING** the School Food Standards.

You can get a **NUTRITIOUS** LUNCH... BUT the high fat, energy, sugar and salt filled **BREAK and BREAKFAST** items with high levels of fat, sugar or salt are also available and POPULAR!

Catering teams want to offer a range of healthy choices but the **REALITY** is these are difficult to provide due to **COSTS** and student PREFERENCE.



Students go for TASTE, **VALUE-FOR-MONEY** and CONVENIENCE.

Students feel rushed to buy food in a stressful **EATING ENVIRONMENT.** Schools are concerned about the foods and drinks that pupils bring in from **OUTSIDE SCHOOL.**

In some schools students feel they are not included in **CONVERSATIONS** around school food. Education on food and healthy eating is inconsistent.

In some schools, the leaders and governors did not see the monitoring of the school food standards as a main part of their role.



Adapt the School Food Standards to better suit the way food is provided in secondary schools

Address barriers to implementation of the current School Food Standards - For example, balancing healthy food provision with a financially viable catering service

Involve students in decisions about the food they eat at school

Schools are trying their best to support and encourage healthy eating but are struggling to create a healthy eating culture. Our researchers are working on solutions to help schools. Want to get involved? Contact fuelstudy@contacts.bham.ac.uk

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This study/project is funded by the National Institute for Health Research (NIHR) Public Health Research programme (17/92/39). The views expressed are those of the author(s) and not necessarily those of the NIHR or the Department of Health and Social Care.









