

**School and Community Breakfast Clubs Online Training: End of Programme Report**

2016 - 2017

Produced by Healthy Living Lab



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# Executive Summary

The online breakfast club training is a package for schools and community groups. The training was designed with the principle aim of exchanging knowledge, and disseminating information and guidance, to anyone involved in the implementation or delivery of breakfast club provision. The Healthy Living Lab at Northumbria University, in partnership with the Kellogg’s Company, developed an online breakfast club training programme. The Healthy Living Lab are a unique group of academics, drawn across different disciplines, including developmental psychology, social work and education, with a wealth of expertise and experience across multiple contexts.

The purpose of this report is evaluate the delivery of the online breakfast club training, during the period October 2016 to July 2017. Firstly, an overview of the training provision for 2016/ 2017 is provided. Subsequently, information on training applications, access and completions by school and community organisations during this period is reported. Finally, an evaluation of learner feedback, which was gathered via an online questionnaire following completion of the training for the period, is provided.

During the provision period 2016/ 2017, the online breakfast club training was utilised nationwide throughout the U.K. by members of staff from schools and community groups. Overall, 311 organisations applied for the online training, of which 227 (73%) organisations completed the training. Moreover, 337 members of staff (learners) accessed the online training, of which 322 (96%) went on to complete the training in full. Healthy Living Lab were contracted to deliver training to 250 learners, but exceeded this target by 72 learners. This was agreed as part of the commitment that the Healthy Living Lab have in valuing the long standing working relationship with Kellogg’s.

The evaluation of learner feedback showed that during 2016/ 2017, the training was utilised by staff with various different roles and responsibilities, within school and community organisations. In summary, all learners (staff) who provided feedback acquired new knowledge and/or understanding. In addition, the majority of learners reported they went on to share new knowledge with others, both internal and external to their organisation. Furthermore, learners reported that undertaking the training had prompted changes/ planned changes to breakfast club provision and procedures. This included moderations to menus to accommodate healthier food items, provision of more activities, and extending provision to more children. Nearly all learners (99%) stated they would recommend the training to others.

# Schools and Community Groups Online Breakfast Club Training 2016/ 2017

The school and community groups online breakfast club training covers a wide range of knowledge relating to school breakfast provision. The training was provided in five bite size sessions, which encompass a range of areas concerned with breakfast club provision, including ‘rules and regulations’, ‘social relationships and behaviour’, ‘education and cognitive performance’, ‘child nutrition and healthy eating’, and ‘planning, funding, grant writing and evaluation’. Each of the five-bite size sessions concluded with a short quiz for learners to assess their knowledge. Bite size sessions could be accessed individually, allowing learners to complete the training at their own pace. For 2016/ 2017, the bite size sessions were revised to include up-to-date research, policy and legislation. Moreover, the training was developed in order to provide both audio/ video and non-audio/ video formats, enabling learners to tailor the training their own learning needs.

In addition to the five-bite size sessions, additional learning materials were provided, such as resources for breakfast clubs, and other useful information and links. Learning materials were provided in a variety of formats, including videos, web links, academic research papers, presentations and newspaper articles. Additional materials, resources and links were updated for the 2016/ 2017 provision period, and were reviewed frequently throughout the period to ensure they were current and relevant.

The online breakfast club training was provided via the Healthy Living website at: <http://healthylivinguk.org/>. Schools and community organisations applied for the training via Forever Manchester and applications for the training were sent to Healthy Living. Upon applying, organisations were sent an email welcoming them to the training, in addition to information on the training and how to access the training. For organisations that did not access the training within two weeks of the welcome email, an email reminder was sent, and additional email reminders were sent to organisations that did not access the training for further prolonged periods. Moreover, hard-copy reminder letters were sent at the beginning of each academic term to organisations that had not accessed the training for more than 2-3 weeks or had partially accessed the training.

Following completion of individual bite size sessions, learners were sent an acknowledgement email confirming the completion of individual sessions and a reminder to complete reminding sessions. Once all of the bite size sessions were completed learners were sent a congratulation email and a pdf certificate. Upon request, learners were also sent hard-copy certificates. Subsequently, completed organisations’ details were sent to Forever Manchester for consideration for breakfast club funding from Kellogg’s.

# Organisational and Learner Access to Online Breakfast Club Training 2016/ 2017

This part of the report provides information on online breakfast club training applications, access and completions for organisations, and access and completions for learners, for the period October 2016 to July 2017.

## Geographic Spread of Organisations Accessing the Training

Figure 1 shows that during 2016/ 2017 members of staff (learners) from 237 schools and community organisations nationwide throughout the U.K. accessed the online breakfast club training.



**Figure 1: Geographical spread of organisations that participated in online breakfast club training**

## Organisational Applications, Access and Completions

Overall, during 2016/ 2017, 311 organisations applied for the training, of which 237 (76%) organisations accessed the training, and 227 (73%) completed the training in full. The number of organisations accessing the training each week ranged from two to 27, and the average weekly number of organisations accessing the training was 10. Of the 237 of organisations that accessed the training, 227 (96%) completed the training in full, and 10 (4%) partially completed the training.

The number of organisations completing the training each week ranged from zero to 21, and the average weekly number of organisations completing the training was six. In addition, as Figure 2 shows the number of organisations completing the training each week substantially decreased during and immediately following school holiday periods.

**Figure 2: Weekly number of organisations that completed online breakfast club training**

## Learner Access and Completions

Overall, 337 learners accessed the online training, for the 2016/ 2017 period. The number of learners accessing the training each week ranged from two to 29, and the average weekly number of learners accessing the training was 12.

Of the 337 learners that accessed the training, 322 (96%) went on to complete the training in full, and 15 learners (4%) partially completed the training.

The number of learners completing the training each week ranged from one to 21, and the average weekly number of learners completing the training was nine. In addition, as Figure 3 shows the number of learners completing the training each week also decreased substantially during and immediately after school holiday periods.

**Figure 3: Weekly number of learners who completed online breakfast club training**

From the commencement of the online training in October 2016 until 22nd May 2017, multiple learners from individual organisations were authorised to access and complete the training. However, due to the number of learners accessing the training exceeding agreed targets, organisations welcomed to the training after 22nd May 2017 were restricted to one learner per individual organisation.

Overall, 183 (80.6%), of the 227 organisations that completed the online training, had one learner complete the training. For the remaining organisations, 24 organisations (10.6%) had two learners complete the training; 12 organisations (5.3%) had three learners complete; three organisations (1.3%) had five learners complete; and two organisations (0.9%) had seven learners complete. The remaining three organisations had four, eight and 14 learners respectively complete the training.

# Evaluation of Learner Feedback for Online Breakfast Club Training 2016/ 2017

This section of the report provides an evaluation of learner feedback, which was gathered during the period October 2016 to July 2017. Following completion of the training learners were invited to take part in an online feedback questionnaire. Of the 322 individual learners who completed the online breakfast club training, 76 (24%) learners provided feedback via the online questionnaire.

## Job Roles of Learners who Provided Feedback

Overall, results from the learner feedback questionnaire showed the online training was utilised by staff undertaking various different roles and responsibilities within school and community organisations. Figure 4 shows that whilst the majority of learners were in pastoral and educational support roles, those in senior leadership positions, class teachers and administrators also completed the training.

**Figure 4: Staff roles of learners who provided feedback following completion of online breakfast club training**

In addition, learners were also asked whether they were involved in the day-to-day running of breakfast club provision within their job role. Figure 5 shows that whilst a larger proportion of staff were responsible for the day-to-day running of breakfast club, it was also completed by staff members beyond those who had responsibility for the day-to-day running of their breakfast club. Thus demonstrating the value of the online training to the wider organisational community.

**Figure 5: Percentage of staff (learners) involved in day-to-day running of breakfast clubs**

## Efficacy of the Training

Learners were asked how useful they found the online breakfast club training programme. Figure 6 shows that all of the learners who provided feedback reported that they found the training useful, with over two thirds of learners reporting they found the training extremely useful

**Figure 6: Percentage of learners who reported that the online breakfast Club training was ‘somewhat useful’ and ‘very useful’**

Moreover, learners were asked which aspects of the training were most useful. Considering individual elements of the breakfast club training, Figure 7 shows that all of the training was considered useful, with the bite size sessions on nutrition, and rules and regulations, being the most useful elements.

**Figure 7: Aspects of online breakfast club training most useful according to learner**

## New Knowledge and Understanding Gained from the Training

Learners were asked whether they gained new knowledge and understanding from the online breakfast club training. Figure 8 shows that all learners reported that they acquired ‘some’ or ‘a lot’ new knowledge and/or understanding following their participation in the online training.

**Figure 8: Percentage of learners who acquired ‘some’ knowledge and ‘a lot’ of knowledge following completion of online breakfast club training**

Moreover, learners who gained new knowledge and understanding were asked whether they had shared this with others. Figure 9 shows that the majority of learners reported that they went on to share the knowledge and understanding they had acquired from the online breakfast club training with other people.

**Figure 9: Percentage of learners who shared knowledge gained from online breakfast club training with others**

In addition, learners who shared new knowledge and understanding with others were also asked whether they shared this information with people internal and/ or external to their organisation. Figure 10 shows that whilst the majority of learners shared new knowledge with others inside their organisation, some also shared new knowledge with others outside of their organisation. Thus indicating that the impact of the online training extends beyond participating organisations.

**Figure 10: Percentage of learners who shared new knowledge gained from online breakfast club training internally and/ or externally**

Furthermore, learners were asked what types of new knowledge and understanding they shared with others. Figure 11 shows that new knowledge shared spanned a variety of topics, with the most frequently shared knowledge pertaining to nutritional information and menu options (See Appendix 1 for a full list of the types of knowledge that that was shared).

**Figure 11: Types of new knowledge gained from online breakfast club training that was shared with others**

## Changes to Breakfast Club Provision and Procedures

Learners were asked what changes they had made to their breakfast club provision and procedures following completion of the online breakfast club training. Figure 12 shows that the changes made by learners spanned a variety of aspects including inclusion of activities, menu alterations to accommodate healthier items, and increasing attendance/ extending provision. (See Appendix 2 for a full list of changes reported by learners)

**Figure 12: Types of changes to breakfast club provision and procedures**

In addition, learners were also asked how any changes they/ their organisations had made since completing the training had benefitted children within the organisation. Figure 13 shows that where changes were implemented, staff recognised a range of improvements for children owing to the changes they had implemented, including healthier food choices, improved activities and opportunities for social interaction, improved staffing, increased availability of breakfast club provision and improved/ safer breakfast club environments. (See Appendix 3 for a full list of changes that benefitted children)

**Figure 13: Types of changes to breakfast clubs that benefitted children**

## Recommending the Training to Others

Learners were asked whether they would recommend the online breakfast club training to others. Figure 14 shows the majority of learners who provided feedback stated they would recommend the training to others, with only one respondent stating they would not recommend the training.

**Figure 14: Percentage of learners who would recommend the online breakfast club training to others**

## Further Learner Comments

Finally, learners were asked for further comments regarding the online breakfast club training. Figure 15 shows learners provided a number of positive comments regarding the training content and resources, the usefulness of the training in improving knowledge and practise, and enjoyment of/ interest in the training.

Learners also made comments suggesting improvements to the training, including the inclusion of activities to improve the inclusion of children who speak English as an additional language, and more encouragement for senior staff to undertake the training. Moreover, a minority of learners who provided feedback commented that they experienced issues in accessing the training and loading of quizzes at the end of bite size sessions. (See Appendix 4 for a full list of further learner comments)

## Figure 15: Types of further comments on the online breakfast club training from learners

## Emails from Learners

In addition to the feedback provided through the online questionnaire, a number of learners sent emails directly to the Healthy Living team outlining how useful they found the online training and additional learning materials (see Appendix 5 for learner emails).

Moreover, Healthy Living also received emails when learners were unable to access aspects of the training. Access issues were primarily concerned with locating the online training page and bite size sessions, and incorrectly inputted/ misplaced passwords. On these occasions, Healthy Living responded promptly and provided necessary information and/ or navigation instructions.

Furthermore, Healthy Living received emails when learners were unable to access quizzes at the end of bite size sessions. It was identified that learners may have experienced non-loading of quizzes due to the potential use of outdated software and browsers within different organisations. Healthy Living were able to resolve this issue by inserting an additional hyperlink for each quiz.

# Conclusions

During 2016/ 2017, the online breakfast club training was utilised by 337 members of staff from 237 school and community clubs nationwide. Overall, the training was completed in full by 322 members of staff and 227 organisations. The turnover of organisations applying for and going onto complete the training was 73%, and the majority of organisations/ staff members that accessed the training went onto complete the training in full. Online training activity declined substantially during and immediately subsequent to school holidays. For the majority of organisations (80%), only one staff member completed the online training, whereas a minority of organisations had between two and 14 staff members complete the online training.

Results from the learner feedback questionnaire showed the online training was utilised by staff undertaking various different roles and responsibilities within school and community organisations, including pastoral and educational support, teaching, senior leadership and administration roles. The majority of staff who provided feedback following completion of the online training were involved in the day-to-day running of breakfast club, but feedback was also provided by staff working outside of this role, indicating benefit of the online training throughout the organisational community.

All staff members who provided feedback reported that they found the training useful, with the most useful elements being the bite size sessions on nutrition, and rules and regulations. Moreover, all staff members who provided feedback claimed they gained new knowledge and/ or understanding following completion of the training, which was shared with others both internally and external to organisations, indicating benefits of the online training beyond the organisation itself.

Furthermore, staff members who provided feedback reported a number of changes made to their practise and breakfast club provision, following completion of the online training, including greater menu variety and the inclusion of healthier food items, and increasing/ expanding breakfast club provision. It was claimed that these changes had benefitted children in a number of ways, including healthier food choices, improved activities and opportunities for social interaction, improved staffing, increased availability of breakfast club provision, and improved/ safer breakfast club environments.

Finally, learners made a number of suggestions for improvements to the online training, including information and resources for the inclusion of children from ethnic minorities and those who speak English as additional language, and more encouragement from senior staff to complete the breakfast club training. Moreover, feedback from learners via the online questionnaire and emails from staff members highlighted some issues with access to the training, including, locating the training page and bite size sessions, use of incorrect passwords/ misplaced passwords, and non-loading of quizzes at the end of bite size sessions. These issues were responded to and resolved promptly by members of Healthy Living, and training resources were updated/ developed to minimise access difficulties.

# Recommendations

* Update online training to include resources and information for the inclusion of ethnic minorities and English speakers of other languages in breakfast clubs.
* Expand the online training across the organisational community beyond staff responsible for the day-to-day running of breakfast clubs.
* Utilise learner feedback to minimise access issues and improve accessibility to the online training.
* Continue to review and update training resources and additional materials in line with changing practice, policy and legislation.

# Appendices

## Appendix 1: What new knowledge and understanding did you share?

|  |
| --- |
| Learner Responses |
| Findings about eating breakfast and the impact it can have. Information on sugar in take etc. |
| Educational opportunities. |
| The different funding that is available to help with Breakfast Clubs and the recognition that Breakfast Clubs are at last receiving. |
| Nutrition rules and regs and also about how it benefits the children. |
| Healthy eating. |
| Nutritional values of foods - good and bad foods to have during breakfast clubs. |
| All of it. |
| Mainly about the types of foods that are good for children’s breakfast and what sugar cereals do to them. Additionally I shared how this affects their attention levels. |
| Updated rules and regulations. |
| Not new knowledge, more new perspectives and facts to back-up recommendations we stick to an inform tea and toast format. |
| I found the legislation and regulations very interesting. |
| Social Relationships and some the nutritional information. |
| Information about Healthy Eating, the effects of having a breakfast on a child's cognition and learning. |
| Funding. |
| All aspects. |
| The importance of the type of food offered to children. Discussed with teachers the improvement in children's concentration when they had a balanced breakfast. |
| I was able to share the information regarding the effects on behaviour and social interaction, which are of primary importance here, given that we are a pupil referral unit, and our students have arrived here having not succeeded within the mainstream schooling environment. |
| Rules and regs and social information. |
| Healthy eating and safeguarding. |
| Funding opportunities and nutrition. |
| The impact of skipping a breakfast on their performance. |
| Changed the way we work. |
| The benefits of a breakfast club regarding the development of friendships and healthy eating. |
| The importance of a healthy breakfast and using that to choose new items for our menu. |
| A balanced breakfast - nutrients, types of food children should eat, national obesity levels and concerns, children lacking in essential vitamins and minerals and relationship to behaviour and academic attainment.  |
| The effects of refined sugar and salt in children’s diets and establishing early eating habits. High fibre - wholegrains - low in salt and sugar - slow release so sustain cognitive enhancement until lunchtime. |
| Rules and regulations. |
| The links between vitamins, behaviour and academic attainment. |
| Rules and regs. |
| The importance of breakfast clubs for kids; introducing activities to keep kids occupied and engaged. |
| Information about foods and nutrition Ideas for encouraging pupils to attend. |
| The setting up and safe guarding |
| Rules and regs. |
| I learned something new in each section. |
| Different ways to run the club. Different ways to keep children involved. |
| That a healthy breakfast can have such a difference to behaviour, maths, reading and social relationships. |
| Having a first aid kit in the room rather than in the first aid room. Having adequate supervision. Salt levels in children. Scientific research and behaviour. |
| Benefits of brown bread over white. |
| Nutrition and allergies. |
| Policies/procedures info on registering clubs. |
| An outline of all areas was fed back to school/kitchen/lunchtime staff. |
| Nutrition and Behavior. |
| The different varieties of food that can be added to breakfast clubs. like fruit as many of our children don't like toast etc. |
| New ideas and some regulations. |
| The understanding of children's levels of concentration/performance. |
| How important eating breakfast with others has on mental and physical wellbeing and performance. |
| Some of the information regarding child performance and nutrition. |
| I have shared the nutritional guidelines for breakfast club, and from this our cereals have changed and drinks. |
| About how to expand and sustain the program. |
| Healthy eating guidance. |
| It made me evaluate our practice and make changes so that we are in line with regulations. |
| Info. around behaviour. |
| The impact of breakfast club on educational attainment. |
| Nutritional values. |
| Nutritional Information and ways of raising the profile of the Club. |
| I have informed the other adults that the courses should be looked at, |
| Need for structure, we have a new member of staff starting and I will be asking her to complete the training. |
| How important the right nutrition is for children to learn and be ready to learn the social impact that breakfast club has for children to enjoy breakfast sat round a table and chat with peers/younger children. |
| Some of the content from the sections, specifically cognitive and performance information. |
| Research findings. |
| Child Nutrition. |
| It gave me a wider understanding of nutrition for children and its impact on children's health. It offered lots of ideas for setting up and how to run a successful breakfast club. |
| The legal aspects and benefits for the children. |

## Appendix 2: What have you changed about your breakfast club since completing the online breakfast clubs training?

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| Learner Responses |
| We have changed the menu to ensure we are offering foods that are not high in sugar and salt. |
| Nothing at the moment. |
| More fitness we go out before breakfast and play ball games etc. |
| Changed some of the foods eating more healthier food. |
| Things haven't changed as yet as I am currently promoting breakfast club to younger age groups since Y11 left. Things will change when we begin BC next week. |
| At the moment nothing as I have only just completed the training. |
| Nothing yet, but we are keeping all the information in mind as we continue to improve and develop our program. |
| I have trained two parent volunteers. |
| Promoting breakfast. |
| We haven't made any changes yet, but will be doing ready for the new school year in September. We are looking at providing breakfast for more children and improving the activities for the children. |
| We have been running a breakfast club for 4 years and feel we improve every year. Our students have learning difficulties and this has helped improve communication and social skills as well as giving students the opportunity to start their day with a breakfast, which many of them do not get at home. |
| It has enabled us to offer a wider provision and ensue that we are complying with guidelines regarding salt, sugar and meat |
| Looking at impact measures. |
| Nothing at present but from the start of September we will be looking at a different structure to encourage more pupils to attend and reviewing the actual breakfast offer. |
| We have regular discussions about the type of food the children get and how we plan our activities. |
| We have adapted the food offering, to reduce the amount of sugary cereals and offer more whole-wheat options, whilst also developing hot food range including porridge and scrambled eggs. |
| Register and looking for new funding streams. |
| Changed the games we are more structured. We have healthy eating games too and exercise. |
| We are looking at setting up more topic based activities to do so the children don't get bored. |
| Thinking about how we can offer warm food like porridge or eggs with limited staffing. |
| Made staff more aware of the effects of a breakfast club, and the recognition for the work they do. |
| More changes to the games and activities the children have to do at breakfast club. |
| Tighter risk assessments. |
| Audit of current practice - action plan including broadening provision across whole school and inclusion of 'Wake Up Shake Up' exercise programme, limiting cereals on offer (all are currently wholegrain but closer look at sugar and salt content). Ensure those children with low level behaviour/attention issues are identified and encouraged to attend asap. |
| At this stage so closely to finishing the training there is little that has been changed. The main benefit following the training is regarding funding for future. |
| Doing different choice for food and games. |
| Greater range of activities to encourage socialisation. |
| Nothing yet as we've only been back to school 4 days since the training. |
| We are still looking into how to change. |
| Introduced reading books & colouring pages to ensure the children stay with the group once they've finished their breakfast. |
| More organised and pro-active in trying to increase numbers. |
| Resources. |
| We were not granted any funding so are looking at alternate ways to start up a club |
| Healthy options, social skills, encouraging more children to join, targeting vulnerable children and families. |
| We have changed the structure as in we now allow children to get the things out they want to do at the club. We now have some time outside and the children are involved with clearing tables and putting things away. |
| Nothing yet as I have just completed the course, however, I wish to be more involved with the club and involved in what is provided for the children and monitoring the results. |
| It brought home once again the importance and safety of a breakfast club within the school. Beneficial for nutrition, safety, development in all areas, and building of friendships for a positive start to the school day. |
| We are in the process of planning different themed mornings with the help of he children. Hopefully it might encourage others to try out the breakfast club and be more exciting for those who already attend. |
| Increased the variety of fresh fruit available, only order 50/50 bread now, not white. |
| Menu. |
| More aware of the social aspect. Encouraging older children to buddy up with younger children. |
| We have changed the types of breakfast we supply. We also now encourage the children to make their own decisions about what we do within breakfast club time. We are also more aware of the rules and regulations behind the group. |
| Nothing has needed to be changed. |
| Offering glasses of milk fruit and tea cakes. encouraging more children to participate. |
| We have added new items and trying out some new games. |
| I have looked closely at costing's especially at this time of year with setting a budget. I have looked at having more themed days for the children and also have upped my marketing. |
| We are going to try to increase the percentage of pupil premium children who come through publicity, maybe increasing staff numbers if we can find funding. |
| Tried to encourage more healthy food options and encouraging children to interact with peers they perhaps would not normally choose. |
| Attitudes towards breakfast club regarding its importance, encouragement for our students to eat a balanced breakfast before class. |
| We have changed the cereals, drinks and bread that we use. |
| More sustainable and can offer it out to more pupils. |
| We have reviewed the breakfasts provided and looked at work around healthy eating to share with the children. |
| Need for medical forms to be completed for all attending, parental consent forms, dietary requirements. |
| Nothing as yet. |
| More awareness of the importance of good breakfast and exercise and making sure the children have time to play and eat before going down to class. One wet days ensuring there are activities played inside. |
| I normally offer cereals and toast with or without jam. I have changed cereals to more healthy cereals. I am at present trying a week without white bread. I am using 50/50 bread. I have changed the jam to low sugar. I am also going to change the juices we serve in the morning. |
| We are bringing in new changes/discussing these changes in the New Year (Jan 2017). |
| We are looking at purchasing some new equipment, in the next financial year. |
| We will in the new term be changing the activities and the order in which they are done. |
| Encourage the children to try all cereals not just bagels. Have certain cereal days where the children know that one day a week we encourage them to eat porridge etc. |
| Nothing yet as only completed the training recently. A lot of what was suggested in the training we already do but positive reinforcement was useful. Small changes may be made in the future. |
| Staff buy in. |
| Review of breakfast club menu to ensure compliance. |
| As yet we have not implemented anything new. We intend to encourage staff directly involved in the provision of breakfast club to undertake the training and develop their knowledge. In the long term we intend to look at using our funding to look at how and to whom we provide breakfast club. |
| The diet offered, activities completed. |
| Everything. |

## Appendix 3: How have these changes benefited the children who attend?

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| Learner Responses |
| They are choosing different foods to eat instead of always asking for the same item each day in some cases. They are now having a variety. |
| Having even more fun and an amazing understanding of eating healthy and being fit |
| Eating less sugar. |
| They will benefit the children by them having a good, nutritional breakfast before school which will then help them to concentrate more in lessons and focus better. |
| More adults are available to help. |
| They have been encouraged to eat. |
| Improved attendance Improved punctuality Improved behaviour Improved achievement improved on communication and social skills. |
| More of our children are able to have a breakfast at school. |
| More socialisation with staff. |
| This will enable more pupils to attend. We operate in a very deprived white working class area so pupils will get a more nutritious & stable start to the day. |
| Concentration in class. Motivation and mood. |
| Greater variety and healthier eating. |
| Safeguarding. |
| A lot the children are calmer and they are better behaved and more organised. |
| Too early to say at the moment. |
| Yes, a more positive staff team have a massive effect on the young people. |
| Yes they don't get bored with the same activities every day. |
| Increased safety. |
| Staff much more aware of how to make our fantastic breakfast club even more brilliant - children and parents/carers are more informed. Pupil Leaders surveying children as to what they had for breakfast today and celebrating healthy choices and knowledge/vocabulary. |
| Been helping with the cost and helping the children mix with other children. |
| More enjoyment. |
| N/A at the moment. |
| Independence. |
| The children are more involved with peers from other classes. |
| Better structure. |
| More settled and happier. |
| No-one has benefitted as we were not granted funding. |
| They are aware of the need for a healthy start to the day for their mental and physical health and wellbeing. |
| Yes I think they have as the children now feel more involved. |
| I don't think the children have noticed any changes. |
| The changes are not yet in place but are being discussed within each class for ideas. |
| I am sure that they will do over time. |
| None. |
| Older children have a sense of responsibility and also the children who were more self conscious enjoy supporting younger children with activities. |
| As we have just implemented these changes and we still have some staff completing the on line training it is too early to make any defined comment but the changes are showing initial success. |
| More socializing and more variety to choose from. |
| They have increased take up slightly and the children seem to enjoy things more. |
| The children have loved the new menus and have enjoyed being asked for their opinions too. |
| More children will eat a healthy breakfast before school, punctuality will be improved. |
| Made them think about their food choices and extended their friendships. |
| Better attention levels, less hunger, good social interaction at breakfast time. |
| The children now get an even more healthy start to the day. |
| can open it up to more children so more can gain the benefits. |
| A healthier breakfast and an interest in healthier lifestyles |
| Safer practice. |
| They are more settled before entering the classroom. |
| It is too soon to say yet as this is the first week I have tried it. |
| N/A yet. |
| The changes will benefit all children that attend Breakfast and Home2School club. |
| Yes they now try other foods at lunchtimes as well. |
| Ensures children have the correct nutrition and linked this to behaviour patterns. |
| As yet it has not really impacted upon them but will do so in the future. |
| Positively, they are more awake in lessons. |

## Appendix 4: Further Learner Comments

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| Learner Responses |
| Happy to have taken part in it. |
| I think it is an excellent programme and I would encourage others to participate |
| Fantastic resources and very well put together. |
| It was really great and very enjoyable. |
| Thank you so much for allowing Holy Family to take part in this training package. |
| Happy to have taken part in it. |
| For a bite size course it was very helpful. |
| It really caught my interest - I liked how it was presented. The additional materials and links are very useful and being able to return for information following training is a valuable resource. Thank you. |
| I would like some others things that I can do in breakfast club that will help children mix with all ages and when we have children in that don’t speak any English. |
| would be good to encourage senior leaders to complete some aspects of the training e.g. rules and regulations as those of us who run breakfast clubs don’t have the authority to implement a lot (e.g. having more than one member of staff to run a breakfast club would hold more weight if taught directly to SLT). |
| I think it would be a good idea to do this training every couple of years as it would make us take another detailed look at our breakfast clubs. |
| Very informative and more confident in running the club as I had no prior training. |
| It was tricky to log on at first, but with help I succeeded. |
| A few blips as to getting the quizzes at the end of each bite size but I think this was resolved. |
| The bitesize modules are really easy to do and cover all aspects of setting up a good quality breakfast club. I completed them over a couple of evenings. |
| The training was a fun interactive way to learn and the quiz was helpful to build on what was taught. |
| It was a very useful update of information. |
| It would be good to know the optimum time from eating breakfast to starting lessons, to allow for the best impact. |
| We found the sessions online did not link to the quizzes well which seriously affected the time taken to complete the training. Once the links had been sent separately this helped. |
| Really enjoyed the online training and gained some extra knowledge. |
| A fantastic resource that I would thoroughly recommend to anyone. I have enjoyed receiving updates from Kellogg's. |
| Grateful for the advice and funding support. Kind regards x |
| I found it very useful and it made me think about what we were serving. |

## Appendix 5: Emails from Learners

* *Thank you. I thought the training was excellent by the way. I thought it was very comprehensive, informative and exceptionally user friendly.*
* *Thank you Louise for the email, I learnt a great deal from this not only for breakfast club but for my own use as well being a type two diabetic. I will be accessing the programme and have started putting posters up in school. Once again thank you for this opportunity well worth it.*
* *Thank you for your e-mail confirming my completion of the breakfast club training. I found the training extremely enjoyable and informative so thank you for providing this extremely useful material.*
* *Thank you for the email. I enjoyed the training and found it very informative I have completed all the modules and took all the tests.*
* *Thank you for your patience. The course was quite informative and presented in quite an easy to understand format - well thought through. Have a lovely week and thanks again.*
* *I will use the information from the training resources as I found the information incredibly interesting and it gave me more ideas as to what I would now like to put into place here at school. It is invaluable listening to the experiences of other breakfast clubs, to have access to tried and tested activities etc. is a real bonus that I am hoping to be able to pass on to the pupils. Many thanks*
* *I am just writing to thank you for sending the reminder regarding the breakfast club training out. I have just completed the training- I did not get 100% in all the quizzes- bit embarrassing as I was really trying hard too!*
* *I found elements of it really useful indeed and now that I have done it I will be giving it to members of my team who will benefit greatly from the training. Many thanks for your help.*