

## Appendices

Appendix 1: Local authorities survey questionnaire .....	2
Appendix 2: School observation pro forma.....	13
Appendix 3: School interview guide.....	14
Appendix 4: Local authority interview guide .....	17
Appendix 5: Local authorities interview information sheet.....	21
Appendix 6: Head teachers information sheet.....	23
Appendix 7: Schools information sheet .....	26
Appendix 8: Head teachers consent form .....	29
Appendix 9: Schools consent form .....	30
Appendix 10: Local authorities survey information sheet .....	31
Appendix 11: Local authority interviewee information sheet.....	34
Appendix 12: Local authority survey consent form.....	37
Appendix 13: Local authority interviewee consent form .....	38
Appendix 14: Theory of change summary findings .....	39

## Appendix 1: Local authorities survey questionnaire

Version 2.0 18.02.15	
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Received:	

### Survey of Barriers and Facilitators to Implementation of Universal Free School Meals (FSM) for P1 to P3

We are interested in learning about the challenges and opportunities that your local authority / contractor has experienced in implementing the universal Free School Meals (FSM) policy for Primaries 1 to 3, and about the range of actions you have taken to support the implementation in your area. The questions are wide-ranging so it may be helpful in some cases to consult with others to provide a complete picture. Please read the attached information sheet which provides background information about who is funding the study, its purpose and how confidentiality will be protected.

- 1. If available, what level of uptake have you had so far for FSM in P1 to P3 in your local authority area in percentage terms?**

*(If no information is currently available please write in 'NA')*

- 2. How closely has the level of uptake of FSM in your local authority area matched what had been expected?**

*(Tick one box only)*

- Higher than expected
- Lower than expected
- Consistent with what was expected
- Uncertain

- 3. Have you made any changes to menu choices as part of the introduction of the FSM programme?**

*(Tick one box only)*

- Yes
- No
- Uncertain

*If Yes: Please briefly describe and explain the changes made.*

4. In your local authority area, are there particular schools where it has been especially challenging to implement the FSM programme?  
(Tick one box only)

Yes

No

Uncertain

*If Yes: Please briefly describe any defining characteristics of schools that have experienced significant challenges implementing the changes.*

5. In your local authority area, are there particular schools where the FSM programme has been implemented with relative ease?  
(Tick one box only)

Yes

No

Uncertain

*If Yes: Please briefly describe any defining characteristics of schools that have implemented the changes with relative ease.*

The remainder of the survey asks about any preparations or changes you may have made to support the implementation of the FSM Programme. We are interested in hearing about your experiences, including any progress to date and challenges and opportunities faced, as well as any measures and actions taken to help address these.

6. Recruiting new staff and/or increasing staff hours

- (a) How important is recruiting new staff and/or increasing staff hours to implementing the FSM programme in your local authority area?  
(Tick one box only)

Not at all important      1      2      3      4      5      Very important      Uncertain

(b) How straightforward/difficult has it been to make the necessary staff changes?  
*(Tick one box only)*

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

(c) What progress, if any, has been made towards implementing the necessary staff changes?  
*(Tick one box only)*

<b>1</b> No action taken/ necessary	<b>2</b> Action under consideration/ review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/ outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(d) Please use this space to describe what challenges and opportunities (if any) have been experienced in recruiting new staff and/or increasing staff hours AND what measures have been taken to address them.

*(Please write in)*

(e) Has your local authority employed or tasked specific staff to coordinate and support the implementation of the FSM programme?  
*(Tick one box only)*

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>

*If Yes: Please briefly describe their role and contribution to implementation.*

**7. Providing additional staff training**

- (a) How important is providing additional staff training to implementing the FSM programme in your local authority area?  
*(Tick one box only)*

Not at all important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (b) How straightforward/difficult has it been to provide the necessary staff training?  
*(Tick one box only)*

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) What progress has been made towards implementing the necessary staff training?  
*(Tick one box only)*

<b>1</b> No action taken/necessary	<b>2</b> Action under consideration/review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced in providing additional staff training AND what measures have been taken to address them.

*(Please write in)*

**8. Planning and preparing for the introduction of the FSM programme**

- (a) How important is setting in place a planning process for preparing for and introducing the FSM programme in your local authority area?  
*(Tick one box only)*

Not very important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (b) How straightforward/difficult has it been to set in place the necessary planning process?  
(Tick one box only)

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) How well prepared do you feel your local authority has been for implementing the FSM programme?  
(Tick one box only)

Very prepared	1	2	3	4	5	Not at all prepared	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced in planning and preparing for the introduction of the programme AND what measures have been taken to address them.

*(Please write in)*

## 9. Enhancing serving arrangements and dining capacity

- (a) How important is enhancing serving arrangements and dining capacity to implementing the FSM programme in your local authority area?  
(Tick one box only)

Not all important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (b) How straightforward/difficult has it been to make the necessary changes to enhance serving arrangements and dining capacity?  
(Tick one box only)

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) What progress has been made towards implementing the necessary changes to enhance serving arrangements and dining capacity?  
(Tick one box only)

<b>1</b> No action taken/ necessary	<b>2</b> Action under consideration/ review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/ outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced in enhancing serving arrangements and dining capacity AND what measures have been taken to address them.

*(Please write in)*

### 10. Improving kitchen facilities and equipment

- (a) How important is improving kitchen facilities and equipment to implementing the FSM programme in your local authority area?

*(Tick one box only)*

Not at all important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (b) How straightforward/difficult has it been to make the necessary changes to improve kitchen facilities and equipment?

*(Tick one box only)*

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) What progress has been made towards implementing the necessary changes to improve kitchen facilities and equipment?

*(Tick one box only)*

<b>1</b> No action taken/ necessary	<b>2</b> Action under consideration/ review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/ outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced in improving kitchen facilities and equipment AND what measures have been taken to address them.

*(Please write in)*

**11. Upgrading and making structural changes to buildings and premises**

- (a) How important is upgrading and making structural changes to buildings and premises to implementing the FSM programme in your local authority area?  
(Tick one box only)

Not at all important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (b) How straightforward/difficult has it been to make the necessary upgrading and structural changes to buildings and premises?  
(Tick one box only)

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) What progress has been made towards implementing the necessary upgrading and structural changes to buildings and premises?  
(Tick one box only)

<b>1</b> No action taken/necessary	<b>2</b> Action under consideration/review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced upgrading and making structural changes to buildings and premises AND what measures have been taken to address them.

*(Please write in)*

**12. Meeting and predicting overall demand for meals and individual meal choices (including special dietary options)**

- (a) How important is meeting, and the ability to predict, overall demand for meals and individual meal choices (including special dietary options) to implementing the FSM programme in your local authority area?  
(Tick one box only)

Not at all important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>



- (b) How straightforward/difficult has it been to make the necessary changes to meet overall demand for meals and individual meal choices?  
(Tick one box only)

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) What progress has been made towards implementing the necessary changes to meet overall demand for meals and individual meal choices?  
(Tick one box only)

<b>1</b> No action taken/ necessary	<b>2</b> Action under consideration/ review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/ outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced predicting and meeting overall demand for meals and individual meal choices AND what measures have been taken to address them.

*(Please write in)*

### 13. Engaging and gaining the support of schools

- (a) How important is engaging and gaining the support of schools to implementing the FSM programme in your local authority area?  
(Tick one box only)

Not at all important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (b) How straightforward/difficult has it been to engage and gain the support of schools?  
(Tick one box only)

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) What progress has been made towards implementing the necessary changes to engage and gain the support of schools?  
(Tick one box only)

<b>1</b> No action taken/ necessary	<b>2</b> Action under consideration/ review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/ outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced in engaging and gaining the support of schools AND what measures have been taken to address them.

*(Please write in)*

#### 14. Informing and engaging parents

- (a) How important is informing and engaging parents to implementing the FSM programme in your local authority area?  
(Tick one box only)

Not at all important	1	2	3	4	5	Very important	Uncertain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (b) How straightforward/difficult has it been to inform and engage parents?  
(Tick one box only)

Very straightforward	1	2	3	4	5	Very difficult	Uncertain / Not relevant
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

- (c) What progress has been made towards implementing the necessary changes to inform and engage parents?  
(Tick one box only)

<b>1</b> No action taken/ necessary	<b>2</b> Action under consideration/ review	<b>3</b> Partially addressed	<b>4</b> Fully addressed	Uncertain/ outwith our control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (d) Please use this space to describe what challenges and opportunities (if any) have been experienced in informing and engaging parents AND what measures have been taken to address them.

*(Please write in)*

**15. Additional barriers and facilitators**

Please use this space to describe any other barriers and/or enabling factors that have had a significant impact upon implementation of the FSM programme in your local authority area.

**Finally, please can you provide your:**

Name:

Job title:

Role in delivery of the FSM programme:

**Please can you confirm your contact details:**

Email:

Tel/mobile:

Before returning the completed survey **we would also value any additional information you could provide which would help to illuminate the implementation process** in your local authority. For example, any trial or pilot reports, implementation strategy papers, job specifications for FSM coordinators, guidance documents for schools, information leaflets for parents and any publicity material designed to raise awareness of the programme.

Please could you return the completed survey along with any additional information to Douglas Eadie, University of Stirling at [FSM\\_Evaluation@stir.ac.uk](mailto:FSM_Evaluation@stir.ac.uk) Or send to:

Douglas Eadie  
Institute for Social Marketing  
School of Health Sciences  
RG Bomont Building  
University of Stirling  
Stirling, FK9 4LA

If you have any specific queries about the survey, or you would like to discuss any additional material you might include, Douglas can be contacted on 01786 466459.

**THANK YOU FOR MAKING THE TIME TO COMPLETE THE SURVEY, YOUR CONTRIBUTION IS MUCH APPRECIATED**

## Appendix 2: School observation pro forma

### School Observation Pro-forma

Version 1.0 15.12.2014

School code	
School roll	
Previous FSM entitlement	
Previous school meal uptake (whole school)	
School postcode SIMD	

Pre-ordering system	Yes	No	
Cashless system	Yes	No	
Queuing system	Yes	No	
Staggered servings	Yes	No	
Lunch time length			
Type of catering	In-house	Contract	
Location of school cooking	Onsite	Offsite	
Other school food policies	Yes	No	
Food waste recycling	Yes	No	

## **Appendix 3: School interview guide**

### **Headteachers**

- Can you tell me about your role in relation to the provision of meals within the school?
- How long have you worked in your current role?
- How would you describe uptake of free school meals under the previous system within the school?
- What was your first reaction when you heard about the Free School Meal Programme for P1-3?
- Can you take me through how your school has prepared for the implementation of free school meals?
- When did you begin these preparations?
- Have you received any support from others outside of the school to help with these preparations?
- What have been the most significant challenges in preparing your school for the programme?
- The programme has now been under way for some months, can you tell me about those first few weeks when the children returned after Christmas?
- How are things now?
- During observations, I noticed (prompt on queuing/pre-ordering/dining hall layout/staff interaction/lunchtime length). Can you tell me more about how these systems operate within the school?
- How are children in P1-3 responding to the programme? (prompt on uptake if this is not raised)
- How are older children (P4-7) responding to the programme? (prompt on uptake if this is not raised)
- How are staff (particularly support staff) responding to the change?
- Can you describe any systems that are in place to measure feedback from children or parents?
- Can you say a little more about this feedback since the beginning of the programme? Or What do the children say to you about school meals?
- What do you foresee to be the greatest challenges in increasing uptake to the programme?
- Can you describe any changes that you've observed in the food children are eating since the programme was introduced?
- Can you say a little about food within the curriculum in the school? Does the kitchen help to support this work?
- How has the programme impacted on food waste within the school?
- Can you describe any other food policies operating within the school?
- (prompt on Better Eating Better Learning Policy Doc Self evaluation)

### **Head cooks**

- Can you tell me about your role in relation to the provision of meals within the school?
- How long have you worked in your current role?
- How would you describe uptake of free school meals under the previous system within the school?

- What was your first reaction when you heard about the Free School Meal Programme for P1-3?
- Can you take me through how your school has prepared for the implementation of free school meals?
- When did you begin these preparations?
- Have you received any support from others outside of the school to help with these preparations?
- What have been the most significant challenges in preparing your school for the programme?
- The programme has now been under way for some months, can you tell me about those first few weeks when the children returned after Christmas?
- How are things now?
- How have the rest of the catering team responded to the programme?
- During observations, I noticed (prompt on queuing/pre-ordering/dining hall layout/staff interaction/lunchtime length). Can you tell me more about how these systems operate within the school?
- How are children in P1-3 responding to the programme? (prompt on uptake if this is not raised)
- How are older children (P4-7) responding to the programme? (prompt on uptake if this is not raised)
- Can you describe any systems that are in place to measure feedback from children or parents?
- Can you say a little more about this feedback since the beginning of the programme?
- What do you foresee to be the greatest challenges in increasing uptake to the programme?
- Can you describe any changes that you've observed in the food children are eating since the programme was introduced?
- Does the kitchen help to support teaching around food within the school?
- How has the programme impacted on food waste within the school?

### **P1-3 teachers**

- Can you tell me about your role in relation to the provision of meals within the school? (prompt around making choices for lunch, assisting in the dining hall)
- How long have you worked in your current role?
- What was your first reaction when you heard about the Free School Meal Programme for P1-3?
- The programme has now been under way for some months, can you tell me about those first few weeks when the children returned after Christmas?
- How are things now?
- How are children in P1-3 responding to the change?
- Can you describe any changes that you've observed in the food children are eating since the programme was introduced?
- Can you describe any systems that are in place to measure feedback from children or parents?
- Can you say a little more about this feedback since the beginning of the programme?

- Or What do the children say to you about school meals?
- What do you foresee to be the greatest challenges in increasing uptake to the programme?
- Can you tell me about any work you do around food in class? Do the kitchen support this learning?
- Can you describe any other food policies operating within the school?
- (prompt on Better Eating Better Learning Policy Doc Self evaluation)



## Appendix 4: Local authority interview guide

### Local Authority Case Area Interview Guide

Version 2.0 20.08.2015

The interview content for the local authority case studies should be informed by a close reading of the Phase 1 survey response for the local authority in question and should be tailored to represent the perspective of the stakeholder under interview: catering facilities managers, implementation coordinators, contractors; education officers etc.

The interview should aim to cover the following topic areas but not necessarily in the order or detail described

#### Interviewee background and overview of progress:

- Can you give a brief overview of your position (including job title) and your role in relation to the provision of the UFSM within 'the authority' (refer to by area)? *Follow up with probes relevant to area of expertise e.g. procurement; contracts; nutritional content of meals; training; catering arrangements etc.*
- How long have you worked on the provision of UFSM within 'the authority'?
- Can you talk me through how 'the authority' prepared for the implementation of UFSM / when did 'the authority' begin these preparations / what were the main stages / what were the main tasks undertaken / what management structures and groups were put in place (including representation from public health)
- Which parts of the authority have been important to implementation – education, individual schools, catering contractors etc / how have they responded / have you relied on any agencies outside of the local authority to support implementation?
- And where are you with the delivery of the policy in 'the authority' / what still has to be done / what is the current focus / are there any significant areas of work still to be completed?
- Have you made any changes to how you are delivering UFSM in the new school year intake 2015-16 / how are you promoting the programme to new years?

**Barriers and facilitators to implementation** (*Aim to build upon rather than replicate the Phase 1 survey by drilling down in to key challenges and updating on resolution of previously identified problems and areas of activity*):

- Can you tell me how easy or difficult it has been to implement UFSM in ‘the authority’ / how did the reality compare with your expectations / with reports you’ve heard from colleagues in other authorities?
- In ‘the authority’ what have been the main challenges you have found to implementing UFSM, and what measures have you taken to overcome or mitigate these / how successful have these measures been ?
- And what have been the key factors that have been important to supporting or facilitating the implementation of the UFSM in ‘the local authority’ / how did you exploit these opportunities / how successful were these efforts?

*Use the following areas to explore barriers and facilitators as appropriate (see survey response):*

- *Availability of resources (including funds from central government)*
- *Organisational factors (including steering groups, dedicated staff / coordinators)*
- *Staff recruitment / capacity (at local authority and school level)*
- *Staff training/skills gaps*
- *Kitchen space and facilities (schools Vs centralised production units)*
- *Dining space in schools*
- *Major structural changes / building works*
- *Predicting demand (including adapting menu options)*
- *Meeting special dietary needs*
- *Co-operation of school staff / senior management*
- *Co-operation of caterers*
- *Parents’ response and engagement*

### **Uptake:**

- Can you tell me what the situation is with level of uptake of UFSM in ‘the authority’?
- How does it compare with where you thought it would be / what do you think accounts for your success/lack of movement/decrease etc?
- Do you anticipate it will change / have you set any future targets / what levels are you looking for?
- Have you any measures or plans in place to try and increase uptake / what do you foresee to be the greatest challenges in increasing uptake?
- Have you seen any variation in uptake across ‘the local authority’ – where have these been / how have these differences manifested themselves?
- Many authorities have reported significant differences in level of uptake between schools: Are there particular schools where uptake has been especially low / implementation has been challenging in ‘the local authority’ – can you explain why it has been lower / more difficult in these schools?
- And are there schools where uptake has been significantly higher / implementation has been more straightforward – can you explain why it has been higher / easier in these schools?
- Have you seen any in differences in uptake between schools located in areas with differing levels of deprivation / any differences between deprived and better off pupils taking up UFSM – why do you think that is?

**Feedback from schools, catering staff, parents and children** (*Establish how this feedback was obtained and request evidence if feedback was part of a formalised procedure*):

- What kind of feedback have you been receiving from schools, catering staff, children and parents re. UFSM?
- How supportive are parents of UFSM / do they see it as nutritious / good quality?
- How have P1-P3s responded to the changes / how palatable and appealing are the school meals provided in terms of their popularity, regularity of uptake, amount consumed and level of waste
- What feedback has been received on any changes to the dining environment from schools, catering staff, children and parents

**Impacts and unintended consequences, both positive and negative** (*Request any evidence that helps verify and quantify the nature of these impacts and consequences*):

- Have you noticed any impacts or consequences of introducing UFSM in 'the authority' / including those that perhaps been intended or envisaged?
- Have you seen any changes in the food children are eating?
- Has UFSM had any impact on school meal provision:
  - Range of dishes you can provide
  - Portion size
  - Number of hot dishes you can offer
  - Health choice options
  - Food quality
  - Provisions for the eating of pack lunches
- Has the UFSM had any impact on levels of waste and unit cost of providing FSM / what accounts for these changes (e.g. appeal of school meals)?
- Has UFSM had any impact on the food children are eating?
- Has the UFSM had any impact on levels of uptake / popularity of healthy food options / what accounts for these changes (e.g. appeal of school meals)?
- Has the UFSM had any impact on stability of uptake / are children attending regularly for lunches or is there significant variation between days / what accounts for these patterns?
- Has the UFSM had any impact on uptake of school meals for other school years, P4-P7 – have they been put off or has it encouraged uptake?
- Has UFSM had any impact on healthy eating policies and education within your schools / have the changes to school meal provision been discussed in the classroom / wider school setting / formed part of nutrition education / school curriculum?
- Has UFSM had any impact on parents' engagement in school / school meals, e.g. taster sessions
- Has greater competition for dining space had any impact on other aspects of education provision e.g. PE
- Has UFSM effected claims for other benefits (e.g. clothing allowance) due to disruption to administrative links surrounding previous FSM provision

**Attitudes to the policy:**

- What are your feelings about the policy / is it a good thing, a bad thing or do you have mixed feelings – what are your reasons for this?
- Has your position changed in any way following implementation / having had a chance to see how it works in practice?

**Learning and improvement:**

- What insights and new learning have you acquired from your experience of implementing the programme?
- What are the implications of this new learning for provision and delivery going forward?
- What kinds of additional support would be helpful to the programme?

## **Appendix 5: Local authorities interview information sheet**

### **Local Authority Areas for Discussion** (Version 1.0 27.08.15)

**The interview will aim to cover the following topic areas. It would be helpful to consider these in advance of the interview. This will enable the interview to focus on the issues most relevant to your Local Authority.**

#### **Overview of progress:**

- How 'the authority' prepared for the implementation of UFSM
- Which parts of 'the authority' have been important to implementation
- Where you are with the delivery of the policy
- Any change to the delivery of UFSM for the new school year intake 2015-16

#### **Barriers and facilitators to implementation:**

- How easy or difficult it has been to implement UFSM in 'the authority'
- The main challenges to implementing UFSM
- The key factors to supporting or facilitating implementation of UFSM

#### **Uptake:**

- Current situation with level of uptake of UFSM
- Any measures or plans to try and increase uptake
- Any variation in uptake across 'the local authority'

#### **Feedback from schools, catering staff, parents and children:**

- What kind of feedback has been received from schools, catering staff, children, parents
- How supportive parents are of UFSM
- How P1-P3s have responded to the changes
- Any feedback on any changes to the dining environment

#### **Impacts and unintended consequences, both positive and negative:**

- Any impacts or consequences of introducing UFSM in 'the authority'
- Any impact on:
  - the food children are eating
  - school meal provision
  - levels of waste
  - unit cost of providing FSM
  - popularity of healthy food options
  - level and stability of uptake
  - uptake of school meals for other school years, P4-P7
  - healthy eating policies and education within your schools
  - parents' engagement in school / school meals
  - other aspects of education provision eg. PE
  - claims for other benefits (e.g. clothing allowance)

**Learning and improvement:**

- Insights and new learning acquired from implementing UFSM
- The implications of this learning for provision and delivery going forward
- Additional support which would be helpful to the programme

## **Appendix 6: Head teachers information sheet**

# **Implementation and Uptake of Free School Meals**

## **Head Teachers/Senior Managers Information Sheet**

**Version 2.0 20.01.2015**

We are inviting you to take part in a research study. Before you decide whether or not to take part, we would like you to understand why the study is being done and what it would involve for you.

Please take time to read this information carefully and talk about it with others if you want. Feel free to ask us about anything that is not clear. Our contact details are at the end of this sheet. We will do our best to explain and to provide any further information you may ask for.

### **Who is carrying out the study?**

This study is being carried out by researchers at the Universities of Glasgow and Stirling. The study is being funded by NHS Health Scotland. Project number: 2014/15 RE013

### **What is the purpose of the study?**

We want to find out about the introduction of free school meals for P1 to P3 children in your school. We are especially interested in the challenges schools have faced in introducing the programme, and whether and how uptake has changed.

### **Why have I been invited to take part?**

You have been invited to take part because you are the head teacher or member of the senior management team within a primary school.

### **Do I have to take part?**

No, taking part in the study is entirely up to you. You are free to say that you do not want to take part in the study at any time without giving a reason.

### **What does taking part involve?**

You will take part in an interview with an experienced researcher from the University of Glasgow. The interview will last around 30 minutes. During the conversation the researcher will ask you questions about your experiences of the initial implementation and uptake of the free school meals programme for P1-P3 children and its impact within the school. As a member of the senior management team we will also ask you to take part in a second interview in the new school year to find out if early challenges have been resolved at that time and any changes in uptake. This interview should also last for around 30 minutes. You are free to contribute as much or as little as you wish. You can stop the conversation with the researcher at any time without giving a reason. The discussion will be audio-recorded. This is to make sure that we can listen carefully and don't miss anything that you say. Your name and anything that could lead to anyone being able to identify you will be removed.

We would also like to see what happens in the dining hall before, during and after lunchtime. This would involve a researcher visiting the school on two days in this school year, and on one day early in the next school year. The researcher would take notes of what they see in the schools, and if agreeable with the school headteacher, photographs of the dining hall environment. No children, staff, or school would be identifiable from the photographs.

### **Will taking part in this study be confidential?**

Yes. All information collected from you during the study will be kept strictly confidential. We will not share what you tell us with school staff or your local authority. The researchers you speak to are not part of your local authority or school. However, if you tell us something which we believe places you or others at serious risk, we are obliged to pass this information on to the relevant persons. For example if the researcher were to become aware of a significant child protection issue.

What you tell us will be looked at along with the views of others taking part in the study. No-one will be able to recognise you from any report about the study as you will not be named in any study reports. The audio recordings of your conversation with the researcher will be listened to and written down in full. Your name and anything that could lead to anyone being able to identify you will be removed from written notes. Only members of the research team will have access to audio recordings, photographs and written notes and these will be kept in offices at the University of Glasgow at all times (in locked filing cabinets and password protected computers). At the end of the study the audio recordings will be wiped out. The photographs and written notes will be stored for ten years and then they will be destroyed, in line with University policy.

### **What are the possible benefits of taking part?**

Taking part in the study may not help you personally, although you may like having a chance to talk about your experiences and to know that what you tell us may help guide improvements in the provision of free school meals.

### **What are the disadvantages of taking part in the study?**

Taking part in the study will use up some of your time. Also, some people may find talking about free school meals in the context of their job role difficult. The researcher will be sensitive to all the issues raised but if you find talking to the researcher makes you anxious or upset, you can stop the conversation at any time.

### **What if there is a problem?**

If you have cause to complain about the way in which you have been treated by a member of the research team during the study and you wish to speak to someone who is not part of the study you can contact Professor Linda Bauld at the University of Stirling. Contact details are at the end of this sheet. Your participation is entirely voluntary and you are free to pull out of the study at any time without giving a reason.

### **What will happen to the results of the study?**

The study findings will be presented in a report for the people who are paying for the study to take place, NHS Health Scotland. The findings may also be written as



articles for journals, newsletters and other publications, and presented at local and national meetings.

**Will I receive money for taking part?**

Your school will receive £200 at the end of the project as a thank-you for taking part.

**Who has reviewed this study?**

All research conducted by the University of Glasgow is looked at by an independent group of people, called a Research Ethics Committee, to protect your safety, rights, wellbeing and dignity. This study has been reviewed by the School of Health Sciences Research Ethics Committee at the University of Stirling.

**Contact for further information**

If you would like further information about any part of the study, please contact: Dr Stephanie Chambers, University of Glasgow, [stephanie.chambers@glasgow.ac.uk](mailto:stephanie.chambers@glasgow.ac.uk) 0141 353 7587.

**Contact for concern or complaint**

If you have a concern or complaint and would like to speak to someone independent who is not involved in the study, please contact: Professor Linda Bauld, University of Stirling, [linda.bauld@stir.ac.uk](mailto:linda.bauld@stir.ac.uk), 01786 467406

**THANK YOU for taking the time to read this information sheet**

**We are grateful to you for thinking about taking part in the study**

## Appendix 7: Schools information sheet

# Implementation and Uptake of Free School Meals

## Schools Information Sheet

Version 2.0 20.01.2015

We are inviting you to take part in a research study. Before you decide whether or not to take part, we would like you to understand why the study is being done and what it would involve for you.

Please take time to read this information carefully and talk about it with others if you want. Feel free to ask us about anything that is not clear. Our contact details are at the end of this sheet. We will do our best to explain and to provide any further information you may ask for.

### **Who is carrying out the study?**

This study is being carried out by researchers at the Universities of Glasgow and Stirling. The study is being funded by NHS Health Scotland. Project number: 2014/15 RE013

### **What is the purpose of the study?**

We want to find out about the introduction of free school meals for P1 to P3 children in your school. We are especially interested in the challenges schools have faced in introducing the programme, and whether and how uptake has changed.

### **Why have I been invited to take part?**

You have been invited to take part because you are a member of teaching staff within a primary school, a member of catering staff or a parent councillor.

### **Do I have to take part?**

No, taking part in the study is entirely up to you. You are free to say that you do not want to take part in the study at any time without giving a reason.

### **What does taking part involve?**

You will take part in an interview with an experienced researcher from the University of Glasgow. The interview will last around 30 minutes. During the conversation the researcher will ask you questions about your experiences of the initial implementation and uptake of the free school meals programme for P1-P3 children and its impact within the school.

### **Will taking part in this study be confidential?**

Yes. All information collected from you during the study will be kept strictly confidential. We will not share what you tell us with school staff or your local authority. The researchers you speak to are not part of your local authority or school. However, if you tell us something which we believe places you or others at serious risk, we are obliged to pass this information on to the relevant persons. For example, if the researcher were to become aware of a significant child protection issue.

What you tell us will be looked at along with the views of others taking part in the study. No-one will be able to recognise you from any report about the study as you will not be named in any study reports. The audio recordings of your conversation with the researcher will be listened to and written down in full. Your name and anything that could lead to anyone being able to identify you will be removed from written notes. Only members of the research team will have access to audio recordings, photographs and written notes and these will be kept in offices at the University of Glasgow at all times (in locked filing cabinets and password protected computers). At the end of the study the audio recordings will be wiped out. The photographs and written notes will be stored for ten years and then they will be destroyed, in line with University policy.

### **What are the possible benefits of taking part?**

Taking part in the study may not help you personally, although you may like having a chance to talk about your experiences and to know that what you tell us may help guide improvements in the provision of free school meals.

### **What are the disadvantages of taking part in the study?**

Taking part in the study will use up some of your time. Also, some people may find talking about free school meals in the context of their job role difficult. The researcher will be sensitive to all the issues raised but if you find talking to the researcher makes you anxious or upset, you can stop the conversation at any time.

### **What if there is a problem?**

If you have cause to complain about the way in which you have been treated by a member of the research team during the study and you wish to speak to someone who is not part of the study you can contact Professor Linda Bauld at the University of Stirling. Contact details are at the end of this sheet. Your participation is entirely voluntary and you are free to pull out of the study at any time without giving a reason.

### **What will happen to the results of the study?**

The study findings will be presented in a report for the people who are paying for the study to take place, NHS Health Scotland. The findings may also be written as articles for journals, newsletters and other publications, and presented at local and national meetings.

### **Will I receive money for taking part?**

Your school will receive £200 at the end of the project as a thank-you for taking part.

### **Who has reviewed this study?**

All research conducted by the University of Glasgow is looked at by an independent group of people, called a Research Ethics Committee, to protect your safety, rights, wellbeing and dignity. This study has been reviewed by the School of Health Sciences Research Ethics Committee at the University of Stirling.

**Contact for further information**

If you would like further information about any part of the study, please contact: Dr Stephanie Chambers, University of Glasgow, [stephanie.chambers@glasgow.ac.uk](mailto:stephanie.chambers@glasgow.ac.uk) 0141 353 7587.

**Contact for concern or complaint**

If you have a concern or complaint and would like to speak to someone independent who is not involved in the study, please contact: Professor Linda Bauld, University of Stirling, [linda.bauld@stir.ac.uk](mailto:linda.bauld@stir.ac.uk), 01786 467406

**THANK YOU for taking the time to read this information sheet**

**We are grateful to you for thinking about taking part in the study**

## Appendix 8: Head teachers consent form

### Implementation and Uptake of Free School Meals Headteacher/Senior Manager Consent Form Version 1.0 19.12.2014

- Please initial box
1. I have read and understood the study Headteachers/Senior managers Information Sheet (V2.0 20.01.2015)
  2. I have had the chance to discuss the study and ask questions. All my questions have been answered to my satisfaction.
  3. I understand that taking part in the research is voluntary and that I am free to withdraw from the project at any time, without giving any reason.
  4. I agree to a researcher carrying out observations before, during and after lunchtime within the school.
  5. I agree to a researcher taking non identifiable photographs within the school of the dining hall facilities.
  6. I agree to take part in an interview.
  7. I agree for the discussion to be audio-recorded.
  8. I agree to anonymised quotes from the discussion being used when reporting the study findings.
  9. I agree to take part in a second interview in the new school year.
  10. I understand that any information I give will be confidential and that only the research team will have access to this information. All materials will be stored safely at the University of Glasgow. Audio-recordings will be destroyed at the end of the study. Written notes will be destroyed after 10 years, in line with University policy.

\_\_\_\_\_  
Name of participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of person taking consent  
(if different from researcher)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**1 copy for participant and 1 copy for researcher**  
**Thank you. We are grateful to you for taking part in the study**

## Appendix 9: Schools consent form

# Implementation and Uptake of Free School Meals

### Schools Consent Form Version 1.0 19.12.2014

- Please initial box
1. I have read and understood the study School Information Sheet (VV2.0 20.01.2015).
  2. I have had the chance to discuss the study and ask questions. All my questions have been answered to my satisfaction.
  3. I understand that taking part in the research is voluntary and that I am free to withdraw from the project at any time, without giving any reason.
  4. I agree to take part in an interview.
  5. I agree for the interview to be audio-recorded.
  6. I agree to anonymised quotes from the discussion being used when reporting the study findings.
  7. I understand that any information I give will be confidential and that only the research team will have access to this information. All materials will be stored safely at the University of Glasgow. Audio-recordings will be destroyed at the end of the study. Written notes will be destroyed after 10 years, in line with University policy.

\_\_\_\_\_  
Name of participant                      Date                      Signature

\_\_\_\_\_  
Name of person taking consent  
(if different from researcher)                      Date                      Signature

\_\_\_\_\_  
Researcher                      Date                      Signature

**1 copy for participant and 1 copy for researcher**

**Thank you. We are grateful to you for taking part in the study**

## **Appendix 10: Local authorities survey information sheet**

# **Implementation and Uptake of Free School Meals**

## **Local Authority Survey Information Sheet**

**Version 2.0 20.01.15**

We are inviting you to take part in a research study. Before you decide whether or not to take part, we would like you to understand why the study is being done and what it would involve for you.

Please take time to read this information carefully and talk about it with others if you want. Feel free to ask us about anything that is not clear. Our contact details are at the end of this sheet. We will do our best to explain and to provide any further information you may ask for.

### **Who is carrying out the study?**

This study is being carried out by researchers at the Universities of Stirling and Glasgow. The study is being funded by NHS Health Scotland. Project number: 2014/15 RE013

### **What is the purpose of the study?**

We want to find out about the introduction of free school meals for P1 to P3 children in your local authority area. We are especially interested in the challenges schools have faced in introducing the programme in your local authority area, and whether and how uptake has changed.

### **Why have I been invited to take part?**

You have been invited to take part because you have been identified as an individual well positioned in your local authority to comment on the operational challenges of implementing the FSM policy in your area.

### **Do I have to take part?**

No, taking part in the study is entirely up to you. You are free to say that you do not want to take part in the study at any time without giving a reason.

### **What does taking part involve?**

You are being requested to complete and return a survey questionnaire about the barriers and facilitators of implementing the FSM programme and to append any additional information you feel may be helpful to illuminating these issues.

Depending on the results to emerge from all of the survey data we may also ask you to take part in a one-off follow-up telephone interview in the new school year to explore some of the issues raised in the initial survey in more detail and to examine the impact and any unintended consequences of the FSM programme. The interview would be subject to a separate consent process, and as with the questionnaire survey, participation would be entirely voluntary. As part of any follow-up research we would also like to speak to others in your local authority area that have an oversight of different aspects of implementation and we may ask your advice about

whom best to contact and to speak to in your area. You are free to contribute as much or as little information on whom these people might be as you wish.

### **Will taking part in this study be confidential?**

All information collected from you during the study will be kept strictly confidential. We will not share what you tell us with school staff or others in your local authority. The researchers you speak to are not part of your local authority. If you returned a completed questionnaire as part of the FSM pre-implementation survey conducted by APSE and you gave permission for us to contact you for this follow-up survey then members of APSE and NHS Health Scotland will be aware that you have been invited to contribute to the evaluation, In other cases your candidacy may have been identified through a members of the research teams' involvement in relevant local authority networks such as participation in the APSE Soft FM advisory group.

You should note, however, that what you tell us will be looked at along with the views of others taking part in the study and you will not be named in any study report. Only members of the research team will have access to questionnaires and any additional information you provide, and these will be kept in offices at the University of Stirling (in locked filing cabinets and password protected computers). All survey questionnaires and information material will be stored for ten years and then they will be destroyed, in line with University policy.

### **What are the possible benefits of taking part?**

Taking part in the study may not help you personally, although you may like having a chance to share the experiences of your local authority and to know that what you tell us may help guide improvements in the provision of free school meals.

### **What are the disadvantages of taking part in the study?**

Taking part in the study will use up some of your time. Also, some people may find talking about free school meals in the context of their job role difficult. The researcher will be sensitive to all the issues raised but if you find talking to the researcher makes you anxious or upset, you can stop the conversation at any time.

### **What if there is a problem?**

If you have cause to complain about the way in which you have been treated by a member of the research team during the study and you wish to speak to someone who is not part of the study you can contact Professor Linda Bauld at the University of Stirling. Contact details are at the end of this sheet. Your participation is entirely voluntary and you are free to pull out of the study at any time without giving a reason.

### **What will happen to the results of the study?**

The study findings will be presented in a report for the people who are paying for the study to take place, NHS Health Scotland. The findings may also be written as articles for journals, newsletters and other publications, and presented at local and national meetings.

### **Who has reviewed this study?**

All research conducted by the University of Stirling is reviewed by an independent Research Ethics Committee, to protect your safety, rights, wellbeing and dignity. This



study has been reviewed by the School of Health Sciences Research Ethics Committee at the University of Stirling.

**Contact for further information**

If you would like further information about any part of the study, please contact: Douglas Eadie, University of Stirling, [douglas.eadie@stir.ac.uk](mailto:douglas.eadie@stir.ac.uk) 01786 466459.

**Contact for concern or complaint**

If you have a concern or complaint and would like to speak to someone independent who is not involved in the study, please contact: Professor Linda Bauld, University of Stirling, [linda.bauld@stir.ac.uk](mailto:linda.bauld@stir.ac.uk), 01786 467406

**THANK YOU for taking the time to read this information sheet**

**We are grateful to you for thinking about taking part in the study**

## Appendix 11: Local authority interviewee information sheet

# Implementation and Uptake of Free School Meals

### Local Authority Interviewee Information Sheet Version 2.0 20.01.2015

We are inviting you to take part in a research study. Before you decide whether or not to take part, we would like you to understand why the study is being done and what it would involve for you.

Please take time to read this information carefully and talk about it with others if you want. Feel free to ask us about anything that is not clear. Our contact details are at the end of this sheet. We will do our best to explain and to provide any further information you may ask for.

#### **Who is carrying out the study?**

This study is being carried out by researchers at the Universities of Stirling and Glasgow. The study is being funded by NHS Health Scotland. Project number: 2014/15 RE013

#### **What is the purpose of the study?**

We want to find out about the introduction of free school meals for P1 to P3 children in your local authority area. We are especially interested in the challenges schools have faced in introducing the programme in your local authority area, and whether and how uptake has changed.

#### **Why have I been invited to take part?**

You have been invited to take part because you have been identified as an individual who is ideally positioned in your local authority to comment on the operational challenges and impact of implementing the FSM policy in your area.

#### **Do I have to take part?**

No, taking part in the study is entirely up to you. You are free to say that you do not want to take part in the study at any time without giving a reason.

#### **What does taking part involve?**

You are being asked to take part in a one-off telephone interview with an experienced researcher from the University of Stirling to explore the barriers and facilitators to implementing the free school meal policy in your local authority. You will also be asked about factors that may have influenced the level of uptake of free school meals and how this varies across the area. The interview should last for around 40 minutes and you are free to contribute as much or as little as you wish. You can stop the conversation with the researcher at any time without giving a reason. The interview will be audio-recorded. This is to make sure that we can listen carefully and don't miss anything that you say. Your name and anything that could lead to anyone being able to identify you will be removed.

We would also like to speak to others in your local authority area that have an oversight of different aspects of implementation and we may ask your advice about whom best to contact and to speak to in your area. You are free to contribute as much or as little information on whom these people might be as you wish.

**Will taking part in this study be confidential?**

All information collected from you during the study will be kept strictly confidential. We will not share what you tell us with school staff or others in your local authority. The researchers you speak to are not part of your local authority.

What you tell us will be looked at along with the views of others taking part in the study. You will not be named in any study report. The audio recordings of your conversation with the researcher will be listened to and written down in full. Only members of the research team will have access to audio recordings and written notes, and these will be kept in offices at the University of Stirling (in locked filing cabinets and password protected computers). At the end of the study the audio recordings will be wiped out. The written notes will be stored for ten years and then they will be destroyed, in line with University policy.

**What are the possible benefits of taking part?**

Taking part in the study may not help you personally, although you may like having a chance to talk about the experiences of your local authority and to know that what you tell us may help guide improvements in the provision of free school meals.

**What are the disadvantages of taking part in the study?**

Taking part in the study will use up some of your time. Also, some people may find talking about free school meals in the context of their job role difficult. The researcher will be sensitive to all the issues raised but if you find talking to the researcher makes you anxious or upset, you can stop the conversation at any time.

**What if there is a problem?**

If you have cause to complain about the way in which you have been treated by a member of the research team during the study and you wish to speak to someone who is not part of the study you can contact Professor Linda Bauld at the University of Stirling. Contact details are at the end of this sheet. Your participation is entirely voluntary and you are free to pull out of the study at any time without giving a reason.

**What will happen to the results of the study?**

The study findings will be presented in a report for the people who are paying for the study to take place, NHS Health Scotland. The findings may also be written as articles for journals, newsletters and other publications, and presented at local and national meetings.

**Who has reviewed this study?**

All research conducted by the University of Stirling is reviewed by an independent Research Ethics Committee, to protect your safety, rights, wellbeing and dignity. This study has been reviewed by the School of Health Sciences Research Ethics Committee at the University of Stirling.

**Contact for further information**

If you would like further information about any part of the study, please contact: Douglas Eadie, University of Stirling, [douglas.eadie@stir.ac.uk](mailto:douglas.eadie@stir.ac.uk) 01786 466459.

**Contact for concern or complaint**

If you have a concern or complaint and would like to speak to someone independent who is not involved in the study, please contact: Professor Linda Bauld, University of Stirling, [linda.bauld@stir.ac.uk](mailto:linda.bauld@stir.ac.uk), 01786 467406

**THANK YOU for taking the time to read this information sheet**

**We are grateful to you for thinking about taking part in the study**

## Appendix 12: Local authority survey consent form

### Implementation and Uptake of Free School Meals

#### Local Authority Survey Consent Form Version 1.0 19.12.2014

- Please initial box
1. I have read and understood the study Information Sheet (V2.0 20.01.2015).
  2. I have had the chance to discuss the study and ask questions. All my questions have been answered to my satisfaction.
  3. I understand that taking part in the research is voluntary and that I am free to withdraw from the project at any time, without giving any reason.
  4. I agree to complete a survey questionnaire.
  5. I agree to anonymised data from the questionnaire being used when reporting the study findings.
  6. I understand that any information I give will be confidential and that only the research team will have access to this information. All materials will be stored safely at the University of Stirling. Questionnaires will be destroyed at the end of the study will be destroyed after 10 years, in line with University policy.

_____ Name of participant	_____ Date	_____ Signature
_____ Name of person taking consent (if different from researcher)	_____ Date	_____ Signature
_____ Researcher	_____ Date	_____ Signature

**1 copy for participant and 1 copy for researcher**

**Thank you. We are grateful to you for taking part in the study**

## Appendix 13: Local authority interviewee consent form

### Implementation and Uptake of Free School Meals

#### Local Authority Interviewee Consent Form Version 1.0 19.12.2014

- Please initial box
1. I have read and understood the study School Information Sheet (V2.0 20.01.2015).
  2. I have had the chance to discuss the study and ask questions. All my questions have been answered to my satisfaction.
  3. I understand that taking part in the research is voluntary and that I am free to withdraw from the project at any time, without giving any reason.
  4. I agree to take part in an interview.
  5. I agree for the interview to be audio-recorded.
  6. I agree to anonymised quotes from the discussion being used when reporting the study findings.
  7. I understand that any information I give will be confidential and that only the research team will have access to this information. All materials will be stored safely at the University of Stirling. Audio-recordings will be destroyed at the end of the study. Written notes will be destroyed after 5 years, in line with University policy.

_____ Name of participant	_____ Date	_____ Signature
_____ Name of person taking consent (if different from researcher)	_____ Date	_____ Signature
_____ Researcher	_____ Date	_____ Signature

**1 copy for participant and 1 copy for researcher**

**Thank you. We are grateful to you for taking part in the study**

## Appendix 14: Theory of change summary findings

### Theory of change summary findings

Theory of change	Findings from stakeholder groups		
Assumptions	Parents	Schools	Local authorities
The nutritional content of school meals is better than packed lunches	Parents believed school meals (including pack lunch boxes) offered a more nutritious and balanced meal than packed lunches prepared at home. Parents also spoke of the importance of a hot meal in winter months.	Staff believed school meals are more nutritional than meals brought from home. Observations were in line with this view.	It was widely believed that school packed lunches were more nutritionally balanced than those brought from home. There was also wide support for children receiving a hot meal at lunch times.
Children will eat the food provided	Some parents were uncertain whether children were eating the food provided. Some believed their children were not eating enough if they didn't like the food, but preferred them to attend for cost and convenience benefits.	There are some reports of increased food waste, and young children not eating enough.	Reports are mixed, with accounts of some enjoying the food provided and others reluctant to try unfamiliar foods
Children make healthy choices	No evidence for school meals. For home prepared packed lunches parents reported that children favoured less healthy options.	Least nutritious foods appear to be most popular.	There were no reports of changes to healthy food options or to the popularity of these options
School meals are palatable/appeal to pupils	Perceptions were mixed. Some parents questioned whether more unfamiliar foods were appropriate for children, while others reported an improvement in eating habits from school meal attendance.	Some school meals are very popular and others less so. Lack of opportunities for staff, parents and children to feedback on meals.	The popularity of menu options can vary markedly, resulting in short term fluctuations in uptake

Stigma/peer pressure will not affect P1-3	It was believed that stigma was not an issue for younger children. However, progression into P4 may have implications for families no longer entitled to UFSM. Those who return to packed lunches may feel stigma if they cannot afford to meet school meal costs.	No issues of stigma were reported in relation to P1-3. Some senior managers identified the transition to targeted support in P4 as a potential source of stigma	No issues relating to stigma emerged, although the peer effects of segregated dining was identified as limiting uptake
Parents are supportive of FSM policy	Generally parents were supportive of the policy, reporting financial and convenience benefits. They also believed it could help target hidden child poverty.	Schools reported that parents were on the whole supportive, but in some schools, parents were perceived as the greatest barrier to increasing uptake. Parents attending taster sessions were reported by schools to have found it a positive experience.	Data shows an initial increase in uptake but has since plateaued. Taster sessions are being expanded in some authorities to encourage uptake among the new 2015-16 P1 intake.
Schools provide a pleasant eating environment	Parents were concerned about the dining environment. They believed conditions to be cramped and noisy, with long wait times and that their children were rushed to eat meals. Concern was expressed over younger ages' ability to cope with dining hall systems.	Some concerns around dining hall capacity, noise, queuing and the 'factory' system in place at lunchtime. School staff strived to make the eating environment as pleasant as possible. Schools reported that younger children preferred to eat without older children around as a busy and noisy dining hall made them anxious.	This emerged as an important focus of discussion with concerns expressed over increased queuing and congestion in dining areas and impact on younger children. Most had taken steps to address these issues, although some problems remained 9 months in.
Children eat each day (food is 'balanced' over a week)	For some children, attendance was menu dependent: not all attended every day.	Differences in uptake across the week – uptake greatest for meals such as pizza and fish and chips.	Varying popularity of different menu options means not all children attended for school meals every day



No compensatory unhealthy eating later in the day	No evidence provided.	No evidence provided.	Limited evidence emerged in relation to this issue - there were some reports that children could leave unpopular items uneaten.
<b>External factors affecting implementation and outcomes</b>			
Local school food policy and guidance about food and drink in school	No evidence provided.	Other policies did not appear to impact on UFSM.	Limited mention was made of other policies supporting implementation. Some evidence that taster sessions delivered as part of Better Eating, Better Learning were used to promote uptake in one case authority
School approach to school meals and nutrition education	No evidence provided.	Schools highly engaged in nutrition education appeared more likely to take an active role within the dining hall.	Schools which adopted a whole school approach to healthy eating were reportedly more likely to actively support implementation of the policy
Parental engagement in school/school meals	Parents reported discussions at home with children on menu choices. Taster sessions were encouraged and could improve perceptions of school meals.	Schools reported that parents were on the whole supportive, but in some schools, parents were perceived as the greatest barrier to increasing uptake. Concern raised that teaching staff had to prepare P1 children for the dining hall e.g. how to use cutlery, manners and social norms.	Some reported the policy had encouraged more parent-child dialogue and greater engagement from parents re. school meals, although there were also reports of children being sent in unprepared for school meals

PE commitment: 2 hours/week minimum puts demand on dual purpose facilities	No evidence provided.	Cooks reported increased pressure to clean up the dining hall for PE in those schools with dual purpose facilities.	Half of the case authorities reported that the policy had impacted on PE provision, although in one case these difficulties were evident prior to UFSM
Child Healthy Weight initiatives in schools	No evidence provided.	No evidence provided.	No reference was made to this type of initiative
Welfare reforms and wider economic context	No evidence provided.	Senior managers were generally unsupportive of the policy due to experiences of cutbacks in other areas of education.	Some authorities reported resistance in some schools due in part to a belief that it was being funded from other education budgets
Food availability and cost	No evidence provided.	In two local authorities, school staff reported that prices had increased and in the mixed local authority choices had been restricted. Reports of more children with special diets being catered for. Catering staff were critical of the quality of some of the foods on offer.	Some authorities reported reducing the number of menu options to help facilitate implementation. There were few references to impact on cost: a number reported increasing demand for more expensive adapted menu options, and one was considering reducing the portion size for junior years in response to increased waste
Levels of early years provision	No evidence provided.	No evidence provided.	One case authority reported extending free provision to nurseries attached to schools, while another was considering this option.

Other external factors influencing implementation	No other factors identified	No other factors identified	No other factors identified
<b>Potential unintended consequences</b>			
Effect on claims for other benefits	Parents eligible for school clothing allowance believed there was little impact on their access to this benefit.	In one school, catering staff reported that they did not wish to be paid for additional hours worked as this would impact on welfare benefits. Instead time was taken back in lieu.	No adverse effects were reported on parents claims for other benefits, although there were teething problems in assessing entitlement for those authorities that offered free school milk. Benefit cut-offs created difficulties in some areas recruiting new staff on short hour contracts
Other aspects of school life suffer	Separation from friends at lunch time was a concern of some parents.	No evidence provided	Increased congestion in dining areas was disruptive for younger children and could reduce time for outdoor play
Increase inequalities – greater benefits for the better-off families	Many parents believed the policy was benefitting the working poor.	Some senior managers believed that well-off families were benefitting, but all felt that working poor or student families were benefitting most.	Responses were mixed; some feeling that people who could afford it were benefitting, and also that it was benefitting the low paid working
P4 to P7 and other siblings are put off having school meals	No evidence provided.	Mixed reports – one school reported an increase in P4-7 uptake, while the shared campus schools reported that P4-7 were put off having school meals in a busy dining hall environment.	Feelings on this were mixed with alternative scenarios proposed. No data were available on P4-7 uptake.

Food waste increases	No evidence provided.	There were reports that food waste had increased.	Reports that waste was either unchanged or had increased.
Parents' time freed up	Increased convenience to parents was a recurring theme throughout the discussions with parents.	No evidence provided	No evidence provided.
Other unintended consequences	Pre-ordering systems caused problems for some parents previously eligible. Non-return of forms on time meant some parents had to pay for packed lunches for the following week. Concern over the financial readjustment of having to meet the cost of school meals in P4 and also the social implications of children being separated from friends if they could no longer attend for school meals.	Increased queuing and less time for outdoor play	Reportedly encouraged more parent-child dialogue and greater engagement among some parents re. school meals and children's food choices