

Breakfast Clubs

...More of a Head Start



healthyliving



Scottish Community
Diet Project

A step-by-step guide to the challenges of
setting up and running breakfast clubs in Scotland

What you said...

This second edition of the Scottish Community Diet Project's Breakfast Club Toolkit introduces some changes in breakfast club delivery and development since the launch of 'Head Start' in March 2001.

We asked what you thought of the first edition via the SCDP newsletter, Fare Choice, and by hosting structured focus groups. Thanks to all of you who contributed your ideas, and thanks to the Scottish Consumer Council research team, which facilitated the focus group sessions. Here are a few of your comments about the last edition of 'Head Start' ...

What you liked

- *"Two or three years ago we got a lot of phone calls – people just wanting to start breakfast clubs right, left and centre without much thought about all the steps involved! I think the toolkit was a very good way of getting folk to **sit down and look through all the issues** as setting up and running a breakfast club isn't as simple as some might first think."*
- *"We found it very **user-friendly** to work through when we were trying to get started. It's also very easy to dip into when you need it later for reference."*
- *"I liked the toolkit's **style and layout**. It's well broken up and helps make you think about the issues."*
- *"It's **colourful**, eye catching – you do read through it again and again."*
- *"I like the **quotes** down the page edge from real people – kind of makes the ideas come alive, and doesn't feel as if you're being told what to do."*

What are the gaps?

- *"The parts in the guide about **child protection** now need updating as we now have the Care Commission and Disclosure Scotland to get our heads round!"*
- *"What are the gaps?... More about how to **fund, sustain and evaluate** breakfast clubs - that would be brilliant as these are the hurdles we are faced with now."*
- *"People are concerned that if they are **employed by a breakfast club** their benefit entitlement might be affected. It would be good if the toolkit could sign-post them to the appropriate agencies for help if they are concerned."*
- *"With the mass roll-out of breakfast services in Scotland, the toolkit should emphasise even more the **distinction** between breakfast club provision and breakfast service provision."*
- *"The new guide should give more examples of how to **add value** to your breakfast club and not overlook the childcare aspect."*
- *"**Alternative formats** – maybe a Gaelic version for Gaelic schools could be produced if needed?"*

We have tried to include as many of your ideas as possible and we hope you will find this new edition just as useful as the last.

Thank you...

In producing *Breakfast Clubs... More of a Head Start*, the Scottish Community Diet Project would like to acknowledge the invaluable support from all those who provided advice and ideas along the way. We are especially grateful to those who gave us feedback about the last toolkit, contributed case studies about their current work, hosted visits to breakfast clubs and generally guided us through the many changes that have taken place in breakfast club provision since the first toolkit was produced in 2001.

Like the first edition, this edition has again been produced with the involvement of NHS boards, local authorities, schools and community projects across Scotland. We particularly appreciate the contributions made by Lynn Jackson, Health Promotion Officer for NHS Greater Glasgow, Maggie Fawkes, Oral Health Promotion Officer for NHS Argyll and Clyde, and Ged Quirk, Community Schools Development Officer for South Ayrshire Council. Thanks to our proof readers for their careful scrutiny of draft material and our graphic designer, Craig Russell, for his design skills and patience in the development of this second edition.

This updated version builds on what you told us were the strengths and weaknesses of the original toolkit. We also have drawn from the wealth of new breakfast club activity, research and evaluation that have taken place. For the past two years, the SCDP have worked jointly with staff from the Scottish Executive and NHS Health Scotland in mapping breakfast service activity¹ and delivering the Breakfast Service Grants Scheme². Our involvement in both activities has helped inform this edition and we hope the lessons we have learned will be useful to you too.

We have learned a great deal from those who have chatted to us formally and informally about their experience of breakfast clubs over the past seven years, not only in Scotland, but from across the UK and further afield. We have tried to incorporate as many of your experiences as possible into this edition as well as include lessons already recorded elsewhere. Thank you for allowing us to share your experiences and advice via this resource. We hope you too find the ideas beneficial and can pass them on to others at a future date.

With continued appreciation,

Scottish Community Diet Project

c/o Scottish Consumer Council
Royal Exchange House
100 Queen Street, Glasgow
tel: 0141 226 5261
fax: 0141 221 0731
email: scdp@scotconsumer.org.uk
web: www.dietproject.org.uk



Breakfast Clubs... More of a Head Start

A-step-by-step guide to the ups and downs of setting up and running breakfast clubs in Scotland

Breakfast club definitions

Breakfast clubs have been defined in many ways, and it is no surprise that confusion can still exist around the difference between breakfast provision services and breakfast clubs.

While both provide young people with a free or subsidised breakfast in a school or community-based setting, breakfast clubs differ in that they should incorporate a range of additional social, health, education and childcare elements into healthy breakfast provision. These 'added-value' elements are less likely to be present in a non-club situation where breakfast provision alone is priority.

Breakfast club benefits

The role of all breakfast clubs, as opposed to breakfast provision alone, is to offer a 'holistic' service with a person-centred ethos in a safe environment. A breakfast club should involve young people, parents, carers and the wider community. It aims to improve the health and health behaviours of young people as well as the staff and volunteers who become involved, and so underpins the goals of the 'health-promoting school'. (See **appendix 12** page 61)

Breakfast clubs have many other benefits too. As the breakfast service mapping research¹ highlighted, for many parents, breakfast clubs fulfil childcare needs that allow them to attend work, further education or training. By targeting provision within areas of greatest need, breakfast clubs can be potential vehicles for tackling social disadvantage and promoting social inclusion. Breakfast clubs can help ensure the most vulnerable children have regular access to a nutritious breakfast as well as encourage school attendance, reduce late-coming, improve concentration and learning in class, and help develop peer relationships.

Why another toolkit?

...there is no single or ideal way of setting up and running a breakfast club⁴

Breakfast Clubs... More of a Head Start aims to provide an insight into the process of developing a breakfast club at every stage from set-up to sustainability in this current policy climate. It poses some of the questions many wished they had asked earlier as well as sharing practical solutions to some of the problems that others have encountered and overcome along the way.

“Since the mid-1990s, there has been a steady growth in breakfast service provision, with the most rapid growth in activity being observed since the year 2000. The annual growth rate between January 2001 to August 2002 was 52 services.”

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

“The importance of a healthy breakfast for children is recognised by educational and health professionals. Breakfast clubs exist in many schools and community venues throughout Scotland. They are set up for a variety of reasons, the main one being to ensure that children start the day with a healthy breakfast. As well as benefiting children’s health, breakfast clubs are also helping to improve children’s attendance, punctuality and educational performance at school. It is important that a healthy breakfast is offered in keeping with a whole school approach. Research in Scotland suggests that breakfast clubs are more sustainable when the social aspects are well-developed and integrated with food provision.”

Hungry for Success: A Whole School Approach to School Meals in Scotland, November 2002³

While the first edition focused mainly on breakfast clubs for 5-14 year olds, this new version recognises that breakfast clubs are now being set up for a much wider age range of young people, including secondary school pupils, school leavers and young people living in supported accommodation. For this reason, the language, visual images and range of case studies have been adjusted to appeal to as wide a readership as possible as well as to reflect the reality of breakfast club development in Scotland.

Breakfast Clubs... More of a Head Start has been produced from a range of work undertaken by new and long-established breakfast clubs across Scotland. The contribution of these projects has been to present a range of both practical and planning issues, which they have encountered in the setting-up of, and running of breakfast clubs and think would be of benefit to others. The first edition of the toolkit was largely informed by the findings of a research project on Breakfast Clubs in Glasgow, which was funded by the Health Education Board for Scotland (now NHS Health Scotland) and conducted by Greater Glasgow NHS⁵. The research aimed to explore contrasting models of breakfast clubs and its findings have helped to identify the strengths, weaknesses, and difficulties of different types of clubs as well as considering the impact of breakfast clubs on the children and schools involved. This edition builds on these earlier findings and updates them with more recent research, new policy changes and current examples of good practice from all over Scotland.

Who is it for?

Like the first edition, this update has been designed for anyone with an interest in setting up and running a breakfast club, as well as for those who simply want to find out more. We hope it is of relevance to primary, secondary and new community schools as well as to community groups and voluntary organisations who wish to develop new and existing clubs for all age groups of people facing all sorts of circumstances. We also hope it is a useful resource to a myriad of different agencies who may well be considering financing and supporting breakfast clubs. For example, NHS Boards, Social Inclusion Partnerships, Childcare Partnerships, Local Authorities, Community Health Partnerships and Integrated Community Schools.

What the toolkit does not try to do is suggest one single approach to setting up and running a breakfast club. In updating this toolkit and listening to the experiences of breakfast club development around the country, it is clear that there is no single or ideal way of setting up and running a breakfast club. What will work in one area will depend on numerous factors specific to the circumstances of that club at that time. It is not always possible to replicate that success elsewhere, but it is possible to learn from examples of good practice and adapt them accordingly.

“Some funders are jumping on the bandwagon and want to set up breakfast provision in every school and call it a club, but often their definition of a breakfast club is quite different from what the community understands it to be and wants it to be. In essence some funders are just providing a breakfast service without a club ethos. We’ve got to show that distinction.”

Participant in **Head Start** focus group, Scottish Community Diet Project 2003

“The Scottish Executive has always said that we do not want to take breakfast out of the family home, but we recognise that for many parents, breakfast services help them attend work or further education while their children are cared for in a safe and encouraging environment.”

Margaret Curran, former Social Justice Minister, speaking at the launch of the Scottish Executive Breakfast Service Grant Scheme, March 2003¹

Introduction

Quotes from **Breakfast clubs... a head start**, SCDP⁴

“We have noticed that some children who were consistently late in arriving for school now manage to arrive for the breakfast club, although it starts considerably earlier than the school day.”

Head Teacher, Primary School

“Breakfast is the most important meal of the day, but my daughter won’t eat breakfast at home. She now eats breakfast at the club because she is eating with her friends.”

Parent

“The breakfast club - It’s cool – It’s better than the hoose!”

Pupil, Primary School

Using the Toolkit

Based on positive feed back, this second edition of the toolkit is also presented in a step-by-step format to give readers the option of working through each stage from beginning to end, or of dipping into those sections of most relevance or interest in any sequence. Checklists, sample job descriptions, self-complete tables and case studies appear throughout to help make the resource as practicable as possible.

The toolkit is available on-line and can be downloaded from the Scottish Community Diet Project website: www.dietproject.org.uk. The SCDP web version will be updated to allow users to access the most up-to-date good practice guidelines as well as contribute to the evidence base around breakfast clubs. If you would like to contribute to its electronic update at any time, please contact the Scottish Community Diet Project with your ideas.

This edition contains 15 consecutive sections describing the key stages involved in setting up, running, developing and sustaining a breakfast club. Each section has been written to promote as much flexibility and adaptability for groups and other users as possible as it is recognised throughout that no two breakfast clubs will be identical. Each of the sections is ordered in as logical a sequence as possible, but there is no requirement for groups to follow this suggested order. Indeed, depending on what stage a breakfast club is at in its development, a group may prefer to jump ahead to the section which best reflects that stage.

The toolkit’s 24 appendices are referred to throughout the toolkit, and these can be found at the end of the toolkit. Breakfast club case studies appear in boxes throughout each section.

CONTENTS

Introduction	2
Contents	5
Sections	
1 What makes a breakfast club a 'club'?	6
2 Who is involved?	8
3 What is involved?	12
4 How do you make your breakfast club safe and legal?	16
5 How can you save time and effort?	20
6 Where will it happen?	21
7 How much will it cost to set up and run?	25
8 How do you fund a breakfast club?	28
9 How do you ensure financial accountability?	31
10 What foods do you serve?	32
11 How to get your breakfast club up and running?	35
12 How to maximise involvement in your breakfast club	37
13 How do you make the most of your breakfast club?	41
14 How do you keep going?	42
15 How can your breakfast club improve?	44
Appendices	
1 Food Safety	47
2 Health & Safety	48
3 Road Safety	49
4 Child Protection/ Supervision	50
5 Employing Staff	52
6 Volunteering & Recruitment	53
7 Service Level Agreement	55
8 Healthy Breakfasts	57
9 Catering - Getting Started	58
10 Catering - Up and Running	59
11 Ways to Play and Socialise with Children	60
12 Health Promoting Schools	61
13 Sample Letter	62
14 Sample Newsletter	63
15 Volunteer Job Description	64
16 Breakfast club co-ordinator job description	65
17 Tooth-brushing Programmes	67
18 Guidance on toothbrushing	68
19 Life Skills and Play	69
20 Links to the Curriculum	70
21 Wider School based Issues	71
22 Making Links with the Health Promoting School	72
23 Questionnaire to assess need for a breakfast club	74
24 Useful National Contacts	76
Final Thoughts	78
References	79



Section I

“Out of school care are often called clubs – breakfast clubs and after-school clubs. Some providers use the term ‘service’ as ‘club’ may make parents think that it is a drop-in centre without many developmental opportunities. Others prefer the term ‘club’ because it emphasizes informality and gives a sense of belonging.”

School's Out: Framework for the development of out-of-school care, Scottish Executive, 2003⁶

WHAT MAKES A BREAKFAST CLUB A 'CLUB'?

“The provision of breakfast services has been linked to improved educational attainment and behaviour by benefiting children’s concentration levels, school attendance and punctuality. The health impacts of breakfast services extend beyond immediate nutritional benefits to include the promotion of healthy eating habits, personal hygiene and oral health. By incorporating play and recreation, they also encourage greater levels of physical activity and social interaction in a safe environment.”

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

While breakfast clubs incorporate breakfast provision, they also have important health, social, education and childcare dimensions. These dimensions are of equal importance to the provision of food and are largely driven by the following principles:

A breakfast club should be people centred

A 'people centred' breakfast club is one that is inclusive to all – young people participating in the club, volunteers, staff, parents, families and wider community. Breakfast clubs should have a 'whole person' focus, targeting those in greatest need in a sensitive and non-judgmental way. It also means that it should be committed to valuing its paid and unpaid staff by ensuring that all involved are treated fairly, with respect and equity.



A breakfast club should have a 'club ethos'

This means it should:

- encourage the involvement of everyone from pupils to families, carers, teachers, and the wider community
- encourage social interaction in an informal environment among children, peers, parents, carers, volunteers and staff
- be clearly structured and organised with agreed rules, membership and roles and responsibilities for all involved
- be dedicated to non-breakfast activities such as skills-based play (e.g. road safety activities, co-operative games) and health promoting activities (e.g. tooth-brushing, hand-washing, physical activity games)
- be committed to developing and implementing strategies to promote the inclusion and safety of all children
- be committed to developing and implementing strategies related to creating a health promoting school
- encourage reflective practice by all involved to assist in the club's on-going development and sustainability
- be committed to the capacity building of volunteers and other staff through training, general support and co-ordination
- be joined-up with related initiatives taking place at both policy and practice levels within the school and wider community

"Breakfast Clubs have as much to do with listening as they have with eating."

"Clubs should be places where kids feel safe and happy and learn to play as well as eat better and clean their teeth."

Quotes from participants at the **Breakfast Daze** Conference held by the Scottish Community Diet Project, 1999. Web: www.dietproject.org.uk

Section 2

“It would have been hard to set up a breakfast club without major input & support from elsewhere. Without that, I wouldn’t have made it that much of a priority. It would have been a bit overwhelming for us to start up alone.”

Headteacher, Primary School breakfast club.⁴



Section 2 • Who is involved?

WHO IS INVOLVED?

1 Getting the Key Players Together

Who are the people who already know about breakfast clubs? To find out, try some of the following:

- Background reading. Reports and evaluations are often available from existing breakfast clubs.
- Visit other breakfast clubs. Local schools, community projects and some health promotion teams and local authority departments will keep lists of breakfast clubs in operation. Speak to staff and volunteers in the clubs as well as the pupils and parents involved to get a range of perspectives. Always seek permission from a senior member of staff before visiting a breakfast club.
- Find out if there is a local network of breakfast clubs that you can join.
- Look out for local and national training events on breakfast clubs.
- Keep informed. Get on to the mailing list of as many newsletters as possible that will keep you up-to-date with breakfast clubs. For example, the Scottish Community Diet Project. 'Fare Choice' often features articles about breakfast clubs, and many breakfast clubs now produce their own newsletters.

2 Getting People on Your Side

In every area there will be key players who will be able to help make your breakfast club happen more quickly and operate more successfully. For example:

- Health promotion team within NHS Board
- Social services, educational services, catering and cleaning services within local authorities
- Childcare and early years partnerships
- Out-of-school care providers and home-school link projects
- Social inclusion partnerships
- Roads and transport department
- Other health staff (e.g. community dietician, community dental services, school/public health nurse, health visitor, public health practitioner, local authority health improvement officer; sports development, psychological services)
- Community health projects and healthy living initiatives/centres
- Integrated community school staff (health development workers)
- Active primary school or school sports co-ordinator⁷
- Young people (E.g. pupil councils in schools)

- Parents/carers/families
- Headteacher, teaching staff and class room assistants
- Janitor and cleaners
- Catering staff and assistants
- Community police and crossing patrol staff
- Parent teachers association/school board
- Local voluntary groups (e.g. elderly forums, local volunteer bureau)
- Local shops and private businesses

3 Shared Vision

It is important to talk and network with a wide range of key players from the outset to ensure that there is a need and shared desire for a breakfast club in a particular school or area. A shared understanding of what a breakfast club hopes to achieve is also really important at this stage. If there is little support for a breakfast club now, then support is not likely to be forthcoming later.

So, how do you gauge support and interest in the early planning stages?

Approaching key players can be done informally by just meeting up to chat with them all either together or separately. Most successful clubs use a combination of methods to gauge interest from key players. Examples of methods include holding focus groups, speaking at school assemblies or parent/teacher meetings and sending out surveys and questionnaires. In a school setting, key groups to reach are pupils, teachers and parents. For ideas about how this might be done, refer to **appendix 23** page 74.

4 Working Together

Developing your club's structure and management systems

What are we aiming for?

Breakfast clubs should encourage:

- participation by all key players in their setting-up and running
- open communication among all key players
- an organised structure where all key players know and accept their roles and responsibilities

When support from key players has been secured, these are the people and agencies that are most likely to sit on your breakfast club's **steering/management/advisory group**. Essential members are a representative from the school (for school based clubs), the catering manager, breakfast club staff and a health representative.

“A clear policy statement should be sought from key agencies as to the support on offer to develop breakfast clubs... whenever possible links to the private sector should also be encouraged”

Answers Youth Information Café and Breakfast Club, Clydebank⁸

“Most respondents thought a network for breakfast clubs should be set up to offer support and practical guidance to clubs”

Breakfast Club Research Findings, 2005⁵

“A recent survey commissioned by North Ayrshire Childcare Partnership provided data on the potential use of childcare facilities. 750 parents were asked to say which facilities they would consider using. 8%, which equates to 780 children across North Ayrshire, said they might use a breakfast club. Experience has it that the number who would actually use the service might be smaller. It would be prudent therefore to carry out a survey within the schools themselves before setting up new clubs.”

North Ayrshire Council, 2002⁹

Section 2 • Who is involved?

“Building good, solid arrangements with senior management staff within a school are essential for breakfast club development, and is something that requires ongoing negotiation. Who is responsible for what needs to be ironed out from the start?”

Breakfast club focus group,
SCDP, 2003

The importance and value of all these key players working in partnership from the beginning is highlighted by the experience of Carlibar Breakfast Club in Barrhead.¹⁰

An advisory group was established in November 1998 to guide and support the project, as practice highlights that bringing together partnerships has important implications for advancing health promotion... The advisory group represents a variety of relevant experiences and expertise, which is imperative to conducting an objective overview of the project's developments. The advisory group met on a four weekly basis, with formal recorded minutes... Creation of this group has proved invaluable in providing support throughout the implementation phases. Positive feedback, which is a valuable form of peer education, has been received from members of this group.

Carlibar Breakfast Club Evaluation, July 1999

Management Structure

This must operate in accordance with the club's ethos as well as be accepted and respected by all involved. A management group or steering or advisory group plays the following roles:

- It acts as a forum where plans and decisions are made. It designs policies, outlining the roles and duties of staff and those involved in the club.
- It records minutes of its meetings and decisions in order that it remains accountable at all time.
- It plays an ongoing role in reviewing the club and its progress.
- It sustains links with key individuals, groups and agencies not part of the steering group.
- It ensures that funding is applied for and monitors costings/spending.
- It may be involved in the selection of staff, recruitment of volunteers, drafting job descriptions, taking responsibility for following Disclosure Scotland procedures.
- It ensures that all essential roles and responsibilities are assigned to appropriate people within the breakfast club.

Overseeing the management structure of breakfast clubs

Some clusters of breakfast clubs also have a **strategic planning group or umbrella steering group** that exists in addition to individual breakfast club advisory groups. These groups generally take on more of a strategic planning function to allow individual breakfast clubs to get on with the task of running clubs without worrying too much about funding, future planning and sustainability issues. Some work across local authority boundaries, while others focus on a single area.

Multi-agency steering groups for breakfast clubs can be found in many areas throughout Scotland, and are worth finding out about. Here are some examples.

City of Edinburgh

'Working Together' was the title of a Breakfast Club Conference that took place in Edinburgh in March 2002, and as a result of this event, a city-wide multi-agency partnership for breakfast clubs was formed to take forward some of the emerging issues. With success, the group of 12 representatives from a wide range of key players from Edinburgh Community Food Initiative to the Capital City Partnership has since formed. Its remit is to:

- Map current breakfast club provision in Edinburgh
- Deliver an agreed development strategy
- Address staffing/staff issues
- Promote good practice
- Ensure a Quality Assurance framework
- Maintain links with relevant agencies
- Secure and co-ordinate funding

Ayrshire

Ayrshire consists of three local authority areas: North, South and East. A Pan-Ayrshire Breakfast Club Network has developed to ensure a co-ordinated and strategic approach to breakfast club development across Ayrshire. This Network consists of a multi-agency steering group with representation from social work, health, community education, and children's services. Each local authority area within Ayrshire also has its own multi-agency working group for breakfast clubs, which feeds into this Ayrshire-wide network. Pupils, parents, psychological services, and sports development are also represented on individual working groups to ensure quality and act as a sounding board for advice and guidance.

Section 3

“The majority of breakfast clubs are motivated by the will to provide a nutritious breakfast to children although much of their strength is associated with the additional activities at the breakfast club.”⁴

“In clubs that are set up and run within schools, ‘ownership’ of the club by the school has been found to be a key factor in its success, no matter the style of club. Success is more likely when the club is adopted into the overall life/functioning of the school, and it contributes to the caring and health-promoting ethos of the school and affords parents more opportunities, especially within areas of deprivation. Children also have to enjoy it and it should help ease them into the school day.”

Greater Glasgow NHS Board Research 2002⁵



Section 3 • What is involved?

WHAT IS INVOLVED?

Different motivations

Once established, Breakfast Club Advisory/Planning groups should consider the following:

- What does the club want to achieve in the short term?
- How will it do this?
- Who does the club want to target?
- Why does the club want to do this?

Whose club is it anyway?

Breakfast Club Advisory/Planning Groups should consider:

- Who will be accountable for the breakfast club's co-ordination and planning in the long-term?
- Who will be accountable for the breakfast club's co-ordination and planning on a daily basis?
- How will the breakfast club members be involved in the running of the club?

Practical ambitions

Breakfast Club Advisory/Planning Groups should consider:

- What funding and resources does the breakfast club have in the short term? How do we know this?
- What funding and resources does the breakfast club have in the long term? How do we know this?
- Who will ensure the smooth running of the club? Different roles of paid and unpaid staff within the club will include: a breakfast club co-ordinator; cash control/accounts; play worker; registration; club supervisor; staff rota organiser; caterer; volunteer organiser/trainer; tooth-brushing supervisor; promoting the club/publicity; serving and cleaning assistants; managing finances; ordering purchasing/stock rotation; issuing membership cards (if appropriate).

A reward scheme can help motivate schools develop successful breakfast clubs along with other aspect of the health promoting school concept. For example, Glasgow City Council Education Services and Greater Glasgow NHS Board have jointly developed the Glasgow Healthy School Incentive and Reward Scheme for pre-five to secondary schools. This scheme seeks to reward the efforts of schools in their endeavor to become health promoting.

For more information, contact Glasgow City Council. Tel: 0141 287 8178

Setting clear aims and objectives

Breakfast clubs involve a lot of people and require a great deal of effort, time and resources. Setting clear aims and objectives is important, but it should be remembered that unless these are shared with all the key players, not everyone will be pulling in the same direction.

Groups should ensure that their club's aims and objectives are clear, shared, understood, but most importantly realistic and achievable. Be sure that your aims and objectives also comply with those set by your funders. Always double check to save time and energy at a later date.

Some aims and objectives for a breakfast club are highlighted here.

example

Aim of Breakfast Club

To increase the number of primary school children eating a healthy breakfast before school begins and through this help improve their general health.

Objectives of Breakfast Club

- Offer a healthy, affordable breakfast to all children and families attending the school
- Create opportunities for the children attending the club to brush teeth hygienically
- Create opportunities for children attending the club to play in a safe environment

Breakfast Clubs – Different models of clubs

Your breakfast club planning group is now established. It has set out its shared aims and objectives and it has the support of all the key players, especially potential users of the service. Now it is time to decide upon which style of club best suits your needs.

Based on the Greater Glasgow NHS Board research findings⁵, there are four main models of breakfast club, which differ largely by scale and cost, and each with its own strengths and weaknesses (see box). As highlighted by more recent research findings, breakfast clubs are increasingly a combination of different models and are a balance of the four key elements: healthy food provision; value-added activity; community involvement and childcare provision.

There is no one 'perfect' approach to setting up a club. Groups should develop the type of club, which most closely suits its needs and circumstances at any one time. Your set-up style should also be flexible so that it can adapt as needs and circumstances change. The following examples help highlight this diversity in club styles and approaches.

Each model has its own strengths and weaknesses, but all share common characteristics⁴

Four main breakfast club models ⁵

Tea and Toast Model: Example

Site	School-based club. Uses school dining area, but not kitchen facilities.
Staff	Team leader (senior teacher), 4 volunteers (teachers). All unpaid for work at club.
Aim	To ensure children have something hot in their stomachs before going to class and to encourage socialisation.
Cost	Flat rate for breakfast club at 10p per day.
Menu	Toasted breads with a range of spreads, served with hot or cold drinks.
Strength	School has complete control over every aspect of the club, including pricing.

Service Provision Model: Example

Site	School dining room and kitchen run by catering service with paid supervisor.
Aim	To provide breakfast service.
Cost	50p per day.
Strength	Guaranteed breakfast service in an informal environment.

Value Added Model: Example

Site	School-based, employs catering assistant, uses school kitchen & dining area and has a club co-ordinator who has operational & development responsibility. Strong club ethos with planned activities.
Aim	To provide breakfast with social opportunities for children in an informal school setting. To provide a pre-school childcare facility.
Cost	50p per day or £1 for a family.
Strength	Requires little operational support from school with time to provide additional activities.

Community-based Model: Example

Site	Church hall.
Aim	To provide schoolchildren with a breakfast before school starts thereby encouraging good eating and social habits.
Cost	Free
Strength	Independent service provided by community and free to local families.

The most popular opening policy was operating Monday to Friday (85%), open over each term (over 90%) and open over term-time only (71%). Services operating less than five days per week and/or less than three school terms had a greater reliance on volunteer support.

Most services started between 8:00am and 8:15am (55%) and operated for an hour or less each day (78%). Late-starters (i.e. after 8:15am) generally provided fewer activities and had more volunteer support, whereas early-starters (i.e. before 8:00am) were used primarily for childcare purposes. Almost all services finished before 9:00am.

Restrictions in terms of annual and daily coverage were associated with higher levels of volunteer support.

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

Variations in club identity – some examples

Around Scotland, a wealth of variations in breakfast club style, size and frequency are developing. Here is just a taster of some of this variety. To find out more, please make contact with each respectively.

Breakfast club days

Breakfast clubs do not always operate every school day, especially when funding is limited and staff support is scarce. These examples from Shetland demonstrate how young people can still benefit from less frequent breakfast club activities, especially when these are linked into wider health-promoting activities such as 'healthy activities week'.

Mid Yell Junior High in Shetland has launched a one-day-a-week club for nursery - secondary young people using its Scottish Executive Breakfast Service Grant. This breakfast club will offer additional activities to a healthy breakfast to give the wide range of pupils the opportunity to interact before the school day. This has been linked to work with young people and food diaries as well as work with families on healthy choices in the home and at school.

Lunnasting Primary School, also in the Shetland Isles, is developing a breakfast club that will initially operate on a monthly basis for the whole school community. It will concentrate on a healthy themed breakfast from around the world such as French and Caribbean. The monthly events will be utilised as an opportunity to reinforce the aims of the health-promoting school with a healthy, fun and social breakfast, as well as active citizenship and community involvement. For more information, contact Shetland Islands Council Education Services. Tel. 01595744000.

Making breakfast clubs mobile

Pupils already travelling longer distances to school can often miss out on breakfast club activity if they can not get to the club on time. Queen Margaret Academy, a secondary school in Ayr, is soon to launch a mobile breakfast club for its pupils travelling by school bus from outlying towns and villages. The idea was prompted by concern that many pupils were not eating breakfast before their journey and there was little time for them to eat anything between arrival and the start of the school day. A healthy 'snack and drink on the go' breakfast club is being piloted as well as other activities while on transit to school in order to try and create more of a club ethos to the initiative. For more information, please contact, South Ayrshire Council. Tel: 01292 266686

Alternative venues

Breakfast clubs do not always take place within school settings. One of the first breakfast clubs in Glasgow was based within a community health project in Possil Park, Glasgow. Whitefield Breakfast Club in Dundee was based within a church hall. More recently, Allsorts Breakfast Club in Mosstodloch, Morayshire, is based within the local scout hall. This new club is an extension of its out-of-school provision and caters for children attending the local primary school. It is run by two members of staff and a rota of relief staff. It is open 50 weeks of the year, covering holidays and in-service days. For more information, please contact Educational Services at Moray Council. Tel: 01343 563 093.

Alternative target groups

Breakfast clubs are not exclusively for school aged young people either. The ethos of eating a healthy breakfast in a safe and health promoting environment can be developed and adapted for other groups, life stages and circumstances. For example, the Connect Project in Saltcoats, North Ayrshire, was awarded a Scottish Community Diet Project small grant in 2003 to set up and run a breakfast club for its client group of young people aged 16 to 18, who come mainly from homeless or independent living environments with little access to and knowledge about a healthy diet. While this project is no longer running, similar work for the homeless community is now taking place in Ayr with support from local public health practitioners and North Ayr food co-op. For more information about North Ayr Co-op, please call 01292 263 333.

Section 4

“The most common concern was playground supervision after breakfast, but before school begins. Since the breakfast club began, I have had to ask the janitor to go into the playground as well due to the increased number of children. The janitor normally answers the door and rings the bell, so I now have to do this.”

Headteacher, Glasgow

HOW DO YOU MAKE YOUR BREAKFAST CLUB SAFE AND LEGAL?

Before embarking any further on your breakfast club development, it is vital that all your key players take time to study the wide range of policies and procedures that must be followed through (sometimes by law) to ensure your breakfast club is fit for its purpose.

For each of the following issues, please refer to the appropriate appendices at the end of the toolkit.

- **Food Safety** see **appendix 1** page 47
- **Health and Safety** see **appendix 2** page 48
- **Road Safety** see **appendix 3** page 49
- **Child Protection/Supervision** see **appendix 4** page 50
- **Employing Staff** see **appendix 5** page 52
- **Volunteering & Recruitment** see **appendix 6** page 53

Remember, what you are planning to do involves the development of a service. The above issues will require clarification and agreement if you are to operate safely and legally. If in doubt, check!!

Get all working practices and local agreements in writing as soon as possible for good practice. This will also save time at a later date, especially in the event of something not going to plan. Ensure all involved are consulted about these and are in full agreement with them. Copies of the most current policies should be circulated and available to all involved in the setting-up and running of the breakfast club.



Child Safety in Breakfast Clubs

Further to the health and safety guidance outlined in the appendices, the following safety guidelines cover the young person's safety getting to the breakfast club, at the breakfast club, and then afterwards to ensure his/her safe arrival in the classroom or other setting as appropriate.

Maximising safety getting to your breakfast club

Before arriving at the breakfast club it is important to consider how the young person will get there safely. Will crossing patrols be able to start earlier than usual? Will pupils reliant on school transport be able to get to the breakfast club on time or independently? Is the school near busy roads? Have the police been informed that the club is being set up?

Prior to the launch of a new breakfast club, parents should be notified about key safety messages. This can be done via a leaflet, a school meeting or both. Key messages should reinforce such information as whether road crossing patrols will be starting early or not for pupils attending the breakfast club.

Maximising safety inside your breakfast club

As a quick guide to risk assessment, consider the 5-step approach recommended by the Health and Safety Executive (HSE) - www.hse.gov.uk. In addition to seeking specialist advice, consider these points when selecting a venue for your breakfast club (see section 6). The main thing is that the risk assessment is done in advance of a breakfast club starting up, it is adequate and covers volunteers.

- Step 1** Look for the hazards
- Step 2** Decide who might be harmed
- Step 3** For each hazard, evaluate the chance, big or small, of harm actually being done and decide whether existing precautions are adequate or more should be done
- Step 4** Record the significant findings of the risk assessment e.g. the main risks and the measures taken to deal with them
- Step 5** Review your assessment from time to time, and revise if necessary.

For more information from the Health and Safety Executive:

Tel: 08701 545500 • Fax: 02920 859260 • Minicom: 02920 808537

E-mail: hseinformationservices@natbrit.com • Web: www.hse.gov.uk

“Most breakfast service providers used three adults to operate the service on a daily basis of which two were paid staff. The paid staff to volunteer ratio was 1:3. These findings raise important questions about the sustainability of breakfast services both in terms of maintaining funding for paid staff and the ability of services to attract and retain volunteers.”

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

“There must be adequate supervision with a ratio of 1 adult to 10 children. A member of staff should be appointed as the ‘responsible person’. These adults should be specifically employed for breakfast club duties and cannot be included in the ratio if they are employed for a different post. E.g. Janitor, teaching staff, classroom assistants.”

From Guidelines on Operating Breakfast Clubs in North Ayrshire Council Premises, 2003¹¹

Child Supervision Issues

The numbers of children attending your breakfast club will impact on the adult to child supervision ratio levels. Always check with the school or organisation that your breakfast club is linked to what this should be.

Child Safety Policy Developments

Since the last toolkit was launched in 2001, some new guidance in child safety has been developed. The following is a summary of some of these changes. Please read carefully, but please also make contact with the relevant bodies to ensure you have the most current information.

Guidance on Disclosure Scotland

The Scottish Criminal Records Office (SCRO) still exists, but has now established Disclosure Scotland to process the police checks which employers need when recruiting staff to work with children. Part V of the Police Act 1997 is aimed at helping employers and other organisations assess the suitability of applicants for particular posts – paid and unpaid to ensure all appointments are safe appointments, especially when children and young people are involved. In Scotland, Disclosure Scotland will issue criminal conviction certificates. Three levels of criminal history system checks, known as ‘Disclosures’, are provided to registered agencies and individual applicants on submission of a fee.

For more information about what you should do to safeguard your breakfast club, contact Disclosure Scotland: Tel. 0870 609 6006, Fax 0870 609 6996, E-mail info@disclosurescotland.co.uk or write to Disclosure Scotland, 1 Pacific Quay, Glasgow, G51 1EA. Disclosure Scotland applications can be downloaded from the Disclosure Scotland website: www.disclosurescotland.co.uk.

Guidance on the Central Registered Body Scotland (CRBS)

The Central Registered Body Scotland (CRBS) has been set up under the auspices of Volunteer Development Scotland (www.vds.org.uk), which processes applications for criminal record checks from volunteers. Small voluntary sector employers with volunteer management committees can register free with CRBS. To register, contact the Central Registered Body in Scotland, Unit 55, Stirling Enterprise Park, Stirling FK7 7RP. Tel: 01786 849777 • Fax: 01786 849767.

Web: www.vds.org.uk/crbs/default.htm

Volunteer Development Scotland

To find out more about good practice in child safety, Volunteer Development Scotland's publication, *Protecting Children* is a useful source of information. To find out more, please contact Volunteer Development Scotland, Stirling Enterprise Park, Stirling, FK7 7RP. Tel: 01786 479593 • Fax: 01786 449285.

Email: information@vds.org.uk

Guidance on the Protection of Children (Scotland) Act 2003

The Protection of Children (Scotland) Act 2003 aims to further improve safeguards for children by preventing unsuitable people from working with them. This Act will enhance and complement the existing protection of children by the creation of an index of adults unsuitable to work with them. All organisations, including breakfast clubs, entrusted with the care of children will need to practice a full range of pre-employment checks, which will include interviews, the full investigation of the applicant's employment history and taking up references. Supervision during any probationary period is also recommended where practical. For further information, please contact Children and Families Division (DWCL), Area 2-B (N), Victoria Quay, Edinburgh, EH6 6QQ or e-mail DWCL@scotland.gsi.gov.uk. A copy of the Act is on Her Majesty's Stationery Office (HMSO) website: www.scotland-legislation.hmso.gov.uk. This new legislation will not come into force before spring 2004. The Act is available on the HMSO website (www.hmso.gov.uk). A printed version can be purchased from the Stationery Office Limited. Tel 0870 600 5522 or www.tso.co.uk, ISBN 0 10 590047 8, cost £5.00. Details of progress with implementation will be posted on the Scottish Executive website www.scotland.gov.uk. If you have specific queries please Email DWCL@scotland.gsi.gov.uk or Tel 0131 244 5486.

Guidance on the Scottish Commission for the Regulation of Care (Care Commission)

The Scottish Commission for the Regulation of Care (The Care Commission) is a national organisation set up under the Regulation of Care (Scotland) Act 2001 to regulate and inspect Scottish care services, which includes childcare services.¹³

The Act provides the Care Commission with powers relating to the core elements of regulation – registration, inspection, complaints and enforcement. The Care Commission issues Certificates of Registration to care services that meet national care standards. Breakfast clubs that operate within registered childcare settings should be registered with the Care Commission according to the National Care Standards for childcare (see www.scotland.gov.uk/library3/health/ncseec-00.asp).

However, not all breakfast clubs are required to register, especially those that do not operate as out-of-school care providers. To check your requirements for to registration, contact the Care Commission, Compass House, 11 Riverside Drive, Dundee, DD1 4NY. Tel: 01382 207100 or lo-call: 0845 60 30 890.

Web address: www.carecommission.com

Scottish Out-of-School Care Network (SOSCN)

The Scottish Out-of-School Care Network (SOSCN) is the national organisation promoting the development of high quality, accessible, sustainable and affordable childcare, play and learning services for children outwith the school day in Scotland. To find out more about childcare policy and training opportunities for childcare workers on the new standards and requirements for registration and inspection, please contact SOSCN, Level 2, 100 Wellington Street, Glasgow, G2 6DH. Tel 0141 564 1284. Email: info@soscn.org • Web: www.soscn.org.

“The national care standards for childcare are intended to assess the quality of services for children and young people up to the age of 16 years which are regulated under the Act... The standards have been developed from the point of view of the users – children and parents... and reflect the rights of children and young people, as set out in the UN Convention on the Rights of the Child... dignity, choice, safety, realizing potential and equality and diversity.”

School's Out: Framework for the development of out-of-school care, Scottish Executive, 2003¹²

Protecting Children and Young People: The Charter 2004

The clear message from children and young people is: “As children and young people, we have a right to be protected and be safe from harm from others. When we have difficulties or problems we expect you to: Get to know us, speak with us, listen to us, take us seriously, involve us, respect our privacy, be responsible to us, think about our lives as a whole, think carefully about how you use information about us, put us in touch with the right people, use your power to help, make things happen when they should, help us be safe.”

For more information about the Charter, launched in March 2004, visit: www.scotland.gov.uk/library5/education/ccel.pdf

Section 5

“Because the local council has employed our breakfast club catering assistant, our breakfast club steering group does not have to act as an employer, giving us more time to develop other activities.”⁴



Section 5 • How can you save time and effort?

HOW CAN YOU SAVE TIME AND EFFORT?

Sharing working practices to reduce workload

Breakfast clubs involve a lot of time, effort and patience to ensure that they are set up legally and run as effectively as possible. However, sharing working practices with other agencies, where possible, can help avoid duplication and can save time, energy and money.

For example, find out who is responsible for the premises that the breakfast club will use and look for overlaps in working practices such as health and safety policies.

Many breakfast clubs have benefited from existing practices of key players – for example, employing staff and health and safety issues. Below is an example of how one club benefited from existing child supervision policy. Also refer to **appendix 7** for an example of a breakfast club service agreement, which ensures quality control and a definite agreement of how the club will share existing policies.

Child Supervision Issues

During the first few days, the breakfast club was very well attended causing the head teacher to become concerned about the ratio of adults to children. This was considered and a meeting was held with the Head Teacher, Health and Safety Officers for the Education Department, the Catering Service, and Health Promotion Department.

Initially the club was seen as an ‘out of hours’ activity, where the ratio of one adult to eight children applied. The Catering Assistant who was serving the breakfast could not be counted as supervising children. There were difficulties in guaranteeing volunteers as additional adults, leaving only the club coordinator to act as supervisor. This was unacceptable and additional supervision had to be provided by the health promotion department and the school. A volunteer was employed as a sessional worker - however, the volunteer swiftly became the new catering assistant due to staff changes.

When the school became more involved and took increased responsibility for the supervision of the breakfast club, the supervisory ratio could be increased allowing the numbers attending to increase. The initial numbers also reduced with time and a more acceptable ratio of adults to children was achieved. It was the intention that at no time could there be only one adult supervising the breakfast club. The school made a successful application for Social Inclusion Partnership (SIP) funding, which allows for the following staff to be employed, a catering assistant, a club coordinator as well as a play worker.

Breakfast Club, Glasgow

WHERE WILL IT HAPPEN?

What and where is the best place for your breakfast club to be held?

School breakfast clubs take place in classrooms, auxiliary rooms, libraries and gym halls as well as in school dining areas. Breakfast clubs also take place in non-school settings such as community venues and out-of-school care clubs.

Before a group can decide whether a venue is suitable or not, they should consider some of the following:

- Number and age of the children most likely to attend. How do you know this? Have you checked?
- Size of the venue - can it accommodate the expected numbers of children, plus staff and volunteers?
- Facilities within venue - is there running/drinking water; access to kitchen facilities, sinks, toilets, storage facilities? It is recommended that toothbrushing equipment is stored in a locked cupboard.
- How will children get to the venue and then to school?
- Cost and availability of the venue for morning use/hire.
- Who owns the venue and what is the breakfast club's links with the venue, if any?
- Does the venue meet all health and safety requirements for your breakfast club?
- Is the venue situated near a busy road?
- Are there road safety issues to consider?

Venue choice for your breakfast club

Primary school provision was almost entirely located in primary schools. Services in this sector tended to operate for more than thirty minutes per day (but those operating for less were mainly in this sector), and their daily attendance figures were generally low (i.e. less than ten children per day). They were perceived as more likely to be used primarily for childcare purposes and not for the purpose of breakfast. They largely relied on canteen/kitchen staff to support play opportunities and were less likely to charge for services. Although receiving multiple sources of funding, they were more likely to receive private sector support.

Secondary school provision was almost entirely based in secondary schools and tended to have greater attendance figures (i.e. more than 40 children per day). Services in this sector were less likely to provide play opportunities and relied more on teaching staff to support recreational activities. They were perceived as far less likely to be used primarily for childcare purposes. They

Section 6

“The youth cafe setting for a breakfast club was thought to be well placed to engage in such an activity, both in terms of credibility with young people and one that is attractive for young people. In addition, the youth café setting is well placed to offer information that would further enhance the activity.”

Answers Youth Information
Café Breakfast Club,
Clydebank ⁴

“Storage in open plan schools is a big problem for breakfast clubs as there are no walls. We invested in a big cupboard and storeroom so that we can rotate activities at the breakfast club.”

Breakfast Club Co-ordinator,
Glasgow



“Respondents from school-based projects tended to highlight benefits of using the school as a setting, whereas interviewees from community based projects argued that their setting had real benefits. Examples of benefits of the school as a setting included the fact that children would be attending school anyway, and the facilities are there (if not always available), and the community setting was thought to reduce cost and be treated as a ‘club’, as opposed to school, by the children.”

Greater Glasgow NHS Board Research, 1999⁵

were also less likely to offer training to paid staff, healthy food and drink options and no charge for services. These services were less involved in health initiatives and relied mainly on public sector (local authority and new community school) funding.

The majority of out of school care providers were either located in primary schools or community venues. All operated for more than half an hour each day, and were more likely to operate during the school holidays. Services in this sector were less involved in health initiatives and were perceived as more likely to be used primarily for childcare purposes and not for the purpose of breakfast. They tended to have relatively low daily attendance figures (i.e. ten or less children) and the children attending were more likely to go to different schools. Almost all of these services offered play activities for children and the majority offered training to paid staff. Most paid rent for their premises and most charged users for the service compared with other services. However, more offered discounts on the charge per breakfast for families. These services were more likely to receive New Opportunities Funding and Social Inclusion Partnership funding than other services.

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

Setting up your breakfast club in a fixed space

Most breakfast clubs are set up on a temporary basis since the space is used for other purposes too. Some clubs are fortunate to have a fixed space, such as in the following case study.

St Columba's High School Breakfast Club

Clydebank

Who is it for?

This New Community School's breakfast club was launched in October 2002, initially for a six-month pilot phase. It is a joint venture between St Columba's High School, West Dunbartonshire Council's Education and Social Work Departments, West Dunbartonshire Healthy Living Initiative (funded by the New Opportunities Fund www.nof.org.uk) and the Skypoint Community Café. Initially the club was aimed at 'targeted' pupils as identified by the Social Work Department and school guidance staff in an attempt to tackle social exclusion. Following pupil consultation, the club is now open to all the school, which has led to a marked increase in attendance.

Where is it held?

The breakfast club is held in a converted science lab in the annex building of the school. The pupils attending the club are referred to as 'clubbers' and are responsible for setting up the tables, chairs, food and drinks. They also help with the ordering of new supplies and are actively involved in developing the programme of activities.

When does it run?

It is open Monday, Wednesday and Friday every school week from 8am until 8.50am. While anyone can attend on a Monday and Friday, only girls can attend on a Wednesday to address their low attendance at the club and develop issues specific to them.

What are the club's priorities?

From the outset, the breakfast club's priorities are to:

- Provide pupils with a healthy breakfast before school, especially those not likely to have eaten before leaving home.
- Build self-esteem and confidence of pupils attending the club.
- Build positive relationships between pupils, staff and helpers at club.
- Promote inclusion of all within a relaxed, caring and supportive environment.
- Set 'clubbers' up for the school day ahead with a positive attitude.

How is it run and funded?

West Dunbartonshire Social Work Department has supplied the club with a toaster, hi-fi, fridge, kettle, microwave and kitchen units. The school/Education Department have also been hugely supportive and provide two teaching staff on a one-week on/one week off rota to help, as well as 5th year pupils to supervise the younger breakfast 'clubbers'. The school funds food and drink costs and supplies free 'bus tokens' so that pupils wishing to attend the club can do so outwith school transport times. The West Dunbartonshire Healthy Living Initiative have supplied one permanent lay community health worker to support the breakfast club as well as provide health promotion resources, materials and training. The club runs independently of the school canteen and the food and drinks are supplied by arrangement with the nearby Skypoint Community Café. Attendance at the club is free.

What makes it a club?

"There is a positive ethos at the club, an 'extended family' of sorts".

Breakfast club organisers describe the atmosphere at the club as being caring, lively and supportive, while school staff have reported positive changes in the behaviour of pupils who regularly attend the club. They feel that the mix of targeted and non-targeted pupils has definitely helped promote better inclusion within the club and within the school. In addition to a balanced breakfast of fruit juices, hot drinks, milk, water, fresh fruit, toast, and unsweetened cereals, activities within the club include: computer/internet access, arts/crafts, homework support and music. A Scottish Executive Breakfast Service Grant

has enabled the development of a 'Feed and Read' element to the breakfast club, which means that senior pupils can now help younger year-groups improve their literacy skills by providing paired reading sessions, which focus on topical reading materials such as newspapers, magazines and books.

The way ahead: what do the 'clubbers' think?

A recent informal evaluation of the club highlighted that pupils have taken 'ownership' of the breakfast club and are happy with it. Possible suggested steps for the future include:

- Explore relocating it within the school canteen for more space
- Link the healthy-eating messages of the breakfast club with the school canteen
- Increase parental involvement to strengthen home/school links
- Introduce a nominal charge due to the perceived stigma by pupils of attending a 'free' service.
- Introduce club membership cards with discount vouchers for associated health promotion activities
- Involve the P.E. Department so that better links can be made with the school fitness suite
- Encourage peer support by encouraging existing 'clubbers' to market the breakfast club more widely

For more information, please contact

West Dunbartonshire Healthy Living Initiative
Unit 9, Leven Valley Enterprise Centre
Castlehill Road
Dumbarton G82 5BN

tel: **01389 761438**

web: **www.hli.org.uk**

HOW MUCH WILL IT COST TO SET UP AND RUN A BREAKFAST CLUB?

The cost of running your breakfast club will ultimately depend on the resources and facilities available, your club's attendance rates, your charging policy (if any), staffing levels, your chosen menu etc.

Financial Implications

It is essential to consider the real costs of providing a breakfast club. Consider the following. It may be helpful to work out these costs on a daily/weekly/term/annual basis.

Some regular expenses:

- Any venue hire/letting charges
- Food costs and wastage
- Cleaning costs
- Transport costs
- Crossing patrols if paying for additional hours
- Staffing wages – caterer, additional workers, supervisor
- Volunteer expenses
- Administration and banking of any money collected

One-off or infrequent expenses:

- Catering equipment (crockery; glassware; cutlery; electrical equipment such as toaster, fridge-freezer, kettle and microwave; bins; table-covers; jugs; storage boxes; chopping boards etc)
- Setting-up costs – games, play and structured activities equipment, tooth-brushing equipment
- Special events/theme days – e.g. Halloween, Pancake Tuesday, Easter; cultural festivals
- Stationery/promotional material and costs
- Disclosure Scotland checks as required by Care Commission
- Training costs - e.g. first aid, child protection (Disclosure Scotland), food hygiene certificate

7

Section 7

“In most cases services incurred no financial costs for premises because they were either free of charge (63%) or were owned (21%). However services paying rent provided a better quality service in terms of greater supervision, play activities and opening hours.”

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

“The school has a small sum of petty cash, which covers any additional running costs on a day-to-day basis.”

Carlibar Breakfast Club Evaluation, 2002¹⁰



“Twenty per cent of services made no charge to users. Many offered volunteers and/or parents a discount per breakfast for families with more than one child using the service (44%).”

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

Being realistic

- Find out about the cost implications for setting up and running a breakfast club from existing clubs before committing to anything. Is it affordable? Experience in other areas shows that it is better to start small and grow rather than be financially overstretched.
- Consider the level of staffing required. How much will they be paid? Is there a budget for this? Also ensure you adhere to the supervision ratios of adults to children.
- A breakfast club's revenue will be dependent on the breakfast club's pricing policy – will it be free or not? Will families get discounted rates if more than one child attends? Will children in receipt of free-school meals be exempt from charge?

Free or to charge?

Pricing policies within breakfast clubs are very much dependent on the attitudes of individual clubs and indeed the attitude of funders. Breakfast clubs, particularly with added-value activities, are not inexpensive to run, so most charge a nominal fee to help cover costs (usually under £1). Other clubs that are part of a childcare facility may cost around £2.50 per day. Some services are also free to use.

Case study: Providing a subsidised breakfast clubs

East Ayrshire Council has formed nine area based Learning Partnerships for the purpose of developing local solutions to local issues, but within the broader strategic context of national priorities and those of the key community partners. Each Learning Partnership comprises of representation from the following: primary, secondary and early years sectors, health services, social work services, community police and any large independent sector organizations operating within the area. The Children's Service Coordinators who support the Learning Partnerships have worked with East Ayrshire Childcare Partnership on the strategic development of breakfast clubs. All breakfast clubs will have a range of aspects in common, which include: health promotion through healthy eating choices, oral hygiene and physical activities. Cognitive development activities and homework support will also be available whilst social skills development will be promoted through the shared eating experience. East Ayrshire Council operate on a paid breakfast club worker to ten children with the aim of involving at least one parent volunteer at each session. To address the issue of disadvantage those children in receipt of free school meals will be exempt from the 60 pence per day charge.

For more information please contact East Ayrshire Council
Tel: 01563 554 956

Setting budgets

The following example highlights the approximate cost of running a breakfast club for six months, charging 25p per child.

An estimated budget for a new breakfast club, charging 25p per child

Item	Cost (£)
1 breakfast club supervisor	£1,215.60
1 breakfast club assistant	£971.33
Start-up Equipment	£500.00
30 children @ 75p/day for food costs = £22.50 140 days at £22.50 =	£3,150.00
Management costs (approx)	£330.00
Cleaning costs (approx)	£200.00
Rent (approx)	£200.00
Sub total	£6566.33
Less income of 25p x 30 children x 140 days = £1050	- £1050.00
Total cost for breakfast club serving 30 children/day for six months at a charge of 25p/child	£5516.33

Case study: Providing a free breakfast service

Glasgow's Big Breakfast is based on a tri-partnership with Glasgow City Council Education Services, Greater Glasgow NHS Board (GGNHSB) and Direct and Care Services. Breakfast clubs first started to appear in Glasgow in the early 1990's. These early clubs differed widely in terms of operation and funding sources, and were often unsustainable. Following the evaluation of breakfast clubs in 2000⁵, and in recognition of the good work carried out by individual schools and community groups, Glasgow City Council announced in December 2001 that all children in Glasgow Primary Schools were to have the opportunity of getting a free breakfast. Glasgow's Big Breakfast provides children who choose to attend a healthy breakfast from 8.15am, and added-value activities such as tooth brushing, health promotion activities and structured play are being introduced with the support of GGNHSB. An evaluation of the free service is underway. Glasgow's experience may well be a model that can be used in other parts of the country.

Some comments from the evaluation so far...

"They (pupils) especially enjoy the social aspect of the breakfast club... the numbers have increased now that we're free, we used to charge 50p. We get certain individuals attending whose punctuality has improved and a few have improved their behaviour. The pupils are actually calmer now in the mornings... There has been good support for the breakfast service both evidenced from children's attendance and verbal comments from parents."

For further information, Tel: 0141 353 9024



Section 8

“The majority of breakfast clubs received funding from one or two sources. Sources included Local Authority Grants (36%), parental fees (25%), New Opportunities Fund (24%), New Community Schools Funding (14%) and private sector donations / sponsorship (14%). Most single source funding came from local authority grants (33%).”

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹



HOW DO YOU FUND A BREAKFAST CLUB?

Investigating all sources of potential funding

There is no straightforward guide to funding breakfast clubs in Scotland. Funds tend to be time-limited. For example, the Scottish Executive recently boosted breakfast club development in Scotland with ‘a one-off injection’ of £300,000 via a breakfast service grant scheme, which was co-ordinated by the Scottish Community Diet Project in 2003.

The following funding ideas are not an exhaustive list, but will hopefully be useful.

National Sources

The Scottish Community Diet Project’s guide to funding community food activity (**SOURCE**) is a useful collection of potential funders for community food activity in Scotland. This guide is updated regularly and is available free from the SCDP website: www.dietproject.org.uk Information about the SCDP annual small grant scheme is also available on this website. Alternatively contact the SCDP. Tel 0141 226 5261.

The New Opportunities Fund is responsible for distributing lottery funding through a variety of programmes, some of which may extend to breakfast club development. To find out more, visit www.nof.org.uk

The Scottish Executive’s **Changing Children’s Services Fund** has been extended and will run until 2006 for ‘joined up’ and integrated service delivery for vulnerable children in deprived communities in Scotland. Launched in 2000, it is a source of transitional funding to support various agencies, including local authorities, NHS Boards, voluntary groups, social inclusion partnerships and childcare partnerships to work together. Some areas have requested that this fund be used to contribute towards the development of breakfast clubs. For more information about the fund visit: www.accessfunds.co.uk/archive/2002/dec/Childrens_Services_Fund.htm

The **Unemployed Voluntary Action Fund (UVAF)** comes from the Scottish Executive and is available to organisations in Scotland that want to develop projects which recruit, train and support volunteers, particularly those who are not in work. Grants are for up to £31,000 a year, and may cover volunteers’ expenses and training, staff costs, running costs and essential equipment. Projects should address needs in local communities by involving volunteers in managing and carrying out the group’s activities. To find out more, contact:

UVAF, Comely Park House, 80 New Row, Dunfermline, Fife KY12 7EJ
Tel: 01383 620780 • Email: uvaf@uvaf.co.uk • Web: www.uvaf.org.uk

Local Sources

Contact the following agencies to find out what money is available locally to support breakfast club development:

NHS Boards

Visit www.show.scot.nhs.uk to find out how to contact your local NHS Board. Health promotion departments within NHS Boards are often very supportive of breakfast clubs and can tell you about other health and community initiatives that are in your area as well as funding and training opportunities. Other initiatives that may be helpful to contact are local healthy-living centres and community food and health projects.

Local Authorities and Related Structures

Useful departments to make contact with will include health improvement, education and social services and catering. Local government contact details can be found on the Convention for Scottish Local Authorities website: www.cosla.gov.uk

Childcare Partnerships

Childcare Partnerships have been set up in each Local Authority Area and support childcare both pre and school age through funding given by the Scottish Executive. Contact your local partnership for details on local funding for breakfast clubs. The Scottish Out of School Care Network (SOSCN) can also help you make contact with your local childcare partnership. For more information, Tel 0141 564 1284. Web: www.soscn.org

Social Inclusion Partnerships

There are currently 48 Social Inclusion Partnerships (SIPs) operating around Scotland, many of which have been involved in the development and support of breakfast clubs. SIPs are worth considering when exploring funding options as they are multi-agency partnership bodies which include local authorities, health boards, further education providers, the private sector and, crucially, the local community and voluntary sector. Each is tasked with the co-ordination of activities to promote social inclusion, prevent social exclusion and develop innovative models of working. Contact your local partnership for details of support for breakfast clubs.

The Regeneration arm of Communities Scotland currently has responsibility for the SIP programme www.communitiesscotland.gov.uk. However, it is envisaged that over the next few years Social Inclusion Partnerships will be 'mainstreamed' into evolving local Community Planning structures. The Scottish Executive's Community Regeneration Statement, 'Better Communities in Scotland Closing the Gap', published in June 2002 can provide more details:

www.scotland.gov.uk/library5/social/bcis-00.asp

Further information about Community Planning can be located at the Community Planning Task Force's website: www.communityplanning.org.uk

Fund Raising

Funding does not always need to involve money. The donation of resources, training, food, equipment and a venue can all help decrease costs. From holding coffee mornings to bag packing in the supermarket, some breakfast club costs can be offset by fund-raising.

ContinYou (formerly Education Extra)

Check the useful website www.breakfast-club.co.uk for ideas about breakfast clubs and potential funding sources. ContinYou is an educational charity for the UK and, with further funding from Kellogg's, is developing Breakfast Club Plus, a UK-wide breakfast club network for schools and communities. To find out more, please contact Tony Appicello. Email: tony.apicella@continyou.org.uk

Cash for Schools is a monthly magazine on funding available to schools. It might also be useful to breakfast clubs. Further information and subscriptions from:

Cash for Schools, Freepost LON1 3693, London EC1B 1LT. Tel: 020 7251 3258
Email: info@optimuspub.co.uk

Website: www.optimuspub.co.uk/public_pages/cash_for_schools/overview.html

Help-in-kind

Private sector support

Some breakfast clubs have secured in-kind support from local businesses, for example, food, furniture, equipment, prizes and rewards. In addition, companies have supported staff who volunteer to help at the clubs, either on a one-off or a continual basis. Help-in-kind can be assisted through Education Business Partnerships (EBP). EBP Scotland bridges the gap between the worlds of education and business by getting pupils and students involved with local companies and by getting local business people involved with the education process. Every area of Scotland has its own Education Business Partnership which helps schools and colleges to establish working relationships with local businesses through a variety of activities which offer clear benefits to all those involved. To find out if it can support your breakfast club with help-in-kind, please visit www.ebp.org.uk

Ged Quirk, Community School Development Officer at Kincaidston Community School in South Ayrshire noticed that his local Safeway's binned a lot of perfectly good food each week and decided to speak to the manager about an idea he had to start up a school breakfast club. Safeways agreed to donate £20.00 per week worth of shopping to the club plus allowed them to run a yearly bag-packing fundraiser at the store. In return, Ged and the kids make sure they positively mention Safeway's in all breakfast club publicity. Ayrshire and Arran NHS Board is also a key partner, and the club participates in the Pan-Ayrshire breakfast club network. The breakfast club is now an integral part of the school day. *"The kids get regular visits from a dietician and sports coaching two days per week to make the links between food, activity and health."* As the programme expands to other schools, Ged says that he is looking at working with existing school caterers to deliver the clubs to some of his schools, avoiding some of the red tape and putting less stress on parental volunteering. For more information, Tel: 01292 266 686.

Section 9

HOW DO YOU ENSURE FINANCIAL ACCOUNTABILITY?

Financial monitoring and evaluation of breakfast clubs

To ensure your breakfast club is operating efficiently and is cost effective, it is important to be able to keep track of spending and cash flow. Funders as well as other key players generally have an expectation that they will receive a progress report about the breakfast clubs they have helped to finance. It is also useful for the club to know how money is being spent and on what.

Financial updates can take a number of forms and this will often vary between different funders. Always check what financial monitoring is required when applying for grants and other sources of revenue.

At a minimum, breakfast clubs should try to collect a mixture of evidence. Forms of evidence can be divided into two main groups:

Quantitative (evidence based on numbers, factual information)

- To provide evidence about the numbers using the service over a specified period of time. E.g. daily attendance lists.
- To provide evidence about how allocated funds have been used. E.g. bank statements, receipts, record keeping. In order to keep track of how funding is being used, it is important from the outset to develop an effective system of record keeping which is assigned to someone with the skills and experience to follow it through.

Some advice on financial records

A small cashbook should be kept for all the money going in and out of the club. This should be done to keep the club 'above board', to protect the staff and to see that the club is working out financially. At the end of every morning the money should be counted and recorded in an income sheet. Remember that a small float should always be carried over to the next day to give change - £3 is usually enough. It is useful if two people count the money at the end of each morning - again to protect staff and ensure the correct amount of money is recorded.

Cambuslang Health and Food Project, Rough Guide to Breakfast Clubs⁴

Qualitative evidence (evidence based on opinions, views and personal experiences)

- To provide evidence of the views of parents, children and others involved in the breakfast club. Holding focus groups and open meetings as well as collecting anecdotal evidence from the young people and others attending the club can provide powerful evidence about the value of the initiative.

For more information about general monitoring and evaluation of breakfast clubs, please see section 13.



10

Section 10

“Health experts have told us that by starting the day with a healthy breakfast children are less likely to start snacking on high fat, high sugar snacks mid-morning. Therefore, by providing youngsters with a nutritious start to the day we are helping to prevent a range of diet-related diseases and conditions, including type-two diabetes and obesity – which are now affecting the very young.”

Malcolm Chisholm, MSP for Health and Social Care, speaking at the press launch of the Scottish Executive Breakfast Service Grant Scheme, March 2003²



WHAT FOODS DO YOU SERVE?

What food is being served in Scotland's breakfast clubs?

Food provided by breakfast services, which was low in sugar and fat were non-sugar coated cereals (92%), fresh fruit (75%), wholemeal bread/rolls/toast (64%) and yoghurt (47%). However, white bread/rolls/toast (92%) were more readily available than the wholemeal option (64%). More than three-quarters (78%) of services provided spreads and almost half-provided sugar coated cereals (46%). A greater proportion of out of school providers-only and secondary school providers-only offered breakfasts, which were high in sugar and fat, compared to primary school provision-only. Most services did not offer an after school service which included the provision of hot and/or cold food. It would be of value to know the uptake of different foods/drink by children.

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

They fill up on the route to school stopping in at the newsagents and squander money on sweets, fizzy drinks and even pizza!

Attitudes to healthy eating among Scottish School Children, 1997¹³

Providing breakfast at your breakfast club

While food is not the only factor to consider when setting up a breakfast club, it is the factor, which provides the main focus for the initiative, and is one of the most important health promotion elements of breakfast clubs.

A breakfast club can provide an opportunity for young people to have time to eat a healthy breakfast in a safe and structured environment before starting the day. There are several reasons why some children may not always get this opportunity at home: some parents/carers may not have had the time to provide breakfast if going out early themselves; other children may not have been given the opportunity to eat at home, especially in chaotic households where there are no regular meal patterns. Other children may already have had breakfast in the home, but it might not have consisted of particularly healthy options.

Developing a healthy menu

When selecting food items for breakfast clubs (see also appendices 8 & 9)

- Provide a range of healthy foods.
- Choose foods that require minimum preparation and that can be stored easily.
- Some breakfast clubs involve their members in food preparation when possible.
- Choose foods, which are widely available and appealing to children.
- Children should be satisfied after eating. Ensure portion sizes are appropriate to the size, age and activity level of the child. Adjust as necessary.
- Promote a balance of healthy foods.

Getting young people involved in the making of breakfast

Turriff Academy, an Integrated Community School in Aberdeenshire, operates a breakfast club within its pupil support base for young people with supported learning and behaviour. It caters for approximately 20 children per day and has introduced a fruit smoothie maker for the young people to become involved in the preparation of fruit shakes as part of a healthy breakfast.

Some examples of healthy menus for breakfast clubs

For more information about what combination and frequency of foods contribute to a healthy diet, visit the Scottish Executive Healthy Living Website: www.healthyliving.gov.uk

If you have a question, why not call the free healthy living advice line?

Tel: 0845 2 78 88 78

Also seek the advice of your local community dietician or community nutritionist to ensure the foods you are offering contribute to a balanced diet. This is particularly important if any child attending your club has a particular diet-related condition, such as coeliac disease, or a food allergy or intolerance, such as lactose intolerance.

Special dietary needs should be identified when the child first registers with the breakfast club. All staff within the breakfast club should be aware of any special dietary needs.

Some ideas...

Children should be encouraged to select one item from each group per breakfast meal

Adapted from the Breakfast Guide, Jones and Lauder, March 2003¹⁴

Drinks

- Unsweetened/pure fruit juice
- Water (especially if the children are very active at the club)
- Semi-skimmed milk (not skimmed)

Cereals (own brands can be used in preference to commercial brands)

- Cornflakes
- Fruit & Fibre
- Rice Krispies
- Muesli
- Weetabix
- Porridge

Breads (served with polyunsaturated spread)

- White or wholemeal toast/bread
- Muffins
- Malt loaf
- Crumpets

Extras

- Fruit (grapes, kiwi, apple, melon, tinned fruit in natural juice)
- Yoghurt
- Fromage Frais

“The majority of parents reported that attendance at breakfast clubs had resulted in a positive impact on the eating patterns of their children. Such as children eating breakfast at home more often, taking less money for morning break, asking for healthier foods at home, and significantly more parents reported an increase in fruit consumption of breakfast club attendees than for those who did not attend the Club.”

From Carlibar Breakfast Club, Barrhead¹⁰

“It is not just about the numbers of kids eating breakfast - clubs need to reinforce the wider advantages of coming along for breakfast.”

Participant at Breakfast Daze Conference, SCDP 1999⁴

A sample food specification list for breakfast clubs

A hot drink, plain or flavoured, semi-skimmed milk, or fresh water

PLUS

Fresh fruit or pure fruit juice

PLUS

Cereal (choice of 3) with semi-skimmed milk

PLUS

Bread/bread product with low fat spread

PLUS

Jam, marmalade, cheese or marmite

Cereals

Vitamin-fortified and not sugar-coated. Addition of sugar should be discouraged although not prohibited.

Bread

Wholemeal and fortified white, plain and toasted, bagels etc.

Hot drinks

Addition of sugar discouraged, although not prohibited. Hot chocolate should be available no more than three days per week.

Access to kitchen facilities

The types of food on your menu will be dependent on a number of factors, such as your food budget, but also your menu will be influenced by the degree of access you have to kitchen facilities to prepare food.

Some breakfast clubs have no kitchen access and are reliant on menus requiring minimal preparation. This can be the case in school breakfast clubs if they do not involve/employ a member of the school catering staff due to environmental health measures.

Ensure you know what your accessibility to kitchen facilities is before your breakfast club begins. Do not assume you will have unrestricted access to existing kitchen facilities. Check first! Also it is important that whatever venue you do use for your breakfast club, it meets health and safety requirements for food preparation.

Set an Example

In addition to providing healthy options, it is important that, when possible, adult helpers sit with the children and eat breakfast with them.

The children enjoy having the adults sit and chat with them, as they may not enjoy a meal with adults at any other meal in the day.

Carlibar Breakfast Club Evaluation, 2002¹⁰

HOW TO GET YOUR BREAKFAST CLUB UP AND RUNNING

11 Section 11

Developing skills and expertise within your breakfast club

When strong foundations for your breakfast club are in place the next step is to develop the breakfast club in terms of its staff and volunteers. This will help get the most out of the club for the benefit of all involved with it as well as the wider community.

Immediate investment

Recruitment and training of paid and unpaid staff

Paid Staff

Breakfast clubs are increasingly appointing paid coordinators and assistants to be responsible for the day-to-day operations of breakfast clubs. Examples of job descriptions are contained in **Appendix 16**

With the introduction of Disclosure Scotland, important checks have to be conducted before any person can be appointed to work within the breakfast club. For more information see Section 4.

Going into employment can raise concerns about benefit entitlement. As legislation is changing with the introduction of a number of back-to-work incentive schemes, the best advice will be from your local Employment Officer. One Parent Families Scotland produces an excellent range of fact sheets about getting back into work. You can download these from: www.opfs.org.uk/helpdesk/helpdesk.html#work or contact: One Parent Families Scotland, 13 Gayfield Square, Edinburgh EH1 3NX. Tel: (0131) 556 3899. Email: info@opfs.org.uk

The working families tax credit helpline (Tel: 0845 609 5000) may also be able to give general advice and help to any prospective staff.

Unpaid Staff - Volunteers

Volunteer Development Scotland (www.vds.org.uk) have produced excellent resources for organisations working with volunteers. It can also help with the Disclosure process for registered organisations working with volunteers. (See Section 4).

Good practice guidelines for recruiting volunteers should be followed. Sample volunteer job descriptions are also available in **Appendix 15**. For more about the value of volunteers, see Section 13.

“You can’t run anything solely on voluntary help. You need paid staff.”

Headteacher, school-based breakfast club

“Volunteers... We’re talking about equivalent workers to paid staff”

SCDP Evaluation Focus Group 2003



Training opportunities

What training is needed to maximise the effectiveness of the breakfast club? What kind of training is essential and desirable for the staff (e.g. food hygiene, health and safety, healthy eating)? What other training would be of value to staff, volunteers and members within the club? For example: first aid, play skills, childcare, book and record keeping, public speaking, desk-top-publishing, internet training. Find out where the training gaps remain and take action to improve the knowledge and skills of your staff.

Fostering links with employment and education

Involving local further education services in training and development can not only create a more effective skills base within the breakfast club, but can also help open up employment and further learning opportunities for staff and volunteers within the club. Conversely, breakfast clubs can benefit education establishments by providing a base for work placements such as catering, play or childcare courses. Visit your local library to find out what further education establishments operate in your area.

Networking

Breakfast clubs can build on the experience of others and share good practice. Finding out what other breakfast clubs do in your area is one way of developing a local support network. Finding out what other breakfast clubs do around the country can also be beneficial.

Long-term investment

Setting goals and working towards them

Your breakfast club will develop and strengthen over time. It needs to be flexible in its development and willing to adapt as well as introduce new elements over time. For example, by introducing added-value activities (see section 15) over a time period is part of the goal setting process. Your club should also be reflective in order to gauge what areas are working and where there needs to be changes. (See section 14 on monitoring and evaluation).

The role of the breakfast club within the wider community

Becoming involved and being proactive in wider community activities will strengthen the role of the breakfast club in both the long and short term.

The role of the breakfast club in the wider policy arena

The club can become key in creating channels to influence new and existing policy for the breakfast club, staff and volunteers within the wider community. For example, by facilitating links between parents and social work services.

“Within one year our goal would be to have breakfast club provision during summer holidays and begin to address dental and diet issues. Within five years, we would like to have a policy in place to sustain a school breakfast club programme that is subsidised and takes into account single mothers going back into the work place.”

Participant at Breakfast Daze Conference, SCDP 1999

HOW TO MAXIMISE INVOLVEMENT IN YOUR BREAKFAST CLUB

Making the most of those already involved and involving others not yet involved that have loads to offer.

A successful breakfast club is one that has strong links with the family and community, encouraging wider voluntary involvement and participation of community groups and projects within the club.

Who is already involved in your breakfast club?

- members (children and young people)
- parents, carers, families, neighbours
- breakfast club staff (paid and unpaid)
- school community: teaching and non-teaching staff, pupils not already attending club
- childcare providers
- community: projects, groups, local activists
- community structures: such as healthy-living centres, social inclusion partnerships, voluntary sector, community health partnerships.

How do we improve links with all those already involved?

Improving links with breakfast club members by involving them in decision-making

Examples

Launch a competition to name the club, invite them to suggest types of food for menu, encourage them to help set up and clear away breakfast dishes, encourage older members to assist younger members, involve them in designing club rules etc.

Improving links with breakfast club members by getting regular feedback from them

Examples

Ask informally what they think of the club and how it could improve. Questionnaires, workshops, theme days can all help access members' views.

Improving links with breakfast club members by getting members to promote the club to others

Examples

Encourage them to design posters for publicity and speak at assemblies to act as a peer support mechanism to increase membership.

12

Section 12

“Involving communities and involving young people will ensure that breakfast clubs have a better chance of success.”

Participant from the Breakfast Daze Conference, SCDP 1999 (see www.dietproject.org.uk)

“Pupils attending in the first week were asked to choose a suitable name for the club. The Big Breakfast Club was the favoured option. Special membership cards were produced depicting a ‘banana’ cartoon character, and labeled as the Big Breakfast Club.”

The Big Breakfast, Hills Trust, Glasgow⁴



Improving links with parents, carers, families, and neighbours by keeping in touch

Examples

Keep in touch with them via a newsletter; hold open sessions, fundraising events, and themed breakfasts.

Improving links with parents, carers, families, and neighbours by getting to know them and by giving them a role of their own

Examples

By getting to know families, you will better understand the children attending the club. You will also be aware of any home circumstances that may be affecting the child's behaviour etc at the club. In order to get to know them, get them involved in the club's steering group, or help out at fund-raising activities. Some may wish to volunteer at the breakfast club or even apply for paid positions within the club.

Improving links with the school community

Examples

Integrate the club ethos into the school environment by giving talks/writing short articles about its role at parent-teacher meetings, school board meetings, school newsletter, and school assembly.

Market the breakfast club to pupils not yet attending as a positive activity – hold promotional events, themed breakfasts, competitions, incentives to attend.

Improving links with the local community

Examples

Build on the initial contact you made with local key players - give them a role in the club to keep up their interest and involvement. The steering group should not be a talking shop – members should have tasks and responsibilities to ensure the continued smooth running of the club.

Share resources and ideas

Find out if there is any common ground for sharing resources and ideas. For example, are there volunteers from another project who might be willing to help out at the breakfast club, or provide some training? Would the local supermarket be willing to supply free bread?

Improving links with other community structures by making links and raising awareness of your breakfast club

Examples of structures to contact:

- Social Inclusion Partnerships: a possible funding source
- Local media: can help with promotion, sponsorship, free publicity, photo opportunities for breakfast club
- Libraries (books and toys): potential resource and may offer book/toy lending facility to breakfast club
- Sports centres: may donate prizes to breakfast club
- Health Promotion Department: resource library, posters, training etc

“We need to realize the inner resources of individuals and communities by building social capital, and improve the infrastructure of communities to make rapid progress.”

Improving Health in Scotland - The Challenge, Scottish Executive 2003¹⁵

“Volunteers within the breakfast clubs received training as part of their involvement with the club. This in two cases helped volunteers secure employment.”

GGHB/HEBS Breakfast Club Research Findings, 2000⁹

Involving others

Many breakfast clubs seek to involve parents/carers to increase the number of pairs of hands to supervise children while also encouraging volunteering. To maximise the benefits of doing both, it is important to distinguish between the two:

Parental/carer involvement - what is it?

- It is usually ad hoc - i.e. not timetabled nor highly organised
- It can be the first step towards more formal volunteering
- It can provide experiential benefits to the parents
- It does not oblige parents to help

Promoting parental/carer involvement

Breakfast clubs should encourage parental involvement where possible. The reasons why include the following:

- Breakfast clubs are not child-minding services - parental involvement ensures parents better understand the purpose and nature of clubs
- It increases the level of adult supervision available at the club, thus increasing the number of children able to attend as well as providing more pairs of helping hands with serving, play and clearing up
- It helps guarantee child attendance
- It promotes the club ethos of involvement and openness
- It provides an informal network for parents to meet, which in turn creates an additional social dynamic for the club

How to get parents/carers involved

Parental/carer involvement is vital for the sustainability of the club, largely because it provides a steady flow of volunteers as well as all the other advantages previously mentioned. Some approaches to getting parents or carers involved include arranging open mornings, sending personal invitations to parents via the children or school, inviting parents individually as they drop off their children at the club. Often older family members are willing to get involved so include them in your approaches. Getting feedback can be useful (see **appendix 23** for a sample questionnaire).

Volunteering - what is it?

Research undertaken by the Scottish Council Foundation and Volunteer Development Scotland in 2002-2003 on 'Health Gain through Volunteering' has provided conclusive evidence of the contribution volunteering can make to health and wellbeing in Scotland.¹⁶ This activity is not only good for the mental, physical and social wellbeing of volunteers, but also good for the groups and organisations that work with volunteers, including breakfast clubs. For these health gains to manifest, however, the volunteer must be valued and supported.

Volunteering in breakfast clubs...

- Involves a formal commitment (see **appendix 15** for volunteer job description and contract)

“All of the projects use volunteers, and they are seen as vital if the breakfast clubs are to improve, and for many to survive. In addition, every ‘project leader’ is waged, either as a community worker or teacher, but the time that they spend working for the breakfast clubs is unpaid and often before their ‘real’ job. Therefore, many Projects are run by ‘volunteers’ and there are no costs associated with staffing, and only the kitchen assistants and play worker often appear on the breakfast club as an expense. The volunteers interviewed were positive about their role on the club and felt they had a real influence on its operation, and enjoyed the interaction with the children. The project leaders were aware of the potential for exploitation of volunteer helpers, and offered incentives, such as training or a free breakfast for the volunteer and/or their child. The recruitment of volunteers, and keeping them on board, is a major issue for every project.”

GGHB/HEBS Breakfast Club Research Findings, 2000⁵

Section 12 • How to maximise involvement in your breakfast club

“Other possible ways of recruiting volunteers: Ask the school if you could letter parents asking for volunteers, or ask the school to hold an information afternoon/ evening about the breakfast club for parents/ guardians with a view to recruiting volunteers.”

Cambuslang Health and Food Project: Rough Guide to Breakfast Clubs, 1999¹⁷

“I work as a volunteer at a local breakfast club five mornings a week during the school term. My duties involve everything from registering the children, serving them breakfast, to taking part in games, and supervising the tooth-brushing programme. We all work very much as a team, which creates a really relaxed and friendly atmosphere for the children. My son is a pupil at the primary school, and this is why I became involved in the breakfast club in the first place. The Breakfast Club has given my son and I the chance to work together to build a secure environment for my son to start school. It also helps me encourage my son to eat healthily, meet other children and adults, and get into good tooth brushing habits outside home.”

Parent Volunteer at a breakfast club

- Has defined responsibilities, timetabled and agreed beforehand
- Provides increased opportunities for personal development training
- Provides a greater say in the management of club and decision-making processes
- Volunteers do not have to be parents. They can include grandparents, friends, neighbours or local people with time and skills to share.

Supporting volunteering within a breakfast club

When considering volunteer recruitment, it is important to develop support structures, which reflect the general principles of how to engage volunteers.

These principles are:

- The role of volunteers is to complement, not replace, the role of paid staff and those who provide key services within the club (janitor; project co-coordinator etc).
- The contribution made by volunteers to improving health and social wellbeing through their work in the wider community, to paid staff and to their own selves, is unique.
- Volunteers enrich breakfast clubs. This is highlighted both within research and by the personal reflections of clubs' own experiences.

Recruiting and Supporting Volunteers

It is important to follow good practice guidelines when recruiting volunteers, refer to **appendix 6** for further guidance on volunteers. It is also essential that volunteers have clearly specified roles.

Volunteers should be given the opportunity to take part in ongoing training and development programmes that meet both their own personal needs as well as the needs of the club. Volunteer Development Scotland (VDS) can provide groups with good practice guidelines for volunteer recruitment and training opportunities.

Volunteer Development Scotland

Stirling Enterprise Park, Stirling, FK7 7RP. Tel: 01786 479593
Fax: 01786 449285 • Email: information@vds.org.uk

13

Section 13

HOW DO YOU MAKE THE MOST OF YOUR BREAKFAST CLUB?

Making your breakfast club a fair and happy place for everyone

A breakfast club should be a fun and safe place to be, especially for young people who may be experiencing problems at home or in school. Staff and volunteers are responsible for setting positive examples to breakfast club members so should be aware of their own conduct and language during breakfast club time.

While many breakfast clubs report a marked improvement in the behaviour of children and young people attending on a regular basis, there are a number of steps that clubs can take to ensure behaviour remains under control in a fun way.

Setting some behaviour guidelines

Schools and other settings will most likely have its own rules and policies on behaviour, but to increase the sense of member 'ownership' of your breakfast club and set clear boundaries for the club, it might be useful to develop 'club rules' with members. If the members come up with the rules, then it is each other that they are letting down if they fail to observe them. These rules could be designed and decorated by the members as an activity session and permanently displayed at the club for all to see! An example from Carlibar Breakfast Club, Barrhead, is provided below.

Carlibar Breakfast Club Rules (2002)¹⁰

- Breakfast is a self-service
- Breakfast is served from 8am to 8.45am
- Breakfast should be eaten at the table
- Food must not be taken outside
- Food should not be brought into the club
- Teeth should be brushed at club every day
- Help staff tidy up activities
- Do not go on stage or run near the tables where people are eating or doing activities
- No fighting!
- Enjoy your breakfast and have fun!

Red card discipline scheme

Only allowing the young people to play non-competitive games while at the club is one way of ensuring a calmer breakfast club. Another idea is to use a sport-style discipline scheme with different levels of warning as described in the margin note on the right.

'Penalties' for bad behaviour used in other breakfast clubs include not being allowed to attend the club for a session, not being able to participate in activities or having to do something extra like clear away extra dishes.

"Workers at the breakfast club use a yellow card for poor behaviour, followed by a red card which results in a discussion with the Head Teacher. It works well, the children are familiar with the system and it lets them know when they have crossed the line. We have very few problems."

Breakfast Club, Glasgow



14

Section 14

“Research in Scotland suggests that breakfast clubs are more sustainable when the social aspects are well-developed and integrated with food provision.”

From Hungry for Success: A Whole School Approach to School Meals in Scotland, November 2002¹⁸



HOW DO YOU KEEP GOING?

Monitoring and evaluating breakfast club provision for sustainability

Monitoring and evaluation are important ongoing activities within successful breakfast clubs. Both activities are vital to ensure that you are aware of how your club is progressing and also to help it become more sustainable as you will be able to identify potential problems and adjust before they become major issues.

Monitoring allows breakfast clubs to keep themselves right on a daily/weekly basis. Examples include:

- Financial monitoring (see section 9)
- Food monitoring (ordering, wastage)
- Attendance monitoring

Evaluation allows breakfast clubs to reflect on the process of what's happening as well as to reflect on whether the club is achieving what it set out to achieve i.e. meeting its aims and objectives.

A wide range of approaches to evaluating community health activity exists, and it would be worth exploring some of the models currently available. For a comprehensive list of these, visit the website of the Zygosis Partnership (www.zygosis.co.uk). Also visit the Research and Evaluation toolbox at NHS Health Scotland: www.hebs.scot.nhs.uk/retoolbox

Kelloggs and Continyou suggest a variety of evaluation tools for breakfast clubs in the following website: www.breakfast-club.co.uk. Another good example of breakfast club evaluation is the work undertaken by the University of East Anglia. To access a copy of these findings and the methods used, please visit: www.breakfastclubs.net

Whatever methods you choose to evaluate your breakfast club, ensure they are acceptable to all the agencies you will need to share your findings with - funders, managers.

Evaluation approaches should be built into your breakfast club development from the outset and need not be complicated. Some issues to consider include the following:

How to evaluate your breakfast club

In the short-term ask:

- **What have we done?**
This relates to the type of service you offer and those who attend the club. Collect information as you progress such as attendance sheets, activity programmes, photographs, and children's work.

■ **How did we do it?**

Who has been involved so far and what have they done? Who has attended meetings? Keep minutes of these. Who is on your steering group? Who have you met, spoken to, learned from?

■ **What could we do better?**

What has worked well and what could be improved in the future? Who else can we involve and what else can we do? Organise regular reflective sessions with club staff – make them enjoyable too to keep up morale. Ask your members about what they think of the club as well as parents.

In the medium term, consider measuring the progress of your breakfast club by:

■ **Reported behaviour change**

Breakfasting habits of members, behaviour of members in club and outside club (ask parents and teachers too), tooth-brushing habits

■ **Monitoring behaviour change**

Attendance at club (keep registers) and punctuality in school. Alertness in class is fairly subjective, but you could ask teachers to comment on any changes that they have observed over time about the children before and after they attended the breakfast club.

■ **Perceived impact of club**

Educational performance/behaviour in class using feedback from young people and teachers.

■ **Reported use of club**

Attendance at club number using out-of-school care facility.

■ **Have we achieved what we set out to achieve?**

Relate this back to your aims and objectives.

In the longer-term, consider developing an improvement plan:

Monitoring and evaluation material should feed into the on-going process of reflection, action and improvement. This allows breakfast clubs to develop improvement plans for its future. Breakfast clubs should not be afraid to close, or change direction if the need for a club no longer exists or an approach is not working. The only failure is not to learn from mistakes. To develop an improvement plan, ask:

- How can we improve? Some practical ideas are contained in section 15.
- How can we build our evaluation findings into practice within the breakfast club?

“Seventy per cent of breakfast services expressed concern about the challenges of establishing and sustaining breakfast provision in their area. The most common issues were securing funding and finance, staffing, forecasting demand for the service and finding premises. Of those services expressing no concern, a greater proportion offered no training to paid staff; fewer were operated by volunteers, or were involved in a health promotion or healthy lifestyle initiative.”

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

15

Section 15

Section 15 • How can your breakfast club improve?

HOW CAN YOUR BREAKFAST CLUB IMPROVE?

There is evidence to suggest that breakfasting, oral health, school attendance and general behaviour improved amongst breakfast club attendees with a resultant positive impact on health promoting behaviourism in the home and within the classroom.

GGHB/HEBS Breakfast Club Research Findings, 2000⁵

Value-added activities within the breakfast club can enhance the service provided by the breakfast club. It can create new opportunities for funding and provide links to the wider health goals, life skills and education of the child. Value-added activities, however, can often be costly in terms of staff time, and resources. The following outlines some examples of activities that breakfast clubs around Scotland are exploring.

A sizeable proportion of services were involved in a health promotion or healthy lifestyle initiative (66%). Most were involved in a Healthy Eating Initiative (90%), personal hygiene skills (including hand-washing) (62%) and a tooth-brushing programme (55%)... The most popular activities were games of concentration (84%), reading (67%) and arts and crafts (61%). Those services offering activities had a high proportion of play-leaders/workers. However, services also relied upon school canteen staff, voluntary workers, parents and teachers to supervise and deliver activities.

Breakfast Service Provision for School Age Children in Scotland: A Mapping Exercise, 2002¹

Examples of value-added activities

I **Tooth-brushing** (see **appendix 17 & 18**)

Many clubs have successfully incorporated a tooth-brushing programme into the daily routine of the breakfast club. This type of programme has been found to contribute successfully to reducing plaque. Dry tooth brushing is being piloted in some Glasgow nursery schools, which can be useful when sinks are limited or water is not drinkable.



2 Ways to play and socialise with children (see [appendix 19](#))

The benefits for children (and parents) of eating breakfast in a social environment cannot be under-estimated: breakfast clubs have reported children developing better 'table manners', engaging in more conversation with peers and adults and improved participation in group activities over a period of attendance at the breakfast club. The Physical Activity task force advocates that children and young people should be active for an hour a day most days of the week.⁷ Currently, about a third of all school-aged pupils in Scotland do not achieve these levels. Schools should promote more opportunities for children to be active at this level, and breakfast clubs can play a part in this.

A number of breakfast clubs throughout the East Dunbartonshire local authority area have incorporated 'brain gym' and other study support activities such as home work clubs into their wider activity programme.

For more information, please contact East Dunbartonshire Council
Tel. 0141 776 7330

3 Road Safety (see [appendix 3](#))

Getting children to school early for a breakfast club requires a clarification of responsibility between the school or community group and parents. Awareness of road safety issues for club organisers and for children attending can be reinforced as part of the club's activities.

4 Links to Curriculum (see [appendix 20](#))

Classroom activities can build on the children's experiences at the breakfast club. Examples include competitions to design breakfast cereal recipes, artwork for posters and project work.

5 Health Promoting School (see [appendix 22](#))

For school-aged users of breakfast clubs, the breakfast club can provide an opportunity to develop food issues within the school and reinforce wider health messages.

Appendices



FOOD SAFETY

ESSENTIAL REQUIREMENTS

■ **Have you considered the type of service you are going to provide and the type of food safety system that reflects this:**

	YES	NO	ACTION
• Toast, cereal, fruit etc	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Cooked items such as porridge	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Cooked items such as eggs, bacon etc	<input type="checkbox"/>	<input type="checkbox"/>	_____

■ **Have you considered the facilities available for use including:**

	YES	NO	ACTION
• Suitable storage equipment:	<input type="checkbox"/>	<input type="checkbox"/>	_____
• fridge 1-4°C	<input type="checkbox"/>	<input type="checkbox"/>	_____
• freezer -18°C	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Airtight containers for dried food	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Washing facilities for staff (hands)	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Washing facilities for equipment	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Washing facilities for food	<input type="checkbox"/>	<input type="checkbox"/>	_____

■ **Have you clear systems to reduce the risk of cross-contamination?**
eg: fridges, chopping boards etc.

	YES	NO	ACTION
	<input type="checkbox"/>	<input type="checkbox"/>	_____

■ **Have you trained your staff/volunteers in food safety:**

	YES	NO	ACTION
• All staff involved in food handling should receive basic food hygiene such as in-house training from your local authority	<input type="checkbox"/>	<input type="checkbox"/>	_____
• At least one member of staff - REHSIS Elementary Food Hygiene	<input type="checkbox"/>	<input type="checkbox"/>	_____

■ **Have you provided the right equipment for safe hygienic food handling such as food tongs etc?**

	YES	NO	ACTION
	<input type="checkbox"/>	<input type="checkbox"/>	_____

■ **Have you provided suitable clothing for food handlers such as gloves, overalls, hats?**

	YES	NO	ACTION
	<input type="checkbox"/>	<input type="checkbox"/>	_____

DESIRABLE REQUIREMENTS

■ **Have you trained staff in charge to a higher level of food safety?**
REHSIS Intermediate Food Hygiene

	YES	NO	ACTION
	<input type="checkbox"/>	<input type="checkbox"/>	_____

HEALTH & SAFETY

ESSENTIAL REQUIREMENTS

<i>Have you?</i>	YES	NO	ACTION
■ Considered your duty as an ‘employer’ to those working at the breakfast club (including volunteer staff) in relation to the venue of the breakfast club.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Considered your duty to those using the breakfast club. You may require public liability insurance.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Contacted Council services. If the premises are local authority operated you may be covered through their insurance/health & safety procedure.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Contacted your local Health & Safety Executive to get specific advice.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Got written consent from parents for their child to attend the breakfast club (a contact telephone is useful for emergencies etc).	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Ensured you are operating a daily register of those attending the breakfast club each day for health and safety purposes.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Taken a brief medical history from each child and identified any conditions which might need monitoring eg: asthma	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Been fully briefed in fire procedures operating within the venue	<input type="checkbox"/>	<input type="checkbox"/>	_____

DESIRABLE REQUIREMENTS

<i>Have you?</i>	YES	NO	ACTION
■ Appointed a named first aider within the club	<input type="checkbox"/>	<input type="checkbox"/>	_____

ROAD SAFETY

ESSENTIAL REQUIREMENTS

Have you?	YES	NO	ACTION
■ Contacted your local Roads and Transportation Department to assess the extent to which crossing patrol services extend to the times that the breakfast club operates.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Linked with your local Road Safety Officer at all stages for advice, support and resources for distribution.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Identified the main catchment areas from which your children will be coming. Use a map of the area to identify the main hazards (perceived and actual) on the way to the breakfast club.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Communicated with parents about the importance of road safety on route to the breakfast club. Tell them when school crossing services will be available.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Communicated to parents that they take responsibility for ensuring children under 7 are supervised on the way to school by adults.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Provided and encouraged children to wear reflective materials on the way to and from school - essential in winter months.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Planned a programme of road safety activities with children as part of the breakfast club.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Discussed and identified options of active and safe routes to school which can be shared between parents/carers.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Linked with road safety programmes currently carried out in schools.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Considered training of volunteers about road safety.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Encouraged older children to accompany younger children.	<input type="checkbox"/>	<input type="checkbox"/>	_____

ISSUES FOR CONSIDERATION

Have you?	YES	NO	ACTION
■ Considered incentive schemes which could be established to encourage young children to use reflective clothing.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Contacted local businesses to raise awareness that the breakfast club is starting and children will be going to school earlier.	<input type="checkbox"/>	<input type="checkbox"/>	_____

CHILD PROTECTION / SUPERVISION

ESSENTIAL REQUIREMENTS

Have you?	YES	NO	ACTION
<p>■ Obtained written parental consent for the child to attend the breakfast club. This should include any responsibilities expected of the parent such as responsibility for ensuring the child gets to the club safely.</p>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<p>■ Considered the ratio of supervisors to children (Children’s Act, Scotland ’98) 1 adult : 8 children (supervising) or 1 adult : 4 children (escorting) (At no time should there only be one adult)</p>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<p>■ Established when operating within school premises who has responsibility for operating the club. (Schools are exempt from the Children’s Act and therefore do not have to operate to the above supervision ratios provided adequate supervision occurs.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<p>■ Ensured all staff/volunteers have been assessed by Disclosure Scotland</p>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<p>■ Developed a disclosure policy for staff relating to whether or not to refer on any ‘personal’ issues such as abuse revealed by a child without breaking confidence. The questions below may help clarify some of the issues involved. For more information contact the Scottish Child Law Centre (see page 51)</p>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<p>■ Got written consent from parents for their child to attend the breakfast club (contact telephone no’s are useful for emergencies etc).</p>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<p>■ Ensured you are operating a daily register of those attending the breakfast club each day for health and safety purposes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Checklist of questions to consider when issues of children and confidentiality arise

Scottish Child Law Centre

- **Do I have a legal duty to pass on any information?**
- **Do I have a professional duty to pass on information?**
- **Do I have any discretion in this matter?**
- **How can I get advice and support in cases of doubt?**
- **Do I have an obligation to respect the confidence of the person who gave me the information?**
- **If I feel that it would be in the child's best interests to pass on the information:**
 - Can I get the child's agreement to do so?
 - If not, is it important that I should breach confidentiality?
 - Is the public interest defence available?
- **What support can I get to help me decide whether to breach confidentiality?**

What will the consequences be for:

 - the child?
 - the child's relationship with me as advisor?
 - the child's trust in adults in general?
- **If, having taken all relevant information into account, I decide to breach confidentiality, how do I tell the child? What support can I get for the child?**

Scottish Child Law Centre

Free, confidential advice line for under 18's about any aspect of the law and young people's rights. Helpline: **0800 317 500** (open Tues – Fri between 10:00am and 5:00pm)

The Scottish Law Centre aims to promote the welfare of children and young persons under eighteen years of age through providing information, advice and representation and considering, commenting and advising on legal issues

54 East Crosscauseway, Edinburgh EH8 9HD

Tel: 0131 667 6333 Fax: 0131 662 1713

Website: www.sclc.org.uk

EMPLOYING STAFF

ESSENTIAL REQUIREMENTS

<i>Have you?</i>	YES	NO	ACTION
<ul style="list-style-type: none"> ■ Considered working with a local statutory agency who could act as an employer for your breakfast club staff – eg: Council, Health Board, Trust etc 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ If a statutory agency is acting as the employer for staff your management 'group' will require to develop a service level agreement with the statutory agency to ensure all aspects of the service to be provided are clearly established. (See sample Service Level Agreement on page 55 to help you get started) 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ If working with the statutory agency is not the desirable option you will need to consider how your management 'group' can employ staff. This will be determined by a range of factors such as group status/structure, legal obligations for employers, good practice etc. It is best to get specific advice regarding these issues and how they affect your breakfast club. 	<input type="checkbox"/>	<input type="checkbox"/>	_____

DESIRABLE ACTIVITIES

<i>Have you?</i>	YES	NO	ACTION
<ul style="list-style-type: none"> ■ Considered working with local voluntary organisations which can support your breakfast club in relation to employment. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Contacted other local breakfast clubs to find out information about their employment procedures, job descriptions etc 	<input type="checkbox"/>	<input type="checkbox"/>	_____

VOLUNTEERING & RECRUITMENT

ESSENTIAL REQUIREMENTS

<i>Do you have?</i>	YES	NO	ACTION
■ A written remit on the role of volunteers within your project including: <ul style="list-style-type: none"> • Clear management and structure • Identified support and supervision • Volunteer role in decision-making 	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ A basic information pack for volunteers outlining the types of activities they will be involved in.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ A contact list of essential telephone numbers for volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Clearly defined health and safety and insurance cover relating to volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ References, police checks and a brief health background for volunteers within your project.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ An induction session for volunteers which includes issues such as: <ul style="list-style-type: none"> • Ground rules of the project • Confidentiality • Health and Safety issues 	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ A clearly defined remit for those managing volunteers including: <ul style="list-style-type: none"> • Grievance issues and procedures • Support and development • Communication procedures including sick/absence system • Monitoring and evaluation activities 	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ A basic training programme which will enable volunteers to participate in the project.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Discussed and identified options of active and safe routes to school which can be shared between parents/carers	<input type="checkbox"/>	<input type="checkbox"/>	_____

continued overleaf

VOLUNTEERING & RECRUITMENT continued

continued from previous page

ESSENTIAL REQUIREMENTS

<i>Do you have?</i>	YES	NO	ACTION
■ Link with road safety programmes currently carried out in schools.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Considered training of volunteers about road safety.	<input type="checkbox"/>	<input type="checkbox"/>	_____

ISSUES FOR CONSIDERATION

<i>Have you considered?</i>	YES	NO	ACTION
■ A recruitment policy which outlines: <ul style="list-style-type: none"> • How you will recruit volunteers on an ongoing basis • Any selection procedures you will include • How you will provide opportunities for all members of community wishing to volunteer. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ An ongoing training programme for volunteers, and where such training can be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ The role of a first aider within your project.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ A clear policy on expenses and reimbursement processes for volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	_____

SERVICE LEVEL AGREEMENT

SAMPLE BREAKFAST CLUB SERVICE LEVEL AGREEMENT (SUPERVISION)

The following is an agreement made between “*the contractor*” whose principal address is

and “*the service provider*” whose principal office is at

1 Definitions

Breakfast Clubs are pre-school clubs set up (mostly) within schools in order to address the nutritional, oral health and educational needs of children.

2 *The service provider undertakes to provide the employment of the services below* (as specified in schedule A).

- A Breakfast Club Co-ordinator in _____ Primary School
- A Supervisory Assistant in _____ Primary School

To be employed for the period (date) _____ excluding school holidays. After this time the service may be extended for further fixed periods of time subject to the service of notice by *the contractor*.

3 *The contractor undertakes:*

To make payments to *the service provider* for the sums of:

£ _____ by (date) _____ to cover the employment and administration costs of:

- A Breakfast Club Co-ordinator for _____ Primary School at 2 hours per day for 5 days a week for the school year ending (date) _____
- A Supervisory Assistant for _____ Primary School for 1½ hours per day for 5 days a week during term time for the school year ending (date) _____

This shall be paid in 3 parts - £ _____ at the end of autumn term,

£ _____ at the end of spring term and £ _____ at the end of summer term.

4 Invoices

All invoices in respect of this agreement shall be rendered to *payments office, address of the contractor* who shall make payment in respect of the *contractor's* obligation under this agreement.

Signed by: _____

For and on behalf of *the contractor*

Signed by: _____

For and on behalf of *the service provider*

continued on next page

SERVICE LEVEL AGREEMENT continued

continued from previous page

Schedule A

Services to be provided by the 'service provider' as part of the Breakfast Club Initiative.

- The advertisement, recruitment and appointment of staff as detailed in the personal specification/job descriptions provided and according to the *service provider's* employment procedures.
- The administration of payment of salary to staff at rates agreed with the *contractor*.
- The administration of the conditions of service for staff relating to the *service providers* employment procedures.
- The daily line management of staff through the
Head Teacher of _____ Primary School and the
Head Teacher of _____ Primary School.
- The professional management and personal development will be provided by the *contractor*.
- The *contractor* and the *service provider* agree to undertake to jointly review performance.
- The direction of the "Breakfast Club" as a project within individual schools will be managed by a steering committee through regular progress meetings.

These services relate specifically to the employment of:

- a. A Breakfast Club Co-ordinator (_____ Primary School)
job description/person specification attached.
- b. A Supervisory Assistant (_____ Primary School)
job advertisement attached.

Quality Assurance

The *service provider* will seek to monitor performance jointly with the *contractor*.

HEALTHY BREAKFASTS

A balanced breakfast is the best way to start the day. The following guidelines should be useful, but for more specific questions, please check the Scottish Executive's Healthy Living Website: www.healthyliving.gov.uk or Tel: 0845 2 78 88 78.

1 Bread and Other Cereals provide energy, B vitamins and some iron along with fibre. Suitable choices for breakfast include breakfast cereals, porridge, bread, rolls, muffins, oatcakes, bagels and croissants.

- Offer some high fibre choices such as shredded wheat, weetabix and wholemeal or multigrain bread.
- Don't include sugar, honey, or chocolate-coated cereals and sweetened muesli.

2 Fruit and Vegetables are good sources of vitamins A and C. Breakfast clubs are more likely to offer fruits than vegetables.

- Chopping fruit up makes it more appealing to children.
- If possible offer a selection of fruits every day.
- Choose tinned fruit in fruit juice rather than syrup.
- Check the label and avoid fruit drinks with added sugar, choose 'concentrated' orange juice.

Suitable choices include fresh, frozen, tinned (no added sugar/salt) fruit and unsweetened fruit juices.

3 Milk and Dairy Foods provide protein, calcium and B vitamins - calcium is especially important for bone development. Suitable choices for breakfast include milk for cereals/drinks/milkshakes and yoghurts.

- Consider whether to offer low fat or full fat products or both (semi-skimmed milk is recommended for children over 2 years provided they are not underweight).

4 Meat, Fish and Alternatives provide protein, iron and B vitamins. Foods from this group are not really necessary at breakfast – especially if eaten at lunch/evening meal. Suitable choices include baked beans, boiled/poached/scrambled eggs, and grilled bacon.

- Avoid fat-enriched products such as sausages as part of breakfast.

5 Fatty and Sugary Foods provide energy but are low in vitamins, minerals and other nutrients and should be kept to the minimum at breakfast. Suitable choices for breakfast include butter/margarine and low fat spread.

- Spread butter/margarine thinly. Use margarines labelled 'High in Polyunsaturates'.
- Avoid biscuits, crisps, fizzy drinks and sugar-coated cereals.

OTHER POINTS FOR CONSIDERATION

Marketing

- Put healthier choices first on menu and make sure they can be seen.
- Make food look attractive.

Special Promotions

- Theme day promotions, eg: different national breakfasts, French croissants - special days, Burns Birthday, porridge and oatcakes
- Promotions of different fruit, eg: exotic fruits, fruit salad
- "Taster days" where small portions of unfamiliar foods can be tried

CATERING - GETTING STARTED

ESSENTIAL REQUIREMENTS

<i>Have you?</i>	YES	NO	ACTION
<ul style="list-style-type: none"> ■ Decided on food which is to be provided by the breakfast club 	<input type="checkbox"/>	<input type="checkbox"/>	_____

CONSIDER

CONSIDER	YES	NO	ACTION
<ul style="list-style-type: none"> ■ The equipment available to you. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ The food and hygiene training of your staff/volunteers. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ The style of service you will provide – self service/ ‘plated’ meal. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ The emphasis on healthy eating. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Identifying the appropriate charge for the breakfast provided, to ensure you can cover your costs. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Consulting with the local catering manager to establish his/her potential involvement in the breakfast club. If he/she becomes involved ask for a service specification. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Identifying the source from which foods will be purchased. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Identifying appropriate ordering procedures. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Considering the storage facilities available and those required. If you are planning to use local authority refrigeration this will need to be negotiated. 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Ensuring all staff have undergone a basic food hygiene course or have access to food hygiene information (this is a legal requirement). 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Contacting your local environmental health department about your plans (if you are linking with local authority catering this is not necessary). 	<input type="checkbox"/>	<input type="checkbox"/>	_____

CATERING - UP AND RUNNING

ESSENTIAL REQUIREMENTS

Have you?	YES	NO	ACTION
<p>■ Developed a clear ordering procedure to provide goods on a daily/weekly/ad hoc basis with <u>all</u> suppliers.</p> <p>This should include:</p> <ul style="list-style-type: none"> • A price list of all items available • An order form for regular ordering • Any standing order items for delivery • An identified system for order, collection and delivery of products, eg times for placing orders etc 	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
<p>■ Allocated responsibility for ordering procedures including delivery days etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
<p>■ Developed a service specification for your breakfast club (and outline the service you are expecting).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
<p>■ Developed a system for regular invoicing & payment.</p> <ul style="list-style-type: none"> • Allocated responsibility for organising this. 	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
<p>■ Agreed who will provide light equipment including crockery <u>before start</u> of breakfast club.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>
<p>■ Agreed any additional expenses before start of breakfast club e.g. washing up materials.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/>

WAYS TO PLAY & SOCIALISE WITH CHILDREN

Adapted from suggestions given by Sadie Gordon, North Glasgow Community Health Project.

You may be working with groups of 20-30 children at the breakfast club. You may be a parent yourself and will realise that this takes a lot of patience. It is important when working with children that you do not lose your temper. It is fine to exercise a certain amount of discipline but try not to be too harsh. Children do not think before they speak and you must be prepared to cope with this.

Children love to have fun and it is important that you join in with them. There are always activities available for them to use. As well as these you could think of games to play, perhaps something from your own childhood. There are also books available within libraries that may give you additional ideas. Remember that the children themselves may have ideas.

While the children are colouring in or doing any other activity, walk around the tables and observe them. Talk to them and compliment any work that they have done. It is important that you provide one-to-one conversations. Encourage the children to join in with each other while they are playing. This is all part of befriending.

During the breakfast club try to ensure that no child is left out. Encourage them to talk to each other and join in each other's activities. If you are aware of any bullying then you should report it to an appropriate person. Try not to get emotionally involved with a child's life, no matter what his or her problems may be. If you are concerned, however, talk to an appropriate person i.e. a teacher or member of the steering group.

Supervision does not only involve playing, you should talk to the children and more importantly listen. The children will then, in turn, respect you. Try asking: *Are you enjoying the breakfast club? What is good/bad about it?* It is better to use open-ended questions, as you will always get a response.

The breakfast club should provide good fun for the children as well as yourself. Be aware that the children have classes and if they get too excited then they may become disruptive. The time you spend working with the breakfast club should be enjoyable. Try to get as much out of it as you can, and most of all have FUN!!!

Some activity ideas

With Health Improvement Funding, the Pan-Ayrshire Breakfast Club Network provides support to breakfast clubs throughout Ayrshire. It also produces a bright and colourful newsletter packed with ideas and information to make local breakfast clubs even better. To find out more, please contact the Network's project manager at Ayrshire Central Hospital on (Tel) 01292 323 130. Web: www.e-ayrshire.co.uk/local/aabc

Tasting sessions

Some ideas include organising fruit-tasting sessions for breakfast clubs. Why not set up some tasting session to allow members to sample organic breakfast foods – can they taste the difference from ordinary breakfast foods? Fruit smoothie-making and dried fruit-tasting are also popular as is sampling breakfast foods from other cultures.

Borrowing resources

Toy libraries are often good sources of suitable games for breakfast clubs, especially for young children. Building up a reading library for your club may be another option. Contact your local authority and health promotion resource library to find out what can be borrowed by your breakfast club.

HEALTH PROMOTING SCHOOLS

The health promoting school (HPS) is the concept which drives most of the holistic health promotion activities within schools. Scotland now has its own Health Promoting Schools Unit with the aim of supporting the implementation of the health promoting school concept throughout Scotland. Its activities include producing a national Health Promoting Schools framework paper, establish a national network and developing a Health Promoting Schools Unit website. To find out more, please visit: www.ltscotland.org.uk/shpsu

Scotland joined the European Network for HPS in 1993. To find out more, please visit www.euro.who.int/ENHPS. It describes a health promoting school as “one which supports health education in the classroom with a safe environment, provision of appropriate services and a health enhancing ethos. It will have close links with parents and the community, to augment school based initiatives.”

Whilst breakfast clubs share the same ‘umbrella’ philosophy as the HPS, they also provide tangible examples of the HPS model in action with each club accommodating a number of the six components of the Health Promoting School:

- The breakfast club adopts an ethos which is supportive of the individual child, whilst promoting social interaction and providing an opportunity to develop life skills.
- The breakfast club provide a healthy and safe environment for pre-school activity which supports effective learning during school hours.
- The breakfast club links with both the family and the community, encouraging wider voluntary involvement and participation of community groups and projects in the club.
- The breakfast club is the product of a number of agencies and services collaborating to provide a breakfast service.
- The breakfast club can link with the school curriculum both as a topic for activity and as a practical example of a co-ordinated approach to health.
- The breakfast club may encourage school staff to participate in the running of the club or informally attend the club for breakfast.

SAMPLE LETTER

Name of school/childcare setting

Date

Dear Parent/Guardian

ANY BREAKFAST CLUB

Any Breakfast Club will open on Thursday 5th February 2004 in the school cafeteria. A breakfast of juice, cereal, toast and fresh fruit will be on offer for 50p. Families of three children and more will pay a maximum of £1.00 per family.

The Breakfast Club opens at 8.00 a.m. and the children should be there before 8.30 a.m. when the last breakfast will be served. The club is staffed by Name of Catering Direct Services and by Name - both of whom work at lunchtime in the cafeteria and are well known to the children.

Once the club is up and running there will be a routine of brushing teeth followed by play activities. This will make a great start to the day for the children and encourage them to take a good breakfast followed by teeth brushing. Remember children can visit the breakfast club when it suits you and not necessarily every day.

Since the School Crossing Patrol does not start till 8.30 a.m. please complete the attached slip and return to school.

Yours sincerely

Head Teacher

I consent to my child(ren) _____

attending the Any Breakfast Club. I take responsibility for his/her/their travel to school on these occasions.

Parent Signature _____ Date _____

SAMPLE NEWSLETTER

Any Primary School Breakfast Club

Monday 20th September is the launch date of our Breakfast Club. The Club will start at 8.00am, so we ask children to arrive as near to 8.00am as possible.

This will allow time for breakfast and to join in activities.

We will finish at 8.45am and children will go outside to play before the bell for school.

What our Breakfast Club is about...

Firstly we would like to provide children with a healthy breakfast. But we hope to do more by providing an environment in the school which is relaxed and fun, where children can meet before school with adults around to supervise.

We are a club and will have club rules, these will be discussed with our members but will be simple ideas such as how to behave at the club and how we treat others etc.

We also want to promote regular toothbrushing after breakfast so each child will have an individual toothbrush stored at the Breakfast Club.

We would like to look at road safety with the children at the breakfast club and the information below would be of great help.

.....
 Please return to the School to enable your child to attend the Breakfast Club.

I would like _____ to attend the Breakfast Club.

I would consider walking my child to the Breakfast Club Yes No

I would consider collecting other local children and walking them to the Breakfast Club Yes No

I would consider dropping off my child in my car at the Breakfast Club Yes No

I would be happy for my child to walk to the Breakfast Club on his/her own or with other children. Yes No

Do you want to get involved with the club? Yes No

To find out more please contact Della Burns at Any Home-School Link Project or contact Any Primary School. Tel: ** * ** ***

VOLUNTEER - JOB DESCRIPTION

WE ARE LOOKING FOR VOLUNTEERS NOW!

Post	Breakfast Club Volunteer
Accountable To	Breakfast Club Steering Group/ Any Community Health Project Management Group
Hours	8.00am - 9.00am, number of days between 1 and 5, Monday - Friday Terms and conditions to be negotiated by both parties.
Location	Any Community Health Project
Purpose of Job	To work as part of a team, in the breakfast club, with young people aged 5 - 11 years old.
Person Specification	Applicants can be any age and should enjoy spending time with young people. You should be enthusiastic and have a good sense of humour and enjoy working with others.
Main Duties	<ul style="list-style-type: none">● To work within a team, helping in the preparation and serving of a healthy breakfast.● To promote healthy play.● To encourage young people to participate in activities organised around healthy themes, “oral health”, “healthy eating”, etc.● To assist in the development of these activities.● To talk, listen and have fun with the young people.
Volunteer Support	As a volunteer you will receive ongoing support and opportunities for personal development. You will gain experience of working as part of an effective team, build on skills you may already have and learn new ones. No previous experience is required to work at the breakfast club and training will be provided in food handling and hygiene.

If you are interested in joining our team, please contact:
Stanley McGrow between 10am and 3pm, Tuesday to Friday on Tel:
**** ***. There is no deadline for interest.

BREAKFAST CLUB CO-ORDINATOR JOB DESCRIPTION

The following job description and person specification is adapted from the version used by NHS Greater Glasgow for breakfast club co-ordinators in primary schools. Please adapt and adjust as required.

Post	Breakfast Club Co-ordinator (Temporary)
Accountable To	_____ Breakfast Club Steering Committee
Starting Date	to be negotiated
Hours	10 hours per week, 7.45am – 9.15am Monday to Friday (7.5 hours) Preparation and planning (2.5 hours)
Rate of Pay	AP1 pro rata
Location	_____
Purpose of Job	To co-ordinate and oversee the running of a breakfast club for children at _____

Duties

- 1 Provide guidance to a pool of volunteers who will contribute to the running of the breakfast club.
- 2 Co-ordination of registration system and payments for the club on a daily basis.
- 3 Planning/leading appropriate play, incorporating a variety of co-operative games and activities with club members and basing some around healthy themes such as dental health and healthy eating.
- 4 Actively promote involvement of the members in the development of the club eg themes, club name, artwork etc.
- 5 Working with the staff from Direct and Care Services to promote awareness surrounding the issues of healthy eating and introduce the members to new food products in an imaginative way, eg taste and try sessions.
- 6 Maintain a safe environment for the members.
- 7 Attend regular meetings with the Steering Committee to give progress reports, (supported by a named Health Promotion Officer)
- 8 Take part in any evaluation processes on the project.
- 9 Ordering of breakfast supplies for the club.
- 10 Ensuring that equipment for the club is cleaned/maintained in line with protocols.

BREAKFAST CLUB CO-ORDINATOR JOB DESCRIPTION continued

Breakfast Club Co-ordinator Post Person Specification

The following person specification is designed to guide applicants as to the qualifications, skills and experience required for the post. It should be noted that, for this position, experience and skills will be more important than formal qualifications.

Qualifications

HNC or equivalent in Childcare	<i>Desirable</i>
--------------------------------	------------------

Skills

Planning and Co-ordination Skills	<i>Essential</i>
-----------------------------------	------------------

Communication Skills	<i>Essential</i>
----------------------	------------------

Play development skills	<i>Essential</i>
-------------------------	------------------

Experience

Working with children 5-12	<i>Essential</i>
----------------------------	------------------

Working with volunteers	<i>Desirable</i>
-------------------------	------------------

Working in an educational or health setting	<i>Desirable</i>
---	------------------

TOOTH-BRUSHING PROGRAMMES

ESSENTIAL REQUIREMENTS

<i>Have you?</i>	YES	NO	ACTION
<ul style="list-style-type: none"> ■ Obtained parental consent for children to participate in tooth-brushing 	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> ■ Contacted your community dental service for advice on the best equipment for holding tooth brushes. 	<input type="checkbox"/>	<input type="checkbox"/>	_____

The following guidance is for toothbrush buses, but other systems are being developed, so please seek advice from your community dentist or oral health promoter before purchasing equipment.

The recommendations regarding the care of toothbrushes and racks are as follows:

- Ensure that toothbrushes are kept for individual use through the use of a symbol system on rack and individual brushes.
- Involve staff and children in identifying the toothbrushes and appropriate places on the rack as part of a learning exercise.
- Display a wall chart of symbols and child names.
- Ensure staff are aware that toothbrushes must not be soaked in any solutions (*disinfectants are capable of encouraging the growth of harmful bacteria).
- Allocate responsibility for monitoring the hygiene of brushes as follows:
 - After tooth-brushing, the toothbrush should be thoroughly rinsed under water, shaken dry to avoid mess to the storage container and placed back in the rack (bristles up) to air-dry.
 - It is important to keep the rack clean and dry.
 - If the rack becomes soiled, it should be washed in hot water with detergent, then rinsed and dried. The rack should be washed in this way at least once every week.
 - There is no need to use any kind of disinfectant*.
 - The rack should not be covered with a cloth or plastic bag as this could cause condensation and moisture which could encourage bacterial growth.
 - The rack can be stored in a clean, dry cupboard.
 - Rough surfaces can also encourage the growth of harmful bacteria.
 - Allocate responsibility for replacing toothbrushes, at least every three months or when bristles are splayed/damaged.

GUIDANCE ON TOOTH BRUSHING

Contact your community dental service or oral health promoter to obtain the latest guidance about how to brush, how often to brush and when to brush.

Normally, the various establishments decide the most suitable time for themselves. We do however encourage, if possible, that toothbrushing takes place **before** snacks or breakfast.

Oral Health Promoter

Currently there is no scientific evidence to support when the most beneficial time to brush (i.e. before or after food). Expert opinion concedes that the most important issue is that children do brush regularly with a fluoride toothpaste (**at least 1000 parts per million or ppm**)

Reference: Article from the National Oral Health Promotion Group Autumn Journal 2003

Thanks to the Scottish Oral Health Promotion Action Group for reviewing the information contained in appendices 17 and 18.

The following should be used as guidance, but please first double check with what is being promoted in your area.

Remember to brush your teeth and gums...

- morning & night
- use a dry toothbrush and fluoride toothpaste (at least 1000ppm)
- spit - don't rinse
- make sure you clean all surfaces of teeth



FRONTS



BACKS



CHEWING SURFACES

LIFE SKILLS AND PLAY

DESIRABLE ACTIVITIES

Have you considered developing/reinforcing the following skills and concepts?

	YES	NO	ACTION
■ Hygiene Skills			
• Washing hands before breakfast	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Washing fruit	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Disposing of waste food	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Storage of food eg: refrigeration/airtight containers	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Relating to others			
• Social activities with adults (non-educational setting)	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Peer support roles of older pupils	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Clear responsibilities at club	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Monitoring/organising activities	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Team leading and helping others	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Paired reading activities	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Social interaction during breakfast	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Dedicated breakfast time	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Dedicated play time	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Developing breakfast club rules	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Physical Skills			
• Developing the use of cutlery/crockery etc	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Tooth-brushing	<input type="checkbox"/>	<input type="checkbox"/>	_____

LINKS TO THE CURRICULUM

DESIRABLE ACTIVITIES

<i>Have you considered the following activities?</i>	YES	NO	ACTION
■ A survey of breakfasts with an analysis of 'healthy' breakfasts (Health/Maths)	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Why we have breakfast? Using the food groups to 'build' a breakfast and looking at the main nutrients provided (Health)	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ The geography and history of breakfast - using breakfast as a sub-topic for larger projects (Environmental Studies)	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ How do we get breakfast? Follow the food production back, thinking about production farming, transport, employment etc (Environmental Studies)	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Breakfast foods. Different 'breakfast' foods linking with different cultures, religious beliefs and events (Religious/Moral Education)	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Advertising breakfast and the breakfast club. Looking at influencing health and commercial environment. (Environmental Studies/ Expressive Arts)	<input type="checkbox"/>	<input type="checkbox"/>	_____

WIDER SCHOOL-BASED ISSUES

DESIRABLE ACTIVITIES

Have you?	YES	NO	ACTION
■ Found out if there is a Hungry for Success Implementation Group in your area to link with.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Considered putting 'food' onto the agenda of School Board/PTA meetings.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Looked at what is offered for snacks at morning/afternoon intervals in tuck shops, vending food and vending drinks machines.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Encouraged the provision of a healthy choice(s) as part of the selection offered in tuck shops, vending food and vending drinks machines.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Considered the promotion of fruit and vegetables during the lunch service.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Considered writing a nutrition policy, involving your catering staff.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Encouraged the uptake of free school meals within the school.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Reinforced classroom activities by using practical/applied examples such as: developing menus, analysing menus, cooking/designing foods for lunch, selecting lunch activities using food groups, promoting healthier choices.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Offered and provided healthy choices during the day including access to drinking water and free promotions of healthy options such as fruit tasting.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Got pupils involved in discussing food and food issues within the school. E.g: portion sizes, variety of foods offered, management of lunchtime (queues etc), dining environment.	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Offered suggestions for healthy packed lunches	<input type="checkbox"/>	<input type="checkbox"/>	_____

MAKING LINKS WITH THE HEALTH PROMOTING SCHOOL

Linking the “Health Promoting School” with the development of your breakfast club.

Environment

	YES	NO	ACTION
■ Is the dining room comfortable & clean?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Are those using the dining room supervised?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Are there sufficient litter bins well placed and emptied regularly?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Is drinking water freely accessible?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Are there adequate, accessible and clean toilets?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Are there toilets which are well stocked with soap, towels & toilet rolls?	<input type="checkbox"/>	<input type="checkbox"/>	_____

Ethos and Climate

	YES	NO	ACTION
■ Does the breakfast club have health promoting policy and aims?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Do parents & staff support this?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Does this recognise cultural needs and diversity?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Is there a forum for children to express their views?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Does the club make provision for those with special needs?	<input type="checkbox"/>	<input type="checkbox"/>	_____

Role of Specialist Services

	YES	NO	ACTION
■ Have you considered the role of:			
• Your local community health project?	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Your community dietitian?	<input type="checkbox"/>	<input type="checkbox"/>	_____
• The community dental service?	<input type="checkbox"/>	<input type="checkbox"/>	_____
• The school meals service?	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Local food suppliers?	<input type="checkbox"/>	<input type="checkbox"/>	_____

continued on next page

MAKING LINKS WITH THE HEALTH PROMOTING SCHOOL continued

Links with Family and Community	YES	NO	ACTION
■ Have you linked with other community groups, projects, local facilities etc?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Have you designed activities with parents eg: family breakfast days?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Do you involve parents/carers in the development of the breakfast club?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Are parents able to participate/attend the breakfast club?	<input type="checkbox"/>	<input type="checkbox"/>	_____

Health and Welfare of Staff	YES	NO	ACTION
■ Are the staff aware of the aims of the breakfast club?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Are school staff encouraged to support the breakfast club?	<input type="checkbox"/>	<input type="checkbox"/>	_____

Curriculum	YES	NO	ACTION
■ Is the importance of healthy eating linked to other closely related areas, eg:			
• Oral & dental health	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Physical activity	<input type="checkbox"/>	<input type="checkbox"/>	_____
• A balanced diet	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food hygiene	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Do teachers adopt a cross-curricular approach to health issues? (eg: food survey language, data analysis, computing results, technology)	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Are there opportunities for skill development as well as knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	_____
■ Do you use methodologies which will develop children's self-esteem?			
■ Have you adequate resources to support the health-promoting school concept?	<input type="checkbox"/>	<input type="checkbox"/>	_____

QUESTIONNAIRE TO ASSESS THE NEED FOR A BREAKFAST CLUB

Adapt the style and nature of questions according to the needs of your target group.

Do we want/need a breakfast club?

1 During a normal week, how often does your child usually have breakfast (with cereal, bread or cooked food)? *Please tick box*

- Every day
- 4 to 6 days a week
- 1 to 3 days a week
- Hardly ever/never
- Don't know

2 What does your child usually EAT for breakfast?

- Cereal/porridge
- Cooked breakfast
- Crisps
- Fruit
- Rolls/bread/toast
- Chocolate/sweets/biscuits
- Nothing
- Don't know
- Other (please specify) _____

3 What does your child usually DRINK for breakfast?

- Tea/coffee/hot chocolate
- Fruit Juice
- Fizzy drinks (e.g. Irn Bru)
- Milk
- Water
- Diluting Orange
- Nothing
- Don't know
- Other (please specify) _____

4 Where does your child usually eat or drink these items for breakfast?

- At home
- On way to school
- At school (morning or breaktime)
- Other (please specify) _____

QUESTIONNAIRE TO ASSESS THE NEED FOR A BREAKFAST CLUB continued

5 How often does your child brush their teeth?

- More than once a day
- Once a day
- Once a week
- Never
- Don't know

6 What do you think about breakfast clubs?

- I think they are a good idea
- I don't like the idea of breakfast clubs
- I don't know much about breakfast clubs

7 Why do you say that? _____

8 What advantages would you see in your child attending a breakfast club?

Please say whether you agree or disagree with the following statements: Agree Disagree Don't know

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| • Children would eat a good breakfast at the breakfast club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • If my child(ren) go to the breakfast club, I/my partner could get to work earlier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Children would be more likely to eat breakfast if they were with friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Children would be supervised at the breakfast club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Children would be more likely to brush their teeth at the club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9 What concerns would you have about your child attending a breakfast club?

Please say whether you agree or disagree with the following statements: Agree Disagree Don't know

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| • It might cost too much to send my child(ren) to the breakfast club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • A breakfast club would make the school day too long | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • My child would want to go because his friends go | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I would be concerned about the children getting to school at 8am | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I would prefer my child to eat breakfast at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10 Do you think you would want your child to attend the breakfast club?

- | | |
|--|---|
| • Yes, regularly <input type="checkbox"/> | • I am not sure yet <input type="checkbox"/> |
| • Yes, occasionally <input type="checkbox"/> | • No, it is unlikely <input type="checkbox"/> |

USEFUL NATIONAL CONTACTS

ContinYou (formerly Education Extra)

ContinYou is an educational charity for the UK and, with further funding from Kelloggs, is developing Breakfast Club Plus, a UK-wide breakfast club network for schools and communities. To find out more, please contact Tony Appicello. Email: tony.apicella@continyou.org.uk

ContinYou, 17 Old Ford Road, London E2 9PL.

Tel: 020 8709 9900 • Fax: 020 8709 9933

Web: www.educationextra.org.uk/continYou

Kids Clubs Direct

Kids Clubs Direct is a children's organisation that was established in 1996. It plays a key role in promoting good quality childcare whilst providing parents and carers with the opportunity to work, or take up training with the knowledge that their children are safe and having fun. It launched the Club in a Box range of childcare software in 2001 to empower childcare communities and small business to develop out of school care or nursery services to national quality and legislative standards. For more information about its products and services, including its possible support for breakfast club development in Scotland, please contact Tel: 0845 045 4214 or visit web: www.kidsclubsdirect.com

Health Promoting Schools Unit for Scotland

Scotland now has its own Health Promoting Schools Unit with the aim of supporting the implementation of the health promoting school concept throughout Scotland. Its activities include producing a national Health Promoting Schools framework paper, establish a national network and developing a Health Promoting Schools Unit website.

To find out more, please visit: www.ltscotland.org.uk/shpsu

C/o Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY • Tel: 01382 443600

Health Scotland

Health Scotland is a new special health board created on 1 April 2003 by bringing together the Public Health Institute of Scotland (PHIS), www.phis.org.uk, and the Health Education Board for Scotland (HEBS), www.hebs.com. Health Scotland provides a national focus for improving health, and will work with the Scottish Executive and other key partners to take action to improve health and reduce inequalities in Scotland.

To find out more, please visit: www.hebs.com/healthscotland/

Scottish Community Diet Project (SCDP)

Funded by the Scottish Executive, the SCDP's over-riding aim is to improve Scotland's food and health. Our website (www.dietproject.org.uk) offers all our publications including the first and second edition of Head Start, 'Source' funding Guides and the Breakfast Daze Conference Report (1999). Please contact us directly to be added to the mailing list for the free quarterly newsletter, Fare Choice.

SCDP c/o Scottish Consumer Council, Royal Exchange House, 100 Queen Street, Glasgow G1 3DN
Tel: 0141 226 5261 • Fax: 0141 221 0731 • Web: www.dietproject.org.uk

USEFUL NATIONAL CONTACTS continued

Scottish Council for Voluntary Organisations (SCVO)

SCVO publishes Third Force News on a weekly basis, which promotes a wide range of training and funding opportunities. It also runs a quality improvement framework, written by and for the voluntary sector, called 'the Big Picture', which is described to 'help you look at what you are doing and how you do it before making changes to improve quality'. Some ideas may be of use to breakfast clubs.

For more information: www.thebigpic.org.uk

SCVO, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB

Tel: 0131 556 3882 • Fax: 0131 556 0279

Email: enquiries@scvo.org.uk • Web: www.scvo.org.uk

Scottish Out of School Care Network (SOSCN)

SOSCN is the lead organisation representing school-aged childcare in Scotland. Staff provides advice, support and information services to all involved in the sector. SOSCN can also help any breakfast club wishing to make contact with its local Childcare Partnership.

For further information please contact:

SOSCN, Level 2, 100 Wellington Street, Glasgow G2 6DH

Tel: 0141 564 1284 • Fax: 0141 564 1286 • Website: www.soscn.org

Volunteer Development Scotland (VDS)

Volunteer Development Scotland, Scotland's national centre for volunteering houses one of the most comprehensive collections of reference material in Scotland on volunteering and related issues. For information on volunteer recruitment, training and Disclosure procedures (see section 4), contact VDS:

Stirling Enterprise Park, Stirling FK7 7RP

Tel: 01786 479593 • Fax: 01786 449285

Email: information@vds.org.uk • Web: www.vds.org.uk

FINAL THOUGHTS...

We hope you have found this a useful guide to some of the ups and downs of setting up and running breakfast clubs. The Scottish Community Diet Project, as with all its activities, welcomes feedback, so please let us know how we could improve this toolkit at a future date.

As a final word, we thank the Munch Bunch Breakfast Club in Ayr for providing us with this letter from a parent, which in many ways sums up how valuable breakfast clubs can be when set up and run with communities effectively.

Dear "Munch Bunch"

You would not believe how much this club means to our family. I have two children who come along and before they started the breakfast club I had to shout and bawl at them to get out of bed. Now they can't wait to get out to school and meet their friends and socialise and have a healthy start to the day.

I have now started a part-time job in the morning because I don't really need to be hanging around the house and this has given me a real boost.

I know where my kids are in the morning, safe, having a healthy breakfast and not eating junk on the way to school.

Thanks again...

REFERENCES

- ¹ *Breakfast Service Provision for School Age Children: A Mapping Exercise, 2002*. NHS Health Scotland, Scottish Executive and SCDP. The full report is available at www.hebs.com/research/cr/. A summary is available from www.hebs.com/research/pd/ under the *research in brief* section.
- ² *The Breakfast Service Grant Scheme* was a one-off boost of £300,000 to breakfast service activity in Scotland financed by Scottish Executive Health and Social Justice Budgets. Local Authorities were invited to bid for a grant of up to £15,000 per local authority area in summer 2003. The grant scheme was co-ordinated by the Scottish Community Diet Project (SCDP) on behalf of the Scottish Executive. For more information contact the SCDP (tel: 0141 226 5261).
- ³ *Hungry for Success: A Whole School Approach to School Meals in Scotland*, Scottish Executive, November 2002. Web: www.scotland.gov.uk/library5/education/hfs-00.asp
- ⁴ *Breakfast clubs... a head start*, SCDP 2001. Web: www.dietproject.org.uk
- ⁵ *An Evaluation of Breakfast Clubs for Greater Glasgow Health Board and the Health Education Board for Scotland* by Andrew Macgregor of Scottish Health Feedback, 1999. For more information, contact GGNHS Board. Tel: 0141 210 4990
- ⁶ *School's Out: Framework for the development of out-of-school care*, Scottish Executive, 2003. Web: www.scotland.gov.uk/library5/education/sofd-02.asp
- ⁷ As advocated within *Lets Make Scotland More Active*, A Strategy for Physical Activity, Physical Activity Task Force, Scottish Executive Healthy Living Campaign, 2003. Web: www.scotland.gov.uk/consultations/health/patf2-00.asp
- ⁸ Answers Youth Information Café and Breakfast Club, Evaluation Report 1999, Greater Glasgow NHS Board
- ⁹ Agenda Item 8, Educational Services Committee, North Ayrshire Council, 9 April 2002. Web: www.north-ayrshire.gov.uk
- ¹⁰ Carlibar Breakfast Club Evaluation, August 2001 - June 2002. Tel: 0141 880 7781
- ¹¹ To find out more, visit www.e-ayrshire.co.uk/local/aabc
- ¹² *School's Out: Framework for the development of out-of-school care*, Scottish Executive, 2003. Web: www.scotland.gov.uk/library5/education/sofd-00.asp
- ¹³ *Attitudes to healthy eating among Scottish School Children*, 1997, Claire Seaman, Maggie Woods and Elizabeth Grosset, 1997
- ¹⁴ *The Breakfast Club Guide*, Glenys Jones and Gayle Lauder, March 2003 Havant Borough Council, University of Surrey and Portsmouth NHS Trust.
- ¹⁵ *Improving Health in Scotland – the Challenge*, Scottish Executive, 2003. www.scotland.gov.uk/library5/health/ihis-00.asp
- ¹⁶ 'Health Gain through volunteering' Scottish Council Foundation and Volunteer Development Scotland in 2002-2003 (see www.scottishcouncilfoundation.org or www.vds.org.uk)
- ¹⁷ Please contact Cambuslang and Rutherglen Food and Health Project. Tel: 0141 641 6777 Email: chafproject@tiscali.co.uk
- ¹⁸ *Hungry for Success: A Whole School Approach to School Meals in Scotland*, November 2002 Scottish Executive. Web: www.scotland.gov.uk/library5/education/hfs-00.asp



www.dietproject.org.uk



healthyliving

www.healthyliving.gov.uk

The Scottish Community Diet Project is funded by the Scottish Executive Health Department

Published by the Scottish Consumer Council

2004

ISBN 0-9546700-5-1