

**Food and Drink purchased 'Through the School Gate'**

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# Transcript

## School 2 Kitchen Supervisor

08/02/2019

Transcribed by  
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**Duration: 0:51:51**

Respondent: ...we've had children with gastric disorders. So I've also got physical disorders, muscular dystrophy, we've had things like sickle-cell, there's a vast range, cerebral palsy, we've got children with alcohol fetal syndrome that were born with it. It's such a vast area, but I'm a qualified first-aider as well, that I work after...and I've done courses with diabetics and things like this.

Interviewer: So quite a range of different...

Respondent: Yeah. I think I just put it under the general title of Jack of all trades and master of none.

Interviewer2: I don't know, probably master of most of them actually.

Interviewer: So presumably they all have different dietary needs?

Respondent: Type I diabetics can actually eat basically whatever they like and they do, as long as they counteract it with the correct dosage of insulin. We do not currently have any type II diabetics, they're the ones that have to really watch their diet because the amount of sugar then triggers the lack or excess of insulin produced naturally in the body, whereas type I diabetics cannot produce it anyway, so...

Interviewer2: So it's all controlled with the...

Interviewer: So you've had type II diabetics in the past?

Respondent: I have had in the past but we haven't currently got any. I mean I've got a couple of children that I suspect that may be heading that way but, you know, there are things you spot with children. Diabetic children, when they go high or low they have the sort of physical characteristics you can see, the clamminess, the lack of... But then if they're high but they're not excessively high their behaviour can alter, and the same if they go low, they sort of... I don't know, it's like... I mean I've got three children of my own and I used to think 'Why am I feeding them at teatime, because it's giving them that boost of energy', you think 'Why didn't I just put them to bed?'

Interviewer2: Yeah, while they're sleepy, yeah.

Respondent: Yeah. And children with diabetes tend to get these excessive energy spurts and they struggle to deal with that, especially when they go high, they just don't know how to deal with it and the trouble is it's usually because they've not taken the correct dosage of insulin.

Yeah, so it's an interesting thing. We've had the diabetic nurse in from Bart's working with our children with type I diabetes, I've done research, they've done their own research as well.

Interviewer: So they just eat from the canteen do they?

Respondent: The only one that we don't have eating from the canteen is we've got a Year 7 girl who was diagnosed at 11 months with type I diabetes who has also got coeliac disease.

Interviewer2: Oh my goodness.

Respondent: So we have to watch that. But saying that I have a little boy who has got a lot of physical disabilities and he's allergic to pulses and our chef is so good, we have a lot of children that eat ethnic-based foods, so he will do rice and peas with jerk chicken and things like this, he will actually cook rice separate for him.

Interviewer: Oh that's nice.

Respondent: So that he can get...you know, he'll go up and there will be...or he'll make a curry and he'll have added peas and sweetcorn to the big dish but there'll be a separate dish for this child that doesn't contain peas. So we're really lucky that we have a good relationship with our school kitchen, that they do do these things for as well.

So the coeliac girl, because she's getting used to a new regime, a new layout of the school day, moving around, we've agreed for now she will bring her own lunch in, but the parents do want her to start having school lunches. But it's proving to be quite difficult because we do do jacket potatoes every day, so something like a jacket potato is absolutely fine, then we do tend to have a rice dish once or twice a week, so that's fine. So whether it's a chilli con carne and rice, whether it's a curry and rice, that's fine. But then you get sort of...you know, you add a seasoning to it and there might be some wheat starch in a seasoning that is used to thicken it. I mean fish

and chip day is a Friday of course, she can have the chips but she can't have the fish and she can't have the fish fingers because they've got breadcrumbs on them which, you know... It's not as easy as it sounds.

Interviewer2: No. No, it's really difficult isn't it, the coeliac?

Respondent: So while she's sort of establishing herself in the school and getting used to everything the parents are going to provide her with a lunch every day. She does come to breakfast club though and she'll have fruit juice and we do do Rice Krispies so she knows she can have...her brother comes as well and he has Rice Krispies, he's not coeliac but I think, you know, because he's used to having Rice Krispies at home rather than Corn Flakes he just accepts it and eats them as well.

Interviewer: Do you have lots of kids coming to breakfast club?

Respondent: We probably average about 30 a morning.

We provide hot chocolate, we have toast and we have cereal and a selection of fruit juices. We're really lucky that some of our staff provide us with additional stuff as well. We had a member of staff last week that brought in a carrier bag of pears, so the children had pears. We do different things throughout the year. I did something on berries a few years ago and we had loganberries, strawberries, raspberries, blueberries, blackberries, because, you know, our kids, a lot of them don't know where these things come from. They did blindfold taste testing, they had to match the name...we did match

the name to the berry, just because they don't know, they might recognise a strawberry, but...

Interviewer2: Apart from that, yeah.

Respondent: Yeah, nothing more. And we do pancakes on pancake day as well. So we try and vary it a little bit.

Interviewer: Is it free the breakfast club or...?

Respondent: It is, it is. We've got the disadvantage of we've got two supermarkets locally and if you charge a pound, which is not a lot, 'Oh I can go and get four Mars bars from Tesco for a pound', and that's the sort of barrier we come across and that's one of the things... You know, I mean our...I think our Romanian students for example, they seem to know all about money and they've got this ability, they can work money out like this and they are very, very good at it and they will know that they can go and buy something cheaper than they can in school, because we can't deal...we can't, you know, cope with it. And we don't sell Mars bars or stuff like that now.

Interviewer2: Legislation can't stop them buying outside, so whatever you serve and whatever your chef serves at lunchtime, if the competition is...

Respondent: Yeah, so we can stop them leaving school at lunchtime. So basically we do have a captive audience once they're here, but

parents don't take them to school and they're not like primary children where they are taken and collected and...

Interviewer2: So what they do before and after.

Respondent: We have no control over. And we have a chicken shop round the corner that...

Interviewer: A lot of them were just mentioning that they go and get chicken and chips or just chips on the way back after school.

Respondent: Yeah. I was reading somewhere that the government decided they weren't going to have any built within 50 metres of any school, but they're all established and schools... There's a new school being built down Billet Road and there is a chicken shop and a fish and chip shop on the doorstep, but they were there before the school.

Interviewer2: Before the school.

Interviewer: But 50 metres actually isn't that far anyway.

Respondent: No it's not.

Interviewer: If you go 100 metres it's not far is it? It's only just down the road.

Respondent: Yes.

Interviewer2: And let's face it, if it's a mile, if that's on your route home from school and you pass it that's...

Respondent: Well of course it is. And if it's £1.99...what's it that they have? What's the in thing at the moment? Oh wings, chicken wings and chips, three chicken wings, a portion of chips, £1.99, I mean that's the same as...

Interviewer: That's a full meal isn't it?

Respondent: Yeah. And it's the same as a school dinner and a lot of them do sort of tend to wait, they'll come in... And the other thing we do here that we...the times of the day are we start at 8:45, break is 11:10 and the canteen opens then when we do a thing called pizza bread, well I mean it's like half a baguette, and then lunch is an hour later, well for most children if they have a pizza bread they're not going to want to eat a meal at lunchtime. So therefore they will wait till 3:35 and they'll go round to the chicken shop. You know, it's a real... The market out there is open for them, there's cafés, there's little corner shops, there's a Co-op, there's a Tesco's and we are competing and the joy of television and Internet advertising. I mean I get e-mails every week telling me what the latest deals are at Tesco's and Sainsbury's and I'm sure they must as well these days.

Interviewer: Do any of the kids sneak out of school at lunchtime or is that...?



Respondent: They can't, they can't. The only way they can get out is by the main entrance and that's manned at lunchtime. If the children go home they have to have a photographic ID pass and then there's a list of who has got one and we tick them off, and they can't...there's two doors and they need one of these [rattles key] to get through them and they just can't do it. Is it impossible? No it's not impossible, it's, you know...

Interviewer: But it's made as hard as it can be for them?

Respondent: Yes. The car park for here is staff is here, the entrance is round the corner, but there is a button that you can push because of people going out on bikes or staff that live that way they don't want to go here and walk all the way round. But again the children need these to get into the car park. We have tried to make it as secure as possible, you're never going to make it 100% secure, you're never going to, because otherwise we wouldn't have people climbing in at weekends to play in the fields and things like that would we?

Interviewer: Do they? Gosh. Coming to school when you don't have to.

Respondent: Yeah, but when I was at school, I mean I'm a lot older than both of you, but when I was at school you just walked in off the street, there was none of this, none of this security. I mean to get into school you have to get in a gate, once you've got in the gate you then have to get in the building, and then even once you get in the building you're in a little foyer, you then have to get from there into the school. I just sometimes think it's a really sad state of affairs that our schools are not as accessible as we'd like them to be.

Interviewer2: No.

Respondent: But on the other hand we have to keep the children safe.

Interviewer: Yeah.

Respondent: So it's difficult.

Interviewer2: Yeah, it's swings and roundabouts isn't it?

Interviewer: Is everyone eligible for the breakfast club? Can anyone come in for it?

Respondent: Yes, yeah. We've never sort of said it's only open... It was started about eight or nine years ago and we were targeting a group of students, so it was attendance, punctuality, behaviour around the school, children that were either on pupil premium or free school meals, and we were targeting them and we noticed that they weren't all coming because some of their friends weren't coming, so we did generally open it to everybody. We...well I've encouraged staff to come as well. So I do get probably about five regulars and five who pop in every so often and the staff sit there, I mean I know they don't always sit at the same tables as the children that they do talk and for some students, especially with male teachers, they don't have a positive male role model at home, so it's quite nice for them to see and have conversations with an adult.

Interviewer: And see that they're taking it as well.

Respondent: Yes, yeah. And they're eating and behaviour expectations as well, you know. I've got one that will get up and I say 'Excuse me', 'Well what have I done now?' I said 'Just put your stuff by the sink and push your chair in', and when they see the teachers doing it as well it's just setting these life skills for them that they don't get anywhere else. It's really hard for some kids, go home to an empty house or parents who are not there or carers, some of them are young carers, you know. I think if you actually went into what sort of life some of our kids had outside school this for them is a little sanctuary. And because we don't charge and there's no sort of fee kids don't feel 'Oh I can't afford it' or their parents... And I also think...I mean I looked at some of the primary school ones, they charge something like £6 a morning.

Interviewer2: For breakfast?

Respondent: For breakfast club. Now I know they're supervised more than we are, our children can come in, they can have breakfast, they can have a chat, they can go up to the library, they can go out into the playground, they can come back in. We don't sort of say 'Right, you've got to stay in this room', we're not that sort of demanding, but say we charge £3 a morning, our kids would soon work out 'Oh, I'll just go and buy a couple of chocolate bars, a can of Coke', a can of Boost or whatever the cheapest one on offer is. Yeah, I know. Yeah, we clamped down on those, we have a collection of them and then I get great joy in emptying them into a sink. They can get the can back at the end of the day, but the drink.

Interviewer: Yeah, you can have the can. Are they not allowed to bring drinks like that into the school?

Respondent: No, no. It's very hard to police of course, but I think what we do is the canteen sell fizzy drinks but they're specific ones that have been under the school meals guidance, they're accredited to them, so they're sugar-free. I mean they're not the best things because they've got the acid in them because of the fizziness, but kids are going to drink fizzy drinks, so let's encourage them to drink a more healthier one than...rather than one that's got no sugar than one that's got 16 spoonfuls, take your pick. And these ones have got a higher percentage of natural fruit juices in them as well, so they're not Coke or whatever the orange or tropical or whatever. So they can get those in school but we discourage. And I don't...I haven't noticed an issue this year with the energy drinks that we've had in the past. There was a phase they went through of bottles of Boost, because a can, once you've opened it you've got to drink it, whereas with a bottle you could reseal it. But then I still also don't like the idea that some kids walk into school with a litre of fruit juice, because I don't think that's...

Interviewer2: Because even fruit is...we're being encouraged now to think vegetables more than fruit in the five a day aren't we? So I think it's that...

Respondent: Well, yes, yeah.

Interviewer2: And the juice has got...

Respondent: Yeah, it's not just that as well, it's if a child has got a litre of fruit juice in their bag and they're drinking it throughout the day they are constantly allowing their teeth to be attacked by acid. Whereas water has no...it's got a pH of round about 6 or 7, depending on which one it was, because I was horrified at the weekend when I read up about...I like a Norwegian water called Voss and it's got a pH of 4.

Interviewer2: Nearly as bad as drinking fruit juice then.

Respondent: Yes, yeah. I thought I couldn't believe this, a so-called water that tastes so fresh has got a pH of 4. But if they're drinking fruit juice they are constantly allowing their teeth to be under attack and there is a lot of sugar in fruit juice as well. So that, we don't seem to have that, but I have noticed about three or four this morning with them in their blazer pockets, yeah. But then when Tesco sell them at 50p, a can of Coke is 70p, a litre of mango juice is 50p, what can you...? It is an ongoing battle.

Interviewer: And presumably most of them walk past the supermarkets on the way into school?

Respondent: Well one's just by the station here, yes, the bus stops outside, so it's too convenient. The other one was more convenient when we were on our old site. We've only been here two years, we were the other side of the station before. I haven't been to Tesco since we moved because it's too far to walk. Sort of 10 minutes to walk there and 10 minute to walk back in your lunch hour and you think 'No'.

Interviewer2: You've given up because by the time you've picked up what you wanted and queued.

Respondent: Yeah. So we've got a Co-op just across there and they do the same sort of deals, I think all the supermarkets, I think it must be Monday morning they must all sit there and go 'Right, shall we do Mars bars this week or shall we do Snickers?' And they all do it and it's all...

Interviewer: Because they've got the audience haven't they? They know the kids are going to come into school and then that's what they're going to get before and after school.

Respondent: Yes. And these kids are never short of money either.

Interviewer: Really? Do they all seem to...?

Respondent: They all seem to have...you know. I go on school trips, I went to France one year and I'm looking and some of them have got a couple of hundred euros on them and I'm thinking 'Why? We're going for three days. Why?' But if that's what they've got we can't...

Interviewer: You can't say you can't bring money to school.

Respondent: No. We discourage it.

Interviewer: They have the cards, is that right? They put money on a card and...

Respondent: No it's not a card, it's a biometric system so it's fingerprint.

Interviewer: Is that how they pay for everything in the canteen or can you pay by cash?

Respondent: No cash, no cash. And again that is a bit of a barrier with some parents, because if they're not computer literate or have access to a computer, but what we also do is they can have a card that they can go into a little newsagent and pay like PayPal or something like that. So we do do that and I think they've also arranged through the office this year that some parents...I'm not 100% on that, but I think they've done that as well, because I've got a boy in my tutor group that mum doesn't speak much English and I'm sure she's not au fait with computers.

Interviewer: No, and online banking is not something everyone has access to is it?

Respondent: No. But then it's another password you've got to remember as well, pin number. But we also...some parents disagreed with the biometric system, so that's fine, so they do have a pin pad as well. So I've got children with physical disabilities, it's a tiny little machine and you just put your finger in, something like that, and if they've got sort of...a boy with muscular dystrophy for example, he cannot get

his hand...so he hits the pin pad with his knuckle. So there are both ways.

Interviewer: And that way you can't differentiate between who gets free school meals and...?

Respondent: You can.

Interviewer: Oh you can?

Respondent: You can. It's all done on the system.

Interviewer: But as a student they can't tell whether their friends are having them or not?

Respondent: No, no.

Interviewer: Do you have quite a number of kids eligible for free school meals?

Respondent: I think because the way all the benefits system is now worked out I think it's less than it was. I think you have to be in receipt of a certain benefit, this universal credit that they do now I think has...I think it's made things pretty tough for some families. And it's something I think a lot of parents are struggling with as well, because they are given a lump sum and then they're meant to deal



with it, and you get this lump sum, 'Oh look at all this', and it's a bit of a struggle to actually...

Interviewer: Budget and be able to...

Respondent: Yeah, especially if you're not used to it. So I think...we do have some and then we have pupil premium because they're children that have been on free school meals in previous... Any time the child has had free school meals in their whole school history we can get support, and I always...I've got to admit if I go down and I've got to take one of my type I diabetics and he's got no money left, there will always be something I can get him to eat. We're not...or I can give him some cereal from breakfast club, I've done that at break time or lunchtime. We're not going to say 'Oh you've got no money, you can't eat' basically.

But yeah, a child goes up and they will put their fingerprint down and it comes on the screen and the beauty about this screen as well it can also inform...we haven't got ours working up properly yet but we're working on it, because it can come up whether the child has got an allergy, it can come up with if the child's got any nutritional... Because we've got children that are tube fed overnight, we've got children with digestive tract disorders, so all that can come up, so whoever is on the till and say a type I diabetic comes up and they've not got quite enough money, they can just say 'Right, they can go into arrears for today', and let the child know. And also if they have free school meals nobody knows, so that stigma has gone. When I first came here the kids on free school meals used to be given a token and it just made them...

Interviewer: And then people don't want to take them if they're eligible, they don't want them.

Respondent: No, no. That stigma has gone I think. One, nobody knows, and two, I think nowadays people are less...it's one thing less for them to bother about. It used to be a big stigma but I got the feeling that that was beginning to go. I think that went about four or five years ago when kids used to realise they could sell their tokens on to other people, there'd be a black market going round, 'I've brought a sandwich from home.' The only thing that is still obvious is if we go on a school trip and it's an all day trip, we legally have to provide packed lunches for children that are in receipt of free school meals, and then sometimes they do get 'Oh I don't want it, I've brought my own', they wanted to be treated the same as everyone else.

Interviewer: The same as everyone else.

Respondent: So we just say 'Fine', you know, we have to order it, we've made this, and we bring it with us and somebody will eat it.

Interviewer: Someone will have forgotten their lunch.

Respondent: Yeah, of course they do. I mean I've noticed a couple of times a kid has said to me 'I get free school meals, I want my free lunch', and you look in their bag and it's just full of sweets, but they want...

Interviewer: What they're entitled to, yeah.

Respondent: Mmm, yeah, which is nothing wrong with that, nothing wrong at all.

Interviewer2: So it is so much better isn't it just not flagging up [overspeaking 0:25:26]?

Respondent: Oh definitely, most definitely, yes. I mean the only thing we do here is we do a rotor system at lunchtimes, I don't know if Judith has been through that with you? So every year group gets a chance to go first.

Interviewer: Yeah, some of the students were talking about that.

Respondent: Yes, so they all get a chance for having a better choice at least once a week. Apart from the prefects because they can all push to the front, but they have to have some perks, you know, but it seems to work.

Interviewer: And the canteen is the bit that was...? We were in the computer room a couple of [inaudible 0:26:06].

Respondent: Yes, yeah.

Interviewer: Is it just that bit or is there a...?

Respondent: No, there are... I mean I believe you're meeting with Ashley our cook later.

Interviewer: Yes, yeah, after lunch.

Respondent: We have three serving areas in our canteen. So we have the big atrium, as you came in you saw the whole seating area. So you have the tables and chairs, you have the wooden steps, they can sit there, we have the function suite which is probably under this bit here, and we have three serving hatch...well three areas they serve. So we have the hot meals section which is whatever the dish of the day is plus a vegetarian option, plus whatever, then we have what we call the hotbox, so that's things like chicken wraps, lamb wraps, jacket potatoes, all served in normally in disposable containers. Then we have the sandwich bar and that's served in the function room, but I'm sure you'll see all that later on. So it makes it quicker because the children then split into three queues and we also have a covered area outside, so like today the weather is hopefully going to be pretty good at lunchtime, so some of the students will go outside and sit and eat at the bench tables outside. And there's no segregated area for year groups or...there's only we've got a child in a wheelchair that we sort of allocate table to him because of accessibility more than anything else.

But erm, yeah, no, they all come and they can... Some schools I've been in they've got packed lunch areas and school dinner areas and I think...

Interviewer: Only here if you've got food from school.

Respondent: Yeah. No, we don't do that, so they can all sit with their friends and I think that's part of the experience is sitting with your friends, because then it encourages them to eat better, it teaches them that eating is actually a social experience. I mean I've got a 15 year old grandson who food doesn't interest him. He will eat if he's hungry, but only till he stops being hungry. I mean I've got a granddaughter that will eat from the minute she gets up to the minute she goes to bed and graze, but my grandson's...well he's fussy, he can tell the difference between different brands of things as well, he won't eat sauce, ketchups, nothing. We've finally got him eating proper chicken as we call it, but it's taken us years, but he will, you know...but he needs this thing that it's a social time.

Speaker: Can I just have a look for something?

Respondent: Yeah, of course you can.

Interviewer: So do you find at lunchtime there is enough space for everyone to sit?

Respondent: Yes, yeah.

Interviewer: Are they allowed to eat in their classrooms?

Respondent: No.

Interviewer: No, they have to eat down in the communal areas.

Respondent: Yeah. If they're in here we take them down for lunch about 10 minutes early and they bring their lunches back here and they do eat in here, but we...we don't tend to allow students to...they can be mucky things, you know. Not deliberately, you know, they can drop something, it's not...you know.

Interviewer: Yeah. And then your classroom smells of sandwiches and bananas all day.

Respondent: Well, yeah, if someone brings in, I don't know, pilchard sandwiches you don't really want your classroom stinking all afternoon. So no, but we want to make that...I think the ethos behind that is to make it a social thing and to encourage interaction and staff again will sit at lunchtime. Some of them will take food and they'll disappear to the staffroom, but others will actually sit down with the students and eat, again showing the students that everybody sits, and as I say there's no Year 11 area, Year 7 area, so...

Interviewer: Yeah, so it's kind of equal, so it feels comfortable and welcome in there.

Respondent: Definitely, yes, I think that's the...and it works. I mean I'm trying to think how many chairs we've got in the canteen but I've not got a clue.

Interviewer: How many kids are in the school?

Respondent: Currently we've got 820, but by next year... We were originally, when I came here, a four form entry, and the current Year 10 we increased...so that's two years before we moved on...part of the deal was we increased to a sixth form entry, but rather than doing the whole school we did it year by year. So next year it will be the first year that we'll be a full sixth form entry school.

Interviewer: Right, so you've got a Year 12 at the minute?

Respondent: No, Year 11 are only four form, there's only four tutor groups in year 11, but there are 6, 10, 9, 8, 7, so we will be 900 next year, but at the moment we are only 820...840. And it has been noticeable when you're used to a small school and knowing everybody and we're getting bigger and you don't know all the students and I don't know the more, I'll be honest, I do know the ones...I get very involved... We've got a taster...not taster, open evening tomorrow for next year's Year 7s, so tomorrow night I will start talking to any parents that are coming in with any students that have got either medical or physical needs that we need to meet in the school. So in this current Year 7 we've got one type 1 diabetic, I met her originally on...well I met four actually on open evening but we only got one of them, because of the catchment situation, and then I then spend more time with them at taster day and I also do the interviews with the parents to get as much information as I can so that when the children arrive we know what we are doing. So the little girl that is coming to Year 7 with the coeliac and type 1, all the staff knew about her as soon as she started and we've...

So we have private changing facilities in school as well. We have a medical room, but separate to that we have what we call...it's called a hygiene room and it is fully equipped for working with children with disabilities, so it's got a toilet with all the bits, the armrests and the things, it's got a bath, it's got a shower, it's got a chair. So children with...so my tube fed little girl for example, I help her change for PE just in case she catches her peg or something like that, and she also...because she's got so many scars on her stomach she's a bit self-conscious obviously. So I go in there, we get her changed for PE. We have children...we've got two children that are in back braces, so they change in there so they're away from... Because one they take longer and they need more space, we have autistic children that change in there because it has to be done so methodically and everything has to be put in the same place and folded in the same way. So again we do that, but we also have an all singing, all dancing disabled toilets that we had fitted about a year and a half ago, so it's one of these bidet seats. They did put it originally on a key, but our little boy in the wheelchair, he can't work with keys, so it's on a swipe. So these can all be programmed differently, so the boy in the wheelchair has one that access to the lift, access to the disabled toilet, the little girl in Year 7, she injects in her legs and she doesn't want...she didn't want the idea of doing it in the medical room. The boys don't care, all the others currently are boys, they don't care, they don't inject their legs, they inject their stomach or their arms and they just, you know, done and we're gone. But she's a little bit more self-conscious, so she has access to this toilet and nobody knows it's there, it's not advertised and she just goes down and swipes, gets in, deals with her insulin and then she's gone.

So again we've got these things in place to give them independence but the privacy and also I tend to know...I know what time she goes so I can sort of think 'Oh I've not seen her for five minutes, is she all right?' and the same with the boy in the wheelchair, you'll watch him



and he'll disappear down there round about 1.15pm, he'll disappear down to this area and then I'll think about 25 past 'Well he should be going to registration', and off he'll go on his own.

We want the children to have the independence to lead as normal a life as they can, but we also need to provide the areas in which they and the facilities that they need in order to lead their life as independently as they can.

Interviewer2: Actually it's really good because it's all what they...how they feel about being school is going to affect when, where and how they choose to eat and if they're happy... If they're happy with being here and they feel relaxed.

Respondent: Yeah, I mean some children do not like being watched by other children eating. Some children...autistic children tend not to like other children watching them eat and we do...we have in the past let...the room that you were in there with Judith, we've got another room over there very similar and we have let a couple of them eat in there to get used to...because they weren't eating in school and the parents have phoned up and said 'They've brought their lunch home again', or...

The good thing about this parent pay stuff is the parents can go online and check exactly what their children have bought.

Interviewer: So they can see what they're eating?

Respondent: Mmm.

Interviewer: That's good.

Respondent: They can also find out if they're buying for other people as well, because there's a...but they can keep a check of it and they can say 'Well look, all they've bought last week was a bottle of water, or a cake and custard, that's all they've eaten.' We've got two autistic students in Year 9 that weren't eating so I have an LSA that works with them quite closely. So she now takes them out a few minutes early at lunchtime along with the children with physical disabilities and she gets their lunch, because they didn't like...they don't like the idea of the noise, they didn't like the idea of queueing up with everyone crowding round them, so we've put things in place. And since we've started doing that, yes, it took a few weeks to persuade them that 'Come on, let's go and we'll get lunch now and do it', they're now doing it and so therefore they are eating better, so therefore they're focusing better in lessons in the afternoon and when they go home they're not quite so tired and crouchy and having a go at their mum as soon as they walk through the doors.

So it is one of these things with some children, it's just finding out what works.

Interviewer: It's a huge amount for you to think about, rather than just everyone eating at the same time and the same place, it sounds like you've got a job on your hands to make sure everyone is happy and eating...

Respondent: Yes, but I don't know, I mean I've got three children of my own, I mean they're all grown up now, but I never thought about things when I was young, you don't, you're oblivious to it, even though before I had my kids I was a dietician, but you didn't think about... I

worked in a psychiatric hospital with adults, so I never thought really about how much this affected children and you didn't...back in the day children were seen and not heard and we didn't...I didn't as a child sit and eat with my...well my grandparents, I was in...we just didn't, we got fed earlier. And I think you begin to realise how important this is and setting the right aspect for life when they're young. I mean when we were young, that's your dinner, that's what you're eating, you shut up and you get on with it and you're not leaving till you do, and that tends to have gone now. I mean I'm as guilty at home, I've still got one child at home, I can't tell you the last time we sat and ate a meal together, because she's off doing her thing, I'm doing my thing and you do get really lazy, which is part of it. And I mean like yesterday I took some friends out for afternoon tea, because one was 50 a couple of weeks ago and one is 50 in a fortnight, so I combined that and took them out for a proper afternoon tea. And I got home last night about five and about 8 o'clock I thought 'Oh I'm a bit hungry, I'll just have a banana', you know.

But you've got to do it young and I think as well unhappiness starts with children when they are younger as well and school, dislike of school, you know if a child is going to be hungry in the afternoons and tired and resentful of being there, they can't actually truant when they're little, but these seeds of unhappiness. One of the big things obviously schools are looking at at the moment is mental health in children and all these, you know, school's boring, it becomes a bit of this vicious circle and if we can do a little bit to alleviate some of that when they're younger, hopefully it will then help them when we get to Year 11. I mean I had a daughter that didn't go to school very often in Year 11, I didn't know she wasn't going to school because the school never told me, but she went to her friend's house and if her friend's parents were gone to work she stayed there. Nowadays we are much more on top of that, but to make a child come to school who is a teenager, who is unhappy, can have a negative effect, not

only on the child but everybody else around them. So I think you've got to...we've got to have a nurture side to us, we're not just educators. That's not what I'm here...yes, I'm here to educate and make sure they get good results and everything else, but I think we've got a much wider responsibility than that as well.

Interviewer: Yeah, I think you said at the beginning about it being a social...dining being a social experience.

Respondent: Yeah, yeah. I mean our school motto I think is the word for it is that our children can compete anywhere with anyone in the world, and that's...they go for interviews and go against jobs and it's not just 'Oh I've got a bit of paper that says I've got nine As on it', well that's... I can remember years ago, I mean you're too young for this, but I can remember a little girl, she must have been about nine or 10, and I don't know what sort of childhood she must have had because she got A-levels and she was at university and her father had to go with her...

Interviewer2: Lindsey...erm...

Respondent: Yeah. And I just thought what sort of life has that child got, she's got no idea, no concept of what normal life is, if there is such a thing as normal life, but...

Interviewer: But as close to normal, so yes.

Respondent: Yeah.

Interviewer2: But a childhood playing games with your friends and...

Respondent: Yes, yeah. And she probably couldn't speak to children of her own age. I mean I've got a new student in my tutor group who has obviously spent a lot of his time purely with adults, his mother works in an embassy and has travelled all over the world, and has a limited view of things, and I just think he needs to be able to socialise and understand everybody. And that's where I think what we do makes us stand out a little bit better, hopefully, hopefully we're doing some good, we can only try.

Interviewer: It certainly sounds it I think, like the whole dining experience and...

Interviewer2: I think the social side of things is something we are hoping to pick up from where do they choose to eat, why do they choose to eat where they are, where they've chosen to eat and what...you know.

Respondent: Yeah. I mean I noticed you were with the food health champions earlier weren't you, or the school health...whatever they call them these days...

Interviewer: No, they weren't, they were Year 8 and 9 students.

Respondent: Just random students, but we do have a panel of students...are you meeting with them?

Interviewer: Not at this time, possibly when we come back next time.

Respondent: Okay. And they sort of do some work. The mean they're an interesting group because they're really across the curriculum and a couple of years ago we took some girls who had weight issues and we took them to a couple of restaurants that they could work...that worked with providing a dining experience of going out, but healthy options, it wasn't chips with everything shall we say.

So I think as a school we do try and do quite a lot to support all sorts of students.

Interviewer: Yeah. It's been really interesting hearing about it actually.

Interviewer2: Yeah, yeah.

Respondent: So what are your plans for the rest of the...? It's about to become...it's going to be break time shortly.

Interviewer: We're going to have a...

Interviewer2: Have a mooch around the...

Interviewer: Wander round and see what people are buying at break time and things and what's available. And then we don't really have much planned before lunch after that, do we?

Interviewer2: No.

Respondent: Well it's only an hour between.

Interviewer2: So possibly take a wander and have a look at the various shops and places.

Interviewer: Yeah, see what shops are around.

Respondent: Yeah. If you come out of the school here and you go left you're at the junction where the station is and I can tell you if you go that way you've got a chicken shop, a fish and chip shop, Tesco is that way. If you go straight across there's a café, there's a kebab shop, there's the Co-op.

Interviewer: And they're all open after school are they? Are they open before school?

Respondent: The café closes about 4pm, but the Co-op is open from 6pm to 11pm. The kebab shop is not open before school, even though the kids have told me there is a chicken shop in East End that opens

early, because they can get food...but it's not round here because I've checked.

Interviewer2: Chicken and chips for breakfast, oh...

Respondent: Yeah.

Interviewer: There's got to be some laws against that surely?

Respondent: Well I looked into that as well because shops have to have different licences, and I think it's an A3 licence for selling hot food, and there is codicils added to it about whether you can sell the food to be on or off the premises, and if it's one that concludes on the premises I think you can have different opening hours to one that's just a takeaway.

Interviewer: So if they have one table in the corner.

Respondent: Yeah, yeah. It's like all government things, there's little loopholes everywhere. So yeah, so there's quite a variety. And you go the other way there's a corner shop, not the first one, the second one, and then you've got East End high street with the market. But the good thing about...the first shop as you come to the market is a great big international supermarket that sell the most amazing fruits.

Interviewer: We'll go and check it out.



Interviewer2: Oh yeah, we'll have to go and check that out definitely.

Respondent: Yeah, so you've got...

Interviewer2: And is the market on...? Would that be open before school? Is it open every day? Is there anything...would they use it?

Respondent: I think there's something open every day, there's parts of it, but it's the longest street market in Europe, East End market, it's over a mile in length and I don't tend to go...I don't live in East End so I don't tend to use it. I always find it cold because it's a long narrow road and the wind just seems to howl all the way down it. I think there's something there every day but because it's a mile long it's not the whole thing every day and the majority of it is in the middle. There's a shopping mall called the...I think it's actually called The Gallery, it's in the middle of it and I think most of it happens around there rather than this end, or the other end at Deer Street. If you go down that road there's nothing down there for about a mile, it's through reservoirs, so going down towards Tottenham there's nothing, but if you go the other way there's you name it, they've got it, fish and chips, chicken, pizzas, ice cream parlours, there is everything right all the way. Because we've got about three primary schools, another secondary school, a college, all...a good catchment area for all these things.

Interviewer: Yeah, we'll definitely go out and have a...

Interviewer2: Yeah, have to go shuftie around between...we've got an hour. It will stop us getting too bogged down in it won't it, just do a recce?

Respondent: Well I mean weather-wise it's a bit cloudy but it's meant to be reasonably warm today.

Interviewer2: Yeah, it's going to be fine for a walk isn't it?

Respondent: As long as Judith knows and you sign in and out.

Interviewer2: Sign in and out.

Respondent: Just in case. Not that we're checking up on you, it's just that if...

Interviewer2: So you know who is in the building and...

Respondent: That's exactly, yeah. I think it's the same in...obviously at breaks and lunchtimes we're allowed out but we have to sign out just in case, for safety reasons more than anything else.

Interviewer2: That's a very clever system, signing in and out on the screen.

Respondent: On the computer.

Interviewer2: Fantastic isn't it?

Respondent: We don't, we've just got a book for staff.

Interviewer2: But you don't have to sort of think what's the date, what's the time, because the computer just fills all that bit in for you, all you have to do is your name and why you're here and that's it.

Respondent: My biggest problem is car registration number. I know what the last three letters are but I can never remember which way round they are.

Interviewer: I'm exactly the same with the last three letters, I'm like 'Is it YP or PY?'

Interviewer2: I can always remember my current mobile phone number and car registration number, once I no longer own those they go and they get replaced, and that's the only way I can do it.

Respondent: The trouble is I have always operated two mobile phones, I've got my personal one and then we now have a school mobile phone that we use when we go on trips, but I always do residential trips and it's a pay-as-you-go and I've never bothered...I don't care. We went to France one year and we got back really early because they put us on to an earlier crossing, and I just let the kids phone their parents to come and meet them earlier, and I can remember that one for some strange reason. I can remember what it starts with and I can

remember the last three digits on my other one, but you never phone yourself, so...

Interviewer2: This is it, you don't do you? But for some reason those are the numbers I can remember and the registration of my best friend's dad's car from 1970 something.

Respondent: Okay.

Interviewer: You win.

Interviewer2: Weird, weird. Why I don't know, but that one I can.

Respondent: He must have given you lots of lifts.

Interviewer2: He did actually, yeah, to be honest, and it was a VW camper van, so it was like well cool.

Respondent: Ah, right, so yes. It's association. Memory is all linked to association, whether good or bad, but it's all linked to association.

END OF AUDIO