

# National School Breakfast Programme: Innovation Project 1

## Explore Report

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## About the project team

The project was conducted by a team from the Behavioural Insights Team: Kim Bohling, Patrick Sholl, and Jessica Heal. Field research was conducted by Patrick Sholl, Sarah Breathnach, and Eva Kolker. Quality assurance was provided by Jessica Heal and Anna Bird.

## Introduction

Department for Education (DfE) have committed £26 million funding to expand breakfast provision to 1,770 new schools (including state-funded primary, secondary, special schools and Pupil Referral Units [PRUs]). Magic Breakfast entered a consortium with Family Action (hereafter FAMB) and were contracted to deliver this programme, under the name of the National School Breakfast Programme (NSPB).

FAMB identified that one way to potentially increase take-up of school breakfast offerings is to better engage parents and carers, which was also a key conclusion of the previous evaluation. There is reason to believe this is especially important in primary schools, where parents are largely responsible for ensuring their children arrive at school in time to participate in breakfast.

This innovation project sought to develop and test new ways of engaging parents/carers to increase take-up of breakfast provision in primary schools. It was a collaboration between The Behavioural Insights Team (BIT), FAMB, the EEF, and the DfE.

We initially planned three stages of work: 1) exploring the challenge; 2) developing the intervention and trialling it in schools; and 3) developing outputs and sharing the findings. However, the decision was taken to terminate the project early.

<b>Planned project stages</b>	<b>Outcome in practice</b>
1. Explore phase / Generating ideas	Completed phase
2. Developing interventions and testing	Project terminated mid-way through development before testing
3. Making the case (creating outputs and disseminating findings)	Not applicable

Our approach was to combine exploratory research methods, behavioural science and pilot evaluation methods. There was a sequential design, so findings from each stage would inform the next. The purpose of Stage 1 was to inform the development of our interventions and to help us decide upon the most appropriate solutions to test. In practice, it became apparent upon completing Stage 1 and commencing Stage 2 that there were significant barriers to achieving the intended goals of Stages 2 and 3. First, in Stage 1, we learned that some schools did not have the funding and/or staffing capacity to support increased take-up of breakfast. We also learned that some new delivery models did not require any parental engagement in order for the child to access breakfast, so were not appropriate to include in our testing. Upon excluding the schools only implementing those models, we found that there was not a sufficient number of eligible schools to yield sufficient statistical power even for a pilot study. As such, it was decided to terminate the project early.

This report outlines our findings from Stage 1, a mixed-methods investigation that sought to understand the parental experience of Breakfast Provision.

## Methods

### Research questions

The overarching research purpose of Stage 1 was to understand the parental barriers and facilitators to primary age children attending school Breakfast Provision.

We define Breakfast Provision to include not only traditional Breakfast Clubs, which take place before school, but also newer expanded outreach models which may take place during school hours in the classroom (Classroom Bagels), before school on the playground (Playground Bagels), or a more informal “Grab-and-Go” offering located somewhere central in the school.

In order to understand the parental barriers and facilitators to primary children attending school Breakfast Provision, we explored three sub-questions:

1. What are the contact points for parents with Breakfast Provision?
2. What are the barriers and challenges to their children attending Breakfast Provision?
3. What facilitates and supports parents to bring their children to Breakfast Provision?

### Recruitment

FAMB selected 20 primary schools from the first wave of their school recruitment, based on schools previously indicating interest in participating in this innovation project. Of the 20 schools, 15 signed the Partner Agreement, which was also signed by Family Action. The Partnership Agreement provided an overview of the purpose of the research, specified the commitments and responsibilities of the school, Family Action, and BIT, and set out data sharing and security details.

### Data collection

We outline the research methods and participant types in Table 1. We began by interviewing experienced frontline staff members from Magic Breakfast (MB), one of the organisations delivering the NSBP, as they could speak to a broad range of school contexts and types of breakfast provision.

All schools that signed the Partner Agreement were asked to complete an online survey about observed parental barriers and facilitators to engaging with Breakfast Provision, current parent/carer engagement strategies and tools, and ideas for increasing parent/carer engagement with Breakfast Provision.

Table 1. Research methods and sample

Participant	n	Method	Analysis
MB frontline delivery staff	5	1 semi-structured interview; 2 small focus groups with 2 staff per group.	Thematic
Members of the schools' Senior Leadership Team (SLT) who have oversight of Breakfast Provision and/or community engagement	3	2 semi-structured interviews, 1 typed responses to open-ended questions.	Thematic
Members of school staff who are involved with Breakfast Provision	2	Semi-structured interviews	Thematic
	12	Survey	Descriptive statistics & thematic analysis
Parents or carers whose children are eligible to receive Breakfast Provision	11	Semi-structured interviews	Thematic

For the in-depth research, we conducted purposive sampling of the 20 schools in order to ensure we had a representative sample in terms of school size, percent of students who were eligible for Free School Meals (FSM), percent of students who spoke another language at home, and type of school. We were able to complete all research activities with three of our five selected schools. One of our preferred schools did not complete all research activities and one did not sign up to participate in the Innovation Project (IP1). We attempted to recruit replacement schools, but we were unable to complete research activities with them due to timing constraints. The table below provides details of the three schools with which we conducted interviews. To prevent identification of participating schools, we do not provide information on all of the sampling criteria.

Table 2: Breakfast provision, number of interviews, and FSM eligibility of schools that participated in the in-depth research schools

School	Breakfast Provision Model	Parents interviewed	School staff interviewed	FSM eligibility range
School A	Free universal Breakfast Club starting before the school day. Parents can pay to bring their children up to one hour earlier.	6 parents in total: 4 whose children attend Breakfast Club; 2 whose children do not attend Breakfast Club	2. The member of staff who runs the Breakfast Provision, and the SLT member with oversight.	20-25%
School B	Paid Breakfast Club starting more than an hour before the school day. Free universal Breakfast Provision in classrooms.	2 whose children attend Breakfast Club	2. The member of staff who runs the Breakfast Provision, and the SLT member with oversight.	35-40%
School C	Paid Breakfast Club starting more than an hour before the school day. Free universal Breakfast Provision in classrooms.	3 whose children attend Breakfast Club	1. The SLT member with oversight. <i>Note:</i> this was not an interview but typed answers, because the interviewee was unwell but still wanted to participate.	35-40%

## Findings

In the table below, we briefly outline our findings for each research question (RQ) and their implications for developing an appropriate intervention. A more in-depth discussion of the finding follows.

Table 3: Findings summary	
Findings	Intervention implications
<i>RQ1: What are the contact points for parents with Breakfast Provision?</i>	
<p><b>About breakfast provision:</b></p> <ol style="list-style-type: none"> <li>1. Parents reported not seeing any publicity about Breakfast Provision and had to be proactive to get information from school staff.</li> <li>2. Schools reported using a wide variety of methods to publicise Breakfast Provision -- newsletters, letters, website, word of mouth (from teachers, SLT, pupils, other parents).</li> <li>3. Parental engagement with Breakfast Provision was not seen as a priority by school staff in schools where breakfast is provided during school hours for free to all pupils.</li> <li>4. Cost and staffing implications discouraged some schools from increasing breakfast take-up for some Breakfast Provision models.</li> </ol> <p><b>In general:</b></p> <ol style="list-style-type: none"> <li>5. From the survey, newsletters and texts were generally schools' preferred method of communication with parents.</li> <li>6. Parents expressed that texts were the most effective way schools can communicate with them, but there was concern about the danger of "flooding" parents with too much information.</li> <li>7. Staff reported that they offered a range of optional activities and events to encourage parental engagement.</li> </ol>	<p>In developing interventions, consider:</p> <ul style="list-style-type: none"> <li>• Improving communications. Texts, newsletters, events, and word of mouth from teachers and pupils seem to be promising methods of communicating with parents.</li> <li>• Targeting Breakfast Provision models where improved parent engagement would affect take-up.</li> <li>• Targeting Breakfast Provision models where increased take-up would be welcomed by the schools (i.e., they can afford increased take-up).</li> </ul>
<i>RQ2: What are the barriers and challenges to their children attending Breakfast Provision?</i>	
<ol style="list-style-type: none"> <li>1. There's a Breakfast Provision information gap - for both school staff and parents. Parents and school staff did not seem to be well-informed about the logistics of their school's Breakfast Provision or of the broader purpose and benefits of children attending Breakfast Provision, beyond childcare.</li> <li>2. School-parent relationships may be a barrier. School staff perceived that a healthy breakfast and student learning were not a priority for some parents. We theorise that if parents are aware of these perceptions and feel judged, they may not wish to engage in optional school offerings like Breakfast Provision.</li> <li>3. Barriers that sit outside of parent/carer engagement were mentioned, such as: funding, staffing, and food quality and choice.</li> </ol>	<p>In developing interventions, consider:</p> <ul style="list-style-type: none"> <li>• Informing parents and staff as to the purpose and benefits of Breakfast Provision.</li> <li>• Improving parent-school relationships, while being mindful of this potential tension.</li> </ul>

<i>RQ3: What facilitates and supports parents to bring their children to Breakfast Provision?</i>	
<ol style="list-style-type: none"> <li>1. Staff, parents and MB staff mentioned the value of having before school childcare via Breakfast Provision. Fewer participants mentioned other benefits to pupils (e.g., socialising, healthy eating, improving punctuality).</li> <li>2. Implementation choices may affect parental engagement. Visible Breakfast Provision, such as Playground Bagels, provides natural publicity to both parent and pupil. We heard from parents and staff that flexibility in terms of timings and days was important.</li> </ol>	<p>In developing interventions, consider:</p> <ul style="list-style-type: none"> <li>• Emphasising benefits of Breakfast Provision beyond childcare.</li> <li>• Ensuring Breakfast Provision is easy for the parent to access and observe.</li> </ul>

## **RQ1: What are the contact points for parents with Breakfast Provision?**

### **Existing contact points with Breakfast Provision**

The interviews suggested that the contact points for parents with Breakfast Provision can vary substantially by school, and that the model offered may affect the extent that schools publicise Breakfast Provision.

#### Parent awareness

At Schools B and C, all parents interviewed reported not seeing any publicity about Breakfast Provision. There was a range of ways in which the parents eventually obtained information about their school's breakfast offering:

- specifically inquiring about the existence of a Breakfast Provision,
- being informed by a staff member who thought the family might benefit,
- asking their children,
- word of mouth from staff running the Breakfast Club.

At School A, which offered a free universal Breakfast Club shortly before the school day starts and a paid club for extended hours, parents reported hearing about Breakfast Club through a mixture of channels, including newsletters, letters, parent teacher conferences, and face-to-face from teachers or the member of staff who leads Breakfast Provision.

#### Varying levels of promotion of Breakfast Provision

At School B, staff reported little incentive to promote the paid Breakfast Club, as it was at capacity and ran at a loss. If there was increased demand, they were not sure they were able to meet it. Additionally, advertising the wider Breakfast Provision was not deemed a priority because parental engagement was not seen as necessary for children to receive the benefit of the free food, which was served in the classroom during normal school hours.

While offering the same model, the SLT member at School C reported that due to low attendance they had decided to promote the paid Breakfast Club and free places for some pupils via the school website, posters and social media.

Staff at School A said that the most successful marketing was through word of mouth by the pupils. They also said they had encouraged teachers to bring it up in parent-teacher meetings.

#### Informal and face-to-face contact are important contact points

MB frontline delivery staff noted a range of contact points. Schools may invite parents in for breakfast, publicise Breakfast Provision on the school website, and make use of social media. Schools might also host other activities or events at Breakfast Club. Word of mouth was another contact point - either

between parents or from child to parent. They also said some schools told families about Breakfast Provision when they joined the school. In addition, it was mentioned that some forms of Breakfast Provision, such as Playground Bagels, are just more visible to parents/carers when they drop their children off.

In the survey, school staff noted the importance of face-to-face communication in parents hearing about Breakfast Provision, which included teacher to parent communication, pupil to pupil communication and pupil to parent communication.

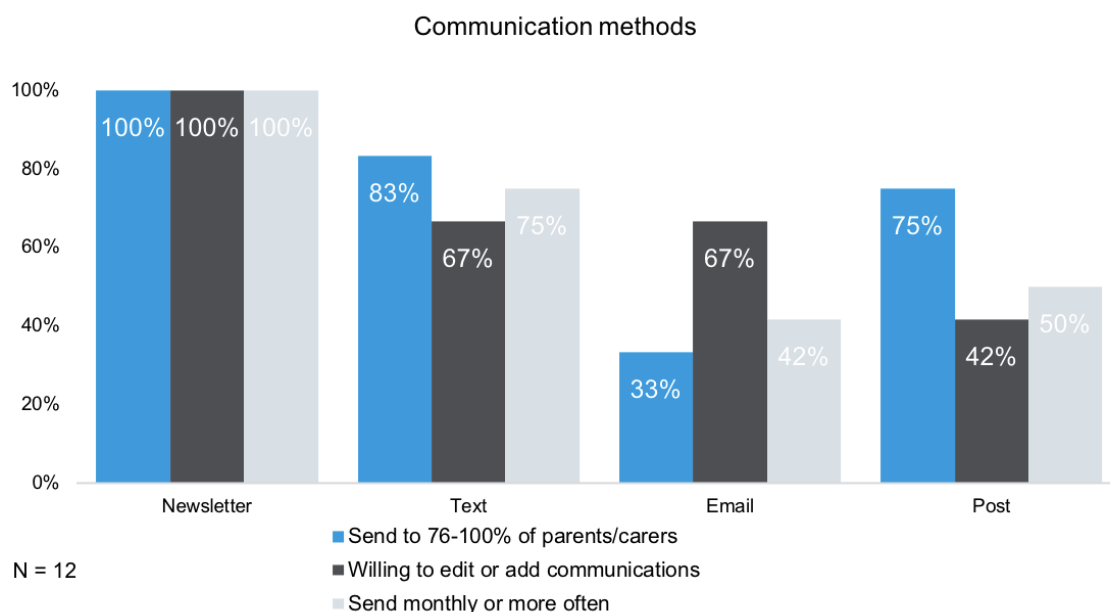
### Existing contact points with parents beyond Breakfast Provision

The survey of school staff included questions about broader parent/carer engagement activities in order to understand how schools were interacting with families more generally. We asked schools about typical communications methods (email, text message, newsletters, post). Please see Appendix B for details on these questions.

This data (in Figure 1 below) shows that:

- The school newsletter is the method which:
  - had the highest reach (with all schools reporting they send it to 76-100% of parents),
  - schools were most willing to edit (100%),
  - was sent at least monthly (100%).
- Texts were sent to 76%+ of parents by the vast majority of schools (10 of 12), with most schools being willing to edit them (8 of 12), and most having sent them monthly or more often (9 of 12).
- A minority of schools sent emails to 76%+ of parents (only in 4 of 12 schools), which may be a barrier to using this as a form of promoting engagement with Breakfast Provision. Some schools noted that not all parents had access to email or the school did not know their email addresses if they did.
- Only 42% (5 of 12) of schools reported they would be willing to edit or add to postal communications. Three cited cost as the main reason they did not send more communication by post.

Figure 1. School survey responses regarding communication methods



In the survey, staff frequently mentioned events in the qualitative open-ended questions, which suggests they were seen as an effective method for engaging parents in general. All schools reported that they had



hosted one or more versions of parent events, which included workshops, consultation evenings, assemblies and after school clubs.

From the interviews, we also found:

- None of the parents mentioned the newsletter when asked about methods of communication.
- Some parents reported that texting was the most effective way schools could communicate with them, but there was concern about “flooding” parents with too much information.
- Staff at School B reported that the SLT being on the school gate every morning was an effective touch point with parents.

### **Intervention implications**

In developing interventions, consider:

- Improving communications. Texts, newsletters, events, and word of mouth from teachers and pupils seem to be promising methods of communicating with parents.
- Targeting Breakfast Provision models where improved parent engagement would affect take-up.
- Targeting Breakfast Provision models where increased take-up would be welcomed by the schools (i.e., they can afford increased take-up).

## **RQ2: What are the barriers and challenges to their children attending Breakfast Provision?**

### **Breakfast Provision information gap (for parents and school staff)**

While it did not explicitly come up in the survey or interviews with the school staff or parents, it was apparent that there was a barrier in the form of an information gap as to the purpose and benefits of Breakfast Provision from both school staff and parents.

#### *Staff may know too little to market Breakfast Provision well*

MB staff cited that in some schools, staff may not know enough about the provision to adequately market it to families, especially to those who may be experiencing issues with food security.

#### *Benefits to behaviour and attainment were largely overlooked*

Staff may not be considering the ways in which Breakfast Provision may improve their pupils' attainment, punctuality, and behaviour, rather than just as a childcare offer. As a result, staff may not be prioritising discussing it with parents. This was backed up implicitly by the data from schools and parents. Some parents noted childcare as a primary reason for engaging with Breakfast Provision, and all but one school in the survey reported that childcare was a substantial facilitator for parents engaging with Breakfast Provision.

#### *Few parents remembered seeing publicity*

Although school staff reported that they had publicised the Breakfast Provision, parents reported they could not remember seeing any publicity. This could suggest that schools may have been publicising infrequently, or only once at the start of the Breakfast Provision, rather than providing regular reminders. This is consistent with MB staff who reported that schools often had an approach of only publicising Breakfast Provision once at the beginning.

### **Funding and staffing**

Funding and staffing issues were the most prevalent barriers identified in both the survey and the interviews.

### Schools may have to charge for Breakfast Club

In the survey, schools noted that funding constraints meant that they had to charge for a pre-school Breakfast Club and this may have been prohibitive to parents. Even if schools did charge a fee, they may still operate at a loss. MB staff also noted that the fee for Breakfast Club was a barrier for parents.

### Staffing limitations were also noted

Even when parents pay, it can be difficult to find the staff to run the Breakfast Provision. In interviews, staff from one school said they had looked into getting parent volunteers, but this had proven unsuccessful in practice. Generally, parents who were available to volunteer did not need the childcare element of the Breakfast Club, so they would not benefit from the provision and would have little incentive to volunteer. It was also noted that it could become a union issue if regular teaching staff were asked to staff the Breakfast Club.

### **Limited food choice**

The food provided was seen as a barrier in parent interviews with key issues being around lack of choice and picking up “bad habits” (e.g., adding sugar to their cereal). Staff also felt that lack of choice was a barrier and that the main food stuff (bagels) was not appetising without additions (such as toasting and adding spreads), and that pupils had not been eating it until they made such additions.

### **School-parent relationships**

#### Perceptions of parent engagement and parenting skills

Our research suggests that there was a barrier in terms of the school-parent relationships. In open-text survey responses and interviews, school staff and MB staff shared perceptions that some parents do not value or care about education and therefore were not motivated to bring their children to Breakfast Provision. Further, “Parenting Skills” was the most frequently cited barrier in our survey<sup>1</sup> (see Figure 2). We theorise that if parents are aware of these negative perceptions, they are unlikely to engage with optional school offerings, especially those that might call their parenting skills into further question.

#### Parental confidence engaging with school staff

Both school and MB staff also noted that some parents lacked confidence in engaging with school staff. Negative staff perceptions coupled with parents with prior negative educational experiences and/or low confidence may result in some parents feeling reluctant to increase their engagement with school offerings.

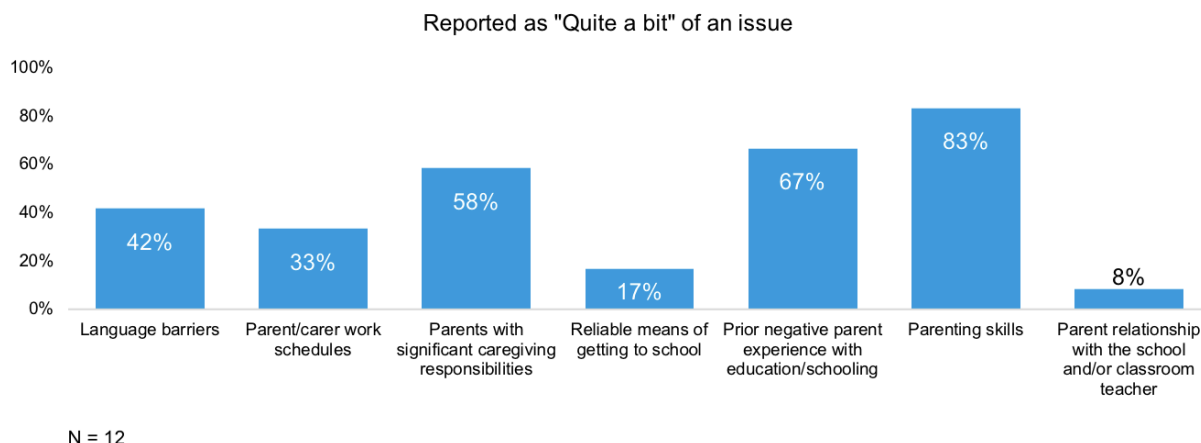
#### Language and cultural barriers

Finally, language and cultural barriers were considered a challenge for nearly half of schools in terms of developing relationships with parents.

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<sup>1</sup> Based on the proportion that responded “Quite a bit” on a scale response (the highest possible response option). For more details on the questions and response, please see Appendix B.

Figure 2. School survey responses to “What makes it difficult for your school to engage parents/carers?”



### Logistics and implementation

- Timing. Timing was mentioned as a barrier by schools and MB staff. We heard both that the programme started too early and that it started too late.
- Distance. School survey respondents and MB staff also felt that the distance from home to school might be too far away, and thus put parents off an earlier start time.

### Intervention implications

In developing interventions, consider:

- Informing parents and staff as to the purpose and benefits of Breakfast Provision.
- Improving parent-school relationships, while being mindful of this potential tension.

## RQ 3: What facilitates and supports parents to bring their children to Breakfast Provision?

### Providing childcare

In interviews with parents, school leaders, and MB staff and in the school surveys, we heard that Breakfast Clubs provided a useful function in childcare for working parents.

### Communication and events

As outlined in the section above on contact points, communications about Breakfast Provision were described as having facilitated parental engagement, though school staff noted low levels of engagement with the methods attempted.

### Pupil benefit

The perception that pupils benefit from the Breakfast Provision was seen as a factor that would influence parents to bring their children to Breakfast Provision. This somewhat contrasts with the finding that staff and parents saw it more functionally as childcare without wider benefits. In more detail, benefits seen were:

- School survey respondents felt that there were benefits to pupils, in terms of one or more of social benefit (including providing an opportunity to mix with a wide range of age-groups), healthy eating, or improving attendance or punctuality.

- School staff noted they had observed improvements in behaviour, reductions in hunger, as well as some attendance and attainment gains.
- MB staff noted there had been social and attendance benefits and reported that pupils having enjoyed Breakfast Provision enough to ask to attend had been a powerful motivator for parents to bring them.

### Implementation

A number of factors relating to the practical implementation of Breakfast Provision were seen as beneficial in terms of promoting parent engagement. These included:

- Flexible timing —parents and staff noted that being flexible in terms of the times and days helped parents to engage with the service. There were reports that having breakfast start at the same time as the school day had made it easy for parents, while others noted that starting early (at 7:30am) was advantageous.
- Visibility —MB staff noted that having Breakfast Provision visible at the start of the day was a good way to advertise it to parents.
- Simplicity —parents noted that there was a simplicity in Breakfast Club once their pupil joined that made it very easy for them.

### Other

There were a few other facilitators that were identified that did not fit into wider themes. These include the following.

- Free provision. While many of the schools surveyed charged for Breakfast Club, they offered it free to certain pupils (e.g., pupil premium students, children in social care), which helped remove a barrier. However, others expressed that without universal free provision it could lead to stigma, which can act as a barrier.
- Food. Although the food on offer was seen as a barrier by some, others were more positive and felt there was a good choice of nutritious food.
- Parental benefit. Parents and school staff felt that the provision of breakfast helps parents by making the home situation easier and reducing stress. Essentially, parents had one less thing to do in the morning.
- Positive relationships with school staff. MB staff said that having a “community feel” at Breakfast Provision was important for encouraging parents to engage more with school events and activities.
- Translators. School staff reported that having translators available had been a key facilitator of engaging with parents.

### Intervention implications

In developing interventions, consider:

- Emphasising benefits of Breakfast Provision beyond childcare.
- Ensuring Breakfast Provision is easy for parents to access and observe.

## Discussion

Upon completion of the Explore phase, we felt there were a number of challenges and opportunities in developing the right interventions. First and foremost, we needed to decide which barriers could feasibly be addressed within the scope of this project and which, such as funding and staffing, were not within our reach.

Generally, we observed a strong theme around information. Both parents and school staff were not fully aware of the logistics of the school’s Breakfast Provision (when, where, and what food is served), nor the

broader range of benefits of attending. Although schools said they were communicating about their Breakfast Provision, there were indicators that communications may not have been frequent enough or in a mode that parents notice.

Second, given the range of Breakfast Provision models on offer, we needed to decide which were most appropriate for implementing and pilot testing of a parental engagement strategy. We decided to pilot the interventions in schools that either only offer Breakfast Club or Playground Bagels for the following reasons:

1. There is a clear behavioural barrier (not getting to school early enough). The key behaviour change for these models is encouraging parents to arrive at school earlier than normal in order for their child to take part. For the other models (Classroom & Grab-and-Go), it was less clear what behaviour parents would need to change in order to increase take-up other than no longer serving breakfast at home.
2. The Breakfast Club model has already been evaluated. We wanted to ensure we included the model that had already been rigorously evaluated and found to be effective in improving student attainment.
3. The Playground Bagels option is low cost. We have found that there is some tension in some schools with Breakfast Clubs in terms of increasing uptake but also being able to adequately staff and fund the provision. For this reason, we felt it was important to also pilot in one of the less resource-intensive extended reach models (Playground Bagels) that can more easily adapt to increased take-up.

## Intervention recommendations

The full list of ideas suggested by research participants, document review, and internal research is captured in Appendix A. In considering the interventions to pilot, we aimed to select ones that:

- 1) Had a clear link to an identified barrier or facilitator (potential for impact)
- 2) Required minimal financial and staff resource (feasible)
- 3) Were not targeting a particular type of family or school (i.e. were scalable)
- 4) Had the ability to be evaluated (e.g., we could randomise participants to receive the intervention and minimise risk of significant spillover).

Though these interventions were considered for pilot, in practice no pilot was carried out. This was due to a number of unforeseen challenges, including, but not limited to, being unable to identify or recruit a suitable number of schools operating a model that would benefit from increased parental engagement.<sup>2</sup> However, once the NSPB expansion accumulates enough schools where increased parental engagement could drive take-up of breakfast provision, this could be revisited, and experimental evaluations of one or more of these interventions could be conducted.

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<sup>2</sup> More detail on this is contained in a separate report.

## Appendix A: Intervention ideas digest

Coding framework:

### Feasibility (1-4):

- 1 - Requires significant financial resource AND personnel
- 2 - Requires significant financial resource, but not significant personnel
- 3 - Requires significant personnel, but not significant financial resource
- 4 - Requires little financial resource AND little personnel

### Potential for Impact (1-3):

- 1 - No relationship to identified barriers or opportunities
- 2 - Weak relationship to identified barriers or opportunities
- 3 - Strong relationship to identified barriers or opportunities

### Generalisability (1-2):

- 1 - Idea is targeting a very particular population within a school or very particular type of school
- 2 - Idea is not targeting a very particular population within a school or particular type of school

Idea:	Feasibility:	Impact:	Generalisability:	Source:
<b>Events/Invitations:</b>				
Invite parents to join for breakfast; can be every day, once a week/month/term - Extension: allow parents to bring other children for a "family breakfast"	1	3	2	MB - Quick guide to promoting your Breakfast Club, MB staff, Parent, Survey
Invite parents on rotating basis to read with the students at breakfast; can be organised by year (e.g., Year 4 parents come on Thursdays)	1	3	2	MB - Quick guide to promoting your Breakfast Club
Family activities -- invite families in to participate in group activities (e.g., arts projects, board games, BINGO, sports) while taking part in Breakfast Provision	1	3	2	BIT
Host some student performances in the morning, serve breakfast, and promote coming regularly (parent attendance is often quite high at	1	3	2	MB staff

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concerts and other performances)				
Host a coffee morning for parents at the same time as Breakfast Provision	1	3	2	MB staff
For classroom provision: Invite parents to join for breakfast and observe some of the morning lesson, so that parents tie Breakfast Provision with academic performance	3	3	2	MB staff
Provide other services at the same time that families may have difficulty accessing -- e.g., nurse, citizens advice, pastoral team	3	2	1	MB staff
Advertise “focus days”, as an opportunity to deploy the “foot in the door” effect. For example, heavily advertise Friday Breakfast and get the child enjoying it and the parent to develop the habit one day per week, which will make it easier to plan to attend other days of the week	4	3	2	BIT
<b>Incentives</b>				
Provide parent incentives (e.g., food voucher) for regularly bringing the child to Breakfast Provision	2	2	2	Survey
Provide “vouchers” for breakfast (even if already free) to emphasise that the child is eligible to receive breakfast	4	3	2	BIT
Create “loyalty cards” that get stamped every time the pupil attends Breakfast Provision; after 10th stamp, pupil gets a prize (e.g., able to invite parent to Breakfast Club)	2	2	2	BIT
Track “streaks” (as in Snapchat). Create a public place for students to track how many days in a row they have attended Breakfast Provision, which will motivate them to keep their “streak” and not miss any days	3	2	2	BIT
On Fridays, provide each parent with a box of healthy cereal for weekend breakfast when they drop their child off for Breakfast Provision	2	2	2	BIT

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School-to-parent Communications				
General marketing on a <u>regular</u> basis -- school website, social media, newsletter, press release, text messages, emails	4	3	2	MB Launch Pack, Parent, MB staff, BIT
Ensure regular marketing is translated into most commonly spoken languages	1-4 (depending on school resources)	3	1	BIT
Party invitations -- Brightly coloured invitations that state when and where breakfast is served	1	3	2	MB Launch Pack
Teacher invitations -- quietly and sensitively speak directly with parents about the programme and encourage attendance	3	2	2	MB documents
Create an engaging display near the front office that prominently advertises breakfast time	4	3	2	MB staff
Planning prompts: Send a text message in the evening about time/location of Breakfast Provision in the morning and prompt parents to consider what time they would need to leave in order to get to school in time for Breakfast Provision	4	3	2	BIT
Share breakfast menu with parents	4	3	2	Parent
Ask students to add a note about time/location of Breakfast Provision in their planners or print off stickers to add to planners	4	3	2	BIT
Add Breakfast Provision to the school timetable; make it look as important as attending class	4	3	2	BIT
Banner at the front gate with key information	2	3	2	MB staff
Utilise loss aversion (the concept that people are more negatively affected by losing out on something than they are positively affected by receiving something): Hand out small flyers to parents who drop-off after Breakfast Provision has ended	1	3	2	BIT



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that says “If you came 5 minutes earlier, your child could have had a free bagel and time to socialise with his/her friends [or other key components of the Breakfast Provision offering].”				
Create promotional videos showing what pupils do at Breakfast Club or other Breakfast Provision model	1	3	2	MB staff
<b>Parent-to-parent communications</b>				
Parent Breakfast Ambassadors -- use engaged parents to talk to other parents about the programme	3	2	2	MB - Quick guide to promoting your Breakfast Club
Referral system: Parents receive an incentive for referring another family to start attending Breakfast Provision	1	2	2	BIT
<b>Student-to-parent communications</b>				
Ask students to tell their parents about it	4	3	2	Parent
Have a breakfast for all students during first period, in which pupils are encouraged to make posters to take home about the importance of breakfast	3	3	2	BIT
Design a poster template which contains key Breakfast Provision details (e.g., when & where) and ask the students to provide artwork for the poster and take it home to share with their parent	4	3	2	BIT
Extension on idea above: Turn the posters into a competition. Mass produce the winning poster(s) to hang up around the school. (But ensure each child’s poster still goes home)	4	3	2	MB
<b>Changes to provision</b>				
Provide fresh fruit when possible (Fresh Fruit Fridays)	2	3	2	BIT
Increase food variety	2	3	2	School staff, Parent
Offer fun activities that make it a place kids want to be and will beg their parents to attend	1	2	2	MB staff

<b>Increasing school staff engagement</b>				
Ensure there is a “whole school” approach and Breakfast Provision isn’t just something a couple of staff members do. Run a school staff training session on the importance of breakfast and provide materials for parents to share with parents	3	2	2	MB staff
Have teachers draft a concrete plan for promoting breakfast to parents: 1. Which students do they want to prioritise? 2. How can they best reach those parents? 3. When will they reach those parents?	3	2	2	BIT
Have teachers do a reflective exercise as to why attending Breakfast Provision might help pupils and how they might communicate that to parents	4	3	2	BIT
Improve all staff engagement so that they’re better able to talk with parents about the programme and its importance	3	3	2	MB staff
Make Breakfast Provision a standard talking point at parent-teacher meetings; provide a flyer about Breakfast Provision for parents to take-away from the meeting	3	3	2	MB staff
<b>Logistical/ administrative/ financial</b>				
Provide enough funding to be able to staff free Breakfast Club	1	3	2	Survey, school staff
Provide a mini-bus to bring children into school in time for Breakfast Provision	1	2	2	Survey, school staff
Rotate staffing of Breakfast Provision to include teachers, so that parents and students can interact with teachers outside of formal classroom space	3	2	2	BIT
Enlist parent volunteers to help staff Breakfast Provision	3	2	2	MB staff, survey
Eliminate registrations for Breakfast Provision	4	3	1	MB staff

## Appendix B: Survey questions

The responses to the following questions and response options from the survey were used to produce the graphs in this report:

- “What proportion of parents/carers do you send [method of communication] to?” with response options: 0%, 1-24%, 26-50%, 51-75%, and 76-100%.
- “Would your school be willing to [edit or send method of communication] about Breakfast Provision at your school as part of the school’s participation in research?” with response options “Yes”, “No” and “Not sure”.
- “How often do you send information to parents/carers by [communication method]?” with response options “Less frequently than once per term”, “1-2 times per term”, “Monthly”, “Fortnightly”, “Weekly”, “Daily”.
- We asked “What makes it difficult for your school to engage parents/carers?” and asked them to rate commonly cited barriers on a four point scale: “Not at all”, “A little”, “Somewhat” and “Quite a bit”.