

**Healthy Profits: Developing a plan for your food environment**

Capture your ideas here and fill in your action plan template with tasks you need to complete. Use the Healthy Profits checklist to help you. “**Customers**” refers to both those who eat meals, and also those who purchase the meals (e.g. parents may purchase meals for their child).

**Who are your customers and what do you know about them? How could you find out more?**

Ideas:

Actions:

**What changes do you think would be popular with your customers? How could you get their feedback?**

Ideas:

Actions:

**Review your current menu and consider how you can create a feel good food offer. Which choices can you change or improve?**

Ideas:

Actions:

**How can you modify portion sizes to help customers eat in moderation? How could you provide a range of portion sizes appropriate for children of different ages?**

Ideas:

Actions:

**What can you do to make feel good beverages more attractive? How can you encourage your customers to drink more water?**

Ideas:

Actions:

**How could you make the feel good food choices you serve more convenient and prominent?**

Ideas:

Actions:

**What ideas do you have to make your feel good foods more attractive to customers?**

Ideas:

Actions:

**How can you change your menu design and layout to draw customers to your feel good food options?**

Ideas:

Actions:

**How can you use visual cues and changing the default option to nudge customers towards feel good options?**

Ideas:

Actions:

**What ideas do you have for taste suggestibility and fun names for feel good food options on your menu?**

Ideas:

Actions:

**What could your staff say to verbally nudge customers towards feel good choices? What training do your staff need?**

Ideas:

Actions:

**Who are the role models in your food environment? How could you utilise them?**

Ideas:

Actions:

**How could you create and reinforce the idea that everyone is eating and enjoying your feel good food choices?**

Ideas:

Actions:

**How could you use rewards to reinforce feel good choices? Think about both individual and group rewards if applicable.**

Ideas:

Actions:

**How could use food tasters to introduce customers to new foods and new menu options?**

Ideas:

Actions:

## Healthy Profits Action Plan

### Developing a plan

Name:

Role/location:

Date:

| <b>Actions: Shaping your food environment</b><br>What actions will you implement first to shape your food environment? | Who will complete action? | Target date for completion | Completed? |
|--|---------------------------|----------------------------|------------|
| 1)   |                           |                            |            |
| 2)   |                           |                            |            |
| 3)   |                           |                            |            |
| 4)   |                           |                            |            |
| 5)   |                           |                            |            |

### What does success look like?

| Planning measuring success  | Notes |
|---|-------|
| Who will be responsible for measuring success in your food environment?                     |       |
| How will you ensure they have time for this responsibility?                                 |       |
| When will you measure your starting point?  |       |
| When will you regularly review and track what Shape it changes you have implemented?        |       |
| When will you measure follow up time points?  |       |
| How will you ensure you review results and improve/alter your Shape it changes accordingly? |       |
| How will you share the results you gather?  |       |

Name:

Role/location:

Date:

| Measures of success   | How will you measure this?<br>Capture this at your starting point and at follow up   |
|---|--|
| 1) Revenue  | <input type="checkbox"/> Meal sales/uptake<br><input type="checkbox"/> Sales figures   |
| 2) Your food offer  | <input type="checkbox"/> Capture changes in portion sizes<br><input type="checkbox"/> Record purchasing data<br><input type="checkbox"/> Record changes in menu content<br><input type="checkbox"/> Record changes in food on offer and how it is displayed (including notes and/or photographs)                                     |
| 3) Customer food choices/healthy eating   | <input type="checkbox"/> Gather customer feedback on food preferences<br><input type="checkbox"/> Monitor food choices (cashless systems, food selections, purchasing data, comparing start and end of service, measuring waste, observational survey)<br><input type="checkbox"/> Gather customer feedback on general eating habits |
| 4) Satisfaction and customer feedback   | <input type="checkbox"/> Feedback/ideas card<br><input type="checkbox"/> Gather feedback on perceptions and satisfaction   |
| 5) Measuring culture  | <input type="checkbox"/> Gather feedback on customer motivations<br><input type="checkbox"/> Recording changes in policies/procedures  |
| <b>Planning effective surveys and feedback</b>  | <b>Notes</b>   |
| How will you make sure you get a good level of feedback from customers? (e.g. getting well being teams, management teams, pupil school council on board)  |  |
| How will you promote surveys? (e.g. during staff meetings, at lunchtime, assembly, website, social media, posters)  |  |
| How will you make it as easy as possible to give feedback? (e.g. having surveys in convenient locations, using online surveys)  |  |
| How will you encourage feedback? (e.g. prize draw, sticker rewards, completing during approved work or class time)  |  |
| <p><b>Additional notes: Ensure you keep each time point you measure success as consistent as possible.</b><br/>                     It isn't possible to control all these factors but try to make each time point you measure as similar as you can. Consider the following:<br/> <b>Food available</b> Menu content, day of the week, food deliveries, seasonality (purchasing habits in winter different to summer, and food is different).<br/> <b>Customers</b> Keep customers as consistent as possible. e.g. take account of seasonal changes in customers; in schools account for trips meaning pupils are absent and new pupil intake at the start of the academic year.<br/> <b>Take account of other factors that might affect sales</b> Promotions, theme days, other events happening in the wider environment, other initiatives, reward scheme (other than those introduced as part of Healthy Profits).</p> |  |