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**Presentation: Working together to provide a child-informed lunchtime service to support children's wellbeing and socialisation**

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The aim of this study is to evaluate the provision of a child-informed lunchtime service by a multi-agency team which supports children's wellbeing and socialisation. School lunchtime is an under-researched area with the child's voice omitted (Pike, 2010; Hansen et al., 2016) therefore multi-agency staff involved in this service are unaware of their needs. Whilst mealtimes are often the epicentre of family life, in school settings the lunchtime experience is often considered separately, with 208 opportunities for increased social interaction and wellbeing underestimated (Jackson & Forbes, 2015; Daniel & Gustafsson, 2010). Utilising environmental psychology and participatory action research, this study is researching and evaluating children's views of their changing lunchtime service delivered by a multi-agency team, comprising catering, design and teaching staff. It is within the interpretivist paradigm and is an impact evaluative case study (Higgins, 2017). Qualitative methods include: narrative observations of the lunchtime service, group interviews with children aged 5-7 years and 'child's eye' videography of the lunchtime service using Go Pro cameras. Voluntary written informed consent was sought from all staff, with reassurance that this was not a judgemental process, and from parents/carers for their child's participation. Ongoing assent was sought from children. Children have strong opinions regarding the lunchtime service and value opportunities for social interaction. The physical environment can inhibit social interaction and staff are unaware of this. Gaining children's perspectives through the use of Go Pro cameras has proved to be a suitable data collection method and has enabled the multi-agency team to provide a child-informed lunchtime service.

Keywords: children's voices, lunchtime service, socialisation, teaching staff, catering staff