



Eat Well School Award Guide 2026-27



The Eat Well Schools Award

What is the Eat Well Schools Award?

Schools play a pivotal role in helping children get the best start in life.

The Eat Well School award recognises settings that are committed to providing healthy school meals, great lunchtimes and food education that has a positive impact on both pupils and the wider community. It provides schools with a framework for taking a whole school approach to healthy eating, which involves the whole school community to create change.

The award has three levels: Bronze, Silver, and Gold, each of which has a set of criteria that gradually elevate from taking a basic approach to creating a positive food environment to a gold standard whole school approach.



What does a whole school approach look like?

Policy and leadership - Food is included in school's policy and the whole school is engaged.

Food Quality - All food and drink served across the school day meets the national school food standards.

Education and learning - Food and cooking are included in the curriculum and staff are trained to promote healthy eating.

Community - Parents/carers and other community members are engaged to continue positive food messaging outside of school.

Criteria overview

1

Food Quality

Serving good quality food is the foundation of creating a positive food culture in your school.

In England, you must demonstrate compliance with the Department for Education's 'Standards for school food in England' (including food other than lunch) and meeting our criteria for food quality is an easy way to do this.

Menus that meet these standards will be nutritious and balanced, providing pupils with the nutrients they need to learn and stay healthy

Criteria overview

2

Food Leadership

A 'Whole School Approach' brings together pupils, parents, teaching and catering staff to allow a good food culture to become an intrinsic part of life at your school.

Giving this group the opportunity to feed into your school food policy gives it the best possible chance of success.

Involving pupils in decisions around school food encourages sustainable positive change in eating habits as well as encouraging confidence and leadership skills.

Criteria overview

3

Food Education

Teaching children to cook, grow, and understand where their food is coming from gives them the skills and knowledge to make healthier choices that will directly impact on their health – both now and in the future.

The Eat Well Award framework can enhance the curriculum and offer an innovative way to bring a wide range of subjects to life.

There's no better way to interest them in eating healthy foods than getting them involved with growing them and visiting the places they come from.

Bronze criteria

To achieve the bronze award, schools must demonstrate that they meet all of the core bronze criteria.



The school menu complies with the National mandatory School Food standards

Food served in all maintained schools and academies in England must meet school food standards so that children have healthy, balanced diets. Serving healthy food in school is the backbone of taking a whole school approach to healthy eating.

The school food standards make sure that school lunches always include:

- one or more portions of fruit and vegetables every day
- one or more portions of starchy food, such as bread or pasta every day`
- a portion of food containing milk or dairy every day
- a portion of meat or poultry on 3 or more days each week
- oily fish once or more every 3 weeks

They severely restrict foods high in fat, salt and sugar, as well as low quality reformed or reconstituted foods.

You can [read more about the School Food Standards](#) on the Government website.





If the school has a breakfast club, all food served is compliant with the school food standards

The school food standards apply across the whole school day, and therefore food served at breakfast clubs should be meeting these standards. This ensures that the meals offered are nutritionally balanced and are setting children and young people up for a successful day, without dips in energy caused by blood sugar spikes and crashes.

Breakfast club menus should include cereal with no added sugar, toast/crumpets/bagels, porridge, fruit, and healthy protein sources such as eggs, and dairy products such as yoghurt and milk.

Products high in fat, salt, and sugar should be limited, or not served at all as they will not provide children with the nutrients and energy they need for concentration in lessons. Examples of these foods include:

- Processed meat products, such as bacon and sausages
- Starchy foods cooked in oil, such as hash browns
- Cereals with added sugar
- Fruit juices over 150ml
- Pastry and bread products with high amounts of sugar, such as pain au chocolate or chocolate chip brioches

See below for an example weekly menu:

Monday: Porridge, toast, satsuma

Tuesday: Cereal, toast, banana, yoghurt & honey

Wednesday: Porridge, toast, satsuma

Thursday: Cereal, toast, banana, yoghurt & honey

Friday: Cereal, toast, satsuma





Menus provide for all dietary and cultural needs

School menus must be inclusive to ensure every child gets to eat a school meal, without having to opt-out. Whether it is allergies, special dietary needs due to illness, or religious faith, both schools and catering providers must ensure a safe environment where all children can enjoy school food without compromise.

Food allergies are potentially life-threatening. Some of the most common allergens include cow's milk, hen's eggs, gluten, nuts and peanuts, seeds, soy, and shellfish. Catering staff and lunchtime supervisors must be aware of which children have food allergies and what products they need to avoid. If children do need to avoid certain meals, there should be an alternative available.

Dietary restrictions are limitations or modifications in one's diet, often due to health, cultural, ethical, or personal reasons. These restrictions can be voluntary or necessary for managing a medical condition. Dietary restrictions related to health, like diabetes or IBS, may not result in immediate adverse reactions, like allergies. However, not adhering to them may still have short to long-term health implications.

Catering staff will receive training through the Eat Well Award on catering for special dietary requirements whilst still meeting the school food standards.





There is an allergens procedure in place

Food allergies or intolerances must be taken seriously.

Schools and caterers should work closely with parents to support children with medical needs, allergies or intolerances. You must ensure your catering provider has an allergen policy in place. This should include details of how staff will be trained to manage allergies in schools.

20% of anaphylactic reactions happen at school, and these can occur in children with no prior history of food allergies. In-school policies should include epinephrine auto-injectors (EAI) and emergency anaphylaxis plans (EAP). This includes keeping a stock of EpiPens and training staff to administer them.

Allergy UK has developed [a model policy for allergies at school](#) to support you with developing allergen procedures.





The School has a School Food Policy in place that covers food provision, allergies, and any monitoring of packed lunches at minimum.

The Eat Well Award takes a whole school approach to healthy eating, which engages the entire school community in promoting consistent messages about healthier eating and drinking throughout the school day.

A key part of this approach is having a Whole School Food Policy, which is a shared, evolving document for all stakeholders that interact with your school. It expresses a common vision of the ethos, status and role of all aspects of food within your school and should be published on your school website.

We have a [Eat Well Schools template policy](#) you can use to help structure your own policy and Food – a fact of life, which is run by the British Nutrition Foundation for schools, has a [step-by-step guide](#) on putting a whole school food policy together,.



A good Whole School Food Policy:

- sets out a co-ordinated approach to food and drink to increase the availability of healthier options;
- ensures equality of access and participation for all;
- reinforces appropriate messages relating to food and drink, e.g. ensuring consistency between the formal curriculum and school food and drink provision;
- engages the entire school community in taking part in the policy development, usually through a School Council or School Nutrition Action Group (SNAG), e.g. pupils, staff, parents, governors and community partners;
- establishes effective working partnerships, working towards a common goal, e.g. school-caterer, teacher, parent;
- ensures greater sustainability through planned action as part of the school's development plan, including provision for resourcing and staff training to meet its aims;
- communicates your school's shared vision, ethos and values to pupils, staff, parents/carers, and other stakeholders (including the wider community)





The school creates a positive dining experience.

Our surroundings play a huge role in how we react to the food in front of us. For example, if you think about how restaurants use light, sound, and design to create an environment in which we enjoy our meals.

This is the same with children. Their surroundings influence how much they want to eat, which foods they want to eat, and how comfortable they feel eating. Here are some tips for creating a dining environment where children can best enjoy their school lunch:

- Make the dining space a calm environment by encouraging children to use 'inside' voices and put up signs and posters to promote this.
- Keep the dining hall clean as children's senses are more heightened, meaning they can react negatively to an environment that smells unpleasant or feels unclean
- Use posters and calm colours to make the dining space look attractive
- Keep queuing times short by staggering lunchbreaks or introducing more service points
- Allow all children to sit together, so children eating packed lunches aren't segregated
- Encourage children not to rush off by having a system in place for when children are allowed to leave the dining hall
- Encourage staff to sit with children and role model positive behaviour, where possible
- Do not try to force children to eat foods they don't want or prevent them leaving the dining hall until they've finished all their food. This just creates pressure and can lead to a poor relationship with food.





The school is taking action to promote the uptake of school meals.

School meals are healthier than the average packed lunch and it is much easier to meet children's nutrition requirements through a hot two-course meal, so it is important that you are doing everything you can to increase the number of children taking up a school meal, particularly those entitled to free school meals.

There can be barriers to the uptake of free school meals, such as:

- Lack of awareness of free school meals – some parents don't realise that their child meets the criteria to receive free school meals. This is often seen in year 3 as the universal infant free school meals end and they assume their options are either to start paying or switch to packed lunches.
- Stigma associated with free school meals
- Misconceptions about free school meals – some parents may have concerns over the quality of taste of the meals themselves, often based on their own childhood experiences
- A child being a 'picky eater' or having special dietary requirements – parents of these children may prefer to provide a packed lunch of familiar or 'safe' foods, rather than trying school meals which are outside of their control.



What can you do to reduce these barriers?

Increasing the appeal of school meals must start with the meals themselves. Schools and caterers should work to create interesting, varied, healthy meals which parents value and children are excited about. Once the meals are up to scratch, there are a few things you can do:

- Involve pupils in menu development, conduct surveys, or hold tasting sessions to learn which dishes are most popular.
- Send parents communications about Free School Meals at the start of each term, as well as regular reminders throughout the year. This is particularly useful to remind parents of children in reception, year 1, and year 2 about their child's entitlement to universal infant free school meals.
- Have a procedure in place to ensure children in receipt of free school meals are not singled out from their peers at lunchtime.
- Properly advertising your school meals can greatly increase uptake, both amongst FSM eligible and paying pupils. Schools and caterers should regularly share information with pupils and parents about their lunch menus. [National School Meals Week](#) takes place every year in November and can be a great opportunity to do this.
- Upload menus to the school website, and consider including images of the food.
- Communicate the positives of Free School Meals by bundling it together with the benefits of Pupil Premium. Reluctant parents may be persuaded by learning that claiming FSM unlocks Pupil Premium funding, enriching their child's school experience.
- Consider inviting parents to join the children for lunch on one day each year. Letting them try the food for themselves will certainly put any concerns to rest about the quality of the free meals your school is serving.





A briefing on Eat Well Schools has been delivered to school staff.

A key part of making a whole school approach to healthy living successful is to ensure all school staff are aware of the aims of the initiative and what their role is in it.

You can deliver this briefing yourself, or alternatively, the Eat Well Award offers flexible training to your staff on the school food standards and what a whole school approach to healthy eating is, via a staff briefing. This will take no longer than an hour and can be delivered as part of PD days or in staff meetings.

Get in touch with the Eat Well Award team to arrange a date for this briefing.





Pupils take part in food education cooking activities that meet the curriculum requirements.

Your school should already be providing food education that meets the [national curriculum](#). Pupils should be taught how to cook and apply the principles of nutrition and healthy eating, as Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

The Food Standards Agency (FSA) and British Nutrition Foundation (BNF) have developed [core competences for children aged 5-16 years](#), which provides a framework of skills and knowledge for different age groups around food, diet, and physical activity. This provides a gold standard for your school's food education and could be used by your staff to audit and develop lesson plans.

[Food-a-fact-of-life](#), run by the BNF, provide support for lesson planning and resources, that are designed around the core competences to support high quality food teaching.



Core silver criteria

To achieve the silver award, schools must demonstrate that they:

- Have completed all core silver criteria
- Have complete 2 non-core criteria from each section
- Have adapted their school food policy to include new criteria



Pupils and parents are consulted on school meal options

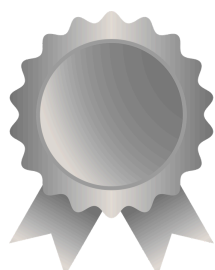
It is important to seek feedback from pupils and/or their parents as it helps you plan your future menus to include the healthiest meals which pupils will enjoy eating.

To achieve this criteria, you should demonstrate that you obtain feedback from pupils and parents/carers and use this to identify which of the healthiest dishes are most popular and if any changes need to be made to the school meal service. You could consider whether the less healthy dishes which are popular could be made healthier, for example, incorporating blended vegetables into sauces or adding a salad.

Some methods you can use to consult with pupils and parents are:

- Surveys taken in class or at home
- Tasting sessions to allow children to taste new foods and make a collective decision on whether to include them on the menu. Invite parents to take part in these if possible.

We have developed a step by [step guide for delivering tasting sessions](#).





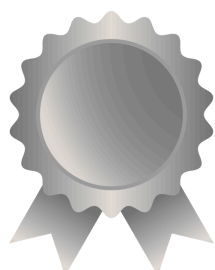
The school does not use food or drink as a reward, e.g. for good behaviour or as a prize

Rewarding children with unhealthy food can undermine other school nutrition education, encourage overconsumption of food high in fat, salt, and sugar, and teach children to eat when they are not hungry. All of this can lead to an unhealthy relationship with food and link poor nutrition to positive reinforcement

There are many alternatives to food rewards, such as:

- Social Rewards - attention, praise, or thanks.
- Recognition - photo recognition board, sticker or certificate, school-wide announcement of achievements
- Privileges - choosing a class activity, sitting next to a friend, going first in a game or activity, being the “line leader”.
- Class rewards - listening to music, extra breaktime or PE, or non-uniform day.
- Stationary - pens/pencils, notebooks, rubbers/books.
- Toys/trinkets.
- Token or points system for a larger prize - a school trip or party, raffles with prizes, vouchers.

This should be included in your school food policy. You can use feedback from the children to shape this, by asking them how they would like to be recognised for their achievements, in a quick survey for example.



Non-core criteria

To achieve the silver or gold award, schools must complete a certain number of the non-core award criteria. Schools can choose which non-core criteria they want to complete.

For the silver award, schools should choose:

- 2 of the non-core criteria from the food quality theme
- 2 of the non-core criteria from the food leadership and culture theme
- 2 of the non-core criteria from the food education theme

For the gold award, schools should complete:

- all core criteria
- 4 of the non-core criteria from the food quality theme
- 4 of the non-core criteria from the food leadership and culture theme
- 4 of the non-core criteria from the food education theme



If students are required to pre-order their lunch options, the school provides photographs on the menu of what each dish looks like

Whilst pre-ordering systems can be beneficial for schools to reduce food waste and costs, it can make it difficult for children to choose their food as they might not know what is it they're ordering.

Schools should supply images of the food to parents/carers, to allow them to show their child and make an informed choice. This can encourage children to try new foods.



Healthier food options are promoted on school menus and boards, and displayed where students can easily spot them

The way healthy food is displayed and offered to children can encourage children to choose them over unhealthy alternatives. Schools and their catering team should take steps to promote healthier options to children. For example:

- Serving staff offer healthier sides (vegetables, salad, plain potatoes) before unhealthy options (e.g. chips)
- Ensure staff and pupils are aware of which dishes are healthier by using prompts/symbols on the menu (e.g. one of your 5 a day, or a key for the wholegrain carbohydrate option)
- Place healthy choice dishes and accompaniments as first options or in prime positions at the front of the counter to encourage selection (e.g. place fruit pots in front of cakes or puddings)





Steps are taken by the school to promote local and sustainable food where possible

Local food is food that is grown or produced within a nearby region (often within 100 miles). Sustainable food is grown using methods that protect the environment, animal welfare, and farm workers. It's often seasonal and minimally processed.

Schools can play a big role in promoting local and sustainable food by integrating it into both the food they serve and their education. Here are some example steps you can take:

- Source ingredients from local farms or producers for breakfast clubs, events etc.
- Work with your catering provider to introduce seasonal menus and reduce ultra-processed foods
- Hold a "local food day" or "Harvest lunch" featuring regional foods
- Create a pupil-led food or eco council
- Run cooking classes or tasting sessions with seasonal ingredients
- Share seasonal recipes with families via newsletters
- Invite local farmers or food producers for talks
- Celebrate "sustainable food week" or themed assemblies
- Start a school garden or growing area (even small planters count!) and use produce in school meals or lessons
- Link food growing to the curriculum (science, maths, geography etc.)
- Compost food waste and use it in the school garden.





The school is taking action to provide healthier food options for occasions

The School Food Standards cover school served across the whole school day, however, this does not include guidance for food served at occasions or events in school.

Special occasions - such as birthdays, school fairs, end of term parties, and celebrations - are great opportunities to reinforce healthy food habits in a positive way. Schools can lead by example by offering healthier alternatives that are still fun, festive, and appealing to children.

Some schools might choose to replace food treats altogether with non-food celebrations, like letting the birthday child choose a game or wear a birthday badge/sticker or having a birthday wall displaying names and dates. For class celebrations, you could have:

- Extra outdoor play or free time
- Non-uniform day or themed dress up day
- A movie afternoon
- Classroom decorations
- A treasure hunt
- Certificates or shout-outs

If you still want to include food in school events, you should make an effort to include healthier food. This might include offering fruit platters or homemade baked goods with reduced sugar, swapping sugary drinks for water or milk. You can get children involved in making fruit kebabs or vegetable sticks.





The school supports breastfeeding boroughs by signing up to the breastfeeding welcome scheme

The Welcome to Breastfeed South Tees scheme is a local scheme available to public, private, and voluntary sector organisations in Middlesbrough and Redcar and Cleveland. It can support your school to ensure that mothers/feeding parents feel welcome to breastfeed, by making sure their needs are met.

Experts, including the World Health Organisation, strongly recommend that babies be fed exclusively on breastmilk for at least their first six months of life. Breastfeeding has lifelong health benefits for both baby/child and mother/feeding parent so if your school signs up to the scheme, you will be making a positive contribution to the health of families in your area.

To participate, you must demonstrate they meet a required criteria to ensure they are providing a comfortable and safe environment, where they will not discriminate against a breastfeeding mother/feeding parent. You will be given a window sticker to display to show that you are a welcoming school.

Please see the [Welcome to Breastfeed Guide](#) to find out more.





School food is on the school council agenda, or the school has a group to consult with pupils, parents, and staff on the school food environment

Creating a healthier school food culture works best when the whole school community is involved - and the school council or a dedicated food group can play a key role in making that happen.

The group should regularly consult with pupils about the dining experience, menu options, and ideas for improvement. This could be done through pupil surveys, tasting sessions, or classroom discussions, with findings fed back through the school council or food ambassadors.

Involving pupils helps them feel ownership of changes and makes healthy eating more relevant and appealing.

Resources:

- [Sample agenda for primary schools](#)
- [Sample agenda for secondary schools](#)
- [Sample school council agenda item](#)
- [Pupil consultation template](#)





The school monitors and records food waste and takes action to reduce it

Providing healthy food means little if it is left uneaten. Schools, and their caterers, should take steps to reduce the amount of food left uneaten on plates as this reduces costs and benefits pupils by increasing their nutrient intake. Steps you can take are:

- Review plate waste regularly and change the amounts of frequently wasted items
- Measure portion sizes to ensure they are suitable for the age of the child
- Engage with pupils and parents about menu changes to find out which are the most popular dishes so you can serve more of them
- Offer smaller portion sizes to pupils who have smaller appetites - they can always come back for more or help themselves to the bread basket if they are still hungry





The school collects food waste in a separate food waste bin for recycling or composting

Schools can choose to do this however they like.

An example of this is Warren's waste collection scheme. The scheme collects your school's food waste in a sustainable manner, by diverting it away from landfill and recycling it to supply renewable energy locally. They offer schools set up without any initial costs, no bin rental, delivery, or duty of care.

They service bins that are full on a weekly basis and can also accept any used cooking oil once cooled into the bins. This reduces the need for you to store this oil on site. Using a food bin on site reduces your CO2 emissions considerably and ensures food waste is diverted away from landfill. The gas produced in the recycling process is stored as Compressed Natural Gas which they use as fuel for their fleet of trucks, again reducing the overall environmental impact of providing this service.

They are keen to show off what they do, and offer school trips to their site, which can be a great opportunity for school eco groups or children learning about recycling.

To find out more and join the Food Waste Scheme, contact them via:

E: nick.wilson@bio-capital.co.uk

M: 07805 505241





The school commits to educating pupils on oral health by signing up to the tooth brushing programme for all eligible year groups

The supervised tooth brushing programme is run by the Tees Community Dental Service and is open to all preschools, primary and SEN schools across Teesside.

They offer support with oral health policy development and deliver training and regular observations of the tooth brushing to ensure infection prevention and controls are being followed.

The programme is fully funded by Public Health so all resources for the scheme are provided.

Who can take part:

- Preschools - 2-5 years (but all ages can take part if they wish)
- Primary Schools - Nursery - Year 1 (if there is a 2 year provision this can also be included)
- SEN schools - all classes/ages can take part

To sign up, email nth-tr.cdsohp@nhs.net or call 01642 383833.

You will need to nominate a link person from your school to be the named oral health lead for all contact with the programme. A needs assessment will be conducted to gather information such as rooms/classes and number of children and staff that will be involved.





The school includes healthy eating in PSHE

Why teach healthy eating in PSHE?

By weaving healthy eating into PSHE, schools empower students to make positive, informed food choices that benefit both their physical and mental wellbeing.

Healthy eating supports:

- Physical health: Preventing obesity, malnutrition, and non-communicable diseases.
- Mental wellbeing: Food can affect mood, energy levels, and cognitive performance.
- Personal responsibility: Empowering young people to make responsible, independent food choices.

Teaching Approaches

Where possible, food preparation should be used to teach about healthy eating. Some other methods you can use include:

- Group work and discussions
- Real-life scenarios and problem-solving tasks
- Culturally diverse food examples
- Case studies and personal stories

Avoid:

- Shaming food choices
- Reinforcing stereotypes about weight, body image, or diet
- Using one size fits all messaging - acknowledge allergies, religious diets and economic challenges)



Key Learning Outcomes by Key Stage

Key Stage 1 (Ages 5–7): Foundations of Healthy Eating

Pupils should learn:

- What constitutes a healthy lifestyle.
- The importance of eating a variety of foods.
- How food and drink contribute to good health.
- Basic hygiene routines related to food and eating.
- That people need food, water, sleep and physical activity to stay healthy.
- To begin making simple healthy choices.

Suggested Activities:

- Sort fruits and vegetables by colour and discuss why eating a variety of foods is important.
- Grow herbs, salad leaves, or vegetables and taste them, discussing where food comes from.
- Circle time discussions about favourite meals.

Key Stage 2 (Ages 7–11): Building Knowledge and Skills

Pupils should learn:

- The principles of a healthy and balanced diet.
- How food choices can affect physical and mental health.
- How advertising, peers, family and media may influence food choices.
- Basic food preparation, food safety and hygiene.
- Strategies for making informed choices in different eating environments.

Suggested Activities:

- Create meals using the Eatwell Guide
- Food detective - Investigate food labels for sugar, salt and fat, and compare products.
- Design and prepare a healthy snack, considering nutrition, taste and food hygiene.



Key Stage 3 (Ages 11–14): Critical Thinking and Practical Application

Pupils should learn:

- The relationship between diet, physical activity and long-term health.
- Nutritional needs during puberty and adolescence.
- How body image, social media and cultural influences can affect eating behaviours.
- The risks associated with restrictive dieting and unhealthy eating patterns.
- How to evaluate health information and nutrition claims critically.
- Skills for independent healthy decision-making.

Suggested Activities:

- Analyse food advertising and social media content to identify how choices are influenced.
- Cooking session using affordable, seasonal ingredients.

Key Stage 4 (Ages 14–16): Informed, Independent Choices

Pupils should learn:

- How to make informed, independent food choices.
- The influence of media, marketing and social pressures on eating behaviours.
- The importance of a positive relationship with food and body image.
- Where to access reliable health information and support.

Suggested Activities:

- Develop a realistic weekly food plan considering cost, time and nutritional needs.
- Explore links between diet, mental wellbeing, body image and self-esteem through discussion or case studies.



Cross-Curricular links

Healthy eating can be embedded across the curriculum, through other subjects

Subject	Link to healthy eating
Science	Human body, digestion, nutrients
PE	Nutrition for energy and performance
Design/tech	Cooking, meal planning, kitchen safety
Geography	Food miles, global food distribution
Maths	Budgeting, portion sizes, nutrition calculations
English	Writing health information leaflets or persuasive pieces

Recommended Tools and Programmes:

- The Eatwell Guide (NHS)
- Food - A Fact of Life (British Nutrition Foundation)
- Change4Life (Public Health England)
- PSHE Association Curriculum Planning Toolkit





Food and cooking education is promoted to parents

Involving parents in food and cooking education reinforces healthy eating habits at home. If you can, hosting family cooking workshops or after-school cooking clubs can be a great way for parents and children to cook together and learn about nutrition and budgeting. If you have a school garden or growing facilities, you could engage families in growing.

Some other ideas include:

- Distributing educational materials in your school newsletters, social media, or school website - e.g. a monthly recipe or get involved in national campaigns.
- Involve parents in developing your school food policies



The school provides opportunities for pupils to grow food

Integrating food-growing activities into the school environment offers hands-on learning experiences that promote healthy eating habits and environmental awareness. Some ways you can do this, if you don't already, include:

- **Establishing a school garden** - [The Royal Horticultural Society](#) has some great resources to support schools in starting and maintaining gardens, including curriculum linked resources.
- **Integrate gardening into the curriculum** - incorporating gardening activities into subjects like science, geography, and PHSE education can engage children more.



Contact Information

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