

# Sustainable Schools:

## How national recognition schemes can support your school's progress





# Acknowledgements

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# Contents

<b>1. Introduction .....</b>	02
Purpose	
Scope	
Strategy	
Cross-links	
At a glance	
Hints on using this document	
<b>2. The Recognition Schemes .....</b>	08
<i>Whole-school certification schemes</i>	
Eco-Schools	
Food for Life Partnership Mark	
Healthy Schools	
International School Award	
RHS Campaign for School Gardening	
Rights Respecting Schools Award	
RSPB Wildlife Action Awards	
<i>Competition-based schemes .....</i>	
Ashden Awards	13
Green Schools Award	
<b>3. The Eight Doorways.....</b>	14
Food and drink	
Energy and water	
Travel and traffic	
Purchasing and waste	
Buildings and grounds	
Inclusion and participation	
Local well-being	
Global dimension	
<b>4. Related Programmes and Initiatives .....</b>	39
<b>5. Further Resources .....</b>	42

# 1.

## Introduction

In this section we describe the purpose of this guidance and how we anticipate it will be used. Schools can make progress towards the aims of the National Framework for Sustainable Schools in numerous different ways. While there is no requirement to sign up to the schemes and programmes highlighted in this document, many will wish to do so in order to draw on the structure and support that they provide.

## Purpose

This document is designed for teachers, senior school staff, head teachers and governors looking to identify how their school could use one or more recognition schemes to tackle the different aspects of sustainable development set out in the National Framework for Sustainable Schools. It has been put together by the people who run the schemes and programmes, and who have looked carefully at how their initiatives can help advance sustainable development in schools.

The document should be used as a guide only and should not replace the information provided by the individual recognition schemes.

## Scope

Nationally there is an abundance of recognition schemes and initiatives that support the aims of the National Framework for Sustainable Schools. In the interests of brevity only a small selection of the largest and most familiar schemes is included in this document. This is not because the others hold less value, but purely because we have decided to focus on schemes which reward progress across a whole school, and which are available to all schools nationally.

The schemes are divided into two main categories. The first category is whole-school recognition schemes which lead to an award or mark that demonstrates that the school has reached a high level of performance in the selected area. The schemes considered in this category are:

- Eco-Schools
- Food for Life Partnership Mark
- Healthy Schools
- International School Award
- RHS Campaign for School Gardening
- Rights Respecting Schools Award
- RSPB Wildlife Action Awards

The second category is competition-based schemes which offer a one-off award to a school for outstanding performance in the selected area. The schemes considered here are:

- Ashden Awards
- Green Schools Awards

You will find more information about each scheme in the next section, while Section 4 provides details of other valuable programmes and initiatives not covered in the main analysis.

### **Inclusion of other schemes**

*If you know of other recognition schemes that are not profiled in this document, please email details to [sustainableschoolseditor@gmail.com](mailto:sustainableschoolseditor@gmail.com). We will endeavour to include such schemes in future versions of this document. Please note that we are primarily concerned with schemes that are school-focused rather than individual-focused, open to all schools, and with national coverage.*

## Strategy

Every school will need to think carefully about how it intends to meet the 2020 expectations of the National Framework for Sustainable Schools. Different routes, priorities and speeds are to be expected, based on individual school circumstances and needs. Some schools may feel that completing as many of the different award schemes possible is the best route to success. Others may decide to focus on one or two areas in more depth, making sure they are fully embedded in to the life and ethos of the school before moving on to other schemes.

It is obvious looking at the schemes that they contain common elements and themes which allow for a joined-up approach to developing school practices. For example, there are strong links between the Healthy Schools and Food for Life Partnership Mark schemes: work carried out for one programme can be used as evidence for the other. Similarly, work on school travel planning can contribute to the evidence needed to obtain an Ashden Award. In other cases, progress made with one scheme can excite interest in tackling other schemes at a later point. For example, the International School Award can support progression to the global dimension theme within Eco-Schools, and vice versa.

For more information on planning your school's journey to sustainable development, please read the **Department for Children, Schools and Families'** (DCSF) guidance on school improvement planning: *Planning a Sustainable School: Driving progress through sustainable development* (2008). You can also evaluate your school's progress in depth using the DCSF's purpose-built self-evaluation tool: *s3: Sustainable Schools Self-Evaluation*. Both documents can be downloaded and ordered from DCSF:

Website: [www.teachernet.gov.uk/  
sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

## Cross-links

The National Framework for Sustainable Schools directly supports a number of other areas of children and schools policy. For example, many schools notice that their work on sustainability excites and motivates pupils, leading to greater engagement, learning and achievement. Becoming more 'eco-efficient' is also a great way for schools to reduce costs and improve their value for money.

The focus of sustainable schools on 'caring for oneself, each other, and the environment' provides an ideal vehicle for delivering the outcomes of **Every Child Matters** (ECM). In fact the Sustainable Development Commission's 2007 report *Every Child's Future Matters* stresses that it may not be possible to deliver ECM at all without a sustainable development approach, since health, safety, enjoyment and economic success are all supported by a healthy environment. This point was picked up in the DCSF's 2007 *Children's Plan* which described sustainable development as a "non-negotiable".

Another important link is to **Learning Outside the Classroom** (LOTc). Sustainable development lends itself to the study of real challenges faced by real people in real situations. Much of this can take place outside the traditional classroom setting, not only in the school's buildings and grounds, but in the local area, community, and further away on school visits and trips. Gaining first-hand knowledge of sustainability through experiencing the natural world, and getting to grips with local problems, is an essential precursor to becoming part of the solutions later in life.

## About sustainable schools

The Government's strategy for children and young people, The Children's Plan, aims to "make this country the best place in the world for our children and young people to grow up."<sup>1</sup> This powerful vision sits alongside another visionary strategy, the UK's 2005 Sustainable Development Strategy, Securing the Future, which aims to "enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations."<sup>2</sup> Of course, the two visions are complementary: children cannot grow up into a stable and secure world unless we, as a country and as an international partner, find ways to improve our well-being without destroying our most precious resource, the planet. This is the context for the DCSF's sustainable schools strategy.

**The future holds many challenges for young people.** Climate change, obesity and global poverty are clear examples. Our current model of development is placing an increasing burden on the planet. In order to secure the future of children all over the world, we need to make a decisive move towards sustainable development.

**Young people have a high stake in the future.** Some of them may live to see the 22<sup>nd</sup> century. We don't know what that will be like, except that it will be very different from today. Some fuel reserves may be exhausted. The polar ice-caps may have melted. World population may have doubled. And much more of Africa may have become a desert. On the other hand, some people may benefit from dramatic improvements in medicine, and drive silent, emission-free cars. Amid the potential dangers are fantastic opportunities.

**Schools have a special role to play in preparing young people to build a brighter future.** As places of learning, they can help pupils understand our impact on the planet and encourage them to weigh up the evidence themselves. As models of

good practice, they can offer young people the chance to contribute to sustainable living, and demonstrate good practices to others. Empowering young people to take responsibility for their own future is not only desirable: it is a crucial feature of their education.

**The Government would like every school to be a sustainable school by 2020.** In practice this means integrating high standards of achievement and behaviour with the goals of healthy living, environmental awareness, community engagement and citizenship – many of the aspirations set forth in Every Child Matters.

A National Framework has been established to guide schools towards this aim. It comprises three interlocking parts:

- **A commitment to care**

Sustainable schools have a caring ethos – care for oneself, for each other (across cultures, distances and generations), and for the environment (far and near). Schools are already caring places, but a sustainable school extends this commitment into new areas. It cares about the energy and water it consumes, the waste it produces, the food it serves, the traffic it attracts, and the difficulties faced by people living in its community and in other parts of the world.

- **An integrated approach.**

A sustainable school takes an integrated approach to its improvement. It explores sustainable development through its teaching provision and learning (**curriculum**); in its values and ways of working (**campus**); and in its engagement of local people and partners (**community**).

- **A selection of 'doorways' or sustainability themes.**

The doorways are entry points, or places where schools can establish or develop their sustainability practices. Each of the doorways draws its inspiration from a range of national priorities around sustainable development.

1. DCSF (2007). *The Children's Plan: Building brighter futures*. TSO, London.

2. HM Government (2005). *Securing the Future: Delivering UK sustainable development strategy*. TSO, London

**Table 1: Schemes that are certification-based**

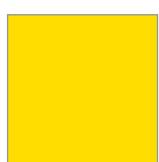
	Food and drink	Energy and water	Travel and traffic	Purchasing and waste	Buildings and grounds	Inclusion and participation	Local well-being	Global dimension
	MEDIUM	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	LOW
	HIGH	LOW	LOW	HIGH	LOW	MEDIUM	LOW	MEDIUM
	HIGH	NONE	HIGH	MEDIUM	NONE	MEDIUM	HIGH	LOW
	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW	LOW	HIGH
	HIGH	MEDIUM	NONE	MEDIUM	HIGH	HIGH	MEDIUM	MEDIUM
	MEDIUM	MEDIUM	MEDIUM	NONE	MEDIUM	HIGH	MEDIUM	HIGH
	MEDIUM	MEDIUM	MEDIUM	NONE	MEDIUM	HIGH	MEDIUM	NONE

## Key

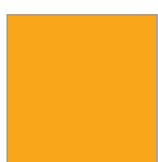
Degree of association:



None



Low



Medium



High

**Table 2: Schemes that are competition-based**

	Food and drink	Energy and water	Travel and traffic	Purchasing and waste	Buildings and grounds	Inclusion and participation	Local well-being	Global dimension
	LOW	HIGH	LOW	NONE	MEDIUM	LOW	MEDIUM	MEDIUM
	LOW	NONE	MEDIUM	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM

## At a glance

These tables give an immediate feel for how the various recognition schemes contribute to the eight doorways of the National Framework for Sustainable Schools. The degree of association of the schemes with each doorway is highlighted in words and colours (see table key on page 6).

Hyperlinks within the tables take you to further details about the schemes (from the logos), or to the analysis of the schemes by doorway (from the column headers).

## Hints on using this document

- You don't need to read the whole document in one go – it is just as useful as a reference tool.
- You will see from the tables that the recognition schemes support different aspects of the eight doorways. Use the document to identify where the schemes can best complement each other.
- If you are just starting out, look at all the schemes together before deciding which may be best for your school. By concentrating solely on one scheme you may miss other (potentially more suitable) routes to progressing sustainable development.
- You may find that the work you undertake en route to one scheme can be used as supporting evidence for another.
- Use the information on each of the schemes to decide which ones you feel would be most suitable to your school. Web links are provided to take you directly to the schemes' homepages where you can get more information and registration details.

## 2.

# The Recognition Schemes

In this section we introduce the recognition schemes most commonly associated with the National Framework for Sustainable Schools, and provide web links to further information. The schemes are introduced in two parts: those designed to certify whole-school practice, and those which encourage good practice through the medium of a competition.

## Whole-school certification schemes



### Eco-Schools

Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. This programme was developed after the 1992 Rio Earth Summit by the Foundation for Environmental Education. There are over 40 countries worldwide delivering the programme with over 20,000 schools participating. In England the programme is delivered by ENCAMS.

Joining the Eco-Schools programme is free and it makes tackling sustainability issues manageable and easy for all schools, whether they are children's centres, nurseries, primary schools, secondary schools or schools with special status. Once registered, schools follow a simple seven-step process which helps them to address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.

Children are the driving force behind Eco-Schools: they lead the eco-committee and help carry out an audit to assess the environmental performance of their school. Through consultation with the rest of the school and the wider community it is the pupils that decide which environmental themes they want to address and how they are going to do it. Measuring and monitoring is an integral part of the Eco-Schools programme, providing schools with all the evidence they need to really shout about their environmental success.

Schools work towards gaining one of three awards: Bronze, Silver and the prestigious Green Flag award, which symbolises excellence in the field of environmental activity. Bronze and Silver are both self-accredited, while Green Flag is externally assessed by ENCAMS.

Website: [www.eco-schools.org.uk](http://www.eco-schools.org.uk)



### Food for Life Partnership Mark

The Food for Life Partnership (FFLP) Mark is an action framework and award scheme to help schools and their communities transform their food culture. Marks are awarded at three levels: Bronze, Silver and Gold.

Schools across the country can sign up to transform their food culture with the FFLP. Young people in these schools are growing, cooking and eating fresh, seasonal, local and organic food, and visiting the farms where their food is produced. Food is becoming real for them and their families. By following the FFLP framework, schools can set their pupils up for life with the knowledge and practical skills to take control of how they eat and the impact on their health, animal welfare and the climate.

Schools can access education resources, support and guidance to achieve each level, and receive use of the logo and invitations to a high-profile annual awards ceremony. A free introduction pack is available for all schools enrolling at [www.foodforlife.org.uk](http://www.foodforlife.org.uk) and free workshops are offered to support progress in all areas, as well as a host of supporting resources.

Curriculum learning on healthy and sustainable food is reinforced on campus through the example of school meals and the chance to learn practical food skills. Community engagement is strong through farm links and invitations to join school lunches, and cooking and growing activities.

Website: [www.foodforlife.org.uk](http://www.foodforlife.org.uk)



## Healthy Schools

This is a national programme run by the Department for Health and the DCSF. It aims to help young people and their schools to promote healthy lifestyle using a whole-school approach. This means working with children and young people and staff within schools.

So far the programme has been seen to bring sustained improvement in pupil behaviour, standards of work and school management. The programme allows schools to self-validate themselves against a set of criteria under four core themes. These are: personal, social and health education (this includes sexual relations and drug education); healthy eating; physical activity; and emotional health and well-being (including bullying).

There are 150 local programmes which support schools through the process of participating in the programme to achieving National Healthy Schools Status.

Website: [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)



## International School Award

This award programme can be delivered with pupils aged 5–18 and has three levels of award (foundation, intermediate and full). It is run by the British Council for the DCSF and can be accessed through the Global Gateway website [www.globalgateway.org](http://www.globalgateway.org)

The award is designed to involve the wider community as well as providing a framework within which to form and develop international links. Through completing the award there are also ideas and opportunities for developing collaborative curriculum-based work with partner schools.

The aim is to develop a whole-school approach to addressing a wide number of issues such as culture, religion, war, poverty, pollution, recycling, food, music and much more. This allows for awareness-raising within the whole school and looks to provide a focus for the school curriculum as well as raising the school's profile.

Website: [www.globalgateway.org/isa](http://www.globalgateway.org/isa)



## Rights Respecting Schools Award

This is an award scheme offered by UNICEF promoting the United Nations Convention on the Rights of the Child (UNCRC). The award recognises the achievement of a school community in embedding the values of the Convention on the Rights of the Child (CRC) in its ethos and curriculum. The values of the CRC provide a unifying, overarching framework for school leadership. Through this scheme children learn about the UNCRC and the responsibilities these rights imply. Everyone in the school learns to become rights-respecting, using the CRC as a guide to living. This makes the school a friendly and caring place in which children learn to become active global citizens working for a fair and sustainable world for all. The unique overarching values framework promoted by the scheme is based on the needs of children to survive, be protected, develop and participate in their global community.

Support is offered through an action plan, resources and professional development. This includes rights and respect in all aspects of relationships between teachers, adults and pupils. There are regional education officers and accredited partners who can advise local authorities and school clusters on ways of embarking on and working towards the Award. An online support network is provided through the scheme's website.

To achieve the award schools work with an action plan on four aspects. These are:

- Leadership and management for embedding the values of the UNCRC in the life of the school
- Knowledge and understanding of the UNCRC
- Rights-respecting classrooms
- Pupils actively participating in decision-making throughout the school.

Each aspect is required to contribute to a child's development as an active global citizen.

Website: [www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa)



## RHS Campaign for School Gardening

The Royal Horticultural Society's Campaign for School Gardening works to support all schools in growing plants and setting up school gardens and helps them to use garden spaces to the best effect; for teaching and learning, participation and citizenship.

The key to the national Campaign, which aims to have 80 per cent of primary schools registered by 2012, is an online benchmarking and rewards scheme, assisting schools to progress through five levels; Planning, Getting Started, Growing and Diversifying, Sharing Best Practice and Celebrating with the Wider Community.

Following registration, schools can access free online resources tailored to each level, including planning, design and plant selection, use of resources and recycling and health and safety guidelines. Materials include lesson plans emphasising the exploration of the whole curriculum by learning through doing.

At regional level, the current programme of RHS practical workshops for teachers will be reinforced over the next five years by the placement of skilled Campaign for School Gardening advisors in each region, working in partnership with schools.

Website: [www.rhs.org.uk/schoolgardening](http://www.rhs.org.uk/schoolgardening)



## RSPB Wildlife Action Awards

The RSPB has been supporting schools for over 100 years in bringing birds and nature to life in the classroom. It offers a number of sustainability-linked opportunities for children and young people based in schools, on RSPB reserves, and across the wider community (for more information see [www.rspb.org.uk/ourwork/teaching/](http://www.rspb.org.uk/ourwork/teaching/)).

The Wildlife Action Awards consist of practical activities that will benefit wildlife and the environment. There are 28 tasks to complete in total for the Wildlife Action Awards, with awards given in three stages (Bronze, Silver and Gold) depending on how many tasks have been completed. The tasks cover four activity areas: Finding Out What's There, Helping Wildlife, Being Environmentally Friendly, and Spread the Word.

The awards support schools in becoming sustainable through many of the doorways, and across the curriculum, campus and community. In addition, they also contribute to the cross-cutting Biodiversity theme in the National Framework for Sustainable Schools, and its commitment to care for oneself, each other, and the environment.

Website: [www.rspb.org.uk/youth/makeando/do/actionawards/index.asp](http://www.rspb.org.uk/youth/makeando/do/actionawards/index.asp)

## Competition-based schemes



### Ashden Awards

The Ashden Awards for sustainable energy are an independent charity, established by one of the Sainsbury Family Charitable Trusts. Award winners are found through an annual competition to identify and reward truly excellent, practical and innovative sustainable energy schemes. There are awards categories for UK businesses, charities and local authorities, as well as schools. There is also an international awards programme.

The school awards offer a first prize of £15,000 and second prize of £5,000, and are open to any UK school with pupils aged 5–16. The school needs to have created a sustainability ethos in which responsible use and generation of energy is a key component.

Each school should ideally be working in partnership with others such as the local authority, local communities and non-governmental organisations. The prize money should be used to either expand the existing project or used to disseminate information about the project to interested others.

Website: [www.ashdenawards.org](http://www.ashdenawards.org)



### Green Schools Awards

These awards are run by the Young People's Trust for the Environment (YPTE) on behalf of Total. There are four different award categories, all of which are primarily aimed at 7–11 age groups. Schools are allowed to enter group projects into one or more of the categories and can have more than one group.

The aim of the awards is to stimulate interest in young people and environmental issues either through research or active projects within school. They are designed to link in with the National Curriculum at Key Stage 2 in England and Wales and the 5–14 Scottish Curriculum.

Projects in the 'Totally Powered Up' category should focus on energy and making use of an energy source. Projects in the 'Totally Active' category should involve work within the school grounds. The 'Totally Clued Up' category allows for curriculum-wide projects that research any aspect of the environment. The final category is 'Totally Creative' and should include environmentally-themed projects based on art, music or poetry.

Website: [www.ypte.org.uk](http://www.ypte.org.uk)

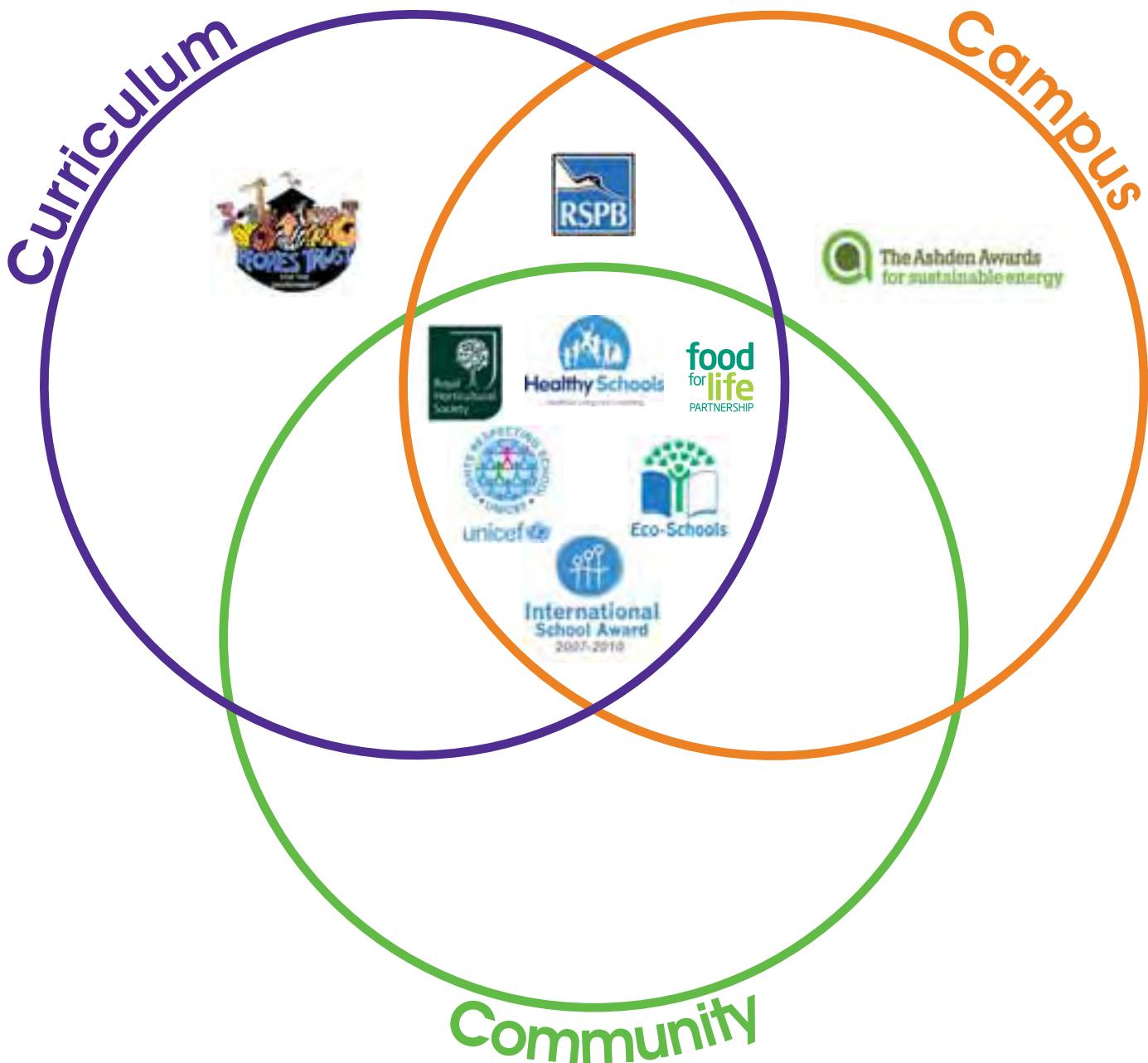
## 3.

# The Eight Doorways

In this section the schemes are analysed in terms of how they support the eight doorways of the National Framework for Sustainable Schools. Under each doorway the schemes are listed in rough order of relevance to the issues covered. However, one of the strengths of the schemes is that they are sensitive to local needs and circumstances, and so the ordering should be taken as a guide only. In reality there will be ways to apply each scheme to most of the doorways.

## Food and drink

This diagram illustrates how the various schemes support the food and drink doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community.



## Food for Life Partnership

### Curriculum

- Exploring with pupils the ethical and environmental issues around food choices in classes and assemblies, with help from FFLP education resources. There is also a farm links programme. Practical cooking skills at KS1, 2 and 3 can engage the school catering staff in food education. Pupils can learn how to grow fruit, vegetables and herbs organically.

### Campus

- Schools can have an organic food growing area. Fresh, seasonal school meals with increasing use of local and organic food can be served in the canteen.

### Community

- Parents and community members can be invited to join school lunches and food-themed events. Cooking skills can be offered to parents and the community out of school hours.

## Healthy Schools

### Curriculum

- Pupils can be encouraged to understand and develop a balanced diet through practical food education; this can be looked at in food technology and personal, social, and health education (PSHE).

### Campus

- Development of a healthy-eating environment in schools and monitoring of the food supplied in school, for example, healthy options promoted through breakfast clubs, tuck shops, vending machines, and so on. Schools set a school lunch minimum standard and ensure drinking water is readily available, free and encouraged.

### Community

- Involvement of the parents in developing school policies and approaches to healthy eating, with appropriate guidance for parents and carers, especially for those pupils having packed lunches.

## Eco-Schools

### Curriculum

- Pupils can be encouraged to look at their lifestyle and diet, food packaging and food miles. This can be delivered through subjects such as food technology, science, PE, citizenship, PSHE, geography, design technology, IT and maths.

### Campus

- Pupils can be encouraged to look at where they could grow their own food as well as reducing the waste produced or composting options. They could also look at where they could make changes in their diet through healthier vending machines choices in the school canteen or tuck shops and provision of drinking water. Pupils can also be encouraged to question and research different options for food and drink deliveries; this could be time of day as well as where on the campus they go to.

### Community

- The school's local community can be involved in initiatives encouraging pupils to become healthier and more sustainable in their attitudes to food and drink.

## International School Award

### Curriculum

- Pupils can be encouraged to compare and contrast diets from around the world, linking with geography, food technology, PSHE, as well as science.

**Campus**

- Pupils can be given the opportunity to compare and contrast different foods in school meals. There is also the opportunity to look at issues such as fair trade.

**Community**

- The school can involve the local community in working with them on spreading messages such as fair trade and food purchasing.

**RHS Campaign for School Gardening****Curriculum**

- Pupils learn the horticultural skills and understand the scientific principles necessary to grow food plants and produce healthy, local and sustainable food for themselves.

**Campus**

- Pupils are encouraged to take an active role in the planning and management of productive gardens, to understand seasonality and to reflect on the changes this knowledge makes to their food choices. Pupils are invited to question the impacts of over-reliance on imported foodstuffs and global issues such as genetic modification and food security.

**Community**

- Pupils learn about food production as a means to achieve economic well-being and are encouraged to be enterprising in developing 'school gate' sales of produce. Parents and carers are invited to take part in seasonal tasks and celebrations.

**Rights Respecting Schools Award****Curriculum**

- Pupils can be encouraged to identify the difference between needs and wants. They can develop a class charter of rights and responsibilities based on children's need for clean water and nutritious food (Article 24).

**Campus**

- School policy empowers children and young people to monitor the quality of own diet and that of the school.

**Community**

- Children and young people champion the right to healthy living for all children locally and globally.

**RSPB Wildlife Action Awards****Curriculum**

- Green shopping (task 3.5): pupils can look how far food has travelled as part of studies in food technology, business studies and geography.

**Campus**

- Green shopping (task 3.5): pupils can be encouraged to look at the food available in school, and how friendly it is to wildlife in its production or packaging.

**Green Schools Award****Curriculum**

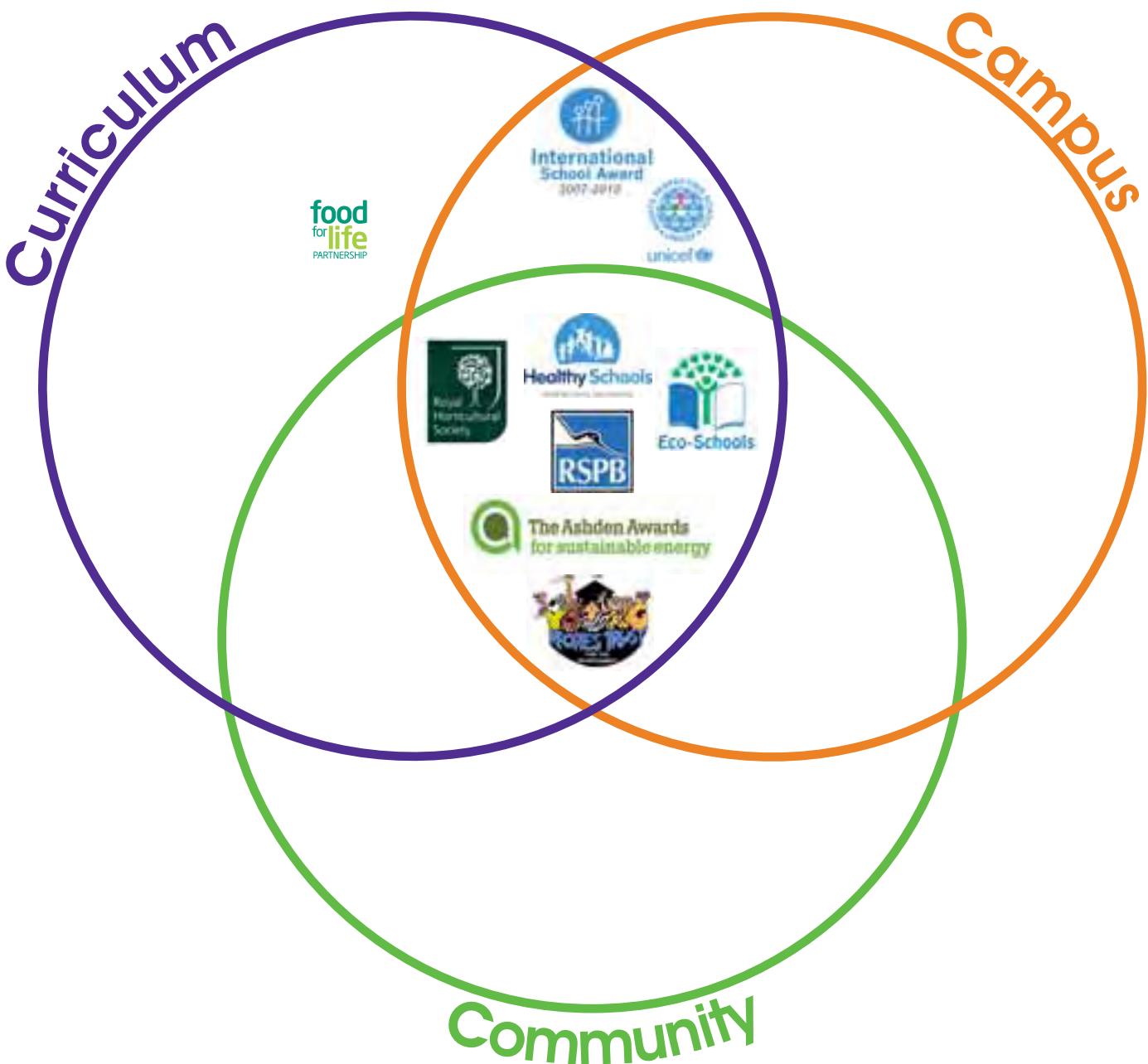
- Pupils can be encouraged to look at work on food miles as well as the travel aspects of local food. They can keep diaries to monitor what food they eat: this can be done in subjects such as English, geography and food technology.

**Ashden Awards****Campus**

- Pupils can be encouraged to identify local sources of food for school meals to reduce the associated food miles.

## Energy and water

This diagram illustrates how the various schemes support the energy and water doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community.



## Ashden Awards

### *Curriculum*

- In subjects such as science, technology and geography, pupils can identify options for use of sustainable energy. This can involve learning about sustainable energy generation and the impact of energy production on the climate.

### *Campus*

- Noticeable efforts can be made to change behaviour amongst pupils and staff to reduce energy consumption. Schools can look at deploying sustainable energy on-site and show evidence of increasing energy efficiency.

### *Community*

- Schools can show that the sustainable energy work they undertake is replicable through the local community and by other local schools; this could take the form of advice for the local community, and community visits.

## Eco-Schools

### *Curriculum*

- Pupils can look at energy use and different forms of energy, as well as water use and water saving ideas which can be studied in geography and science.

### *Campus*

- Pupils can be encouraged to monitor energy and water usage and wastage throughout the school campus. They can then determine where to make savings.

### *Community*

- Through initiatives within school, pupils can be encouraged to advise and inform family and friends within the local community.

## RHS Campaign for School Gardening

### *Curriculum*

- Pupils are encouraged to explore water conservation issues on a local and global scale through 'water-wise' gardening. Rainfall and water consumption can be measured as a maths activity. Energy conservation is addressed through the study of wind and solar power devices for driving garden equipment, helping pupils to explore the design and technology curriculum.

### *Campus*

- Pupils develop awareness of their consumption of water in the garden and actively participate in recommending improvements.

### *Community*

- Interpretation is used in the garden to communicate the 'water-wise' gardening message to the wider community. Improvements to efficiency are included in holiday watering regimes adopted by the wider school workforce.

## International School Award

### *Curriculum*

- Pupils can utilise World Water Day as well as looking into the use of renewable energy. World Water Day can be explored across the whole curriculum.

### *Campus*

- The pupils and school can take the opportunity to undertake comparative analysis of energy and water consumption between link schools.

## Rights Respecting Schools Award

### *Curriculum*

- Pupils study the impact of climate change on the world's poorest communities and on children's ability to enjoy their rights (Articles 24, 29).

### *Campus*

- School and class councils are actively involved in how the school develops its use of environmentally friendly energy sources.

## Food for Life

### *Curriculum*

- Schools can use the FFLP education resources on 'climate-friendly' food: food is 31 per cent of our climate footprint.

## RSPB Wildlife Action Awards

### *Curriculum*

- Save it (task 3.1): pupils can learn where energy comes from and about the pros and cons of fossil fuels vs. renewable energy, eg in science, geography or technology.

### *Campus*

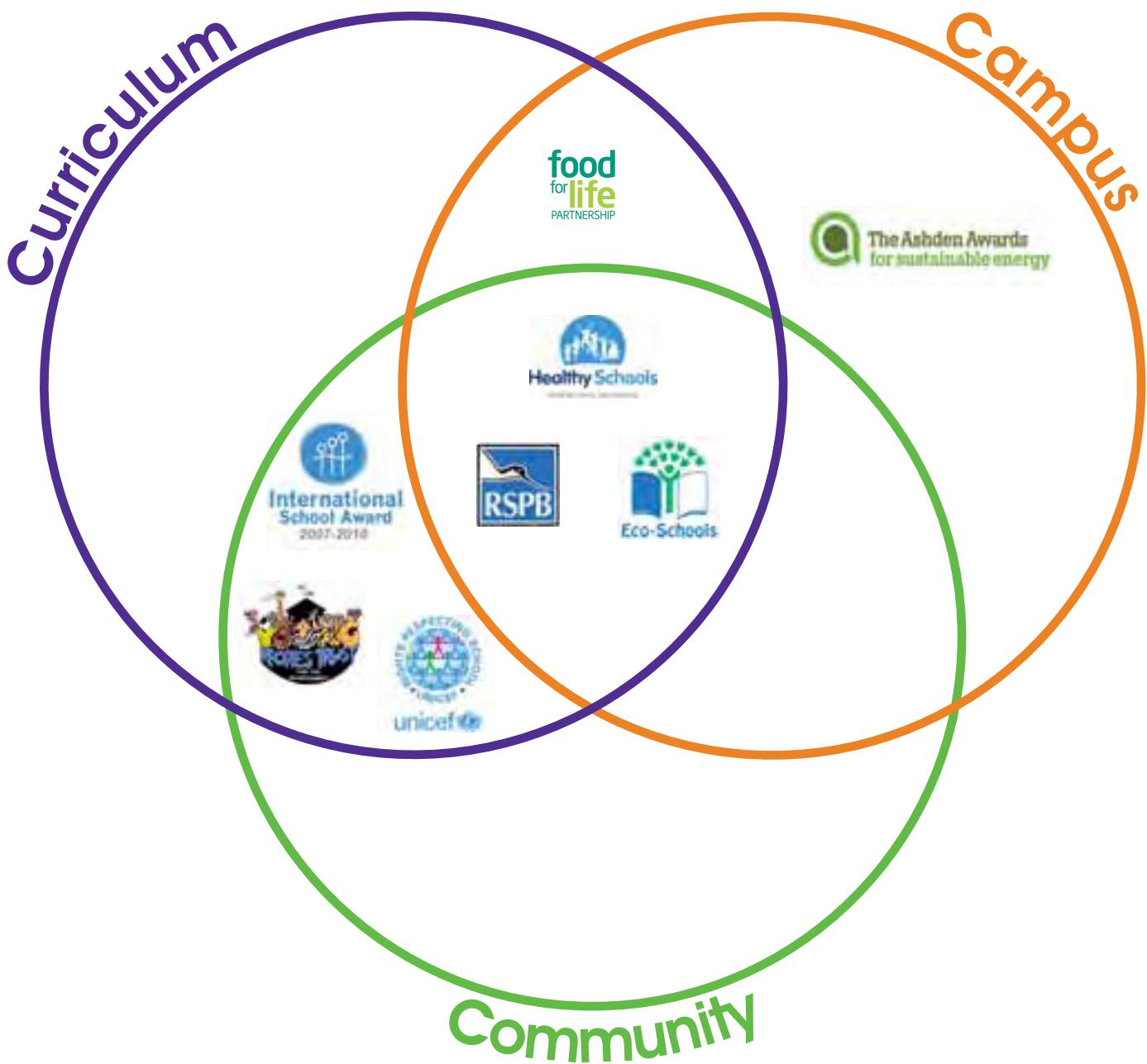
- Save it (task 3.1): the school and its pupils can look at ways to reduce the use of energy and water and monitor the amounts used regularly.

### *Community*

- Save it (task 3.1): pupils and the school can inform and involve the local community in reducing the amount of energy and water used and explain the benefits of doing this.

## Travel and traffic

This diagram illustrates how the various schemes support the travel and traffic doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community.



## Eco-Schools

### *Curriculum*

- Pupils can look at transport options: their advantages and disadvantages to the environment and health, as well as the effect of traffic at different times of day. This could be studied in curriculum areas such as science, geography, PSHE, citizenship, maths and PE.

### *Campus*

- Pupils can look at the effect of increased traffic within certain areas and certain times of the school day and consider and solutions to problems that may have been created.

### *Community*

- Pupils can look at how traffic flows affect the environment and health of the immediate area surrounding the school and look for problems and solutions. It would be beneficial to include the views of the local community.

## Healthy Schools

### *Curriculum*

- Pupils can be encouraged to walk and cycle to school, with the development of pedestrian and cycling skills in staff and pupils alike. This could be through citizenship, PSHE and PE.

### *Campus*

- Schools can complete a travel plan which involves encouraging more pupils to walk or cycle to school. This should include the provision of training programmes.

### *Community*

- Schools can encourage increased physical activity through the development and communication of school travel plans with parents. This could also be utilised to develop a broader physical activity agenda within the community.

## Green Schools Award

### *Curriculum*

- Pupils can undertake research projects into environmental issues: one could be on local public transport issues or the impact of public transport on energy use. Subjects such as geography and citizenship can be used for this.

### *Community*

- The school and pupils can undertake analysis of travel activities in the school and produce analysis for the local community, developing safer ways to school and travel planning and analysis of local community transport needs

## International School Award

### *Curriculum*

- Pupils can look at global carbon footprints of schools and make comparisons, including their different travel options. This could be in curriculum subjects such as geography, science and citizenship.

### *Campus*

- There are opportunities for the school to take part in traffic analysis patterns across the globe utilising data from each cooperating school.

### *Community*

- There are opportunities to undertake comparative analysis of issues related to traffic and travel that involve the whole community in the process.

## Rights Respecting Schools Award

### *Curriculum*

Children investigate the sustainable food sourcing debate, including air miles and development issues (Article 29).

### *Community*

Children investigate ways of reducing the use of cars by the local community. School councils are encouraged to combine to organise local community conferences on proposals (based on research) for more sustainable and safe local transport arrangements.

## Food for Life

### *Curriculum*

- Schools can use the education resources on food miles in subjects such as geography and citizenship.

### *Campus*

- Schools can be using local food procurement at Silver level and above to cut food miles.

## Ashden Awards

### *Campus*

- The school must have in place a sustainable travel plan. This should be easily accessible for all pupils and staff.

## RSPB Wildlife Action Awards

### *Curriculum*

- Bike, bus or walk (task 3.2): pupils can be encouraged to investigate different methods of transport and their impact on the environment, and be encouraged to keep a travel diary covering their transport choices over one week, eg in geography, PSHE or citizenship.

### *Campus*

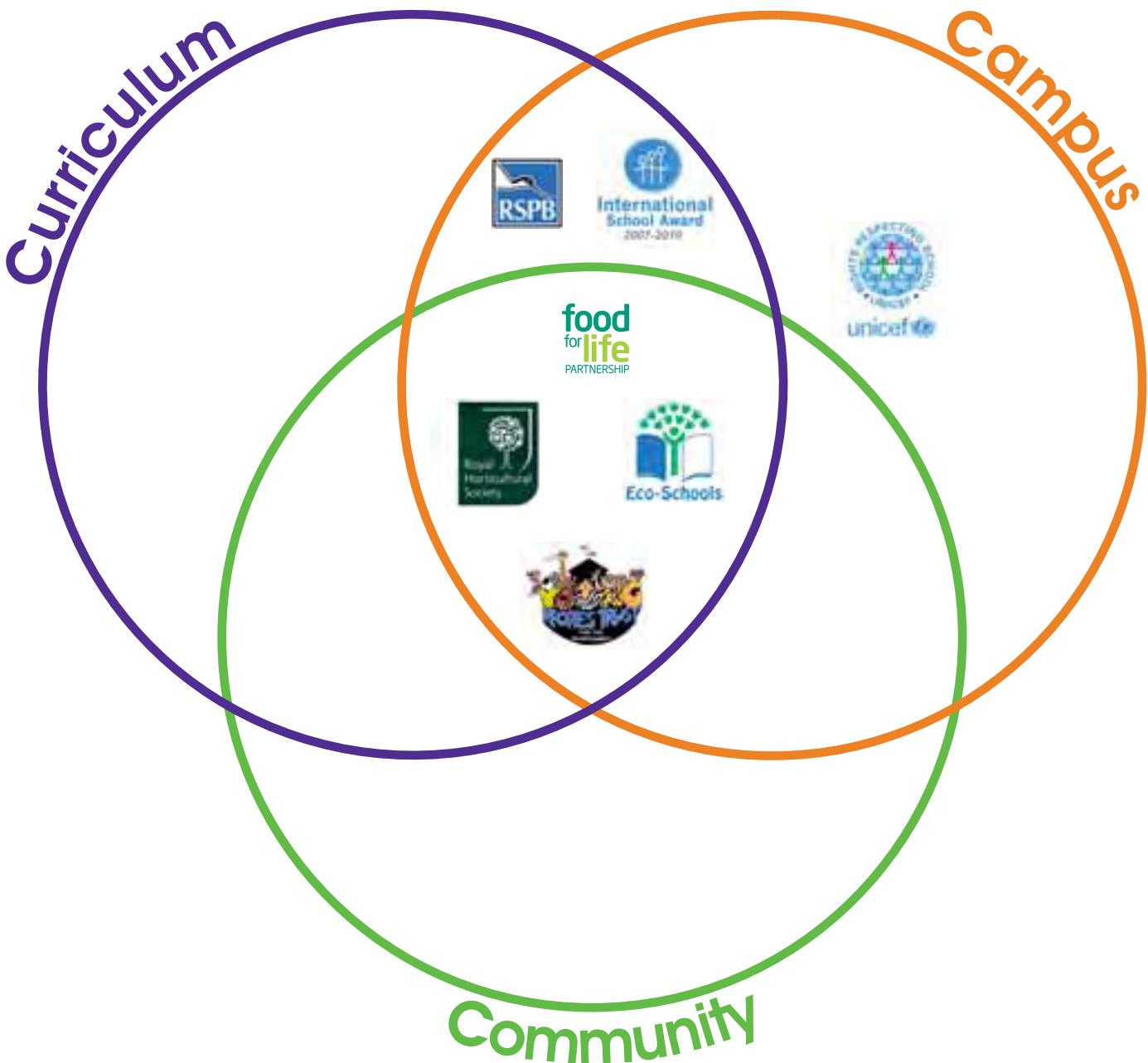
- Bike, bus or walk (task 3.2): schools and pupils can look into the use of designated areas for different forms of transport within the school's grounds, and identify the potential for improvement.

### *Community*

- Bike, bus or walk (task 3.2): schools and pupils can encourage the local community to become more responsible when travelling for example by promoting car sharing, walking bus schemes or by promoting the use of public transport.

## Purchasing and waste

This diagram illustrates how the various schemes support the purchasing and waste doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community.



## Eco-Schools

### *Curriculum*

- Pupils can look at the products that come into schools and the packaging they come in. This opens up the option for discussion and even design of new packaging ideas in curriculum subjects such as design technology and ICT. Pupils can research the effects of litter on the landscape and wildlife, as well as looking into potential health problems created by it in science, food technology, geography and citizenship.

### *Campus*

- Pupils can look at what waste comes into school, where it has come from and where it ends up in terms of the waste and recycling facilities in the school grounds. They can also look at which products create the most litter within the school. For example, purchasing of fruit products lead to composting. There are options to reuse water from the kitchens to water the school grounds.

### *Community*

- Is it possible for a school to buy items in bulk to share with groups within the local community? This could lead to purchasing goods at a better price but also reducing waste, or even purchase some space within a local allotment group to grow their own.

## Food for Life Partnership

### *Curriculum*

Pupils can be given opportunities to grow and harvest food and make compost, linking this to the curriculum.

### *Campus*

The scheme rewards the purchasing of, for example, seasonal, local, farm-assured and organic produce, while schools are encouraged to help reduce and manage food waste.

## Community

Schools can involve parents and the wider community in food-growing activities, including the composting of food waste.

## Green Schools Award

### *Curriculum*

- Pupils can focus on developing recycling and composting schemes, micro-organism research in waste, as well as looking into energy suppliers. This can be completed as small projects in science, geography, PSHE and citizenship.

### *Campus*

- The pupils and school can look at ways they can develop the use of waste products, for example, green houses from plastic bottles or through local purchasing to reduce food miles.

### *Community*

- The school can promote itself as being part of the community, including the use of its recycling facilities.

## International School Award

### *Curriculum*

- Pupils can look into recycling and organic food production, and develop fair trade policies within school, as well as developing international links. These can be undertaken in many different curriculum subjects.

### *Campus*

- There are opportunities for schools to explore issues of globalisation and the impact on other societies linked to the school's purchasing policy.

## RHS Campaign for School Gardening

### *Curriculum*

- Pupils understand the scientific processes involved in composting and gain knowledge and skills to successfully recycle organic waste.

### *Campus*

- The garden is used to explore what is involved in choosing goods with high ethical and environmental credentials, such as timber garden furniture and alternatives to peat-based compost. Local green waste recycling initiatives are located and supported.

### *Community*

- The inventive re-use and repair of quirky containers for growing plants donated from within the wider school community reinforces communication and cooperation, as well as contributing to enjoyment for all.

## Rights Respecting Schools Award

### *Campus*

- The views of pupils are expected to inform the school's purchasing policy. Universal rights of children are upheld through support for fair trade products (Article 2).

## RSPB Wildlife Action Awards

### *Curriculum*

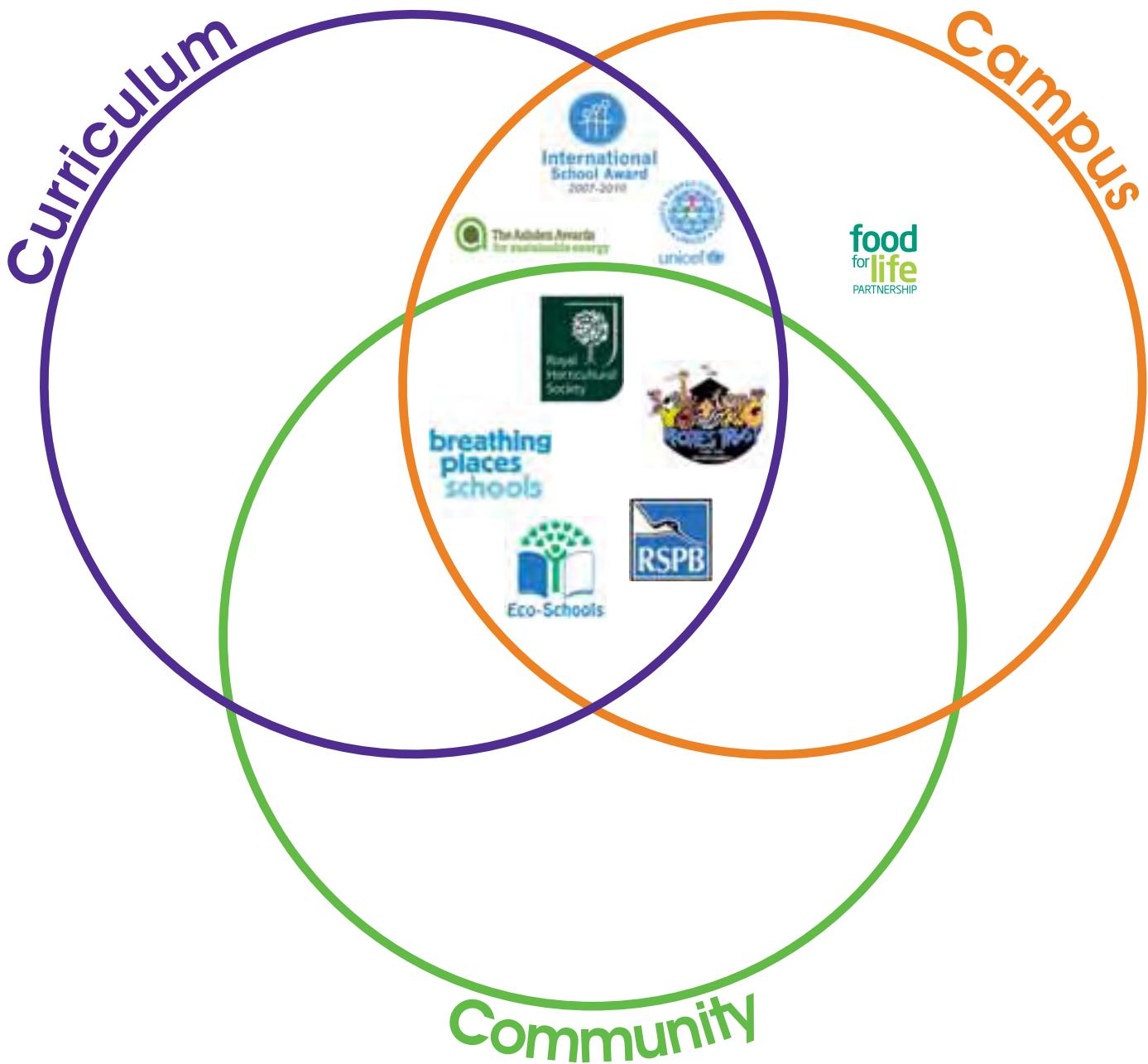
- Reduce, re-use, recycle (task 3.3): pupils can be encouraged to investigate different types of rubbish that are thrown away and those that could be re-used or recycled, eg in geography, science or D&T.

### *Campus*

- Composting (task 3.4): the school and pupils can look into the viability of composting certain elements of food and garden waste, and where this could be sited in the school grounds.

## Buildings and grounds

This diagram illustrates how the various schemes support the buildings and grounds doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community.



## Eco-Schools

### *Curriculum*

- Pupils can look at the way the buildings and grounds are used within school and, where appropriate, how they can be used more efficiently. This could incorporate the biodiversity of the school grounds and things that may affect it such as problem litter areas. This could be completed within curriculum subjects such as maths, ICT, design technology, science, geography, PSHE or citizenship, or if in a large school, with each curriculum area looking at their own space.

### *Campus*

- Pupils can take an active interest in how the school grounds are developed and used. This could be through getting outside agencies in to help redevelop certain areas, as well as manage and monitor certain aspects such as litter, water and energy.

### *Community*

- Schools can encourage everyone linked with the school (parents, governors, out of school clubs and classes, and so on) to be involved in the use and development of school buildings and grounds in a more sustainable way, including biodiversity and litter management.

## RSPB Wildlife Action Awards

### *Curriculum*

- Take part in a survey (task 1.8): pupils can be encouraged to complete a 'wild square' survey to see what plants, animals or birds live within the school grounds, eg in science or geography.

### *Campus*

- Creating a pond (task 2.2): the school and pupils can create a pond in a designated wildlife area to attract new birds and animals to live within the school grounds. Nestboxes for birds (task 2.3): the school and pupils can also make and put up nestboxes to further enhance the habitat.

### *Community*

- Wildlife garden (task 2.8): the school and pupils can complete a makeover of part of the school grounds so that it is of maximum benefit to wildlife, and then allow access to it for the local community.

## Green Schools Award

### *Curriculum*

- In science pupils can look at biodiversity experiments, plant energy and fossil fuels. They can also analyse the energy and water consumption of the school. Pupils can also create nest boxes in design and technology.

### *Campus*

- Vegetable plots can be developed in the school grounds, allowing pupils to grow their own food. Areas of the school grounds can be used to conserve biodiversity.

### *Community*

- The school gardens can be developed for the use of the local community.

## RHS Campaign for School Gardening

### *Curriculum*

- Working across the curriculum, pupils are invited to assess their own school grounds – particularly the green spaces within them, to map them, to consult with peers as to potential uses especially sites for gardens and plantings, to summarise information and to plan improvements.

### *Campus*

- Involving pupils in the planning process encourages them to reflect on the needs of others and on the impact of exterior green spaces on nature, health and well-being.

### *Community*

- Schools become a more welcoming place for parents and carers to meet and greet their children. Families take an interest in ongoing improvements and are encouraged to volunteer or join in. Pupils have pride in the spaces they have helped to create.

## Ashden Awards

### *Curriculum*

- Pupils can use curriculum materials to learn about sustainable energy technology through the technology curriculum.

### *Campus*

- The school campus is a good place to demonstrate commitment to energy efficiency and the use of renewable energy by the school.

## International School Award

### *Curriculum*

- Pupils can fully utilise the school grounds (including community usage), looking into ownership of the site, safety and sports. This could be linked with partner schools to compare facilities and the utilisation, as well as the building and refurbishment.

### *Campus*

- There are opportunities for the school and its pupils to explore the buildings and grounds of partner schools with a focus on the utilisation by the community and comparisons across countries.

## Food for Life

### *Campus*

- Schools can develop an organic food growing area. They can also look to improve the dining environment with pupil input.

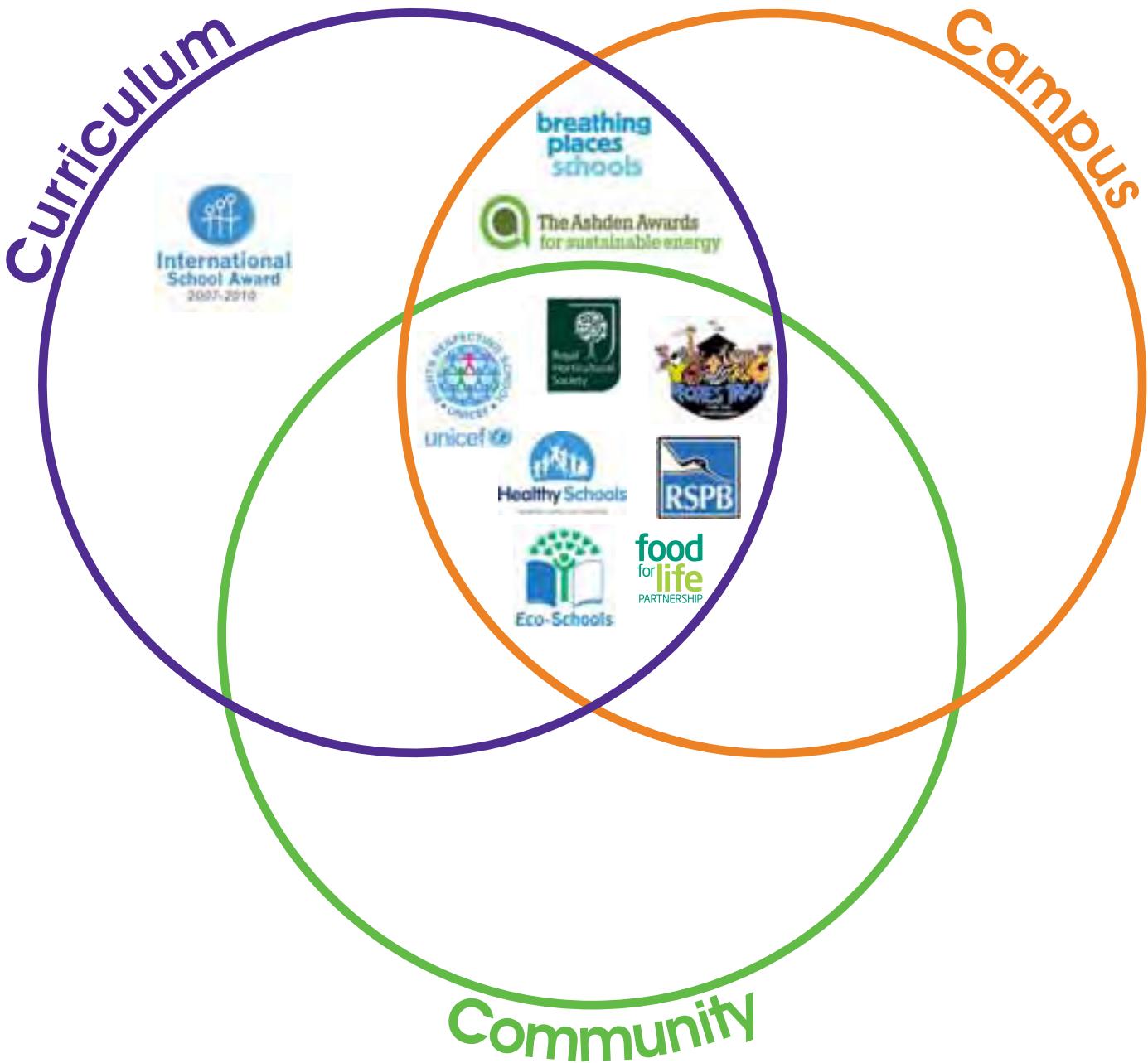
## Rights Respecting Schools Award

### *Campus*

- Inclusive school policies have regard for children's rights to have a voice in their school environment, for example within classes or via school councils. The design of school buildings and classrooms recognises the rights of children with disabilities (Articles 31, 23).

## Inclusion and participation

This diagram illustrates how the various schemes support the inclusion and participation doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community.



## Rights Respecting Schools Award

### *Curriculum*

- The rights respecting classroom identifies five key features emphasising inclusion, participation and empowerment.

### *Campus*

- The school council should uphold the rights of the pupils as well as monitor the responsibilities of the pupils and that of the adults on-site to uphold the rights of others. (Article 12)

### *Community*

- The pupils can act as ambassadors for participation and inclusion at parent's evenings and at governors meetings.

## Eco-Schools

### *Curriculum*

- While there is no specific Eco-Schools theme matching this doorway, all nine themes are designed to fit within the national curriculum and have been developed to be fully inclusive of everyone that works or studies within a school.

### *Campus*

- Through the practical nature of the programme, pupils are encouraged to take their immediate surroundings as a starting point, for example the school campus.

### *Community*

- Eco-Schools provides opportunities for involvement of the whole school community, for example parents, community groups, governors and local businesses and charities.

## RHS Campaign for School Gardening

### *Curriculum*

- Gardening allows all pupils, regardless of background and ability, to make a positive contribution that can be recognised. Gardening fosters citizenship, including recognition of the skills and needs of others.

### *Campus*

- The RHS benchmarking scheme is designed to actively encourage the whole school workforce to work together on the planning, development and maintenance of garden spaces. Representation of all stakeholders is key to success.

### *Community*

- There is a strong social dimension to celebratory activities such as harvest festivals. Schools are encouraged to become 'outward-facing'; through good interpretation in the garden, daytime and twilight sessions to share knowledge and skills, schools extend learning opportunities to the wider community.

## Food for life

### *Curriculum*

- Schools can develop a 'School Nutrition Action Group' which is pupil-led, with the involvement of parents and the community. Pupils can learn practical food skills such as cooking and growing alongside community members.

### *Campus*

- Parents and community can be invited to join school lunches. Food-themed events can be held to engage parents and community.

### *Community*

- Cooking and growing activities can be extended to parents and the wider community.

## Green Schools Award

### *Curriculum*

- Pupils can investigate the local environment from a historical perspective (in either history or geography) using local sources. Art and music can be created using recycled materials.

### *Campus*

- Recycled materials can be used to create art and music throughout the school grounds.

### *Community*

- The pupils and school can work to understand local community approaches to waste and recycling materials. The creation of community gardens or the management of a local community facility would be an ideal start.

## Healthy Schools

### *Curriculum*

- There can be a whole school approach to developing healthier lifestyles involving pupils, staff, parents and the wider community.

### *Campus*

- Vulnerable young people can have individual support plans. The school can demonstrate what has changed in aspects of curriculum planning, teaching and learning and the schools environment as a result of the pupils' views and activities.

### *Community*

- The school's approach to developing healthier lifestyles can be developed through wide consultation with the local community, and implemented, monitored and evaluated for its impact.

## RSPB Wildlife Action Awards

### *Campus*

- Make a display (task 4.3): pupils can create a display area to inform everyone who uses the school about wildlife in the local area and what can be done to help it.

### *Community*

- Raise funds for wildlife (task 4.6): pupils and the school can hold events for the local community that raise funds for wildlife-based issues, for example a summer fête to make improvements to the school's wildlife area.

## Ashden Awards

### *Curriculum*

- The curriculum can provide pupils with opportunities to identify their own opportunities to utilise renewable technologies.

### *Campus*

- Around the campus there can be pupil-led energy best practice housekeeping activities.

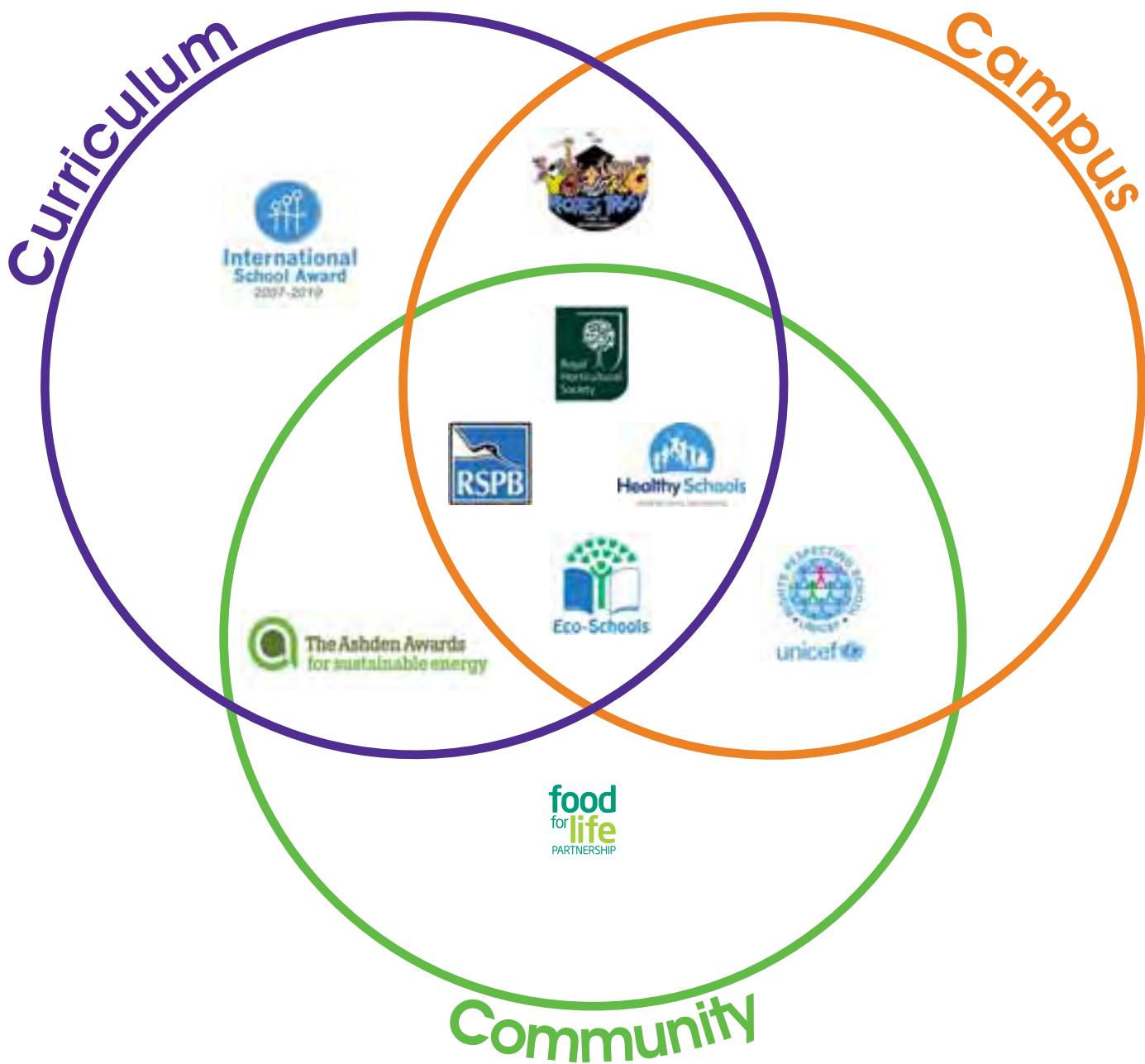
## International School Award

### *Curriculum*

- There is a broad range of curriculum opportunities and activities for pupils related to assisting pupil understanding of cultural heritage and access.

## Local well-being

This diagram illustrates how the various schemes support the local well-being doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community.



## Healthy Schools

### *Curriculum*

- Pupils can develop and support their own and others' emotional health and well-being across the school community. SEAL (Social and Emotional Aspects of Learning) guidance should be used.

### *Campus*

- The school can have clear policies covering emotional health and well-being, including the management of bullying.

### *Community*

- There can be a whole school and community approach to emotional health and well-being. The school can set out clear values in its prospectus.

## Eco-Schools

### *Curriculum*

- Pupils can look at the lifestyle of different sections of the local community. This can include diet and initiatives to reduce the use of the car and encourage walking and cycling. This can come into curriculum subjects such as food technology, science, PE, citizenship and PSHE.

### *Campus*

- Pupils can look at where there are opportunities to display healthy living messages around their school, especially in areas that are used frequently by visitors. Pupils can also develop wildlife areas within the school campus and open up these areas to interested local groups.

### *Community*

- Pupils can look at where there are opportunities to display information around their schools about healthy living, biodiversity and transport initiatives, especially in areas that are used frequently by visitors to the school and its grounds.

## Rights Respecting Schools Award

### *Campus*

- In adopting a rights and responsibilities approach, the school community becomes a caring and safe place to be, encouraging high levels of parental involvement (Articles 18, 19).

### *Community*

- Pupils act as ambassadors for the local community, helping it to adopt values based on rights and responsibilities that focus on improving the relationship between young people and adults.

## RHS Campaign for School Gardening

### *Curriculum*

- Pupils build on skills in geography, PSHE and citizenship when they research and identify local groups who could benefit from the school's gardening expertise.

### *Campus*

- RHS online case studies encourage schools to contribute gardening services to improve local well-being. Older pupils can appreciate the value of the gardening skills they have learned by contributing time on supervised projects in the local community, particularly for disadvantaged groups.

### *Community*

- Through Corporate Social Responsibility (CSR) days, the local business community can offer its services to schools, whilst gaining valuable insights into the developing values and beliefs of young people.

## RSPB Wildlife Action Awards

### *Curriculum*

- Get in the paper (task 4.4): in English or citizenship pupils can write to their local newspaper about activities they are doing to make the school sustainable. Write to your MP (task 4.5): they can also write to their local MP about local environmental or conservation issues.

### *Campus*

- Minibeasts close-up (task 1.3): the pupils can investigate the rich diversity of living creatures around the school by finding and catching minibeasts (insects, bugs and creepy crawlies) so that they can have a close look and identify them.

### *Community*

- Put on a show (task 4.2): the school and pupils can put on a show for the local community to inform them about wildlife and issues affecting it in the local area.

## Green Schools Award

### *Curriculum*

- Pupils can write a letter to their local MP or MEP about a local environmental issue that concerns them. For example, better recycling facilities or the building of a wind turbine. This can be done in curriculum subjects such as english or citizenship.

### *Campus*

- The community can be involved in the use of the school grounds. Pupils can work with the local community on environmental enhancement projects.

### *Community*

- Pupils can investigate local views on environmental issues.

## Ashden Awards

### *Curriculum*

- Pupils can work on the 'making a difference in my school'. This can be done in curriculum subjects such as citizenship, PSHE, science, geography and technology.

### *Community*

- There is a section on 'making a difference in my community'. This can energise the community by informing families and the wider community about energy saving options.

## International School Award

### *Curriculum*

- There are opportunities here for pupils to develop an understanding of the interconnectedness of social, economic and environmental well-being in a local, national and international framework.

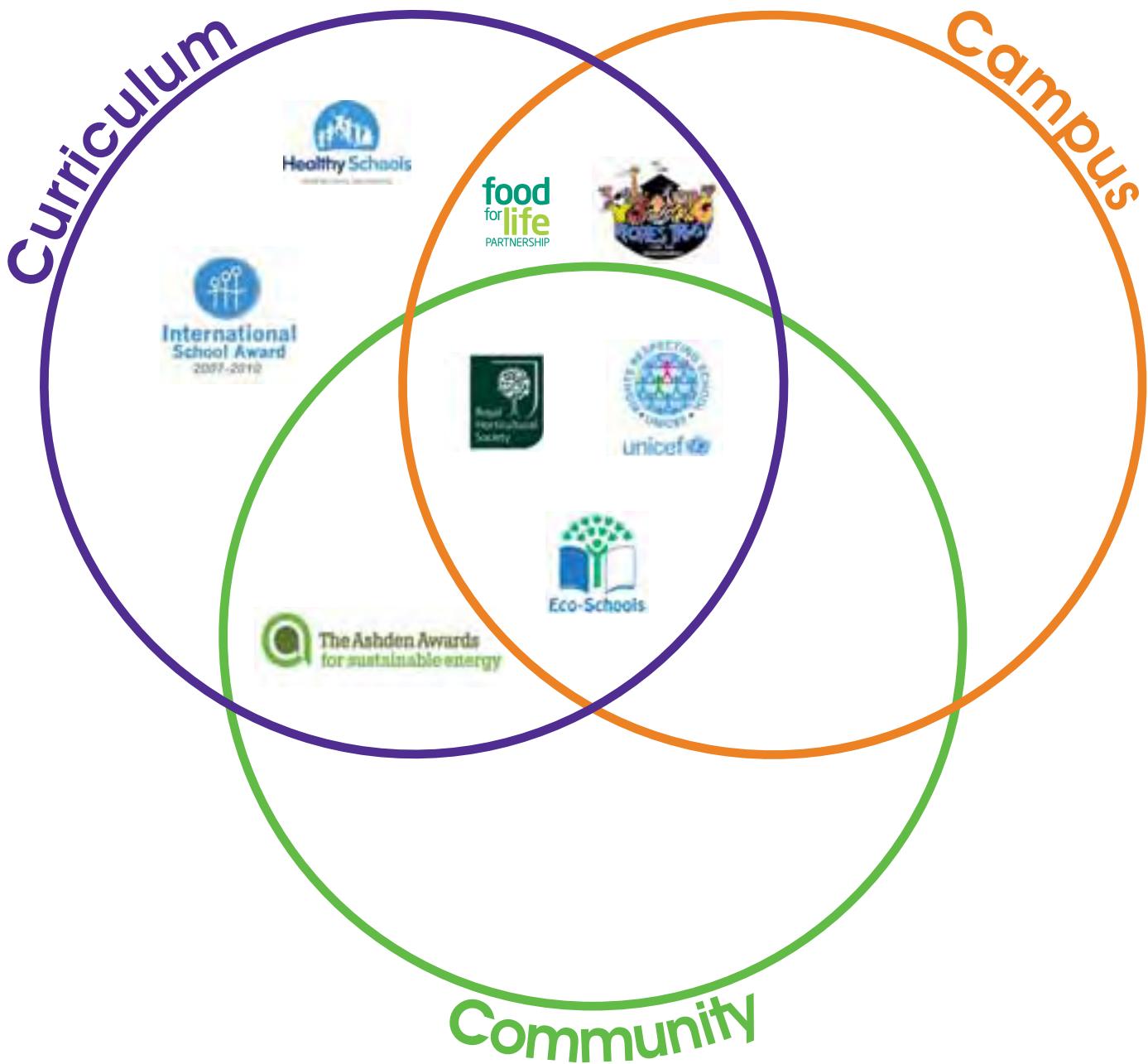
## Food for Life

### *Community*

- Opportunities to learn cooking skills can be offered to parents and the wider community outside school hours. Opportunities to get involved in food growing – alongside pupils – can be offered to parents and the wider community.

## Global dimension

This diagram illustrates how the various schemes support the global dimension doorway across the three core areas of school practice identified in the National Framework for Sustainable Schools: curriculum, campus and community



## International School Award

### *Curriculum*

- Pupils can make comparisons between their own lives and those of people in other countries. They can also learn about environmental change and sustainable development, rights and responsibilities, government and democracy, and the diverse nature of society in the UK. Pupils can study people, places and environments in different parts of the world and in different states of economic development.

### *Campus*

- Whole-school global and international activities can be displayed and demonstrated around the school campus.

### *Community*

- In the school's statement of intent, the school can demonstrate how it will be involving the local community in developing internationalism and global awareness. The school can also involve the local community in a variety of events and evaluation of the events.

## Rights Respecting Schools Award

### *Curriculum*

- Teaching and learning emphasises a rights and responsibilities approach to the study of development issues. This includes the challenging of development stereotypes and learning about the links between unfair trade and children's rights to a healthy and clean environment (Articles 1, 2).

### *Campus*

- Pupils can learn through assemblies about the global dimension and how they can actively promote a more just and sustainable world.

### *Community*

- Pupils can engage the community in addressing issues of global inequality and sustainable development through fair trade events and specific school days.

## Eco-Schools

### *Curriculum*

- Eco-Schools is an international programme with 40 countries participating around the world. There are opportunities to develop links with partner countries to exchange ideas and information. Curriculum subjects such as geography, science, modern foreign languages, citizenship, English and PSHE would be ideal for this theme.

### *Campus*

- Pupils can investigate where products and resources on the schools campus come from and display on a map at a focal point within the school.

### *Community*

- Pupils can form links with local community groups that have a global dimension. This could be to start an initiative to raise awareness, or possibly to inform and engage other members of the local community.

## Ashden Awards

### *Curriculum*

- Pupils can focus on localised efforts at renewable technologies such as providing contrasting localities and how energy is produced and utilised, for example, in the UK, India and Sri Lanka. This work could be explored in geography and citizenship.

### *Community*

- There can be wider forums for the school and local community to interact, looking at issues such as 'what's our impact on the planet and what can we do about it?'

## RHS Campaign for School Gardening

### *Curriculum*

- Science and geography are brought to life for pupils looking at the causes and impacts of climate change for world food production and conservation of habitats.

### *Campus*

- Pupils become aware of their own potential to transform the environment in which they live, for the benefit of future generations. Pupils are encouraged to reflect on the legacy of their individual and team contributions.

### *Community*

- By using new technologies and linking with overseas schools who are also growing plants, new shared experiences are created for school communities to foster international understanding.

## Food for Life

### *Curriculum*

- Teachers can explore with pupils the ethical and environmental issues around food choices in classes and assemblies. One Planet Food film and other resources are available.

### *Campus*

- Fair trade items can be offered at lunch in the canteen or in vending machines.

## Green Schools Award

### *Curriculum*

- Pupils can complete research into certain aspects of the environment. They can set up an email exchange comparing different local environments or look into energy usage across the world.

## Healthy Schools

### *Curriculum*

- The PSHE curriculum can be developed for pupils in Key Stages 1–4 as well as global issues in citizenship in Key Stages 1 and 2.

## 4.

# Related Programmes and Initiatives

In the course of developing this document a number of programmes and initiatives were identified which did not fully meet the criteria of school-based recognition schemes with national coverage. Nonetheless they have considerable value for schools and are therefore profiled in this section.



## BBC Breathing Places Schools

The BBC Breathing Places Schools project is designed to get teachers and pupils involved in making their school a better place for nature by doing one simple activity each term. Breathing Places Schools is most relevant to the 'Buildings and grounds' and 'Inclusion and participation' doorways of the National Framework for Sustainable Schools.

Currently, two of six activities have been released. Each activity builds on the last (they can also be completed separately) and is designed to work in urban, suburban and rural locations. Registration for Breathing Places Schools is free and is done online. Registered schools are able to download teaching materials, resources and curricular links for each activity. Occasionally further resources will also be sent to schools to enable them to complete the activities.

As well as supporting the doorways identified above, Breathing Places Schools' activities support the dedicated biodiversity modules for Eco-Schools in England, Scotland and Northern Ireland.

Website: [www.bbc.co.uk/breathingplaces/schools](http://www.bbc.co.uk/breathingplaces/schools)



## GLOBE Programme

This programme is a practical environmental education project which started in 1994 in the United States and now spans 109 countries with 16,000 schools taking part. In the UK it is run by the Wildlife Trusts. It aims to enhance environmental awareness of individuals worldwide.

Pupils in Key Stages 2, 3 and 4 are encouraged to collect data in science- and geography-related areas and then use numeracy and ICT skills to upload that data onto the internet. The data can then be compared with other schools in the UK and around the world.

The programme has links with NASA and NOAA in the United States which allows schools to use satellite images to support their findings. Schools can download curriculum-linked resources from the website to use in conjunction with their work.

Website: [www.globe.org.uk](http://www.globe.org.uk)

## Sustainable Learning

An energy and water management programme for schools

### Sustainable Learning

Sustainable Learning is a free-structured, task-based approach to managing energy and water use in schools. This web-based programme breaks effective energy and water management down into a number of smaller tasks across six themes:

- Setting up and operating a utility team
- Carrying out building inspections
- Monitoring energy and water use
- Incorporating energy and water efficiency into curricular activities
- Raising awareness
- Making savings

The programme aims to show schools how to use their buildings and grounds as learning tools in raising awareness of the environmental and financial implications of energy and water consumption. The development of an action plan and an energy and water policy is key and these can be incorporated in future policy documents.

There are three levels of accreditation: Level one is self-assessed via the scheme website. Levels two and three are assessed by the scheme managers via an application and supporting evidence.

Sustainable Learning is managed by Building Research Establishment (BRE) and its partners Centre for Research Education and Training in Energy (CREATE). It is open to nursery, primary, secondary and special schools.

Website: [www.sustainablelearning.info](http://www.sustainablelearning.info)

### Travelling to School initiative and school travel plans

The DCSF/DfT Travelling to School initiative funds a network of local authority-based school travel advisers. Travelling to School has a target for all schools (including independents) to develop school travel plans by 2010. These plans include targets and initiatives linked to a school's travel issues. Examples of initiatives include walking buses, Walk on Wednesday, Bike to School and Walk to School Week, independent travel training and bus behaviour schemes. Some 17,000 schools (69 per cent) already have a travel plan (at March 2008).

Schools developing travel plans are entitled to a capital grant, which can be used for improvements such as cycle parking, bus shelters, improved pedestrian access and wet-weather storage. School travel advisers also enable schools with travel plans to benefit from local authority and Sustrans-funded Safer Routes and Links to School infrastructure improvements, improving walking and cycling routes to schools.

Work on travel plans by schools to reduce school-generated traffic forms a significant contribution to the Sustainable Schools 'Travel and traffic' doorway. Support from school travel advisers and capital grants can enable schools to make particularly good progress within this area.

Website: [www.dft.gov.uk/pgr/sustainable/schooltravel](http://www.dft.gov.uk/pgr/sustainable/schooltravel)



Open to all schools in the UK the Sustainable Travel Accredited and Recognised Awards scheme is run by Modeshift for schools outside London and by TfL in London. There are three levels of accreditation, which are assessed via the submission on an evidence folder in June annually.

To find out if your Local Authority has signed up for the scheme or to get more information please contact Modeshift on [admin@modeshift.org.uk](mailto:admin@modeshift.org.uk)

## **5.**

# **Further Resources**

The Sustainable Schools area of Teachernet contains all the key publications and guidance commissioned by the DCSF to support schools on their journey towards sustainable development.

The web address is:

**[www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)**

## Government sites on sustainable development

Independent advisor and watchdog:  
**[www.sd-commission.org.uk](http://www.sd-commission.org.uk)**

DCSF sustainable development action plan:  
**[www.dcsf.gov.uk/aboutus/sd](http://www.dcsf.gov.uk/aboutus/sd)**

## Other useful sites

Every Child Matters:  
**[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)**

Extended schools:  
**[www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)**

Global Gateway:  
**[www.globalgateway.org](http://www.globalgateway.org)**

Growing Schools:  
**[www.teachernet.gov.uk/growingschools](http://www.teachernet.gov.uk/growingschools)**

Learning Outside the Classroom:  
**[www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom](http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom)**

National College for Schools Leadership:  
**[www.ncsl.org.uk/sustainableschools-index.htm](http://www.ncsl.org.uk/sustainableschools-index.htm)**

Ofsted's analysis of sustainable schools:  
**[www.ofsted.gov.uk/assets/Internet\\_Content/Shared\\_Content/Files/2008/may/schoolsandsustain.pdf](http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Files/2008/may/schoolsandsustain.pdf)**

# Notes

A commitment from  
**The Children's Plan**



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