



Working together to achieve Sustainable Schools

A Toolkit for Schools

2008

Working together to achieve Sustainable Schools is a key part of our vision for developing schools of the future for the children and young people of Southend-on-Sea.

We have high aspirations for our youngest citizens. Helping them to help us to create a better Southend will enable them to have a bright and positive future.

We are proud of the continuous improvements in the performance of Southend's schools and are delighted that so many of our schools are showcasing and celebrating their achievements in sustainability through featuring in this Toolkit.

We want our young people to become successful learners, confident individuals and responsible citizens. We see this document as having a significant and lasting impact on their world and their work now and in the future.

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Introduction

It is now widely accepted that sustainable development and educating young people for a sustainable future is a top priority for all working in the education sector.

With the support and ideas from many staff in local schools, our toolkit attempts to provide a meaningful and relevant insight into some of the key policy and practical sustainability issues, as well as highlighting and recognising good practice and setting some realistic goals for schools to consider.

A sustainable school puts the principle and practice of 'care' at the heart of everything it does or aspires to do:-

Care for oneself
Care for others
Care for the environment

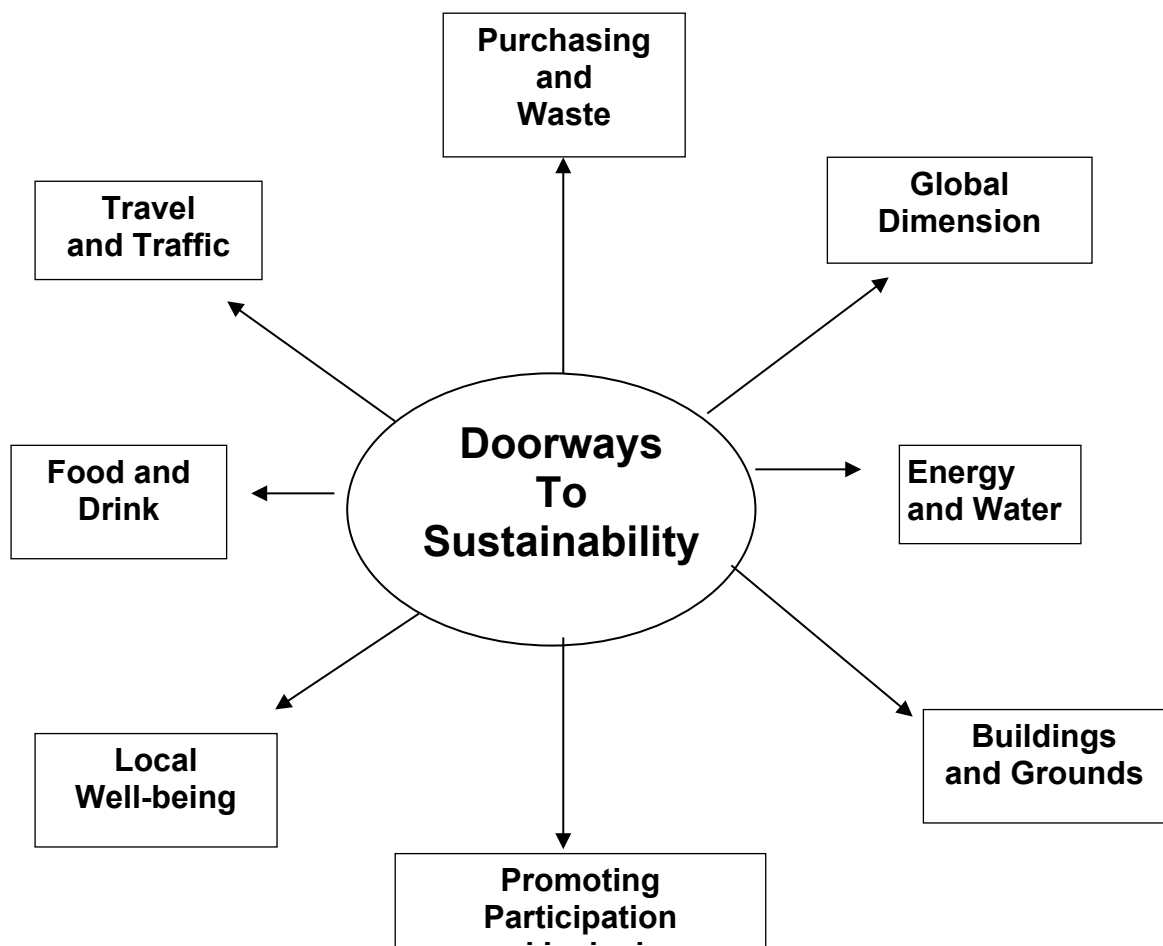
This is within a context which places the child at the centre of its concerns for a healthy, just and sustainable society. It is also in an environment and culture where each learner can be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being – all within the earth's environmental limits.

Schools can make a positive contribution towards a more sustainable future by helping pupils understand the meaning of sustainable development in everyday decision making. They can do this in two ways; through the curriculum they deliver and the way the school is led and managed.

In Southend on Sea there are many schools already engaged in excellent work and practice promoting 'Learning for Sustainability'. In such schools the work is led by a member of staff with a real passion for sustainability. This person can be a member of the support staff, a teacher or the headteacher. In their role they act as a champion for sustainability, and support, encourage and challenge others in implementing good practice.

There is no one way to take on the sustainability agenda in schools, and no one person who can achieve this on their own. A culture of '**nobody can do everything, but everybody can do something**' along with an appreciation of both the short and long term benefits, including cost benefits, of sustainable development will greatly enhance successful implementation.

This Toolkit embraces the DFCS's eight sustainable doorways each of which will impact on the curriculum, the site and the school community in the development of 'communities for the future', and incorporates a strategy to support local implementation. Schools can progress learning for sustainability through any of the doorways listed below with each providing considerable opportunities for the school and its' community to get involved.



Each doorway is illustrated by one or more case studies which have been written by colleagues in schools as examples of good practice. We are most grateful for the time they and many other colleagues have given to support the development of this strategy. There will, of course, be many other examples of good practice in schools which we trust will be forwarded to us to inform our data base as well as the annual review and update of this document.

The importance of young people having a voice and opportunities to lead and take responsibility on sustainable development cannot be over emphasised for in many schools they were and are the catalyst for action. **They may be the children of today, but they are the adults of tomorrow and their tomorrow is in our hands. Do we have a choice?**

Vision

For 'Learning for Sustainability' to become an integral part of the ethos and life of the school and its community within a culture which is exemplified by

S	sustainable development
O	outward thinking
U	universal understanding
T	tolerance
H	healthy characteristics
E	environmental awareness
N	nurture
D	dedication

Aims

- to support aspiration and ambition in what might be achieved
- to record and celebrate good practice
- to stimulate ideas and debate in schools and across the Borough on sustainable communities for the future
- for children and young people to play a leading role in shaping sustainability practice

The Eight Doorways

Purchasing and Waste



Food and Drink



Promoting Participation and Inclusion



Energy and Water



Buildings and Grounds



Travel and Traffic



Global Dimensions



Local Well-being





1. Purchasing and waste

Waste, and the ‘throw-away’ culture that encourages it, can be tackled through sustainable consumption. Schools can reduce costs and support markets for ethical goods at the same time

Challenges we face are

- decreasing landfill provision
- disposal costs escalating
- loss of resources for future generations
- climate change

What can schools do?

- reduce
- reuse
- recycle
- support markets for ethical goods and services

Good practice will include

- establish recycling of paper, card, plastics , cans and textiles
- using goods and services of high environmental and ethical standards from local sources , where practicable
- increasing value for money by reusing, repairing and recycling as many goods as possible.

Case studies

Going Eco Friendly at Sacred Heart

Life's never dull at Sacred Heart! For almost two years we have been getting greener and now have a fantastic team of eco monitors (two in each class). We meet regularly with our Resource Coordinator, (and sometimes our Headteacher), to discuss green matters and decide on actions to promote recycling. We are really excited about our planned fundraising events to purchase even more recycle bins for plastic drinks! Take a walk around our school and you will see our recycling posters proudly displayed. We recycle as much of our waste as possible, using classroom recycling bins and small compost bins for the food waste from the playground. We are also the proud owners of a water butt. We work on 100% recycled paper and we recycle all cartridges.

Thanks to the efforts of all the children and adults at Sacred Heart, Southend has less landfill!

Governors Go Green at Priory

Should you wish to become a governor at Priory you will need to brush up on your IT skills! Governors no longer receive any paperwork from meetings, as minute and papers are e-mailed and the whiteboard is used during the meetings. Since the introduction of paperless meetings we have saved at least two packs of paper at £9.00 per pack!

Feed the birds at Priory

Although we are a hungry bunch, we do sometimes have leftovers...and the local bird population loves it! Excess cooking fat is collected in fat traps and seeds added to provide fat balls for winter feed. Left over food is delivered to a free range chicken smallholder.

Bring and Buy at Westborough

This is a half termly event when the school takes on the 'feel' of Marrakesh with all its individuality, vibrancy and potential for profit and loss. It is totally child led. The 'sellers', who can range in age from 5 to 11 years, set up their stalls and activities. The 'buyers' bring their money and haggle. Children sell anything they like -toys, books, bric-a-brac, cakes. They are also free to sell services like makeovers, facepainting, massages. Entertainment is also provided at a cost. Some operate on an individual basis. Others work in teams and share the profit. Others are 'managed' by ruthless operators who exploit them but that only happens to them once! It is an excellent example of recycling. It also gives children a realistic insight into the world of business and the impact of economic forces. They all rush to get the best 'pitch' and quickly realise the significance of advertising and other selling techniques. Most of all it is about sharing - sharing unwanted toys, sharing skills and using talents. Almost everybody makes a voluntary contribution to the bank that is run on the day by the children

where donations can be made to the school charity in Kenya. Receipts are provided for each contribution and are greatly valued.

Themed Science Weeks at Hamstel Juniors—It's a wonderful world but we must care for it!

Our science week in June 2007 focussed on care for our environment. It began with Reduce, Re-use, Recycle Day ... the new 3 r's for our planet! Some of the activities included support from Cory environmental who provided each pupil with a reusable shopping bags together with pink recycling sacks. A visit by a representative from DWARF animal rescue facility, encouraged the children to think about wildlife and if wild animals should be kept as pets.

A presentation from LMB recycling showed how individual donations of shoes and clothing can be recycled and reused. They have given us a bin for each class which we continue to fill.

The whole school dressed in green clothing for a day to symbolise our newly gained awareness of the need for sustainability. We all contributed 50p towards the purchase of new plants and trees to make the school environment more eco friendly. The children and their families took part in a range of activities and competitions, which included recycling materials to make musical instruments, writing a rap and art based activities. All of these were celebrated during the concluding assembly.

We have started to plan our the focus for 2008 which is going to be based on the theme of 'The Air that I Breathe' We are looking at all aspects of pollution and will consider the viability of various sustainable energy sources. We are most definitely planning for long term changes that will make for a sustainable future.

Environmental Trophy Award at Fairways

Our Environmental Trophy Award encourages and stimulates environmental awareness for both children and staff. The Award is given to the class which has been the most environmentally friendly over the previous 3 weeks. The class then keeps the Award for the next 3 weeks, and the frequency of the Award keeps interest and enthusiasm alive.

Environmental friendliness at Fairways is demonstrated by:

The Traffic Light System- Electric Energy Saving All light switches within the school have been fitted with an appropriate "Traffic Light" coloured sticker. **RED** = This light should be **off most** of the time unless someone is in the room. **ORANGE**= This light should be off when there is bright daylight or if the room is vacated for a period of 10 minutes or more **GREEN** = This light should be **on most** of the time for safety reasons. **Computers and Whiteboard projectors.** Staff and pupils (class monitors) are encouraged to turn these off when not in use for extended periods of time.

Water flasks The purchase and use of the Fairways water flask rather than buying bottled water is promoted. Each child is allowed to have a sports top style drinking flask(/bottle) on their desk. Staff and pupils (class monitors) are encouraged to ensure taps are turned off.

Waste and Recycling All classrooms have three bins, one for compostable waste, one for recyclable paper and card and one for all other waste. Teachers are encouraged to photocopy double sided i.e. use previous lesson's worksheet and photocopy subsequent lesson on the back. Any spare worksheets are used as wet playtime paper. The shredded office waste is put on the compost at the end of each week.

Compost Any waste from the KS1 Healthy fruit/vegetable snacks are placed in the class compost bin and emptied daily by a class monitor. A compost bin is also used in the staff room and is emptied by a parent helper twice a day. Teachers and pupils are encouraged to add regularly pencil sharpenings and screwed up waste paper

Transport Staff are encouraged to lift share or walk to school where feasible. Children are encouraged to use the Walking Bus scheme, lift share or walk to school. The next step in our development is to obtain playground recycling bins which will include plastic recycling and to engage a contractor to collect plastic and glass waste.



2. Food and Drink

An unhealthy diet contributes to both obesity and poor concentration. Healthy, ethically sourced food can offer nutritional benefits while protecting the environment and supporting local producers and suppliers.

Challenges we face are

- significant numbers of children are overweight or obese
- poor health
- lack of awareness of a healthy diet
- motivating student to healthy eating
- to be model suppliers of healthy, local and sustainable food and drink

What can schools do?

- Develop a food and drink policy, and an action plan that addresses nutrition and sustainability which is a priority on SDP, SEF.
- Seek opportunities to include food and drink understanding in the curriculum
- Explore ways to engage parents in healthy eating outside school.
- Address can't cook, won't cook culture

Good practice will include

- investigating local sources and suppliers of healthy food and drink
- develop an area for growing vegetables which is maintained by pupils and involves staff, parents and grandparents
- use the vegetables grown in cookery club/kitchen
- provide chilled drinking water
- provide attractive eating areas for pupils and staff to eat together
- pre-taster opportunities for pupils and parents
- healthy eating cookery and gardening clubs
- provide healthy breakfast clubs promoting healthy eating
- after school cookery club for pupils and parents together

Case Studies

Welcoming environment and healthy food at Cecil Jones College

Tuck shops, carbonated drink dispensers and chips with everything meals, all served in an unpleasant, unattractive environment sent out the wrong messages. Young people were entitled to conclude that it did not matter what they ate or drank or where they ate or drank it. Food technology lessons may well evangelise on healthy eating but the stronger message comes from the actual provision.

The quick fixes were to remove the fizzy drink machines and tuck shop, both of which generated considerable revenue. The tougher areas were the physical environment and food offer. The former was developed over a summer holiday, by constructing an open-plan area with a variety of seating arrangements— tables of eight, high bars for six and bars facing the wall for solo eaters. This recognised the range of client types and gave choice and ownership. Part of the re-design was to provide more food points, to minimise queuing and give an association with different food offers e.g. a salad bar and hot food area. This enabled students to make their choice and be served quickly.

Finally, the all important food offer. This was not as challenging as expected. By involving the Student Council, carrying out surveys and talking to students in assemblies, we soon found ourselves with food on sale that was both convenient and nutritious (food can't be healthy!) Wraps, curries, pick 'n' mix salads and pasta dishes replaced burgers and chips. Fifty bags of frozen chips a day became one a week— mainly eaten by staff. This has been achieved by working in partnership with our contractor whose culture is customer focussed.

Food tasting at Hamstel Junior

In conjunction with the Infants we have taken over running our own canteen. Our aim is to provide the children with a healthy and nutritious meal at midday, healthy snacks at playtime and a healthy breakfast. We carried out 'tasting' sessions to encourage children to try new nutritious foods, eat a nutritious midday meal and extend the foods they eat. Each class visited the canteen and the catering manager prepared and presented a variety of foods for the children to try. Each food was discussed eg where it grew, how it grew, how it was prepared. After they had tasted the food they rated it on a 1 to 10 scale. This information was left with the catering manager to use. The children were then given a task related to the foods they had been tasting. This initiative has led to a significant increase in children having school dinners.



3. Promoting Participation and Inclusion

Schools can promote a sense of community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions. They can challenge prejudice and injustice in all its forms.

Challenges we face are

- prejudice and injustice in all forms
- enabling all pupils to participate fully in school life

What can schools do?

- Work with the local community to update and develop policies that promote greater inclusion and participation
- Ensure consistent application of policies
- Develop and recognise School Councils

Good practice includes;

- peer mentoring and 'buddy' support initiatives
- developing opportunities to link with community groups
- ensuring the school is 'approachable' to parents
- celebrating diversity
- establishing links with charities
- strategies for engaging parents such as forums, surgeries

Case studies

Target Setting at Thorpedene Juniors

On discovering that many of our pupils knew their levels of attainment but were unable to articulate the next steps in their learning, we decided to trial target setting at pupil level. The Assessment Co-ordinator, in conjunction with the core subject leaders, adapted fine-grade level descriptors for writing, maths and science into 'child speak' target statements. These were then produced as stickers and target cards attached to the back cover of exercise books. The 'greetings card' style of these ensured that pupils and teachers could refer to targets during lessons and when marking.

We are delighted that our pupils can now see clearly the next step in their learning.

Learning Conferences at Thorpedene Juniors

We have introduced a new way of meeting with parents to discuss their child's progress at school.

Each child is allocated a 15 minute slot where they sit down with their teacher and parent and discuss their work during the term. The teacher has already helped the child prepare some elements for the meeting, including identifying pieces of work which are "good". The child talks about the next steps to their learning and is able to explain the target setting process to parents. Other areas such as behaviour to support learning, friendships and positive elements of school are also discussed.

Pupils have responded really positively to our new Learning Conferences and are more confident in talking about their progress. The reaction of parents has been mixed and where necessary we will be working with them to overcome their uncertainty. Teachers felt that it was a much more efficient and effective way of sharing pupil progress information, and encouraged a really positive home school relationship.

Campaign for change in the PSHE curriculum at Westcliff High School for Boys

After much representation to the Council about PSHE lessons, the 'Minister for Education' was charged with responding to concerns. He organised a school-wide survey on what was good/bad about lessons, which topics were being neglected and the quality of teaching in the subject. He wrote a comprehensive report outlining the concerns and offering suggestions for improvement.

The report was well received by the management of the school. The PSHE curriculum was subsequently changed in the light of this pupil led consultation.

The role of the school inclusion manager at Chase High

The Inclusion Manager at Chase High is responsible for ensuring that strategies are put in place and monitored for students who require additional support and intervention from both within the school and externally in order to:

- be healthy
- stay safe
- enjoy and achieve in learning
- make a positive contribution
- achieve economic wellbeing.

All interventions are evaluated with negative or positive outcomes recorded.

The impact that this has on our most vulnerable students is to provide professional support throughout the school day, and ensures that all other agencies involved in their life are made aware of any change of circumstances immediately. Individual students at Chase High, whose needs or situation may previously have been unnoticed by external professionals, now have exact information relayed to appropriate agencies for support as required on a day to day basis.

With one lead professional in daily contact with our vulnerable students to assess their situation and co-ordinate their support package, we have a holistic view of what is being or needs to be done. At times, with a number of students under the Inclusion umbrella, staff from within the Inclusion department are the only adults who have had consistent contact with the student

Not only is it essential that external support is appropriate but that the student has a personalised timetable within school that ensures their needs are being met to enable them to achieve from 'Learning'. This timetable is delivered from a combination of professionals from within the highly skilled Inclusion team. The timetable is organised, monitored and evaluated by the Inclusion Manager.

Our Inclusion Strategy supports students through some very challenging circumstances both personally and academically, enabling them to move forward in all areas of their life and include themselves in opportunities that once they felt excluded from.

Eco-council at Barons Court Infant and Nursery

We are an Eco-School and have achieved Green Flag status. We have a pupil Eco-Council and the children meet every half term to discuss new ideas. They collect the pink bags from the recycle bins weekly. They have made posters and notices for every class to save energy – for example turning off lights, computers and taps when they are not needed.

We also have a parent Eco-Council which meets every half term to discuss new initiatives – for example collecting recycled objects to make Christmas

decorations and cards. The parents have also purchased bird baths, bird houses and food to attract a wider variety of birds into the school grounds.

4. Energy and Water



Rising demand for energy and water is storing up problems for future generations. Energy and water conservation can tackle this while saving schools money.

Challenges we face are

- rising demand for energy and water
- water is becoming a scarce resource
- energy use has a negative effect on the climate by increasing greenhouse gases

What can schools do?

- Develop and implement an energy and water conservation strategy
- Monitor energy and water usage
- Rigorously check for water misuse and wastage
- Ensure issues are developed in the curriculum
- Seek specialist advice e.g. Energy Officer at SBC
- Involve pupils in design solutions

Good practice will include

- implementing processes to ensure electrical appliances not in use are switched off
- maximising the use of low energy light bulbs
- installing cistern dams
- give pupils responsibility as eco monitors
- auditing departments/areas and recognising good practice

Case Studies

Water Conservation at Blenheim

At Blenheim we wanted to reduce water wastage.

We have a lot of gardens at Blenheim, lovingly tended by the children. The problem was, we were using a hosepipe to water the plants throughout the day. We wanted to reduce water wastage and recycle rainwater. But we needed somewhere to store the rain!

Fundraising enabled us to purchase two new water butts ... and we really had fun doing it! We had a non uniform day where we dressed up as gardeners or in green and each person gave 50p. Also, Essex and Suffolk Water kindly supplied us with four further butts. These we added to our existing butts and ensured that they were placed strategically around the school. We now use these regularly.

The children were taught about using water retaining granules in hanging baskets etc. and saw first hand how they work as they were used in a test to see how much water was soaked up.

We also purchased a self watering system to keep the allotment and sensory garden alive throughout the summer including the holidays. This works on a timer and only watered the areas for a set amount of time early in the morning so plants had time to absorb the water before the sun was on them.

As a school, we are now using less water because we are utilising the rain water and not relying on clean fresh tap water. Through careful watering, we do not lose many plants. It also means that more children can be involved with watering as opposed to one using the hose pipe.

We have cut down dramatically on wastage and utilised natural resources, and are now investigating how we may further harvest rain water from our extensive pitched roof and we are also considering the introduction of more drought tolerant plants.

Sensors at Friars

We are introducing light sensors and water sensors to all future sanitary refurbishments and class based refurbishments within our Asset Management Plan.

In addition we have fitted timer clocks to all computers so that energy is not wasted if computers are inadvertently left on at the end of the school day.

Sensitive lighting sensors have already been installed in all areas of our new Rainbow Children's Centre



5. Buildings and Grounds

The design and management of the school estate affects its environmental performance and its ability to help pupils learn sustainable living.

Challenges we face are

- poorly designed and maintained buildings and grounds
- improving buildings and grounds through sustainable design
- securing resources to implement change
- ensuring school facilities are fully utilised within and beyond school day

What can schools do?

- Within the school improvement plan, prioritise resources to address sustainability
- Where possible take advantage of external funding and support
- Seek opportunities for creating environmentally friendly areas including vegetable, wildlife, adventure areas

Good practice includes:

- involve pupils in schemes to actively address sustainable school design and buildings issues
- using school grounds to enhance learning opportunities

Case studies

Using our environment for learning at Barons Court Infants and Nursery

At our school we seek to maximise the opportunities for learning outdoors. Examples include

- an amphitheatre built from wood in our playground which is used for drama, music and our annual Christmas production
- a wooden artists' studio built in the grounds which is used for clay work during 'Piazza Time'
- a music area, designed by parents, using wood as a base, painted in bright colours and stocked with recycled pots and pans which are hung from string. The children use spoons to make different sounds
- an allotment for every class where the children plant and harvest fruit and vegetables which they eat for snack
- a new tree house built using sustainable products and which will be used for many areas of the curriculum.
- lots of planting, especially fruit trees and the children have helped to do this.

Our children understand the need to protect the environment ; they have enjoyed their involvement in choosing sustainable products for the amphitheatre, artists studio and tree house. They are now ready to focus on global dimensions of sustainability through their learning on a multi cultural theme .

Cardboard Classroom at Westborough

We collected the cardboard. The weight bearing uprights are made from giant toilet roll holders. The floor is made from recycled car tyres. The cupboards are made from non biodegradable cartons. (If you look carefully you can find the barcodes!). The heating system has had a previous life. The walls are made from a range of reinforced cardboards of differing textures. Fireproofing and waterproofing is provided by an extract including the albumen from eggs. It has withstood the wear and tear of children. It is withstanding the ravages of wind and floods. It is a testament to a coming together of great minds and amazing skills. Most of all it is a beautiful reminder of the fact that the natural world contains all the resources we need to provide, shelter, warmth and aesthetic appeal. Architects come from all over the world to see it. Some stand before it and cry!



6. Travel and Traffic

Rising vehicle use adds to congestion , road accidents and pollution, including carbon emissions

Challenges we face are

- the 'school run'
- parents' fears about road traffic danger and personal safety
- traffic and safety problems outside school
- increased air pollution around school
- families reluctance to engage in opportunities for their children to take regular exercise by walking or cycling to school
- the quality of alternative travel options locally
- school staff driving to school

What can schools do?

- Consult pupils and parents on what is needed to support travel to school
- Take part in local and national initiatives. e.g. walk to school week, the Walking Bus scheme, the Ziggy Travel Challenge
- Involve outside agencies in the school curriculum by seeking input from Road Safety Officers, Essex Police and Fire Service for talks and demonstrations
- Ensure data collection on travel/transport mode is rigorous and kept up to date
- Encourage children to cycle or ride scooters or skate to school, by providing adequate storage and access.
- Keep momentum up on initiatives through assemblies, newsletters and displays
- Seek opportunities pupils to engage in road safety and sustainable travel through the curriculum

Good practice will include;

- develop a school travel plan, keep it up to date, ensure actions are progressed and review plan every year
- take full advantage of resources offered by local authority such as cycle training and/or road safety workshops and presentations
- provide secure, but accessible, cycle sheds
- develop 'school park and ride ' practice
- take full advantage of the opportunities which may be afforded by a compact catchment area to promote walking and cycling to school
- recognise and celebrate good practice regularly
- work in partnership with other agencies to reduce fear that children will come to harm en-route to school

Case Studies

Walking Buses at Edwards Hall

We became interested in the Walking Bus concept in 2004 as we were becoming increasingly concerned about the amount of families who drove to school and the impact this was having on the environment, the children's health and our relationships with our neighbours. At that time 50% of the children travelled by car to school.

The walking bus team at the Civic Centre worked with us and established the routes and did the necessary risk assessments. On 18th November 2004 we held a trial walk along three routes followed by a cooked breakfast to encourage participation. The three trial routes were implemented in January 2005

Our Walking Bus Team, supported by an enthusiastic group of parents ensures continuing success for this scheme. We try to keep the idea of the walking bus in the children's minds by distributing the rewards weekly in our celebration assemblies. The 'Birthday' of the bus is celebrated every year. Last year we used our government grant to provide another trial walk and hot breakfast as part of our recruitment campaign. This year we are also giving our 'drivers' a small gift to thank them for their continued support.

In the latest census we now have 61% of our children walking to school with our children are walking distances of between 560m to 960m daily. Over the years some children will have walked distances the equivalent of the distance to Ireland, Paris, Scarborough, and the Isle of Wight!

Currently we have three routes running with 64 children and 30 volunteers on board, which equates to 16% of the pupils at the school.

We do not see the Walking Bus as being the only way to cut back on car journeys. In response to our travel plan we have worked with the Local Authority to enforce parking restrictions round the school. We have participated in the Ziggy Campaign to persuade parents not to park in the vicinity of the school and publicised the 400 metre zone around the school to encourage parents to park further away from the school.

We are also aware that as children become older the idea of the walking bus is less appealing so we have been in the forefront of developing the Bikeability within the school so that older children can ride to school and we also run an 'off road' course on cycling for Year 4 pupils. One of our Higher Level Teaching Assistants has been trained to deliver these programmes and money from our travel plan has been used to purchase cycle sheds.

Working in partnership to improve road safety

Westcliff High School for Girls, Westcliff High School for Boys and St. Thomas More High School were identified as a high priority for travel intervention. Regular problems included congestion at school entrances exacerbated by public buses blocking routes, inconsiderate parking, pupils crossing the road at inappropriate locations, speeding in school grounds and a lack of cycle facilities.

A group of pupils and staff working in partnership with Southend's Safer Journeys to Schools Team to secure the following improvements:

- new puffin crossings
- redesigned bus bays
- two park and walk sites
- guard railing, signage and pavement widening
- realigned junction
- designated on-road cycle lane
- formalised parking bays

A study of child casualty statistics from the period strongly suggests that the measures have contributed to a considerable reduction in the frequency of road accidents. In the three year 'before' study (1997-99) there were 37 accidents resulting in 44 casualties (including 4 child killed or seriously injured (KSIs) and 11 child slight casualties) around the schools. During the three year period after treatment (2002-4), there were 16 accidents, resulting in 19 casualties (including 6 child slight casualties and no child KSIs). The most recent casualty statistics shows that there was just one child slight casualty in 2005, and 2 child slight casualties in 2006.

The measures have been followed-up with on-going road safety education and publicity in the schools and the development of individual School Travel Plans. The schools are continuing to work on a number of 'soft measures', for example, the Westcliff Boys' school hold a sustainable environment week while the girls' school produce an annual road safety play which they tour around the Southend primary schools.

Walking Buses at Chalkwell Hall Infants

We have three very successful walking buses run by the parents with a fourth in the pipeline. We now have 76% of our children walking to school every day. The roads surrounding the school are less congested than they were which must have a positive effect on the environment.

We are currently working to get a fourth bus running.

We constantly encourage children and parents to walk and use their cars sensibly.

As part of our curriculum we teach the children about the environment and are endeavouring to achieve eco schools status.



7. Global dimension

Growing interdependence between countries changes the way we view the world. Schools can respond by developing a responsible, international outlook amongst pupils, based upon an appreciation of the impact of their personal values and behaviours on global challenges.

Challenges we face are

- growing interdependence between countries
- developing a global understanding and outlook
- critically examining values and attitudes
- appreciating the similarities between cultures and valuing diversity
- developing the skills and attitudes to combat injustice, prejudice and discrimination

What can schools do?

- Develop international partnerships with schools
- Develop a culture within school which values social justice as an element in both sustainable development and improved welfare of all people
- Ensure the curriculum addresses an understanding and appreciation of the interrelationship of economies, people, and environments and the impact of choices on that interrelationship.
- Develop an understanding of the nature of conflicts , the impact on development and the need for resolution and the promotion of harmony
- Gain the UNICEF Rights Respecting Schools Award

Good practice will include;

- maximising opportunities to integrate a global dimension focus to the curriculum
- using available technology such as video conferencing , e pals, and so on to engage all pupils in initiatives

Case Studies

The International Dimension at Southend High for Girls

Southend High School for Girls obtained the International Award 3 years ago. A bulletin is produced monthly to share good practice and make local schools aware of opportunities which are available. The network meeting is a time when teachers can get together to talk about school activities and support each other. Staff development trips have taken place, to China to link up with an education authority near Shanghai and also to India. Examples of international activities include:

- connecting classrooms which links 3 schools in the UK with 3 in Kenya and 3 in Ghana to undertake curriculum projects,
- e- twinning which connects schools across the globe on curriculum work,
- direct links with China and South African schools involving visits, sharing information, and language immersion.

SHSG readily supports other schools in their International ventures with resources held centrally for schools to borrow for display and teaching. Gaining the International Award has enabled us to develop understanding of and tolerance for other cultures children and young people.

International School Award at Hamstel Junior

To develop the international dimension of our curriculum we have set up partnerships with schools in India, China and Poland. We have a Chinese Language Assistant which has meant all the children developing a better understanding of the culture and language of the China. All the children have the opportunity to learn Mandarin. Our language assistant also works in 3 other schools, either running a Mandarin club or working with a group of children. With both partnerships we are developing projects looking at the environment and its sustainability. As we were carrying out this work and other international activities we decided to apply for the ISA which we received. This really was a record of the international activities that we carried out during the year and the comments and thoughts of stakeholders on these activities.

Dreams and Teams at Shoeburyness High

'Dreams and Teams' creates partnerships between schools in Africa and the UK. UK and African teachers train young people in sports leadership skills. These Young Leaders then organise sports festivals and events; the goal is to reach as many young people as possible. The school partnership allows secondary schools to implement a Partnership Plan that focuses on using sport to achieve positive social and educational change, both within the school and its wider community.

During our visit to Mozambique we engaged 600 young people on one day in a range of activities including repainting eighteen classrooms , clearing the football pitch ,and repairing furniture.

Having established this link, our future plans include

- Mozambique teachers visiting our school
- Our pupils visiting Mozambique to develop leadership skills and cross cultural understanding
- Continuing to develop our link with Bulgaria

Fair Trade at St Bernard's

The Sixth Form students are on the mailing list for 'Traidcraft' and buy on-line, chocolate, biscuits, juice, tea and coffee. These items are bought at a fair price and are sold to our students and at Parents' Evenings. At the end of the year the profit is given to a chosen children's charity.

The project is managed through the collaboration of students and staff. There are 30 Sixth Formers in the Fair Trade Group. This is headed by a Lead Student as we are keen to facilitate students' leadership skills. The organisation sprang from a parish initiative and has been put in a practical format by the school through empowering students to make a difference.

The project is advertised in Assemblies by the Fair Trade Group . This encourages consideration of issues around Social and Economic Justice and how they can make a difference as Global Citizens. Students can not only buy quality products, but can do so knowing that they are 'helping others to help themselves'. We are proud of the fact that through the group we are encouraging a purposeful student voice.

8. Local well being



With their central locations , facilities and extensive networks, schools can act as hubs of learning and change in their communities. Problems on the doorstep offer relevant and engaging opportunities for pupils to learn, and a means of strengthening local relationships.

Challenges we face are:

- placing the school as the hub for learning and catalyst for change in the local community
- engaging pupils in focussing on local challenges and finding solutions to them

What can schools do?

- Increase opportunities for adult learning and engagement within school
- Enhance provision of out of school activities, beyond school day and during holidays
- Seek to establish strong links with local community groups

Good practice will include:

- networking with local schools
- ensuring opportunities from pupil and parent voice

Case Studies

The school day at Westborough

The statutory school day starts at 8am and finishes at 1-30pm. From 2pm children can opt into a range of clubs-20+ each day. These clubs are cross phase. Children choose a club for half a term. The process looks messy as the whole school moves but it provides children with a range of opportunities to 'try' new things. Through these choices the school has discovered national champions in Irish Dancing, Chess and Kick Boxing . The clubs also provide adults with a chance to share their enthusiasms. An organizational challenge but well worth the effort!

Childline in Partnership with Westcliff High School for Girls

Volunteers in Years 10 and 11 are appointed following application and interview to train as a CHIPS Peer Supporter. Members of staff act as team leaders who are trained by Childline and who train the volunteers. The Peer Supporters offer a lunchtime club and Peer Patrol around the site, keeping an eye on any "hotspots" and they are also affiliated to Tutor Groups in Years 7 and 8. The CHIPS team members support other pupils who are experiencing difficulties of any shape or form.

All pupils in school are aware of the team and its role. Pupils use CHIPS and appreciate it. We have won a Diana Award two years' running for the work of our CHIPS Team. (2006and 2007)

We have offered to present our project to other schools and help them to set up a similar scheme. We have spoken at a Healthy Schools Conference (2005) and have given a presentation at a Primary School. We are very willing to offer support to any school to help meet the need of "local well-being".

Partnership working at Shoeburyness High School

Working collaboratively with eight local schools and partners and other agencies we provide activities and services for children, young people, parents and the wider community.

The needs and expectations of the Shoeburyness community have been identified through consultation. As a result we now offer

- holiday activities for ages 8+ every school holiday @ hub site which include Southend United soccer school.
- work in partnership with Shoebury Children's Centre to offer late stay for working parents.
- Shoebury and Southend Swords Fencing Club—also offered to the wider community.

- karate for ages 11+ - new for 2008!
- basketball club—various different ages catered for on different nights and include younger children
- Boogie-nites Fitness and Fun—new for 2008! —also offered to wider Community
- the Living Room Youth Club (run in partnership with ‘Life In Abundance’) held every Tuesday from 4 – 6 @ SHS for young people of years 6 + thus enabling young people due to go up to Secondary school in their next academic year to start getting used to their feeder secondary school
- Family Learning workshops and community ICT workshops such as ‘ICT For The Terrified’ which attracts the more senior members of the community in partnership with Southend Adult Community College
- our partnership with police services has led to the introduction of a Neighbourhood Policing Team Office at the front of our site, a Neighbourhood Action Panel and a Community Speed Watch initiative.

Signposting is also a vital element of our work and as a Consortium we have put a literature carousel in our hub as well as some, and eventually, all of our feeder primary schools to promote activities and services available in Shoeburyness for the community.

We strongly believe that partnership working, whether it is with a local service or agency, or with the community of Shoeburyness, is a must for a project which strives to improve service to the local community and impact local wellbeing

Extending services at Temple Sutton

Temple Sutton Full-Service Extended School is known nationally for its achievement in becoming a real 'hub of the community'. It has extended the concept of Every Child Matters to Every Person In The Community Matters. Its ethos of caring and achieving is developed through delivery of the full core offer, through high expectations of everyone and true community engagement. We have made a real success of our major initiatives so far:-

- Police Base at the school has resulted in a reduction in crime of 56% in the first year
- Children's Centre (first in a school in Essex) is oversubscribed and viewed by OFSTED as mainly outstanding
- Healthy Living Centre Campaign has gained Department of Health Social Enterprise Pathfinder status. We expect it to be built and operational in 2010
- School is open 51 weeks a year providing childcare, adult and family education opportunities, holiday club, counselling, evening activities and much more.
-

This programme sustains our school and our community into the foreseeable future.

Sustainable School Self Evaluation Guidance

Introduction

Sustainable school self-evaluation is not an optional extra

Schools currently are required to evaluate their school improvement progress using a self evaluation form (SEF) developed by Ofsted (2005)

This sustainable school self evaluation guidance provides schools with a way of recording and reporting their activities and progress towards promoting sustainable schools as an integrated part of their Ofsted SEF.

Sustainable school self-evaluation can help schools improve.

Ofsted have found that sustainable schools offer dynamic and vibrant learning environments because they address real life challenges in real places, with real people.

Pupils are at the centre of our interest in sustainable schools within a culture which addresses:

- the social and emotional needs of pupils
- promotes healthy living
- values and respects diversity
- be aware of the local and global environment
- fosters pupils' confidence in their ability to make a difference

This guidance has been developed to help schools recognise and appreciate what they are already doing to promote a sustainable school, plan the next steps and to document the benefits on their Ofsted SEF.

This guidance follows the Ofsted SEF headings

- School characteristics
- Stakeholders views
- Achievement and standards
- Personal development and well-being
- Quality of provision
- Leadership and management

It considers each of these in the context of sustainability.

Sustainable School Self Evaluation

Our section on Sustainable School Self Evaluation is adapted from www.teachernet.gov.uk/sustainable-schools/tools/s3 Which details a rigorous self evaluation on all aspects of sustainable development consistent with Ofsted SEF procedures. This tool is available as an interactive version.

As a starting point for your own school self evaluation, you may wish to consider the following step by step routine.

Before you begin, decide if you are going to use all or just some of the tool's questions.

If you are just getting started with your sustainable school practice, it may be useful to select those self-evaluation questions that are most relevant to your stage of development. If you have a well-developed sustainable school practice, you will probably use most or all of the questions. Use or adapt the sustainable school self-evaluation questions to the extent to fit your needs. It does take time to work through the tool, but it is time well spent, as you can use your responses to build your Ofsted SEF.

Step 1: Grade your performance

Under each sustainable school self-evaluation heading or sub-heading, you are asked to grade aspects of your school practice on a four-point scale (see box below). Examples of the grades are offered for each of the aspects you assess. The examples are progressive and build on one another. So, for example, a grade of 'outstanding' suggests that you also have achieved the performance standard examples described as 'good' and 'satisfactory'. Some of the examples include more than one aspect of practice. Use your judgement when grading your performance, if you address only some aspects of the example offered.

Grade and alternatives	Implication
outstanding exemplary, highly effective	evidence of school improvement and community development a fully developed, demonstrable impact that is worth disseminating beyond the school
good above average, effective	evidence of improved pupil performance and school environmental performance a well developed, demonstrable impact that is worth reinforcing and developing in school
satisfactory fundamental	provision in place scope for improvement and further development
getting started not considered, pre-engaged, or inadequate	provision is not addressed or not fully developed merits consideration or attention, or is deemed not relevant or a low priority

Step 2: Write an evaluative statement

Once you have graded an aspect of your school practice, you are asked to explain why you have graded the item as you did. Write an evaluative statement, noting supporting evidence. It is not intended that you should provide large amounts of statistical data and descriptive detail. You should use evidence selectively to support main judgements about your performance. Use brief bulleted statements to answer these questions:

- What was the task or activity?
- What were the intended outcomes?
- Were they met?
- If they were not met, why not?
- If they were, how were they met?
- What change resulted?
- How do you know? What is your evidence?

Step 3: Identify key priorities for development

You are then asked to record the actions you will take that will lead to further improvement. Keep your responses brief. These priorities should be transferred to your school improvement or development plan.

Step 4: Add this to your Ofsted SEF

After you have gathered the evidence of good practice arising from a range of initiatives that contribute to a sustainable school, record them as part of your routine Ofsted SEF maintenance procedures.

Information and support are available

The s3: sustainable school self-evaluation is also offered as an [interactive version](#). The web tool uses MATRIX software and you will need to use your school DfES identification number to register with MATRIX (no cost) in order to access the tool. The web tool offers features not available in this print version. These include online archiving, additional examples, action-planning ideas and web-links to useful resources. The tool can be accessed from the [Sustainable Schools](#) area of Teachernet¹ which also offers case studies, schemes of work and links to other websites. These resources are organised in several ways, including a categorisation using the eight sustainable schools doorways introduced in the 2006 DfES Sustainable Schools consultation.

¹ www.teachernet.gov.uk/sustainableschools/tools/s3

1 School characteristics

Our long-term well-being, as individuals, schools, communities and nations, depends on the way we care for ourselves and for each other, and the way we care for the environment, now and in the future.

Recommendation

Our recommendation is that schools place sustainable development at the heart of their ethos, demonstrating it in their management practice, embedding it in their teaching, and promoting it in their communities.

To what extent is sustainable development a distinctive characteristic or feature of our school?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade			
getting started	satisfactory	good	outstanding
We have not considered, or have just begun to consider, how sustainable development could benefit school improvement, or how it could be a distinctive aim or feature of our school.	We have identified sustainable development as a special feature of our school in our school improvement plan and school policy, and we are pursuing it actively.	We have evidence that our efforts to promote sustainable development benefit pupils' achievement and school operation and performance.	We have evidence that our efforts to promote sustainable development contribute to our overall school effectiveness and to community improvement, and we share our practice with others.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

2 Stakeholders' views

Schools can gain the support of local stakeholders by taking account of their needs and involving them in decision-making. Schools can also balance their short-term interests with longer-term goals by considering the needs of the environment, of future generations and of other communities, in the UK and abroad.

Recommendation

Our recommendation is that schools listen to the views of pupils, teachers, school staff, parents and carers, governors and the wider school community, and that they involve them in decision-making in ways that balance the school's needs with its broader commitments to the environment and society.

To what extent do pupils participate in decision-making?

To what extent do the teachers and staff participate in school decision-making?

To what extent do school governors involve other stakeholders in school decision-making?

To what extent do parents and carers participate in school decision-making?

To what extent does the wider school community participate in school decision-making?

For each stakeholder grade participation/involvement in decision making.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

③ Achievement and standards

Sustainable development offers a real-life context that can make learning more meaningful and relevant. It can enhance pupils' enjoyment and progress, and build practical life skills.

Recommendation

Our recommendation is that schools use their efforts to develop a sustainable school to motivate pupils, enhance their enjoyment of learning and ultimately raise achievement and standards.

To what extent do our efforts to promote sustainable development improve standards and enhance pupils' achievement?

Grade the extent promoting sustainable development is improving standards and enhancing achievement.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

④ Personal development and well-being

Schools are able to cultivate individuals with the values, skills and self-confidence to make positive contributions to their family, their community, their job, the environment, and the wider world.

Recommendation

Our recommendation is that schools use their promotion of sustainable development to develop pupils' involvement in their own learning and to encourage them to make positive contributions to their families, their communities, their workplaces, and the environment

To what extent do our efforts to promote sustainable development contribute to healthy living?

To what extent do our efforts to promote sustainable development contribute to pupil safety?

To what extent do our efforts to promote sustainable development contribute to pupils' enjoyment of learning?

To what extent do our efforts to promote sustainable development contribute to active citizenship and local improvement?

To what extent do our efforts to promote sustainable development help us explore professions and career options with pupils?

Grade the extent promoting sustainable development contributes to personal development and well-being for each aspect.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

5 Quality of provision

Sustainable development offers opportunities to explore the local and global contexts of real-life issues. Teaching and learning practices can be tailored to pupils' needs and interests to help them actively to contribute to a sustainable society.

Recommendation

Our recommendation is that schools view the whole curriculum and extra-curricular activities as a means of providing an education for sustainable development, using personalised approaches that enable pupils to develop knowledge, skills, values and attitudes through experience.

To what extent does your school provide an education for sustainable development in the delivery of the National Curriculum?

To what extent are our curricular and extra-curricular activities driven by pupils' interests in sustainability issues?

To what extent do you enhance pupils' capacities to make positive contributions to the places where they live?

To what extent do your efforts to promote sustainable development inclusively engage pupils, including those with special education needs or disabilities?

Grade the extent promoting sustainable development contributes to quality of provision in teaching and learning.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

⑥ Leadership and management

Sustainable development is central to lasting school improvement. The most effective way for schools to improve their sustainability is to adopt a style of leadership and management that integrates the curriculum, the campus and the community.

Recommendation

Our recommendation is that schools develop leadership and management practices that recognise as complementary goals the achievements of learners and their well-being, teaching excellence, the environmental performance of the school estate, staff development, and community improvement.

What is the overall effectiveness and efficiency of our leadership and management of sustainable development in school?

Grade overall effectiveness and efficiency of leadership and management of sustainable development in school.

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on food and drink

An unhealthy diet contributes to obesity and poor pupil concentration. Healthy, ethically sourced food can offer high nutritional benefits while protecting the environment and supporting local producers and suppliers.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community to be model suppliers of healthy, local and sustainable food and drink. Food should, where possible, be produced or prepared on site. Schools should show strong commitments to the environment, social responsibility and animal welfare. They should also seek to increase their involvement with local suppliers.

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school curriculum address healthy and sustainable food, drink and living issues and reinforce these through positive activities in the local area? <input type="checkbox"/> Does professional development address healthy and sustainable food and drink issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use information about its own food and drink provision in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes that address healthy and sustainable food and drink issues? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken an audit of school food and drink that takes account of nutritional standards and sustainability? <input type="checkbox"/> Does your school improvement plan address healthy and sustainable food and drink, with performance targets that address human health, the environment, the local economy, animal welfare and working with local suppliers to provide options that meet the highest standards? <input type="checkbox"/> Does the school monitor its healthy and sustainable food and drink plan and report on its progress toward agreed performance targets? <input type="checkbox"/> Does professional development prepare staff members to contribute to the healthy and sustainable food and drink plan? <input type="checkbox"/> Is healthy and sustainable food and drink planning and management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness of the wider impacts of food and drink choices among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority or with outside bodies that support schools' efforts to become models of healthy and sustainable food and drink?

Grade the extent that you have you integrated healthy and sustainable food and drink across the curriculum, campus and communit?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on energy

Rising demand for energy is storing up problems for future generations. Energy conservation can tackle this problem while saving the school money.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community in order to be models of energy efficiency and renewable energy use. They should take the lead in their communities in their use of low-energy equipment and passive energy designs as well as wind, solar, bio-fuel and other appropriate renewable energy sources.

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to cultivate the knowledge, skills, values and attitudes pupils need to use energy wisely? <input type="checkbox"/> Does professional development enable staff to address energy issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own energy conservation measures in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to minimise energy consumption? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken a whole-school energy audit? <input type="checkbox"/> Does your school improvement plan address energy conservation, with performance targets for energy efficiency and the use of renewable energy alternatives? <input type="checkbox"/> Does the school monitor its energy use and report on its progress toward agreed performance targets? <input type="checkbox"/> Does professional development prepare staff members to contribute to the energy conservation action plan? <input type="checkbox"/> Is energy management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness of sustainable energy among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority or with outside bodies that support schools' efforts to reduce energy use or increase renewable energy use?

Grade the extent have you integrated energy issues and energy management across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on water

Rising demand for water is storing up problems for future generations. Water conservation can tackle this problem while saving the school money.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community in order to be models of water management. They should take the lead in their communities in freshwater conservation, rainwater use, and other water conservation measures.

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to address sustainable water use? <input type="checkbox"/> Does professional development enable staff to actively address water issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own water conservation measures in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to minimise water consumption? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken a whole school water-use audit? <input type="checkbox"/> Does your school improvement plan address water conservation, with performance targets that address fresh water use efficiency, and rain water and waste water management? <input type="checkbox"/> Does the school monitor its water use and report on its progress toward agreed performance targets? <input type="checkbox"/> Does professional development prepare staff members to contribute to the water conservation action plan? <input type="checkbox"/> Is water management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness of sustainable water use among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority or with outside bodies that support schools' efforts to reduce fresh water use, make better use of rainwater or more effectively manage wastewater?

Grade the extent have you integrated water issues and water management across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on travel and traffic

Rising vehicle use adds to road congestion, road accidents and pollution. Car-sharing and public transportation help ease these concerns, while walking and cycling also boost fitness and well-being.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community, in order to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to address travel and traffic issues and reinforce this through activities in the school and in the local area? <input type="checkbox"/> Does professional development enable staff to address travel and traffic issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own travel policies and measures in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to address school travel issues? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken a school travel audit? <input type="checkbox"/> Does your school improvement plan address school travel , or do you have a separate school travel plan with performance targets for walking, cycling, car-sharing and public transport, aimed at lessening your environmental impact and promoting healthier lifestyles? <input type="checkbox"/> Does the school monitor its travel plan and report on its progress toward agreed performance targets? <input type="checkbox"/> Does professional development prepare staff members to contribute to the school travel plan? <input type="checkbox"/> Is management of the school travel plan included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness of travel decisions among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority or with outside bodies that support schools' efforts to become models of sustainable travel?

Grade the extent have you integrated school travel plans and traffic management across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on purchasing and waste

Waste, and the throw-away culture that encourages it, can be tackled through sustainable consumption. Schools can reduce costs and support markets for ethical goods and services at the same time.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community in order to be models of the efficient use of resources. We recommend that schools use goods with a low impact on the environment, that they minimise or eliminate disposable packaging, that they source goods from local suppliers where practicable, and that they recycle, repair and reuse as much as possible..

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to address sustainable consumption and waste issues, and reinforce this through activities in the school and in the local area? <input type="checkbox"/> Does professional development enable staff to address sustainable purchasing and waste management issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own purchasing and waste policies in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to actively address sustainable purchasing and waste management issues? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken a purchasing and waste audit? <input type="checkbox"/> Does the school improvement plan address sustainable purchasing and waste management, with performance targets that address whole-life costs, the local economy and waste minimisation? <input type="checkbox"/> Does the school monitor its sustainable purchasing and waste management plan and report on its progress toward agreed performance targets? <input type="checkbox"/> Does professional development prepare staff members to contribute to the sustainable purchasing and waste management plan? <input type="checkbox"/> Is sustainable purchasing and waste management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness of sustainable consumption and waste minimisation among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority or with outside bodies that support schools' efforts to become models of sustainable purchasing and waste management?

Grade the extent have you integrated sustainable purchasing and waste management across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on school buildings

School buildings – both old and new – have the power to teach through the observable use of sustainable design principles, choice of appropriate technologies, use of interior furnishings and environmental management.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community to create school buildings that show pupils what a sustainable lifestyle means through their involvement in the continual improvement of the school estate.

<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to help pupils to understand the links between the built and natural environment and to encourage them to improve the sustainability of the built environment in school and in the local area? <input type="checkbox"/> Does professional development enable staff to address sustainable school building issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own building design, construction, and management experience in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to actively address sustainable school design, building and management issues? 	<p>Campus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken a sustainable school building audit prior to refurbishment or new build projects? <input type="checkbox"/> Does your school improvement plan address the sustainable development of the school buildings, with performance targets that address the well-being, health, achievement and enjoyment of pupils and staff? <input type="checkbox"/> Does the school monitor its sustainable school building development plan and report on its progress toward agreed performance targets? <input type="checkbox"/> Does professional development prepare staff members to contribute to the sustainable school building development plan? 	<p>Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness of good environmental design and practices in buildings among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority and with outside bodies that support schools' efforts become models of sustainable school design, build and management?
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Grade the extent you integrate school design, construction and management across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on school grounds

The design, development, use and maintenance of school grounds has the power to teach through the observable use of sustainable design principles, to significantly influence the environmental impact of a school, and to contribute to the richness of opportunities available to pupils and the community for learning and play.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community to create school grounds where pupils can see what a sustainable lifestyle means through their involvement in the continual improvement of the grounds and where they can observe the importance of biodiversity and nature conservation.

<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to help pupils understand the links between the built and natural environment, and to improve the sustainability of the natural environment through conservation and maintenance projects at school and in the local area? <input type="checkbox"/> Does professional development enable staff to actively address sustainable school grounds issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own grounds design, construction, and management experience in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to actively address sustainable school grounds design, construction and management issues? 	<p>Campus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken a sustainable school grounds audit? <input type="checkbox"/> Does your school improvement plan address sustainable school grounds development, with performance targets that address the health and well-being of pupils and staff, the health of the local environment, the environmental performance of the school, and action steps to enhance the school grounds for the benefit of pupils and biodiversity conservation? <input type="checkbox"/> Does the school monitor its sustainable school grounds development plan and report on its progress toward agreed performance targets? <input type="checkbox"/> Does professional development prepare staff members to contribute to the sustainable school grounds development plan? <input type="checkbox"/> Is sustainable school grounds included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<p>Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness of good environmental design and practices in managed landscapes among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority and with outside bodies that support schools' efforts to develop and manage sustainable school grounds?
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Grade the extent you integrate school grounds design development use and maintenance across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on inclusion and participation

Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions, and challenges prejudice and injustice in all its forms.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community, in order to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedom and creative expression.

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to address issues of diversity and injustice, to actively participate in school decision-making, and to contribute to sustainable development in school and in the community? <input type="checkbox"/> Does professional development enable staff to address inclusion and participation issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own efforts to address inclusion issues in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to actively address inclusion and participation issues? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken an inclusion and participation audit? <input type="checkbox"/> Does your school improvement plan address inclusion and participation, with policies and actions that address diversity, cultural respect, the school community's participation in decision-making, and the pupils' and staffs' enjoyment of their day-to-day school experience? <input type="checkbox"/> Does the school monitor inclusion and participation and report on its progress? <input type="checkbox"/> Does professional development prepare staff members to promote inclusion and participation? <input type="checkbox"/> Is inclusion and participation included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote the values of inclusion and respect for diversity among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority and with outside bodies that support schools' efforts to address inclusion and participation issues?

Grade the extent you address inclusion and participation across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on local well-being

With their central locations and often extensive facilities, schools can act as hubs of learning and change in their local communities, contributing to the environment and quality of life.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community in order to be models of good corporate citizenship within their local areas, enriching their educational mission with active support for the well-being of the local community and environment..

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to address local issues and challenges? <input type="checkbox"/> Does professional development enable staff to address local well-being issues through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own efforts to promote local well-being in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to actively promote local well-being? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken an audit of your school's involvement in fostering local well-being? <input type="checkbox"/> Does your school improvement plan address local well-being, and do school policies address the role of the school in community development? <input type="checkbox"/> Does the school monitor and report on its contributions to community development and local well-being? <input type="checkbox"/> Does professional development prepare staff members to contribute to the community development and local well-being plan? <input type="checkbox"/> Is community development included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote awareness about local environmental and social challenges among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority or with outside bodies that support schools' efforts to promote local well-being?

Grade the extent you address local well-being across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Leadership and management: Focus on the global dimension

Growing interdependence between countries changes the way we view the world, including our own culture. Schools can respond by developing a responsible, international outlook among young people, based upon an appreciation of the global impact of their personal values, choices and behaviours.

Recommendation

Our recommendation is that schools integrate their efforts across the curriculum, campus and community in order to be models of good global citizenship, enriching their educational mission with active support for the well-being of the global environment and community.

Curriculum	Campus	Community
<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use the curriculum to help pupils to appreciate and respond positively to global interdependence? <input type="checkbox"/> Does professional development enable staff to actively address the global dimension through the curriculum and in extra-curricular activities? <input type="checkbox"/> Does the school use its own experience cultivating a global outlook in the curriculum, across key stages and subject areas? <input type="checkbox"/> Are teachers and pupils involved in schemes to address the global dimensions of our everyday lives? 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you undertaken an audit of your school's global outlook? <input type="checkbox"/> Does your school improvement plan address the global dimension, and do you have policies that address the global impact of your school's management and purchasing policies? <input type="checkbox"/> Does the school monitor and report progress toward its development of a global outlook? <input type="checkbox"/> Does professional development prepare staff members to address the global dimension in all aspects of school life? <input type="checkbox"/> Is the global dimension included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description? 	<ul style="list-style-type: none"> <input type="checkbox"/> Does the school use its communications, services, contracts and partnerships to promote respect for diverse cultures, countries and the global environment among its stakeholders? <input type="checkbox"/> Does the school have links with the local authority or with outside bodies that support schools' efforts to promote a global dimension to the school's provision and practice?

Grade the extent you address the global dimension, and integrate global citizenship across the curriculum, campus and community?

Explain your grade. Write an evaluative statement and include references to relevant evidence or data

What are your key priorities for development?

Further resources

Sustainable schools area of TeacherNet

www.teachernet.gov.uk/sustainableschools

Government information on sustainable development

Web portal: www.sustainable-development.gov.uk

Independent advisor and watchdog: www.sd-commission.gov.uk

Sustainable development indicators: www.sustainable-development.gov.uk/progress/index.htm

DfES policy and sustainable development action plan: www.dfes.gov.uk/aboutus/sd

Other useful sites:

Eco-schools: www.eco-schools.org.uk

Extended schools: www.teachernet.gov.uk/extendedschools

Every Child Matters: www.everychildmatters.gov.uk

Global Gateway: www.globalgateway.org.uk

Growing Schools: www.teachernet.gov.uk/growingschools

Healthy Schools: www.wiredforhealth.gov.uk

International schools: www.britishcouncil.org/education/schools/award.htm

Learning to Last: www.learning2last.org

Ofsted: www.ofsted.gov.uk/publications/docs/3389.doc

WWF Pathways: www.wflearning.org.uk/data/files/pathways-310.pdf, is also available as an online interactive version, at www.teachernet.gov.uk/sustainableschools/wwftool

Finding out more

Bibliography

- Carbon Footprints; Local Steps <http://www.nign.org.uk>
- Strategic, challenging and accountable; a governor's guide to Sustainable Schools DFCS
- Sustainable Schools. The eight doorways to sustainability. DFCS
- Energy saving education site www.eon-uk.com/energyexperience
- Sustainable schools area of TeacherNet
www.teachernet.gov.uk/sustainableschools
- Government information on sustainable development
Web portal: www.sustainable-development.gov.uk
- Independent advisor and watchdog: www.sd-commission.gov.uk
- Sustainable development indicators:
www.sustainable-development.gov.uk/progress/index.htm
- DfES policy and sustainable development action plan:
www.dfes.gov.uk/aboutus/sd
- Eco-schools: www.eco-schools.org.uk
- Extended schools: www.teachernet.gov.uk/extendedschools
- Every Child Matters: www.everychildmatters.gov.uk
- Global Gateway: www.globalgateway.org.uk
- Growing Schools: www.teachernet.gov.uk/growingschools
- Healthy Schools: www.wiredforhealth.gov.uk
- International schools: www.britishcouncil.org/education/schools/award.htm
- Learning to Last: www.learning2last.org
- Ofsted: www.ofsted.gov.uk/publications/docs/3389.doc
- WWF Pathways: www.wflearning.org.uk/data/files/pathways-310.pdf, is also available as an online interactive version
www.teachernet.gov.uk/sustainableschools/wwftool

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Friars Primary School and Nursery
Hamstell Junior School
Leigh North Street Junior School
Milton Hall Primary School
Priory School
Sacred Heart Catholic Primary School and Nursery
Shoeburyness High School
Southend High School for Girls
St Bernard's High School
St Mary's Church of England Primary School
Temple Sutton Primary School
The Westborough Primary School and Nursery
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