A commitment from
The Children's Plan

Delivering Sustainable Communities through Sustainable Schools

Guidance for local authority officers

department for
children, schools and families

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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"[1]. 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"[2]. 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 Department for Children, Schools and Families' (DCSF's) National Framework for Sustainable Schools.

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 22nd 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 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.

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.

A National Framework has been established to guide schools towards this aim

The Framework comprises three interlocking parts:[3]

- **A commitment to care**

  Sustainable schools have a caring ethos (culture): 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 (see following page for details) 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.

Sustainable development can help build coherence among a range of initiatives and school practices

It offers schools a bigger picture in which to join up their work on a range of policies and initiatives, such as Every Child Matters, school travel planning, healthy living, extended services, citizenship, and learning outside the classroom.

Further information

Sustainable Schools:
www.teachernet.gov.uk/sustainableschools

DCSF Sustainable Development Action Plan:
www.dcsf.gov.uk/aboutus/sd

3. See the Sustainable Schools area of Teachernet: **www.teachernet.gov.uk/sustainableschools**

Doorways to Sustainable Schools

Doorways	By 2020 we recommend that all schools...
Food and drink	Are model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.
Energy and water	Are models of energy efficiency, renewable energy and water conservation, showcasing opportunities such as wind, solar and biomass energy, insulation, rainwater harvesting and grey water recycling to everyone who uses the school.
Travel and traffic	Are 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.
Purchasing and waste	Are models of waste minimisation and sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.
Buildings and grounds	Manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school. Through their grounds, we would like schools to bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.
Inclusion and participation	Are models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.
Local well-being	Are models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.
Global dimension	Are models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

Introduction

The *Children's Plan* reiterates the DCSF's aim for all schools to be Sustainable Schools by 2020

The *Children's Plan* describes sustainable development as 'non-negotiable'. With the duty to promote children's well-being it is important for all delivery partners to ensure children are equipped with the necessary skills to enable them to be prepared to tackle the type and scale of challenges they may face in their lifetime, confidently and optimistically.

The DCSF Sustainable Development Action Plan acknowledges the role of local authorities

The DCSF see local authorities as having: "a pivotal role as place shapers in implementing sustainable development principles, including through their Sustainable Community Strategies. Directors of Children's Services are ideally placed to strategically champion children's interests across a range of areas outside their traditional boundaries, such as planning and transport"[4].

To support the role of local authorities, the DCSF is providing Government Offices in every English region with funding to enable them to facilitate regional networks that plan, catalyse and co-ordinate regional support for sustainable schools and look ahead to meeting demand for sustainable development skills and awareness.

Sustainable schools can contribute significantly to developing schools as a central part of sustainable communities

Promoting sustainable schools can form a commitment within a local community strategy to join up many components of a sustainable community, including: active inclusive and safe; well served; environmentally sensitive; well designed and built; and well connected. An Ofsted study recommends that "local authorities and their partners should develop a common vision for a sustainable community in which the contribution of schools is explicit and work together to implement it"[5].

Sustainable schools can contribute to the delivery of many local programmes and targets. For example, supporting schools to reduce their carbon emissions as part of the Local Authority Carbon Reduction Commitment, having a sustainable school travel plan, and achieving National Healthy School Status can contribute to meeting various Local Area Agreement (LAA) national indicators.

4. *Brighter Futures – Greener Lives: Sustainable Development Action Plan 2008-2010.* DCSF 2008.
5. *Schools and Sustainability: A climate for change?* Ofsted, 2008.

Children's Services must lead the way locally in supporting their schools to become sustainable schools by 2020

Local authority Children's Services departments are ideally placed to provide schools with the guidance and support they require to become sustainable schools. Working in partnership with statutory and non-statutory organisations, they can demonstrate to schools sustainable development through their own strategies and management practices, and support schools in developing their own strategy to become a sustainable school through the services they provide to schools.

Local authorities must develop cross-cutting support for sustainable schools

As sustainable schools supports a range of cross-cutting issues, local authorities must work coherently across departments to ensure schools receive joined up support. Although Children's Services must lead this area, other departments within the local authority can play a vital role in delivering and supporting schools through their area of work, for example; facilities management, contracts, strategy, community cohesion, environment, sustainability, waste, transport or planning.

This guidance document gives details of how sustainable schools can contribute to local targets and be supported through existing service delivery across all departments within local authorities. Alongside the *s3+ sustainable schools self-evaluation tool for local authorities who support sustainable schools*, it can be used by any local authority officer to identify support routes and improve the support their authority provides to its schools in becoming sustainable schools by 2020.

Using this guidance alongside the *s3+ sustainable schools self-evaluation tool for local authorities who support sustainable schools*[6]

The self-evaluation tool has been developed to enable local authorities to assess where, on both a strategic and operational level, they currently provide support for sustainable schools. It can assist them in identifying gaps in support provision and to develop actions to address these as part of an ongoing evaluation process.

The self-evaluation tool should be completed by a lead officer who has the main responsibility for sustainable schools, such as a sustainable schools or Eco-Schools officer, with support and involvement from senior managers and council members to provide a strategic focus. It should involve contributions from other officers across all relevant departments in the local authority who are involved in work that links to sustainable schools and the eight sustainable school doorways. This may include:

- Directors and senior managers
- Education officers/curriculum advisers
- Sustainability/environment officers
- Healthy Schools officers
- School travel planners
- School food workers
- School buildings advisors
- School grounds officers
- Energy and water managers
- Waste and recycling officers
- Extended Services advisers
- Local health authority representatives

This guidance document is designed as a reference tool for any of the above officers to enable them to have a greater understanding of how their area of work can support sustainable schools, so they can contribute to completing the s3+ in their authority.

Local authority practice to support sustainable schools

The final section of this guidance document contains a number of local authority case studies. The aim of these is to show existing practice to support sustainable schools. This is just a sample of the good practice already happening within local authorities to support sustainable schools. They show how local authorities have audited their support activity, are producing strategies, and developing specific areas of work to support sustainable schools. As they are cross-cutting case studies, and so cover more than just one individual area of support activity, within each section of this document there is a list of the relevant case studies to refer to, which demonstrate activity relating to that section.

6. *s3+ sustainable schools self-evaluation tool for local authorities who support sustainable schools.* DCSF 2009.

1. Delivering Sustainable Communities through Sustainable Schools

Local Performance Framework

Sustainable Community Strategies and Local Area Agreements

What are they?

Sustainable Community Strategies

Local authorities are required by government under the Local Government Act 2000 to develop a community strategy. Following the Sustainable Communities Act 2007 they are now referred to as sustainable community strategies with the aim of contributing to sustainable development.

The sustainable community strategy sets out the vision and priorities for the economic, social and environmental well-being of a local area. It is produced by the local authority in partnership with their Local Strategic Partnership (LSP) and other key partners. They are also responsible for developing the local area agreement (local performance framework) and spatial development strategy (local development framework), which will help deliver the ambitions and priorities of the sustainable community strategy.

Local Area Agreements

Local Area Agreements (LAAs) form part of the government's new performance framework for local authorities and their partners. They set out the priorities that will make the local area, city or community a better place to live and have been developed by the local authority, Local Strategic Partnership and other key partners.

Within the local performance framework government has developed and announced, as part of its Comprehensive Spending Review (2007), a set of national indicators. These reflect national priorities over the next three years and replace all previous indicators. Performance will be assessed against each of these for every unitary and county authority.

Each LAA includes up to 35 locally negotiated targets selected from the national indicator set, complemented by statutory targets on educational attainment and early years. The aim is to give local authorities a stronger role in leading their communities and shaping services to meet the needs of the local area.

How can sustainable schools help to deliver local targets?

As Sustainable Community Strategies are the overarching strategy for a local area, they must consider all other statutory plans and policies in their development. This includes the Children and Young People's Plan (CYPP). The next chapter of this guidance outlines how CYPPs can incorporate support for sustainable schools.

Supporting schools in undertaking sustainable schools related activities can provide local authorities and their partners with the opportunity to deliver outcomes on a number of the indicators (see Table A).

Through supporting the National Framework for Sustainable Schools local authorities can lay the foundations for meeting some of their targets. This includes indicators such as NI 52 and NI 185, which directly relate to the management of schools, as well as indicators such as NI 48 and NI 195, which schools can have an indirect impact on through their pupils and local community.

Many other areas of local authority service delivery that support elements of sustainable schools also contribute to achieving outcomes on a number of the indicators. This includes the National Healthy Schools Programme, Extended Services for Schools and the Travel to School programme. The next chapter outlines how these different service delivery areas relate and can contribute to support for sustainable schools.

It is vital that local authorities take a joined up approach in all relevant areas of service delivery to ensure support for sustainable schools is effective in contributing to local targets. Through enabling officers to recognise how their work contributes to the overall aim of supporting sustainable schools, they can then work with other officers from across the authority to achieve joint outcomes on a number of indicators and ensure schools are receiving coherent support. The *s3+ sustainable schools self-evaluation tool for local authorities who support sustainable schools can assist local authorities in identifying existing support for schools in becoming sustainable schools*[7] can enable them to develop an action plan to further the support they provide.

Informing relevant discussions on service delivery relating to sustainable schools and the national indicators

The following table (see Table A) sets out how the DCSF's National Framework for Sustainable Schools contributes to some of the national indicators. It is not exhaustive and is intended to be a guide to inform relevant discussions on service delivery and support activities related to sustainable schools and national indicators.

Case studies

- Kent County Council (see page 47)
- Kirklees Council (see page 48)
- London Borough of Richmond upon Thames (see page 53)
- Royal Borough of Windsor and Maidenhead (see page 55)
- Stafford Borough Council (see page 59)

Further information

- Department for Communities and Local Government **www.communities.gov.uk**
- Improvement and Development Agency **www.idea.gov.uk**

7. *s3+ sustainable schools self-evaluation tool for local authorities who support sustainable schools*. DCSF 2009.

Table A: Sustainable Schools and LAAs Outcomes, National Indicators and examples of support provision and activities

Outcomes	Stronger Communities	Safer Communities	Children and Young People				Local Economy	Environmental Sustainability
National Indicators	NI 1 % of people who believe people from different backgrounds get on well together in the local area NI 2 % of people who feel that they belong to their neighbourhood NI 4 % of people who feel they can influence decisions in their locality NI 5 Overall satisfaction with the local area NI 6 Participation in regular volunteering NI 13 Migrants' English language skills and knowledge	NI 22 Perceptions of parents taking responsibility for the behaviour of their children in the area NI 48 Children killed or seriously injured in road traffic accidents	*Be Healthy* NI 50 Emotional health of children NI 52 Take up of school lunches NI 55 Obesity among primary age children in Reception Year NI 56 Obesity among primary school age children in year 6 NI 57 Children & Young People's participation in high-quality PE and sport	*Stay Safe* NI 69 Children who have experienced bullying	*Enjoy & Achieve* NI 86 Secondary schools judged as having good or outstanding standards of behaviour NI 88 Number of Extended Schools	*Make a Positive Contribution* NI 110 Young people's participation in positive activities NI 114 Rate of permanent exclusions from school	NI 167 Congestion – average journey time per miles during the morning peak NI 177 Local bus passenger journeys originating in the authority area	NI 185 CO_2 reduction from Local Authority operations NI 186 Per capita CO_2 emissions in the Local Authority area NI 188 Planning to Adapt to Climate Change NI 191 Residual household waste per household NI 192 Percentage of household waste sent for reuse, recycling and composting NI 195 Improved street and environmental cleanliness (levels of graffiti, litter, detritus and fly posting) NI 197 Improved local biodiversity – proportion of Local Sites where positive conservation management has been or is being implemented NI 198 Children travelling to school – mode of travel usually used NI 199 Children and young people's satisfaction with parks and play areas *(from April 2009)*
National Framework for Sustainable Schools Doorways that link to indicators	**6** Inclusion and Participation **7** Local Well-being **8** Global Dimension	**3** Travel and Traffic **6** Inclusion and Participation **7** Local Well-being	**1** Food and Drink **3** Travel and Traffic **5** School Buildings and Grounds **6** Inclusion and Participation	**6** Inclusion and Participation **8** Global Dimension	**1** Food and Drink **2** Energy and Water **5** School Buildings and Grounds **6** Inclusion and Participation **7** Local Well-being	**6** Inclusion and Participation **7** Local Well-being	**3** Travel and Traffic	**1** Food and Drink **2** Energy and Water **3** Travel and Traffic **4** Purchasing and waste **5** School Buildings and Grounds **6** Inclusion and Participation **7** Local Well-being **8** Global Dimension
Examples of local authority support provision and activities	Promoting International Schools programme and how the global dimension can be incorporated within curriculum work Encouraging schools to host community events and courses, possibly as part of Extended Schools activities Supporting schools in the development of school and youth councils, including eco councils Involving parents in school environmental improvement projects and decision making Enabling production of school community newsletters Creating links between schools and local organisations, including parish councils	Encouraging schools to involve their pupils in local citizenship courses or in undertaking projects looking at improving their local environment Developing Safe Routes to Schools linked to School Travel Plans Involving parents in school decision making Providing support for parents in behaviour management Walk on Wednesday schemes for schools Consulting with pupils through an e-voting system	Supporting schools in achieving Healthy School Status Local food sourcing and managing school meal contracts to improve nutritional value of school meals Design of school grounds allowing for sports and other physical activities Peer support schemes Involving parents in school projects School Food Adviser to develop school gardens and education School Travel Incentive scheme that provides rewards at local leisure centres	Supporting schools with Social and Emotional Aspects of Learning (SEAL) and Personal, Social and Health Education (PSHE) Peer support schemes Social cohesion projects on 'differences' Work in schools on conflict resolution	Supporting schools in developing Extended Schools activities that link to the Sustainable Schools doorways Supporting the development of pupil run eco-councils alongside school councils and developing ways for all pupils to contribute to decision making	Involving pupils in school councils, eco-councils and decision making/action planning processes Providing outside the classroom learning and participation opportunities for pupils, such as gardening clubs or similar Creating links with local environmental organisations who use volunteers	Assisting in development, monitoring and evaluation of School Travel Plans and travel to school surveys Promoting cycling and walking to school campaigns Working with local bus operators to offer discount travel cards to pupils to encourage use of buses	Provision of recycling service for schools offering collection of two recyclable materials Offering community recycling facilities at the school for difficult to recycle items that are collected by charities Supporting schools in achieving Eco-Schools award status Offering environmental reviews of schools Assisting in development, monitoring and evaluating School Travel Plans and travel to school surveys Energy, water and carbon emission reduction schemes for school School Grounds Biodiversity Action Plans – design of school grounds allowing for wildlife areas, growing and outdoor classroom areas Citizenship lessons/courses for pupils Environmental art/textiles projects for pupils School buildings design for efficient use of energy and water Working with schools to reduce litter, possibly through poster competitions and providing talking litter bins Engaging schools in projects to clean up their local area and reduce graffiti and littering

2. Supporting Sustainable Schools through Service Delivery

Children and Young People's Plans (CYPPs)

What are CYPPs?

The CYPP is the single, strategic, overarching plan for all services which directly affect children and young people in the area, showing how the local authority and all relevant partners will integrate provision to improve well-being across all five ECM outcomes and focus on specific challenges and priorities.

Under legislation proposed in the Apprenticeships, Skills, Children and Learning Bill, every area will be required to have a Children's Trust Board with legal responsibility for producing, publishing, reviewing and revising the local CYPP. This will give ownership of the plan to the local Children's Trust partnership – which brings together the organisations responsible for services for children, young people and families.

The plan should set out how they will achieve the five Every Child Matters outcomes in the local area:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

The aims for 'enjoy and achieve' include ensuring children and young people: are ready for school; attend and enjoy school; achieve stretching national educational standards at primary school; achieve personal and social development and enjoy recreation; and, achieve stretching national educational standards at secondary school. This places a requirement on local authorities to ensure their schools are performing well, to ensure pupils are attending and have a range of activities and participation opportunities available to them.

Local authorities are also able to promote the four other outcomes through schools. Through both 'stay safe' and 'make a positive contribution' this includes being able to tackle bullying and anti-social behaviour through schools. Within 'be healthy' this includes ensuring schools are teaching about healthy lifestyles and ensuring pupils have adequate provision to keep active and learn about managing their own well-being. Through 'make a positive contribution' and 'achieve economic well-being' local authorities can ensure inclusion and participation of children and young people and development of their skills within the school environment.

How can support for sustainable schools be incorporated in CYPPs?

Assisting schools in becoming sustainable schools supports all of the Every Child Matters outcomes. The report *Every Child's Future Matters*[8] sets out the relationship of sustainable development to this agenda. The social and economic drivers of children's well-being are already well understood by children's services. However, the environmental drivers, for example, green space, play, nature, pollution, roads, and climate change etc., are not as well developed.

A key recommendation from *Every Child's Future Matters* is that the local Children's Trust should champion children and young people's needs for a healthy environment both now and in the future. The Sustainable Development Commission (SDC) identifies Children and Young People's Plans as the place where such commitments should be made, and where policy to deliver Every Child Matters outcomes should be joined up with the Sustainable Communities Strategy (and hence sustainable development).

Children's Trusts need to consider children and young people's views on sustainable development to ensure they are reflected in the actions taken by the local authority and its partners on their behalf.

8. *Every Child's Future Matters. Sustainable Development Commission*, 2007.

The *Every Child's Future Matters* report summarises findings from surveys of children and young people's views, showing they want to improve their local environment and a large majority believe that their school could do more. However, very few thought there were the opportunities available to them to act, or that their school was actually doing anything.

Assisting schools to become sustainable schools is one way to enable children and young people to act to improve their neighbourhoods. For example, the curriculum can provide many opportunities for learning about environmental and community issues, and school councils, if they include a sustainability focus, can provide pupils with the opportunity to influence the policies and management of their school.

As part of the annual review of Children and Young People's Plans, the local authority and its partners on the Children's Trust Board should include an analysis of how they support and contribute to sustainable development. This should include how they can support schools in becoming sustainable schools, and in developing strong community links to improve their local area.

Getting started

The following list provides a guide to ways in which sustainable schools can support the Every Child Matters five outcomes. This can be used in a review of Children and Young People's Plans, which may also involve consulting with children and young people in schools to gauge their opinions and ideas for improving their local environment.

Be healthy

- All schools have National Healthy Schools Status.
- Healthy lifestyles are promoted through schools.
- School meals are high quality, healthy, and locally sourced.
- Using schools to grow and/or distribute local vegetable supplies for families in deprived areas.
- All schools have adequate provision for pupils to take part in regular physical activity.

Stay safe

- Safer Schools Partnerships are being developed.
- Every school has an anti-bullying policy.
- Safe Routes to Schools are developed with school participation.

Enjoy and achieve

- Schools receive curricular and extra-curricular support as a means to providing an education for sustainable development, and through encouragement to make learning relevant, contribute to raising achievement within schools.
- The Eco-Schools programme is supported and promoted to schools.
- Every school has a behaviour and attendance strategy that is fully inclusive and enables pupils at risk of exclusion to engage in positive activities relating to the environment that could put them back on the path to success.
- Extended Services for Schools support the development of provision that promotes sustainable development and can contribute to schools becoming sustainable schools.
- School Improvement Partners have the knowledge to challenge schools on the work they are doing to become sustainable schools.

- Providing activities, for example, Forest Schools or Young Pioneers awards, that prioritise the participation of children and young people who are from disadvantaged backgrounds or disengaged from formal education.
- Support teachers to develop the skills to creatively and routinely use their outdoor spaces to raise achievement, especially in literacy, numeracy and science.

Make a positive contribution

- School councils are supported in every school and encouraged to include sustainability issues as an agenda item or as a specific sub-council.
- The local authority has a strategy to ensure pupil participation in decision making both within their school and within their authority area, including on the support provided for sustainable schools and public consultations directly affecting their school and local area.
- Schools and third sector community groups are linked to provide students with local volunteering opportunities and promote sustainable and cohesive communities.
- Junior Neighbourhood Watch Schemes, youth warden or citizenship awards are provided locally to enable pupils to contribute to improving their local community.

Achieve economic well-being

- Schools are engaged in enterprise projects with local businesses that focus on sustainable development skills and technologies.
- 14-19 strategy supports the development of courses that provide skills that contribute towards sustainable development and enable sustainable travel between locations.

Case studies

- City of Westminster (see page 44)
- Kirklees Council (see page 48)
- Leeds City Council and Education Leeds (see page 49)
- Lincolnshire County Council (see page 50)
- Royal Borough of Windsor and Maidenhead (see page 55)
- Sandwell Metropolitan Borough Council (see page 57)

Further information

- Children and Young People's Plan: **www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp/**
- Every Child Matters: **www.dcsf.gov.uk/everychildmatters/**
- Sustainable Development Commission: **www.sd-commission.org.uk/pages/edu_cayp.html**

School Improvement Support Services

What are school improvement support services?

In 2005 the DCSF and Ofsted, with other partners, published *A New Relationship for Schools* to help schools raise standards. It set out the requirement, part of The Education and Inspections Act 2006, for all local authorities to have accredited School Improvement Partners (SIPs) who would reach every school in their area.

A SIP's role is to provide professional challenge and support to a school, help the school's leadership to evaluate its performance, identify priorities for improvement and plan effective change. The SIP acts on behalf of the local authority as one of its main communication routes to schools on improvement. Their guiding principles are:

- Focus on pupil progress and attainment across the ability range, and many factors that affect it, including pupil well-being, extended services and parental involvement.
- Respect for the school's autonomy to plan its development, starting from the school's self-evaluation and the needs of the pupil and of other members of the school community.
- Professional challenge and support, so that the school's practice and performance are improved.
- Evidence based assessment of the school's performance, and its strategies for improving teaching and learning.

The amount of time a school receives in support from a school improvement partner is decided by the local authority and is dependent on the circumstances of the school and its level of need. Following initial visits, SIPs may broker support for the school, which, where relevant, could include requests to the local authority for resources it controls. SIPs can also alert the local authority to concerns they have regarding the capacity of the school to improve.

As well as through SIPs, local authorities also support school improvement through other means, such as schools advisers and ensuring fair access to school places. This is part of their statutory responsibility for the standards and levels of attainment in schools. Part of the local authority's role is to develop an intervention strategy for schools causing concern (that are seen as underperforming, failing or near failing), including acting decisively where schools are underperforming or failing, and the co-ordination of intervention work. They also set targets for attainment within the authority area and assist schools in setting their own targets.

How can school improvement support services support sustainable schools?

Pupils are at the centre of our interest in sustainable schools. An Ofsted study, *Taking the first steps forward: towards an education for sustainable development*, suggests that sustainable schools offer a dynamic and vibrant learning environment for pupils. They found that the best-performing schools built their practices through a cycle of strategic goal-setting, action and evaluation. This could form part of a school's improvement planning process.

As local authorities are responsible for setting their expectations for school improvement, one of these could be for all schools to be working towards becoming a sustainable school. This could be through engaging schools in registering and working towards Eco-Schools awards status. The Eco-Schools award scheme requires schools to improve their environmental management through demonstrating a clear action planning process, undertaking annual environmental reviews, and for the nine Eco-Schools topics, including healthy living, water and energy, to be incorporated in curriculum work.

As part of their responsibility for continuing professional development, local authorities could provide training for their School Improvement Partners around sustainable schools. This training would enable them to advise the schools they are working with on how to make progress towards improving their performance on sustainable development through the National Framework for Sustainable Schools or through award schemes. They could also advise on how working towards sustainable schools contributes to addressing the Every Child Matters outcomes.

This training could also include how to incorporate learning outside the classroom effectively within the curriculum as part of sustainable schools work. An Ofsted study, *Learning outside the classroom: How far should we go?*, found that providing hands-on learning activities outside of the classroom "led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour".

As sustainable schools is now included within the Ofsted self-evaluation form (SEF) for schools, local authorities can also advise schools on how to make reference to this work when completing their SEF. There are two places within the SEF where schools can make reference to their sustainable schools work: within questions 1b and 4f. Also, from September 2009, all new inspection guidance from Ofsted will make reference to how they will evaluate features of sustainable development, which will have an impact on schools.

To support schools in being able to reference their sustainable schools work when completing the SEF, school improvement services could provide training on how to use and complete the DCSF's *Planning a sustainable school guide and s3 sustainable school self-evaluation tool.* These tools are designed to help schools plan, implement, evaluate and monitor progress towards becoming a sustainable school through bridging the gap between the National Framework for Sustainable Schools and school improvement planning.

Getting started

The following are ways in which local authorities can support schools in progressing towards becoming a sustainable school through school improvement support services.

Supporting school improvement

- School councils: supporting schools in including environmental or sustainability actions on their school council's agenda or in setting up a separate sub-council to specifically address these issues.
- Environmental reviews: offering environmental reviews and advising schools how to undertake them to enable them to assess where they can identify potential financial savings and achieve value for money, take action with specific projects to address behaviour change, and develop an action plan for their school, possibly as part of their school improvement plan.
- School planning: providing training for schools on how to use and complete the DCSF's *Planning a sustainable school guide and s3 sustainable schools self-evaluation* tool for schools, including how they can complete the SEF to demonstrate to Ofsted the work they are doing that contributes to becoming a sustainable school.
- Governors: engaging governors through providing training on sustainable schools and providing advice on how they can lead their school, or enabling schools to undertake this training in-house using the toolkits provided alongside the DCSF's *A Governor's guide to sustainable schools.*
- Financial management: advise schools, possibly through training, on how to develop effective financial management systems that ensure value for money, reduce consumption and ensure efficient spending.
- Raising achievement: support the development of curricular and extra-curricular activities within schools related to an education for sustainable development that includes providing opportunities for learning outside the classroom and engages pupils in their learning through providing relevant examples that they are able to relate to, so contributing to raising achievement.

Supporting sustainable development

- Energy and water reduction: advising schools on how they can achieve value for money through implementing measures to reduce their energy and water use, including the use of technology, and engaging pupils and staff in sustainable behaviours.
- Purchasing and waste minimisation: advising schools in how they can achieve value for money through reducing the amount of resources they purchase and use, in how to reuse resources through encouraging sustainable behaviours, and in implementing recycling within their school.
- School grounds: supporting schools in using their school grounds to develop opportunities for learning outside of the classroom as part of the curriculum.

Case studies

- City of Westminster (see page 44)
- Kirklees Council (see page 48)
- Leeds City Council and Education Leeds (see page 49)
- Lincolnshire County Council (see page 50)
- Sandwell Metropolitan Borough Council (see page 57)

Further information

- Learning Outside the Classroom: **www.lotc.org.uk**
- National Strategies: **http://nationalstrategies.standards.dcsf.gov.uk/**
- NCSL School Improvement Partners: **www.ncsl.org.uk/sips-index**
- Ofsted report, 2008, *Learning outside the classroom: How far should we go?*: **www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Learning-outside-the-classroom**
- Ofsted report, 2003, *Taking the first steps forwards: towards an education for sustainable development:* **www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-forms-and-guidance-by/Title-A-to-Z/Taking-the-first-step-forward-towards-an-education-for-sustainable-development/(language)/eng-GB**
- Ofsted study, 2008, *Schools and Sustainability: A climate for change?:* **www.ofsted.gov.uk/Ofsted-home/News/News-Archive/2008/May/Schools-and-sustainability-A-climate-for-change/(language)/eng-GB**
- School Improvement Partners: **www.sipsweb.org.uk**
- Schools Causing Concern: **www.standards.dcsf.gov.uk/sie/si/SCC/**
- Target Setting: **www.standards.dcsf.gov.uk/ts/guidance/lea/**
- TDA School Improvement Planning Framework: **www.tda.gov.uk/leaders/schoolimprovement_framework.aspx**
- Teachernet: **www.teachernet.gov.uk/management/newrelationship/**

Relevant DCSF sustainable schools publications

- *A governor's guide to sustainable schools:* **http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=213&levelselected=3**
- *Planning a sustainable school: Driving school improvement through sustainable development:* **http://publications.teachernet.gov.uk/eOrderingDownload/Planning%20Guide_WEB.pdf**
- *s3 sustainable school self-evaluation:* **http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=216&levelselected=3**

Extended Services for Schools

What are Extended Services?

An Extended School is one that works in partnership with the local authority and other agencies to provide a range of services that support the Every Child Matters outcomes. All schools are expected to provide Extended Services by 2010.

The core offer of Extended Services includes:

- Childcare (in primary and special schools).
- A varied menu of activities that includes study support, sport and music clubs.
- Parenting support, including family learning.
- Swift and easy access to targeted and specialist services.
- Community access to facilities, including adult and family learning, ICT and sports facilities.

Every local authority has at least one extended schools adviser, who works strategically with local schools, Children's Centres and providers. They will ensure other initiatives, such as Every Child Matters and the other service delivery areas included in this section of the guidance, link with and support the extended services agenda. They also help schools identify funding sources. Schools are expected to consult widely, both internally and externally to the school, in the formation of services. Schools are only expected to provide services where they have the capacity to sustain them and the most appropriate people available to develop and deliver them.

How can Extended Services for Schools support sustainable schools?

Local authorities can advise schools on how to adapt extended services to incorporate sustainable development. In this way extended schools can make progress on many of the National Framework for Sustainable Schools doorways, including: food and drink, school buildings and grounds, inclusion and participation, and local well-being.

The main way in which extended services can contribute to schools becoming sustainable schools is through the varied menu of activities schools provide. The provision of before and after school clubs can be adapted so that they fit with the sustainable schools doorways, for example, breakfast clubs that look at issues such as food miles, Fairtrade and healthy living, and after school gardening clubs can develop grounds for wildlife and growing vegetables.

By providing parenting support and offering school facilities for community use, schools are undertaking work that contributes to the local well-being doorway. Through work to provide access to targeted and specialist services, schools are undertaking work that contributes to the inclusion and participation doorway.

Extended services advisers can support schools through helping them understand these links and how the work they are doing supports them in becoming sustainable schools. They can also play a key role in connecting schools with other officers within their authority to help them understand how to take steps to mitigate and reduce the effects of providing extended services.

Opening the school for longer and making it available at weekends for community access could increase some bills, such as water and energy, through increased usage. Through extended services advisers providing schools with details of key officers to contact within the authority or local organisations, the school could be provided with assistance to reduce their energy and water bills. They could also assist with advising schools on ways to educate their pupils about sustainable behaviours to reduce energy and water use during school hours, and provide guidance for community groups who are using the schools facilities out of school hours.

Getting started

The following are ways in which local authorities can support schools in progress towards becoming a sustainable school through Extended Services support.

Supporting school improvement

- Local wellbeing: creating links between schools and local community groups to engage them in working together to provide community groups with access to school facilities, possibly to host community events, and if possible, for pupils to work with groups through volunteering or on projects.
- Behaviour and attendance: improving pupil behaviour and/or attendance through the early identification of additional needs to enable inclusion and participation of all pupils.

Supporting sustainable development

- Breakfast clubs: encouraging schools to look at healthy food options and sustainable food issues, such as Fairtrade, food miles and local sourcing, with pupils attending breakfast clubs.
- After school clubs: encouraging schools to develop clubs that have a sustainability focus, such as: a gardening/growing club, an environmental arts club or a club for foreign languages.
- Sustainable buildings management: providing schools with a contact officer within the authority who can advise on how to reduce the impact of higher energy and water use that will result from the school building being open and used for longer each day through efficiency measures and engaging staff and pupils in sustainable behaviours.
- Global dimension: supporting community cohesion through developing links between schools in culturally diverse areas and third sector community groups within these communities, possibly including schools hosting events and engaging pupils in projects to look at their own cultural history.

Case studies

- Herefordshire County Council (see page 46)
- Kent County Council (see page 47)

Further information

- Every Child Matters: **www.everychildmatters.gov.uk/ete/extendedschools/**
- Teachernet: **www.teachernet.gov.uk/wholeschool/extendedschools/**
- Training and Development Agency: **www.tda.gov.uk/remodelling/extendedschools**

Participation of Children and Young People in Schools

What is participation of children and young people in schools?

Government is committed to increasing the participation of children and young people, particularly through the Every Child Matters outcome 'make a positive contribution'. The Children's Plan goal for 2020 is to have "all young people participating in positive activities to develop personal and social skills, promote well-being and reduce behaviour that puts them at risk".

The government's commitment also places a commitment on local authorities to ensure the involvement and participation of children and young people in positive activities. Nearly all local authorities have or are developing strategies to enable them to do this. This includes using effective participation to provide support for other government programmes, such as SEAL (Social and Emotional Aspects of Learning) and Healthy Schools.

Within schools, participation is important in terms of behaviour and attendance. Local authorities support schools in reducing permanent exclusions and increasing attendance. They also support the setting up of school councils and youth councils to enable children and young people to influence decisions that affect their own lives to support school improvement and the development of sustainable communities.

Through anti-bullying strategies, local authorities assist in improving safety in schools to enable the enjoyment of learning. Local authorities are also able to facilitate the creation of Safer School Partnerships between schools and the local police. These partnerships enable a joined up approach to crime prevention, school safety, behaviour improvement and educational achievement. The aim of these strategies is to enable pupils to feel positive about coming to school and participating in school lessons and activities.

Local authorities also have a number of tools available to them to enable participation. This includes Hear by Right, a tool that can be used by schools as well as local authorities to measure participation. It uses measurable standards to enable users to assess and improve practice and policy on the active involvement of children and young people. The TellUs survey was introduced as part of the annual performance assessment for local authority children's services to enable quantitative feedback to be gained on the opinions of young people in their local area. It is a confidential, voluntary survey that is undertaken via schools.

Schools also have a requirement placed on them to support active participation. As part of the Ofsted inspection framework they are required to say how successfully they have involved learners, parents/carers and stakeholders in improving provision.

How can the participation of children and young people in schools support sustainable schools?

Engaging children and young people in decision making within schools and ensuring they feel safe can foster a sense of caring, a key element of the sustainable schools framework. Through supporting schools in the participation of children and young people within schools, they are being supported in working towards the inclusion and participation and local well-being doorways within the National Framework for Sustainable Schools.

There are a number of ways in which involving children and young people in local decision making can support sustainable schools. One of these is through school councils. If schools are encouraged to include sustainability on their school council's agenda or in the setting up of a sub-council with a sustainability focus, children and young people are able to influence the sustainable management of their school and the inclusion of sustainability issues within curricular and extra-curricular work. Another way of involving children and young people is through consulting schools as part of local authority decision making processes that affect their local community or their school. For example, in the redevelopment of roads in the vicinity of their school, in the redevelopment of their school buildings, or in local authority strategies, particularly those relating to their school becoming a sustainable school.

Active participation of children and young people in the local community around their school can be supported by the local authority. This could be through encouraging and supporting active citizenship by pupils, such as through schools running specific courses on junior citizenship or through the PSHE (Physical, Social and Health Education) curriculum. Another way is for local authorities to support enterprise in school, which could be achieved by linking local businesses to schools to provide opportunities for learning and work experience, or through supporting schemes such as Young Enterprise.

Local authorities can also support schools through developing a school behaviour and attendance strategy. Having this strategy can ensure all possible options are considered before a pupil is permanently excluded from school to discover their reasons and enable them to participate in the school and continue their education without disruption. Also, through supporting schools in developing a broad curriculum that includes real life experiences, local authorities can assist schools in engaging and motivating children and young people to attend and enjoy school.

To support the local well-being doorway, local authorities can work with schools to link them to local organisations to increase the involvement of children and young people in volunteering. This could be through third sector environmental organisations or through local community groups that look at social issues in their area. This type of activity could be particularly beneficial for those pupils at risk of exclusion. An Ofsted study, *Learning outside the classroom: How far can we go?*, found that pupils who often demonstrated poor behaviour responded well in high quality and stimulating learning outside the classroom activities.

Getting started

The following are ways in which local authorities can support schools in progressing towards being a sustainable school through support for participation of children and young people in schools:

Supporting school improvement

- School councils: supporting all schools in setting up school councils, pupil governor or similar schemes that involve pupils in the decision making process within their school, and give pupils responsibility for undertaking projects and actions within the school improvement plan. This could include encouraging schools to have sustainability as an agenda item on its school council or setting up a sub-council for sustainability issues, who could then undertake an environmental review in the school and develop an action plan that could feed into the school improvement plan.
- Anti-bullying strategies: assisting schools in developing individual anti-bullying strategies that align with the local authority's anti-bullying strategy and involve pupils in activities to reduce bullying.
- Inclusion: supporting schools in enabling their pupils to run social enterprise initiatives within schools, or to volunteer in the local community or businesses possibly as part of work experience, or through a scheme such as Young Enterprise, Young Pioneers or the Duke of Edinburgh Award Scheme.
- Inclusion: enabling pupils to participate in local authority decision processes through including schools in consultations on decisions that will affect them directly, such as the redevelopment of their school buildings or changes to roads within their local area.
- Community links: developing links between schools and local organisations or businesses to provide pupils with the opportunity to volunteer in their local area or to work on sustainability related projects that link the school and its local community.
- Behaviour and attendance: assisting schools in setting up peer support or mentoring schemes as part of an anti-bullying strategy, and in providing support to parents on behaviour management and in the education of their child through involving them in school decision-making processes or in projects within the school.

Supporting sustainable development

- PSHE: improve standards to ensure an effective curriculum that includes local citizenship and assist staff in every secondary school to gain qualifications in teaching PSHE.
- Healthy Schools: encouraging schools to involve pupils in healthy living activities that improve their lifestyle choices, including involving them in improvements, such as to their school canteen, which create a more welcoming environment.
- Well-being: support schools in effectively implementing SEAL within their school to support pupils in developing social and emotional skills that can influence their attendance and behaviour at school and their participation in school activities.
- Local well-being: developing junior citizenship programmes within schools for young people that involves them in the local community and enables them to take action to improve their local environment.

Case studies

- East Sussex County Council (see page 45)
- Herefordshire County Council (see page 46)
- Lincolnshire County Council (see page 50)
- Sandwell Metropolitan Borough Council (see page 57)

Further information

- DCSF Pupil Participation Guidance: **http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0134+2004&**
- Every Child Matters: **www.everychildmatters.gov.uk/participation/**
- Hear by Right: **http://hbr.nya.org.uk/**
- Learning Outside the Classroom: **www.lotc.org.uk**
- Participation Works: **www.participationworks.org.uk/**
- Ofsted report, 2008, *Learning outside the classroom: How far should we go?:* **www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Learning-outside-the-classroom**
- Young Enterprise: **www.young-enterprise.org.uk/pub/**

School Purchasing and Procurement Services

What is school purchasing and procurement?

Schools are responsible for their own purchasing of materials, procurement of services and management of contracts. This may include the purchasing of stationery, furniture, ICT equipment, and transportation, and the procurement of services including school meals contracts, grounds maintenance contracts, and waste contracts.

Local authorities may advise schools in the procurement of services and may negotiate contracts on their behalf. This includes waste, energy and school grounds maintenance contracts, as described in the previous section. It also includes schools meals, ICT and transportation, as well as the purchasing of stationery and furniture.

To support schools and local authorities, the DCSF set up the Educational Procurement Centre (EPC) in 2007. Their aim is to "build and deliver a sustainable procurement infrastructure for schools, enabling them to obtain the best from their commercial environment". The DCSF is also aiming to set up local centres and have School Procurement Partners to build effective relationships with schools, local authorities, government offices, Regional Improvement and Efficiency Partnerships (RIEPS), and other key stakeholders.

A Financial Management Standard in Schools (FMSiS) has also been developed by DCSF for use by schools and their local authorities. This includes a self-assessment toolkit that schools can complete and submit to their local authority to enable them to evaluate their own practice against a nationally recognised statement of good practice. Local authorities are then required to submit the number of schools achieving the standard to the DCSF. The resource *Supporting Schools' Financial Management (SSFM)* is a good practice website with information and advice for local authorities.

How can school purchasing and procurement services support sustainable schools?

Ensuring schools have responsible purchasing and procurement practices can not only save them money, it can also reduce the quantities they are buying and have a positive impact in terms of environmental sustainability. If pupils are involved they can also learn about responsible purchasing and how they can use this in their own purchasing decisions.

Local authorities can assist schools through ensuring the contracts they negotiate on behalf of schools are thoroughly evaluated in terms of sustainability. For example, for school meals contracts this could include ensuring a certain

percentage of school meals are locally sourced or, where possible, produce is certified organic or Fairtrade. For transportation, this could include identifying safe routes to school through cycling and walking, as well as low emission vehicles and car sharing schemes.

Where local authorities negotiate energy or gas supply contracts on behalf of schools they could ensure these supplies are from sustainable sources. In addition, they could advise schools on how to reduce costs through energy and water efficiency measures and, if appropriate, how to source and install renewable energy technology. As schools over a certain size are now required to have Display Energy Certificates (DECs), local authorities could also act on their behalf to negotiate assessments for all schools at a reduced cost.

Where schools procure their services directly, local authorities could support schools through the provision of training. This could also include developing a sustainable procurement guide to offer advice on planning ahead, how to negotiate a fair price, local sourcing, and sourcing products and services with a low environmental impact. The latter could apply to energy supplies and school grounds maintenance services, as well as to furniture, ICT equipment and stationery. This could be undertaken as part of other training on procurement and purchasing, and include supporting schools in developing their own sustainable procurement and purchasing policy.

As sustainable procurement and purchasing also relates to reducing the amount consumed, local authorities could provide training to school staff to enable them to do this. This could include how to reduce the use of resources through using technology, for example, emailing rather than posting newsletters to parents. It could also include how to reuse or repair stationery or furniture items, for example through paper reuse trays or training for caretakers on how to fix furniture. This type of training could be done as part of a local authority's overall waste education programme or continuing professional development programme.

Getting started

The following are ways in which local authorities can support schools in progress towards being a sustainable school through support for financial procurement in schools:

Supporting school improvement

- *Sustainable management:* engage and support schools in involving finance managers, bursars and caretakers in taking steps to reduce energy and water use, and to minimise consumption and waste to enable the school to ensure effective financial management that leads to savings being made.
- *School meals:* developing and managing contracts through negotiation with contractors to ensure schools are provided with healthy, balanced meals that are locally sourced as far as possible.
- *Sustainable purchasing:* provide training to school staff responsible for financial purchasing, such as administrative and support staff, which includes how to save money through sensible purchasing decisions, buying goods that have a lower impact on the environment, local sourcing and other ideas from the DCSF's *Top Tips for sustainable purchasing in schools* leaflet.

Supporting sustainable development

- *Travel:* using the DCSF educational transport ICT solution that helps understand the needs of the pupil, the types of vehicle required, identifies safe walking or cycling routes to schools, and can assist schools in financial savings and reducing their carbon footprint.
- *Waste minimisation:* advising and supporting schools in reducing their waste through reducing the demand for new items, purchasing items with less packaging, and tips on how to reuse and recycle waste.
- *School meals:* advising schools who have in-house catering on how to find locally sourced produce and negotiate fair prices.

Case studies

- Lincolnshire County Council (see page 50)
- West Sussex County Council (see page 60)

Further information

- DCSF Value for Money (VfM) unit: **www.dcsf.gov.uk/valueformoney/**
- FMSiS: **www.fmsis.info**
- NCSL: **www.ncsl.org.uk/managing_your_school-index/fmis-index.htm**
- SCEMES Headteachers and Bursars handbook of sustainable procurement: **www.scemes.com/dir/sustainable/**
- Schools Audit Commission: **www.schools.audit-commission.gov.uk/**
- Schools Financial Benchmarking: **https://sfb.teachernet.gov.uk/Login.aspx**
- SSFM: **http://members.goodpractice.net/Login.aspx?ProductID=819**
- Teachernet (procurement): **www.teachernet.gov.uk/management/epc/**

Relevant DCSF sustainable schools publications

- *A Bursar's guide to sustainable school operation:* **http://publications.teachernet.gov.uk/eOrderingDownload/3593%20Bursars%20guide_web.pdf**
- *Top tips to reduce energy and water use in schools:* **http://publications.teachernet.gov.uk/eOrderingDownload/DFES-00369-2007.pdf**
- *Top tips to reduce waste in schools:* **http://publications.teachernet.gov.uk/eOrderingDownload/DFES-00368-2007.pdf**

School Facilities Management

What is schools facilities management?

Under the delegated budget system, schools are responsible for funding the management of their buildings and grounds. However, the local authority may advise them and negotiate more favourably priced contracts on their behalf, which they can buy in to. Areas of school facilities management include:

Grounds

Schools hold a delegated budget and are responsible for funding their management. This means they are either able to commission a contract directly with a private company, or they can buy in to a contract that has been commissioned by the local authority.

The local authority may have their own school grounds maintenance team who will be contracted to undertake this work with the schools who buy in to the service. This could include maintenance of grass areas, sports pitches, playground or tarmac areas, hedge and shrub maintenance, weed control, fence lines, and drainage ditches. Any work not included within the contract specification would have an additional charge.

Waste

As with grounds, schools hold a delegated budget and are responsible for funding waste collection from their school. This means they can either appoint their own waste contract, or can buy in to a waste and recycling contract that has been negotiated by the local authority.

Under Schedule 2 of the Controlled Waste Regulations 1992, all waste arising from schools is classified as household waste. This places a duty on all local authorities to make arrangements for the collection of at least two types of recyclable waste, together or individually separated from the rest of household waste if they are requested to do so. Under this duty, the authority can charge for the collection of waste, but not the disposal. Waste collected from schools which is recycled or composted will count towards the local authority's household waste recycling targets, as waste collected will be included in tonnages of household waste sent to landfill. These targets will affect certain Local Area Agreement targets.

Energy and water

As with grounds and waste, schools hold a delegated budget and are responsible for funding their energy and water use. This means they can either go with an energy supplier they choose, or can buy in to a contract that has been negotiated by the local authority. Water will automatically be provided by the local water company.

As of 2008, any school that has a floor area over 1000 metres squared is required to have a Display Energy Certificate (DEC) and advisory report. The aim of DECs is to raise public awareness and inform visitors of how energy is used within the building. They must be displayed in a prominent place that is clearly visible to the public at all times. They can only be produced by an energy assessor who is accredited to produce a DEC for a school building. Schools are responsible for paying for their DEC and advisory report.

The schools' estate is included within the local authority estate under Local Area Agreement target NI 185. Local authorities are responsible for meeting this target and will also be responsible for schools reducing carbon emissions as part of the Carbon Reduction Commitment from 2010.

How can facilities management support sustainable schools?

Facilities management can contribute significantly to sustainable schools through the environmental management of a school. Environmental management can lead to efficient, cost-effective systems that reduce their environmental impact, provide value for money and contribute to many of the sustainable schools doorways.

When writing or reviewing school grounds maintenance contracts, local authorities can consider how to ensure the methods they use are sustainable. This could be written into contracts and may vary slightly according to the needs of the school, which could include the reduced use of pesticides and considering how often grass is cut or when.

Through working with individual schools, local authorities can assist in the development of wildlife and growing areas that can enable the use of the grounds as an outdoor learning environment. The latter could include enabling schools to make links with local organisations or individuals, such as wildlife trusts or gardeners, who are able to assist the school in developing these areas. As part of the implementation of Biodiversity Action Plans (BAPs) across the UK, local authorities could include schools and assist them through advice and guidance in developing their own BAP to improve their grounds for wildlife and biodiversity.

The local authority's waste department can assist schools through directing them to resources and guidance on how to reduce their school waste. They can also ensure schools are included in any consultation for a waste and recycling contract for schools, and can also assist through providing bursar training in the management of waste within school and how bursars can work within schools with pupils to minimise waste. A report by WRAP, *The nature and scale of waste produced by schools in England*¸ recommends that children's services facilitate the sharing of experience and recycling rates achieved between schools.

To assist schools with water management, local authorities can monitor water usage and identify any problems such as leaks. They can also provide advice and guidance on how to reduce water use, such as through the use of sustainable technology and in developing sustainable behaviours within schools.

Local authorities can provide advice and assistance to schools in getting DECs, particularly if they have an energy manager within the authority whose role includes advising schools. The energy manager can support schools through identifying whether they need a DEC and, if so, provide details of accredited energy assessors who can produce this for the school, or arrange for this to be undertaken through negotiating a reduced rate with one contractor to undertake surveys within all the local authority's schools. In the long term, local authorities who have service-level agreements with schools for facilities management could then adjust these agreements to include the renewal of the DEC.

As part of their commitment to reduce carbon emissions from their estate, local authorities can support schools in reducing their emissions through guidance. This could form part of work to assist schools overall with sustainable management systems, and involve various officers such as energy managers, transport officers, procurement advisers, facilities management, or waste officers. Through assisting with sustainable management systems, local authorities will be helping schools to address all areas of facilities management, including waste, energy, water, school grounds and litter. This could also enable schools to undertake an environmental audit and develop an action plan to address the areas identified as priorities.

Getting started

The following are ways in which local authorities can support schools in progressing towards being a sustainable school through support for facilities management.

Supporting school improvement

- Environmental management systems: support schools developing an environmental management system, for example, through working towards Eco-Schools status. This could include providing advice on undertaking environmental reviews, developing an action plan and identifying where savings could be made.
- Bursar training: providing training for bursars that enables them to make changes to their management practices to reduce energy and water use, use sustainable materials and encourage them to engage their school in more sustainable behaviours.
- Biodiversity Action Plan (BAP): supporting and advising schools in developing their own BAP to enable them to improve their grounds for local wildlife and to be able to use this as a learning resource.

Supporting sustainable development

- Waste reduction: provision of a recycling service to schools, either directly or through a contractor, providing collection of two recyclable materials, and offering guidance and advice on ways to reduce and reuse waste in school. This could be through a waste education programme and providing advice on undertaking waste audits, and through linking this to community recycling facilities and how pupils can take action at home to reduce their waste.
- Energy reduction: provide advice and guidance to schools on measures they can take to reduce their energy use, including how to involve pupils through curricular and extra-curricular work and identify funding for sustainable technologies, such as renewable energy sources, which they may be able to install in their school.
- DECs: the local authority can work with schools to identify accredited energy assessors, assist with the identification of funding to cover the cost of the DEC or any measures that are taken to reduce energy use as a result of the advisory report and DEC being produced, and to include this within service level agreements with schools if applicable.
- Carbon emissions: to assist schools in measuring and monitoring their carbon emissions; identifying priority areas for reducing emissions; in setting targets and forming an action plan; and, in linking schools with the relevant officers within the council who can provide advice on how to achieve these actions, which could include guidance on suitable energy and water saving technologies and identifying funding sources for renewable technologies and assisting with surveys to assess suitability.
- Sustainable Learning: support schools in signing up to the Sustainable Learning website – an energy and water management programme for schools.
- Water reduction: assist schools in identifying how to reduce their water use through providing training for bursars, advising teachers on curriculum based work, and directing them towards sustainable technologies, such as water hogs, dual flush toilets and waterless urinals.
- School grounds maintenance: adapting local authority school grounds maintenance contracts to take account of sustainable methods of maintenance that have a lower impact on the environment (such as in the frequency of grass cutting and in using annual planting to reduce the need for weedkillers); allow for the development of areas for wildlife; and support schools in providing an area for growing.
- Participation and school grounds: involving young people either in the development of their own school grounds for wildlife, biodiversity, or growing fruit and vegetables, or by enabling to volunteer in their local area to assist in conservation work.

Case studies

- City of Westminster (see page 44)
- East Sussex County Council (see page 45)
- Kent County Council (see page 47)
- Kirklees Council (see page 48)
- Lincolnshire County Council (see page 50)
- London Borough of Lewisham (see page 52)
- Rotherham Metropolitan Borough Council (see page 54)
- Sandwell Metropolitan Borough Council (see page 57)
- West Sussex County Council (see page 60)

Further information

- Act on CO2 campaign: **http://actonco2.direct.gov.uk/**
- Controlled Waste Regulations: **www.opsi.gov.uk/SI/si1992/Uksi_19920588_en_1.htm**
- DCSF energy and water management guidance: **www.dcsf.gov.uk/valueformoney/docs/VFM_Document_84.pdf**
- Defra Carbon Reduction Commitment: **www.defra.gov.uk/environment/climatechange/uk/business/crc/index.htm**
- Display Energy Certificates: **www.communities.gov.uk/publications/planningandbuilding/displayenergycertificates**
- Learning Outside the Classroom: **www.lotc.org.uk**
- Ofsted report, 2008, *Learning outside the classroom: How far should we go?:* **www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Thematic-reports/Learning-outside-the-classroom/(language)/eng-GB**
- Recycle Now Action Pack for Schools: **www.recyclenowpartners.org.uk/education_schools/**
- SCEMES Headteachers and Bursars handbook of sustainable procurement: **www.scemes.com/dir/sustainable/**
- Sustainable Learning: **www.sustainablelearning.info**
- Teachernet (management of schools): **www.teachernet.gov.uk/management/**
- Teachernet (sustainable management of schools): **www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/sustainability/**
- UK Biodiversity Action Plan: **www.ukbap.org.uk/default.aspx**
- WRAP *The nature and scale of waste produced by schools in England:* **www.wrap.org.uk/local_authorities/toolkits_good_practice/**

Relevant DCSF sustainable schools publications

- *A Bursar's guide to sustainable school operation:* **http://publications.teachernet.gov.uk/eOrderingDownload/3593%20Bursars%20guide_web.pdf**
- *Top tips to reduce energy and water use in schools:* **http://publications.teachernet.gov.uk/eOrderingDownload/DFES-00369-2007.pdf**
- *Top tips to reduce waste in schools:* **http://publications.teachernet.gov.uk/eOrderingDownload/DFES-00368-2007.pdf**

Investment in School Buildings

What are the major school building programmes?

There are two key government programmes through which school buildings are being refurbished and rebuilt: Building Schools for the Future (secondary schools) and the Primary Capital Programme (primary schools).

Building Schools for the Future

The biggest ever school buildings investment, Building Schools for the Future, aims to rebuild or improve nearly every secondary school in England to transform education in a way that best serves the local community for generations to come. The transformation will include academies, 14-19, provision for special needs and extended schools.

The DCSF have created a national delivery partner, Partnerships for Schools, to work with local authorities. Local authorities have the lead role in engaging and consulting with all interested parties in the local community. By 2011, every local authority will have received funding to improve at least the school in most need in their area, with building works starting in all areas by 2016.

Primary Capital Programme

Introduced through 23 pathfinder local authorities in 2008, the Primary Capital Programme will be introduced nationally in 2009. It aims to rebuild, revamp and remodel almost half of all England's primary and primary level special schools by 2022-23 to turn them into state of the art teaching and learning environments that are at the heart of their communities.

Investment through the Primary Capital Programme should support a wide range of policies with the Children's Plan at its heart. It will support the transformation of education, including raising standards and improving life chances and well-being of all children, the removal of surplus places, inclusion, Every Child Matters, and the provision of extended services for the local community.

How can school buildings redevelopment programmes support sustainable schools?

Local authorities need to ensure that sustainable schools is an integral part of both the school buildings redevelopment programmes and any other redevelopment work undertaken outside of these programmes.

The DCSF have a target for all new buildings to be low carbon until 2016, with all new buildings being zero carbon after this date. The zero carbon aim is for buildings to be energy efficient and well insulated, drawing their energy from low or zero carbon technologies to produce no net zero carbon emissions from energy use over a year. The DCSF currently have a taskforce working to look at how buildings can be zero carbon from 2016 and how carbon emissions can be reduced in the meantime. From 2010, local authorities will also be required to reduce carbon emissions as part of a Carbon Commitment Reduction that includes schools.

The design of any redeveloped buildings needs to consider how to use the sustainable technologies currently available to ensure buildings are efficient. This includes water saving and energy saving devices, possibly including renewable technologies, such as wind turbines, solar panels, and grey water collection, dependent on the location of the new build.

To ensure the sustainable technologies are used effectively and achieve their designed efficiency ratings, all school staff and pupils need to be engaged in their development. At initial stages, this could be through local authorities consulting with pupils on what they would like to see within their new school. Once built, and the pupils and staff are using the buildings, local authorities can ensure they are used efficiently through encouraging sustainable behaviours within the school. This could be through ensuring the school is working towards becoming a sustainable school and through giving them guidance.

Other elements of the design could also contribute to support for schools in becoming sustainable schools. Inside the school this could include considering how the design of kitchen and dining facilities could impact on healthy eating, and how adapting buildings for a range of physical and learning disabilities could impact on inclusion. Outside the school, this could include considering how the design of school grounds can lead to their use as outdoor classrooms through growing fruit and vegetables or having an area for wildlife, or may include the provision of facilities for cycle storage and ensuring safe access for pedestrians and cyclists that is separate to car access routes.

Getting started

The following are ways in which local authorities can support schools in progress towards being a sustainable school through buildings redevelopment programmes.

Supporting school improvement

- Pupil participation: to involve pupils by consulting with them throughout the design process, to enable them to contribute and to create ownership of the new build.
- Sustainable communities: through extended services, to open up new buildings to the community, creating community links and demonstrating how sustainable technologies can be designed within buildings and work in practice.

Supporting sustainable development

- Carbon reductions: through the incorporation of energy efficiency measures, building materials and renewable technologies, to reduce carbon emissions, so contributing to the local authority Carbon Reduction Commitment and the aim for all new builds to be low carbon and by 2016, zero carbon buildings.
- Building design: exploring technologies and advising schools and developers as part of the design process for school refurbishment and redevelopment programmes, so that the buildings may include water saving devices and energy efficiency measures, with the aim of achieving the BREEAM excellent standard.
- Buildings management: ensure school staff and pupils know how to use new buildings that incorporate sustainable technologies through sustainable behaviours, to enable these buildings to be used to their maximum efficiency.

- School grounds: consider the design of school grounds alongside building redevelopment to enable grounds to be designed for learning outside the classroom, so they can be used as teaching tools and to include areas for wildlife and growing, as well as adequate provision of sports fields.
- Travel and traffic: when designing new buildings, allowing for the provision of cycle storage facilities in school grounds and safe access routes for cyclists and pedestrians that are separate from car access routes.
- Healthy eating: designing kitchen and dining facilities that enable schools to provide high quality, healthy food options, and a welcoming, accessible dining area of adequate size.
- Inclusion and participation: ensuring mainstream schools are built and adapted for a wide range of physical and learning disabilities to enable inclusion of all pupils, and also to allow full community access through extended schools provision.

Case studies

- Kent County Council (see page 47)
- London Borough of Lewisham (see page 52)
- Sandwell Metropolitan Borough Council (see page 57)

Further information

- BREEAM: **www.breeam.org**
- Defra Carbon Reduction Commitment: **www.defra.gov.uk/environment/climatechange/uk/business/crc/index.htm**
- Learning Outside the Classroom Manifesto: **www.lotc.org.uk**
- Partnerships for Schools: **www.partnershipsforschools.org.uk**
- Teachernet: **www.teachernet.gov.uk/management/resourcesfinanceandbuilding/**

National Healthy Schools Programme

What is the National Healthy Schools Programme?

The National Healthy Schools Programme is a long term initiative supported by the DCSF and Department of Health (DH). It aims to help support children and young people in developing healthy behaviours and, in doing so, raise achievement, reduce health inequalities and promote social inclusion.

The Healthy Schools Programme is supported locally through a partnership between the local education authority and the primary care trust. The majority of local authorities have at least one Healthy Schools Officer. Schools are supported in achieving Healthy Schools Status, which they achieve through a rigorous quality assurance framework. They must meet national criteria using a whole school approach across the four core themes: personal, social and healthy education; healthy eating; physical activity; and emotional health and well-being.

Key features of a Healthy School are:

- Successful in helping pupils to do their best and build on achievements.
- Committed to ongoing improvement and development.
- Promotes physical and emotional health, providing accessible information to equip pupils with the skills and attitudes to make informed decisions about their own health.
- Recognises the need to provide a physical and social environment that is conducive to learning.

Government has a target for all schools to be participating in Healthy Schools and seventy five per cent to have achieved Healthy Schools Status by December 2009.

How can local Healthy Schools Programmes support sustainable schools?

There are clear links between the Healthy Schools Programme and the Sustainable Schools framework. Healthy Schools supports the majority of the National Framework for Sustainable Schools doorways, and especially the food and drink, travel and traffic, and local well-being doorways.

One of the core themes of Healthy Schools is Personal, Social and Health Education (PSHE). PSHE is a statutory part of the curriculum that has been developed as it promotes and benefits pupils' personal, social and emotional development. One of the subjects within PSHE is citizenship, which can give pupils the knowledge and skills they need to be effective members of society. It encourages them to contribute to their local community, to consider their actions both within and outside of school, and to learn about the role of democracy in shaping the local community.

Through the Healthy Schools Programme, schools can be supported in the development of healthy eating environments for pupils. This can be done through the promotion of healthy options at breakfast clubs, tuck shops or vending machines. It can also include developing a school lunch minimum standard and the promotion of healthy

lifestyles, including learning about what a balanced diet is. As part of this, local authorities can also engage parents in the development of school policies relating to healthy living and offer them guidance on how they can support their child in having a healthy lifestyle.

To obtain National Healthy Schools Status, schools must have a School Travel Plan. See the following section for more details.

Getting started

Schools can find examples of how Healthy Schools Status supports Sustainable Schools in the publication *Sustainable Schools: How national recognition schemes can support your school's progress* (July 2008). The following are ways in which local authorities can support schools in progress towards becoming sustainable schools through the local Healthy Schools support programmes.

Supporting school improvement

- Healthy Schools Status: work with schools to ensure they achieve Healthy Schools Status and, once they have, encourage them to widen the work they are doing to include an environmental element, for example, through working towards Eco-Schools status.
- School food policy: ensuring schools develop a school food policy that looks at: providing healthy, high quality, locally sourced school meals; improving the environment within the school canteen to ensure it is welcoming; and how healthy eating and lifestyles can be promoted through curricular and extra-curricular work.
- Curriculum support: supporting schools in developing a PSHE curriculum that includes a focus on local and global citizenship, including how pupils can actively participate in their local community and improve their local environment.

Supporting sustainable development

- School meals: through identifying local suppliers of healthy food for schools and developing school meal contracts that ensure high quality, healthy meals.
- School Travel Plans: ensuring every Healthy School has a School Travel Plan that is effectively implemented and reviewed annually through the Healthy Schools officers and School Travel Plan Advisers working together closely, and through engaging schools in consultation on Safe Routes to Schools and planning applications that affect the design of roads in their local area and wider catchment area.
- Growing Schools: advising schools in the development of their school grounds as growing areas and using items grown in the school grounds within the school canteen or curriculum work, through pointing them in the direction of nationally available resources and programmes, such as the Food for Life Partnership Mark, and through connecting them with local biodiversity and school grounds maintenance officers, and local organisations.

Case studies

- Kent County Council (see page 47)
- Leeds City Council and Education Leeds (see page 49)
- Sandwell Metropolitan Borough Council (see page 57)
- Stafford Borough Council (see page 59)

Further information

- Eco-Schools: **www.eco-schools.org.uk**
- Food for Life Partnership: **www.foodforlife.org.uk**
- Growing Schools: **www.growingschools.org.uk**
- National Healthy Schools Programme: **www.healthyschools.gov.uk**
- Safe Routes to Schools: **www.saferoutestoschools.org.uk**
- School Travel: **www.dft.gov.uk/pgr/sustainable/schooltravel/**

Relevant DCSF sustainable schools documents:

- *Sustainable Schools: How national recognition schemes can support your school's progress* publication: **http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=216&levelselected=3**

School Travel Planning

What is school travel planning?

The DCSF's *Home to School Travel and Transport Guidance* sets out the general duty placed on local authorities by the Education and Inspections Act 2006 to promote the use of sustainable travel and transport, and improve access to schools. There are four main elements that local authorities have a duty to do:

- An assessment of the travel and transport needs of children and young people.
- An audit of the sustainable travel and transport infrastructure in the authority.
- A strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are better catered for.
- The promotion of sustainable travel and transport modes on the journey to, from and between schools and other institutions.

Every local authority should now have in place a Sustainable Modes of Transport Strategy (SMOTS) that has been developed by their School Travel Adviser and Transport Co-ordination/Home to School Transport Unit. It should link to the Children and Young People's Plan and contribute to objectives within the Local Transport Plan and Local Area Agreement.

School Travel Advisers are part of *Travelling to School*, a joint initiative between the DCSF and Department for Transport (DfT) to promote safe and healthy journeys to school. It aims to develop a strategic approach to school travel issues promoting the use of walking, cycling and public transport, and reducing car dependency for journeys to school. Every local authority has received funding to support this and there are approximately 250 School Travel Advisers currently in post within local authorities to work with schools and local education and transport authorities.

School Travel Advisers support schools in the development of School Travel Plans (STPs). The STP is a working document created to address an individual school's travel and transport needs, with the aim to make travel more sustainable and safe, and to reduce the number of car journeys to schools. With support from the local authority, schools are enabled to access funding available to implement actions within their travel plans, for example, walking buses. STPs are separate from school transport policies, which mostly relate to statutory school bus provision. However, reference to these policies must be made by local authorities in their SMOTS.

Local authorities are also now required to monitor travel to school through the Local Area Agreement (LAA). The LAA national indicator set includes NI *198 children travelling to school – mode of travel usually used*. Some authorities have included this within their set of up to 35 indicators against which they have set targets to achieve a reduction in the percentage of children who travel to school by car. It is also a mandatory indicator for the Local Transport Plan.

How can school travel planning support sustainable schools?

School travel planning can support schools in becoming sustainable schools directly through the travel and traffic doorway in the National Framework for Sustainable Schools. As it aims to support the development of sustainable forms of travel it is enabling schools to develop a specific action plan to address this doorway. It also indirectly supports the local well-being and inclusion and participation doorways through involving pupils in decision-making.

Through having a school travel plan, schools can contribute to reducing congestion and pollution in their local area. They can help improve links with the school's users and the local community through making the school more accessible in a safe, healthy and sustainable way. Having an active school travel plan that is regularly monitored and evaluated can contribute to schools gaining Healthy Schools and Eco-Schools status. Having a school travel plan can also have a positive impact on pupils and their parents/carers through: improving their local environment; enabling them to be more active when they travel to school through encouraging walking, cycling and use of public transport; and increasing their knowledge of the local area.

In the process of developing a school travel plan, local authorities can support their schools in actively involving their pupils. This could be through assisting them in undertaking a survey of how their pupils travel to school, which could be carried out by the pupils themselves and then disseminated to the whole school. Local authorities could also ensure pupils are involved in the process of developing the travel plan and in the decision making process with regards to prioritisation of actions.

Local authorities can also engage schools and their pupils in the decision making process for planning applications and safe routes to schools. Schools will then be enabled to involve pupils in local decision-making and in considering the impact changes will have on their school travel plan. This will also include schools having the opportunity to influence the design of local roads to create safe routes to school, and ensure the well-being of their pupils.

Getting started

The following are ways in which local authorities can support schools in progress towards becoming a sustainable school through school travel planning.

Supporting school improvement

- Participation: encouraging schools to actively involve pupils in undertaking school travel surveys and in consultations on Safe Routes to Schools and planning applications that affect the design of roads in their local area and wider catchment area.
- Curriculum development: providing schools with resources relating to walking to school, road safety, cycling and pupil surveying methods to enable them to effectively incorporate sustainable travel within the school curriculum.

Supporting sustainable development

- School Travel Plans: ensuring every school has a School Travel Plan that is effectively implemented, accredited, monitored and reviewed annually through the Healthy Schools officers and School Travel Plan Advisers working together closely to support schools.
- Travel and traffic: engaging secondary age pupils in making independent choices for travelling both to school and outside of school through encouraging them to look at public transport options as well as walking and cycling.
- Participation: supporting schools in encouraging cycling through holding 'Bikeability' training courses for pupils, to enable them to cycle safely on the road.
- Local well-being: running road safety awareness training for pupils to give them the skills to enable them to cross roads safely, confidently use special crossing places, play safely and choose the best crossing routes.

Case studies

- Kent County Council (see page 47)
- Lincolnshire County Council (see page 50)
- North Yorkshire Council (see page 54)
- Royal Borough of Windsor and Maidenhead (see page 55)

Further information

- DCSF *Home to School Travel and Transport Guidance:* **http://publications.teachernet.gov.uk/eOrderingDownload/DFES-00373-2007.pdf**
- Safe Routes to Schools: **www.saferoutestoschools.org.uk**
- Teachernet School Travel Adviser Toolkit: **www.teachernet.gov.uk/wholeschool/sd/managers/travel/STAtoolkit/**
- Teachernet Sustainable Modes of Travel Strategy: **www.teachernet.gov.uk/wholeschool/sd/managers/travel/STAtoolkit/promotingsustainabletravel/**
- Teachernet Sustainable Modes of Travel Strategy framework guidance document: **www.teachernet.gov.uk/_doc/11601/Sustainable_Modes_of_Travel_Strategy.doc**
- School Travel: **www.dft.gov.uk/pgr/sustainable/schooltravel/**

Relevant DCSF sustainable schools publications:

- *Top tips for sustainable school travel:* **http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00610-2007.pdf**

3. Case studies of local authority practice to support Sustainable Schools

City of Westminster: Investment in Schools Environment Co-ordinator

www.westminster.gov.uk/gogreen

The City of Westminster's Go Green Programme, a key 'One City' priority, aims to make Westminster an exemplar green authority. The Go Green programme is delivered by all departments and co-ordinated by the GO Green Board, which has representatives from across the council. The board have funded a Schools Environment Co-ordinator post.

The post is based within the Social Inclusion Team in Children's Services and is line managed by the Every Child Matters Officer. The role of the Schools Environment Co-ordinator is to work with and support schools in becoming more sustainable by working through the DCSF's National Framework for Sustainable Schools, in conjunction with the Eco-Schools award scheme.

The Co-ordinator has produced a sustainable schools guide specifically for Westminster schools. This details key contacts in each service delivery area within the council and how they can assist schools in working towards the eight sustainable schools doorways, and provides simple steps schools can follow to become a sustainable school or Eco-School.

City of Westminster offers schools the opportunity to apply for a Sustainable Schools Small Grant of up to £500 to spend on relevant projects. Funding has gone to a range of projects, including designing and producing a bag for life, gardening and growing projects, and setting up a chicken coop to be run by students at a secondary school. They also support a Westminster Sustainable Schools Network to give schools the opportunity to support each other and share practice. The council's long term aim is to engage schools in using the s3 sustainable schools self-evaluation tool as a means of long-term planning.

East Sussex County Council: Community Challenge

The Community Challenge is an integrated community and education project devised and managed by East Sussex County Council's waste management group in association with its European waste management partner, Smédar.

The aim was to work with schools and householders to raise awareness of local waste issues and promote recycling, reducing and reusing as socially responsible behaviour. It also aimed to increase participation rates for household recycling, whilst providing a framework to enhance pupils' learning experience of waste reduction issues.

Over thirty schools took part in the challenge, including over six thousand pupils. More than 4,200 pledges were made to recycle, reduce, and reuse by their family, friends and neighbours. Over £23,000 was distributed to the participating schools to help them develop or further benefit from their own recycling and environmental projects. It also provided pupils with a valuable learning opportunity to engage with their local communities over the positive issues of waste reduction.

A Youth Waste Summit was held with over 100 pupils attending and a declaration being drawn up containing their commitments to tackle waste. The declaration was presented to the Department of Environment, Food and Rural Affairs Minister with responsibility for Climate Change, Biodiversity and Waste at Number 10 Downing Street, to ensure the concerns and positive actions were recognised by national government. The final stage was an awards ceremony for primary school pupils.

Following analysis, the council are confident that the Community Challenge had contributed to an overall reduction in landfilled waste managed by East Sussex County Council and an increase in recycled waste for that year.

Herefordshire County Council: Extended Services with a sustainability theme in the Weobley Cluster

The Extended Services Co-ordinator supports all of the Eco-Schools in Herefordshire on behalf of the Environmental Sustainability Unit. They have recognised Eco-Schools as the best scheme to support schools in becoming sustainable schools, and have incorporated this within the work of the Extended Services Co-ordinator. Activities and courses that link with sustainability will continue to be offered as long as funding is available.

Specific projects have included:

- **ASDAN Award project:** This is a conservation project to help low achieving pupils participating in the ASDAN Award to complete a challenge and learn new skills. A local farmer agreed to let the pupils undertake work on his land and the British Trust for Conservation Volunteers (BTCV) ran the sessions, which included scrub clearance and tree planting. Pupils learnt about health and safety, how to use tools safely, how to look after them, how to sharpen them, and how to plant trees. Following on from this, a local company was instructed by these pupils in how to plant trees when they donated some to the school in order to become 'carbon neutral'.
- **Family Birdbox Making workshops:** These workshops were held as part of parenting support and family learning. Families were able to take home a bird box they had made, as well as providing some for the schools involved.
- **Eco-Schools visits:** The Extended Schools Co-ordinator organises visits by members of eco-committees to other schools to share good practice and exchange ideas for working towards the Eco-Schools awards. The pupils make a positive contribution, learn valuable public speaking skills, and their confidence and self-esteem are raised.

Kent County Council: Supporting Kent Schools to become Sustainable Schools

www.kent.gov.uk/environment/our-environment/eco-schools/

Supporting Kent schools to become sustainable schools has been a natural development of the Kent Eco-Schools Project that has been running for over five years. The Kent Eco-Schools project was set up to engage schools in using the Eco-Schools programme and to support them to reduce their environmental impacts in parallel with the use of ISO14001 in the Kent County Council estate as a whole.

In 2007, Kent County Council used the *s3+ sustainable schools self-evaluation for authorities who support sustainable schools* for the first time. Through a pilot run by Government Office for the South East they have repeated this exercise.

Kent County Council began this process by drawing together a number of stakeholders from across the council to see how sustainable schools fit with other priorities and to create links across directorates. This included an analysis of how Extended Services, the National Framework for Sustainable Schools and Eco -Schools link together, with the aim of producing case studies to support other schools in Kent identify the academic, financial and environmental benefits. Separate work was also undertaken by the Kent Environmental Education Forum, with support from the council, to examine how Local Area Agreement targets can be supported by practitioners.

The outcome has been increased links and better sharing of knowledge across directorates. A database of schools engaged in Eco-Schools, Healthy Schools, School Travel Plans and Extended Services has been created and will be regularly updated. The case studies, which show the links between the different initiatives, are being developed and work is also progressing on identifying links to the Quality in Extended Services Framework.

Kirklees Council: Developing a Corporate Sustainable Schools Strategy

www.kirklees-ednet.org.uk/subjects/esd

Developing a Corporate Sustainable Schools Strategy

In 2008, Kirklees Council was one of three successful local authorities in the Yorkshire and Humber region to be selected in a pathfinder project to develop a corporate sustainable schools strategy. The project is funded and co-ordinated by Government Office for Yorkshire and Humber and the DCSF.

Prior to this the council had calculated their carbon emissions for Local Area Agreement National Indicator 185. They found that approximately 50% of carbon emissions from energy use were due to emissions from their 197 schools. The project came at a time when Kirklees were considering how to engage other services and schools in order to meet existing and upcoming requirements, such as the Carbon Reduction Commitment.

Kirklees Sustainable Schools Strategy has been developed by the Environment Unit and School Improvement Officer for Geography, History and Environmental Education in consultation with all departments in the council. The aim is for it to be endorsed by the council's cabinet and to feed into their Children and Young People's Plan.

The council's strategy includes running practical training and workshops for senior managers in schools and extending the scope of their Environmental Management and Audit Scheme (EMAS) system to incorporate schools. They are planning a pilot with ten schools to enable them to gain accreditation, and are looking at the possibility of developing a 'school-friendly' EMAS system based on the National Framework for Sustainable Schools.

The pathfinder programme is currently running until March 2010. However, the council hope to use this as a stepping stone in their work with schools, and to embed their commitment to developing sustainable schools into the council's ethos.

Supporting School Improvement Services

The School Improvement Officer for History, Geography and Environmental Education has been involved in encouraging, supporting and initiating environmentally sustainable projects for Kirklees schools for over eight years. The main aims for the support officer are to raise awareness of education for sustainable development (ESD) and the National Framework for Sustainable Schools. Activities include:

- Supporting schools to achieve Eco-Schools Green Flag Award status.
- Assisting schools in using the National Framework for Sustainable Schools.
- Awareness raising via training sessions for governors and school business managers.
- Supporting the Environment Youth Forum and Sustainable Schools Group.
- Arthur Halliwell (Memorial) Kirklees Sustainable Schools Award.
- British Council's Connecting Classrooms project.

Further projects are being developed as part of their Corporate Sustainable Schools Strategy. This includes running sustainable schools events for head teachers and holding training for teachers on how to use the *s3 sustainable schools self-evaluation* tool.

Leeds City Council and Education Leeds: Sustainable Schools Pathfinder Project

At the time of the launch of the DCSF's National Framework for Sustainable Schools in 2006, strategic developments in Leeds led to an increased interest in how the sustainable development agenda was being embraced by schools, and how the local authority was supporting this. There was also a growing recognition of the importance of linking sustainability to Every Child Matters outcomes, reflecting the significant impact the environment has on well-being.

In 2007, Education Leeds with the National Association for Environmental Education and Geographical Association, held the first Leeds sustainable schools conference. A range of outcomes emerged from both the conference and a young persons' summit, including a call for all Leeds schools to become sustainable schools and ensuring this happens in conjunction with young people.

In 2008, Education Leeds with support from the city council, appointed a sustainable schools consultant. Part of their role has been to develop an accredited self-evaluation framework for Leeds schools that would cross reference with national guidance and locally with Leeds Healthy Schools and Well-being Programme (LHSWP). This included the involvement of young people in developing the branding and a sustainable schools checklist to enable counterparts in schools to undertake environmental reviews.

The objective of the project is for pathfinder schools to work towards achieving sustainable schools status in Leeds through a supported process of self-evaluation and shared good practice. Leeds are a beacon Healthy Schools authority and are skilled in developing and running successful accredited programmes such as Healthy Schools and Investors in Pupils. They are using a cross-service collaborative approach involving Education Leeds, Leeds City Council, city-wide agencies and the Sustainable Schools Young People's Summit group.

Over thirty schools have volunteered to participate. They receive an intensive support package including training and related support visits covering whole school management and integration into existing planning mechanisms. Each school has designated a sustainable schools representative and committed to:

- Ensure senior management team and governor support.
- Work towards criteria in the Leeds Sustainable Schools Standard.
- Ensure a whole school approach.
- Consult and involve pupils.
- Promote the programme positively to teaching and non-teaching staff, pupils, parents, and the wider community.
- Share learning with other schools.

This project is being formally evaluated by the University of York to identify key factors in developing sustainable schools. This will focus on: measured improvement of whole school sustainable development; improved sustainable behaviours of young people; secondary impact resonating in local community behaviour; sharing best practice; and, workforce reform amongst services and agencies for better integrated working.

Although there are challenges in terms of identifying discrete funding, and capacity issues in both the service providers and schools, based on the assumption that the pilot programme is a success, the aim is for it to be rolled out to more Leeds schools in the future.

Lincolnshire County Council: Sustainable Schools

www.lincolnshire.gov.uk/sustainableschools

Lincolnshire County Council and CfBT (their School Improvement Service) recognise the importance of working with school communities on a range of sustainability, environmental and climate change issues. In line with commitments made through the Nottingham Declaration on Climate Change, in its recently adopted corporate Environmental Policy and Carbon Management Plan, the council aim to promote and support action in schools, and have been developing an integrated whole school approach for a number of years.

Regular meetings involve departments across the council. This includes Carbon Management, Waste Services, Environmental Management, School Travel Planners, Healthy Schools, Inclusion and Participation, Property Services, Procurement and the School Improvement Service. The have undertaken an audit of local authority activity and school improvement service activity in relation to school sustainability issues and the setting up of sustainable schools. Specific activities have included:

- Promoting Eco-Schools and increasing uptake and activity within schools.
- Creating a Lincolnshire sustainable schools online handbook giving ideas, case studies and support provided by the council and other organisations.
- Visiting primary schools to offer advice on all eight doorways.
- Supporting schools and liaising on energy audits and policy work linking to the implementation of Display Energy Certificates and Advisory Reports.
- A rolling programme of energy audits setting out potential energy and financial savings. This includes tailored support and advice on the implementation of recommendations. A further report made recommendations on generic savings that might be made across the whole school estate and effective means of training and inducting staff on energy matters.
- A global warming and climate change competition for schools.
- Setting up of a Revolving Fund using the council's carbon management budget matched with Salix funding, as a way of implementing energy efficiency and money saving schemes.
- Development of new school kitchens with sustainability in mind.
- Cluster meetings specifically for governors and some head teacher's meetings.
- Workshop for school staff, governors and bursars on reducing their carbon footprint.
- Sustainable Schools Transport Strategy group meetings with all departments concerned.

The above are part of an overall approach and philosophy to provide integrated, practical support for schools. It has included a schools 'showcase' conference to change perceptions and provide schools with a greater understanding of sustainability. Future plans include:

- Devising and running training for identified groups, such as governors and bursars, and including information in existing documents, such as their repairs and maintenance handbook.
- Including at least one 'green' target in schools' development plans and embedding as a policy within the local authority, with greater guidance of targets for a sustainable school to enable them to assess progress.
- Rolling programme of audits and continuing investment through Revolving Fund.
- Improved communication with schools on energy performance and framework contracts to make simple investments easier, for example, boiler installation.
- Development of creative curriculum schemes of work for primary level and training to support this, as well as development of support for secondary schools.
- Creation of loan trunks with resources to support sustainable schools.

London Borough of Lewisham: Renewable Energy

The London Borough of Lewisham offers support to schools towards the installation of renewable technology. Photovoltaic panels have been installed in five schools since 2004. This is supported by the Sustainability Officer who guides schools through the process, including procuring the technology, planning permission as required, and the grant application process.

In order to involve pupils and utilise the technology as a learning resource, the idea is introduced in an assembly. Display panels are also installed to directly show the energy produced.

This scheme provides benefits to the schools and wider community through increased awareness of renewable energy. It also contributes to reductions in carbon emissions. There are challenges in securing funding, gaining planning permission, surveying sites and undertaking the work, but Lewisham intends to continue supporting schools interested in renewable energy through the process.

London Borough of Richmond upon Thames: Schools Go Green

www.richmond.gov.uk/gogreen

The London Borough of Richmond upon Thames has been working on strengthening a network of key people who are actively involved in providing environmental support in schools. Using the National Framework for Sustainable Schools as the context, they have brought together the right people and resources to help schools in the borough to take action on the eight doorways.

The aim is to support schools in developing sustainability policies and practices in order to provide access for all pupils in the borough to develop the knowledge, skills and motivation to contribute to social and environmental change.

A network of 'doorway leaders' has been formed with people from different areas. This includes council departments (recycling, sustainability unit, education, parks and open spaces, and transport planning), third sector organisations that provide support to schools, and a local school.

A dedicated website acts as a portal for sustainable schools activity. It contains sources of support, event information, useful documents, links and general advice for schools wishing to promote environmental issues. The network also produces a termly Schools Go Green newsletter, disseminating local examples of good practice in each doorway. The profile of sustainable schools in the borough has risen significantly as a result.

Closer working relationships between various council departments and local third sector organisations have been invaluable. Avoiding duplication of work has also been an important consideration and through regular meetings and organising joint events, they are working on complementing each other's activities and combining resources to have maximum effect.

The next step is to monitor sustainable schools activity in the borough, quantifying progress and for all 'doorway leaders' to provide regular updates against their own performance indicators. Long term they aim to have a dedicated sustainable schools resource to continue progress and to embed sustainable schools within existing strategies.

North Yorkshire County Council: Regional School Travel Curriculum Advisers for Yorkshire and Humber

www.yorkshireandhumber.net/esd/

The Yorkshire and Humber Regional School Travel Group (YHRSTG) is composed of all the regional school travel advisers (STAs) based in local authorities across the region. They are enthusiastic to further the sustainable schools agenda, particularly support for the travel and traffic doorway.

There are two Regional School Travel Curriculum Advisers (RSTCAs) in post based in North Yorkshire County Council. Their role is to train STAs and teachers on sustainable travel issues and to develop teaching resources relating to sustainable travel. This includes at regional sustainable schools events.

They have produced the *Make a Difference Pack* of lessons and activities to heighten children's awareness of sustainable travel issues and to encourage them to choose sustainable modes of travel. It is available on the regional website and through the teachernet website, and has been distributed widely via STA networks.

The outcomes from this have included embedding travel planning within the curriculum and involving pupils in real life and relevant issues. They are currently developing a secondary schools resource and plan to develop other resources linking travel and traffic with other doorway themes.

Rotherham Metropolitan Borough Council: Sustainable Schools

Over the last few years Rotherham have built a team to cover each of the doorways to deliver sustainable schools across the authority. They have got a number of schools actively involved and they engage and schools through running a number of activities, events and workshops. The team have also provided a booklet of contacts and other resources relating to sustainable schools.

One of the key ways they have provided support is through working with Groundwork to engage schools in using 'Green Check', a school based Environmental Management System (EMS). This involves the whole school community working to implement EMS. A bottom up approach is adopted with pupils completing internal audits and implementing resource saving initiatives. School staff, governors, and the local community are also involved to ensure everyone participates in their school becoming a 'beacon of sustainable development'. Schools can receive European accreditation.

Rotherham's long term aim is for all their schools to become sustainable schools.

Royal Borough of Windsor and Maidenhead

www.rbwm.gov.uk/ecolfs/

Learning for Sustainability Strategy 2008-2014

The Royal Borough of Windsor and Maidenhead (RBWM) have had an Environmental Awareness Officer in post for a number of years. They were responsible for raising awareness of environmental issues with schools, local community groups, businesses and the general public through exhibitions, presentations and educational sessions. However, this was largely unco-ordinated and ineffective in producing lasting change.

This officer used the principle of sustainable development as a learning process and has taken the lead in developing a Learning for Sustainability Strategy on behalf of the council. The objective of this strategy is to develop a culture of learning for sustainability within and between organisations, their stakeholders and the communities they serve. It aims to:

- Encourage organisations within the education, community and business sectors to address the sustainability agenda at a strategic level, with the engagement of their stakeholders in developing understanding, planning and executing agreed actions and learning from the actions taken.
- Promote the use of appropriate management tools to facilitate this process.
- Co-ordinate the activities of council services and those of external partners to encourage the adoption of this approach within client organisations.

As part of this, RBWM have taken the DCSF National Framework for Sustainable Schools, and specifically the *s3 sustainable schools self-evaluation*, as the 'appropriate management tool' and created a Learning for Sustainability (LfS) Standard for Schools. They have established an LfS Education Sector Group and supporting network of officers and external partners structured on the *s3+ sustainable schools self-evaluation tool for local authorities who support sustainable schools*. This group will be responsible for moderating the standard to ensure consistency across the borough, identifying gaps in provision and using the s3+ to monitor progress. The group reports to the council's Sustainability Panel, which in turn reports to the Council Cabinet.

The outcomes from this work have included an increased level of confidence that individual actions will contribute to a sustainable society for all and an increasing willingness to engage with processes of change. Although the co-ordination challenges are huge, especially as the expectation is for this to be delivered within existing resources and not all are sure how slightly changed working practices will improve the ability to deliver against targets, RBWM aim to facilitate the development of genuinely sustainable communities by encouraging innovative thinking amongst as many different sectors of the borough as possible.

School Travel Reward Scheme (STaRS)

STaRS was originally launched in October 2007 and revamped in October 2008. The scheme was developed to address rising levels of car use for the school run and as part of a wider package of measures designed to work towards the Local Area Agreement target for National Indicator 198.

STaRS incentivises children to regularly walk and cycle to school, rewarding them with fun and healthy activities at a range of local sports clubs and leisure centres. Twenty-eight schools are currently participating in the scheme. Activity providers include five local sports clubs and three Council-run leisure centres. Activities include: swimming, roller disco, judo, karate, football, basketball, multi-activity day, trampolining, tennis, and skate park sessions.

This project has led to a reduction in the levels of car use and increased levels of walking and cycling for travel to school. It is also contributing to a reduction in carbon emissions and traffic congestion, as well as improved air quality.

Sandwell Metropolitan Borough Council

www.sustainableschoolsaward.com

Supporting sustainable activities in schools

The Sandwell Sustainable Schools Award Programme offers schools a self-evaluation framework and the opportunity to work towards becoming a sustainable school. The partners in the project are the Sandwell Housing Partnerships and Sandwell Metropolitan Borough Council's Planning and Transportation, Children and Young People Services, and the Sustainable Development Team.

Workshops are provided twice a year to introduce the award and help schools undertake an initial audit using a self-evaluation tool to assess, action plan and manage their development. 'Critical friend' support is also available to finalise the self assessment process.

Schools submit applications that are assessed and an award is given that recognises their different levels of sustainability. The awards are presented at head teachers' conferences. The Council provide a website that has an online version of the audit, as well as examples of local good practice and contacts for partner organisations that can assist schools. Some schools have had their work recognised through national awards and grants.

Sandwell Children and Young People's Services promote this scheme through the School Improvement Plan (SIP) and head teachers 'one to one' conversations. In the future they plan to improve on the present model through developing a system of 'buddying' between schools to enable them to work together to share good practice and identify weaknesses.

Engaging young people in contributing to their local area

The Sandwell Housing Partnerships has been engaged for some years in linking the regeneration of the Borough with the requirements of the national curriculum. This provides real local events as a focus for study and allows for enhanced curriculum activities as well as opportunities for schools and young people to engage in aspects of sustainability. Projects have included:

1. Public Consultations

The aim of these consultations is to give young people a voice in master planning and the town planning process. The objectives were: to obtain the views of young people; provide interesting stimuli to elicit ideas from students; inform students about local regeneration plans and give them information needed for decision making; enhance the curriculum; and celebrate students' work.

One example is the Lodge Primary School 'Where I live' project that enabled pupils to contribute to a local regeneration scheme through producing a video of their findings and comments on how they would like to see the area changed. It enabled them to consider local issues, give their views, and develop decision making and media skills. It also involved a link with a school in Holland that had the same project brief. This enabled the local partnership responsible for regeneration projects to gain real insight into the views of local young people.

2. A blogging website with the Police and Fire Service in Sandwell:

The aim of this project was to address safety issues in the Borough, celebrate children's work and raise ICT and literacy standards. The objectives were to provide a blogging site for students to learn about the local Police and Fire Service, help students make online comics about antisocial behaviour and a video about fire hazards. 'Junior Fire Inspectors Certificates' were presented to those completing an online exercise, and a film festival was organised to celebrate students' work.

This project involved a number of local organisations working together in partnership. It enabled the Council to address one of their key priorities, 'Safer Sandwell'. Following its success, the Police and Fire Service are now working with the Ambulance Service and literacy consultants to develop another similar project for year five pupils in local schools.

3. Warm Zone (Energy Conservation and Sustainable Construction)

The aim of this project was to engage students in climate change issues and the reduction of carbon emissions, whilst addressing the Council's Climate Change Policy. Primary schools in areas where energy poverty is being targeted as part of a 'Warm Zone' project, were invited to participate. The project started with a speaker from the 'Warm Zone' project addressing schools about climate change issues and how they translated to housing problems.

Students were able to spend a day at an outdoors centre where they learned about renewable energy and they were also given the opportunity to visit the Building Research Establishment (BRE). Students were then tasked with building a model of a sustainable home and writing an energy efficiency version of *The Hungry Caterpillar* called *The Hungry House.*

This particularly assisted schools involved in building new schools because it helped them to understand the 'BREEAM' (BRE Environmental Assessment Method) standards. Following a presentation by students, certificates were awarded to all participants. The project is now being rolled out to other schools in the Borough.

4. Benny books for key stage 2 literacy

Sandwell has worked with a number of schools to produce a series of books about a local boy called 'Benny Bromwell' including: *Benny's War on Waste* and *Healthy Eating with Benny.* These books were written jointly with the Council's Literacy Consultants and relevant partners with the aim of raising awareness of these issues, whilst supporting key stage two literacy in schools.

The *Healthy Eating with Benny* book complimented the work of the Sandwell Healthy Schools Team. It also looks at worldwide food and those students who read the book were challenged to come up with a favourite healthy meal as part of a competition.

Benny's War on Waste was part of the work by the Council's Waste Management Committee to address and support waste management issues in schools. The text was used as the basis for the Borough's Children's Parliament Environment Debating competition. It also led to the development of a website looking at the science of waste management for key stage three, which is part of a package developed by the Borough's Department for Young People and Families to support Building Schools for the Future.

Stafford Borough Council: Eco-Schools Network

www.staffordbc.gov.uk/sd

The Stafford Borough Council Eco-Schools Network was set up in 1999 as part of their Local Agenda 21 programme for sustainable development. The network is chaired and administered by the Sustainable and Healthy Communities Co-ordinator. As well as representatives from within the Borough and County Councils, it also includes representatives from schools and other relevant local organisations, such as the Staffordshire Wildlife Trust.

The principal aims of the network are to encourage sustainable development activity in schools, especially, though not solely, via Eco-Schools, and to provide advice and assistance where possible to enable this. This work significantly contributed and benefited the council's Environment Inspection in 2006 and they are now supporting sustainable schools county-wide through speaking at the Primary Heads meeting. They have also carried out a survey of headteachers to gain their views on sustainable schools, including what they see as the barriers, and are using the findings to inform future support.

The network aims to link their general work programme to other sustainable and healthy communities activities where possible. Activities and initiatives have included:

- Stafford Borough Green Awards Youth and Education category.
- Biodiversity programme and conservation in school grounds.
- Doorstep Walks for Health.
- Promoting Fairtrade.
- Farm visits and resources, food growing and healthy eating projects.
- School recycling initiatives.

The project, led by the Sustainable and Healthy Communities Team, contributes to Stafford Borough Council's corporate priorities and is within the Stafford Borough Sustainable Community Strategy. It is included in the section 'developing a sustainable environment' as 'supporting more sustainable schools' with the indicator being the number of registered Eco-Schools or schools engaged in the DCSF's National Framework for Sustainable Schools. Their long term aim is to make Stafford Borough Schools a show case of sustainability.

West Sussex County Council: Engauge – helping to improve sustainability in schools

http://wsgfl.westsussex.gov.uk

Engauge is a pioneering West Sussex County Council Initiative to help schools across the county to assess and improve their sustainability. After a two-year pilot study, Engauge was launched in 2008. Sustainability assessments are now being carried out for schools in West Sussex, with over 100 completed so far.

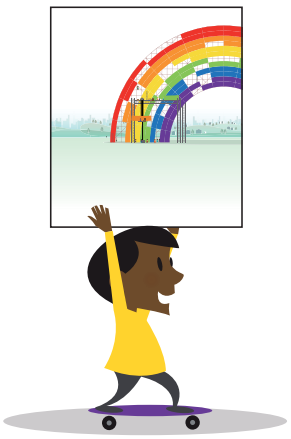
The assessment involves a member of the Engauge team visiting a school to assess its current sustainability in the eight sustainable schools doorways. The assessment is done as part of an interview with school staff, and sometimes also a governor and pupils, and it takes about an hour. The results are calculated on the spot, and displayed in the form of a flower, giving a unique and visually attractive record for the school. This 'sustainability gauge' has become known as a 'SusGauge'.

The school can then choose their own priority areas for improvement and can make use of advice and practical support from Engauge's team of local specialists. For example:

- One school wanted to tackle their water consumption and reduce their water bill. A water specialist took detailed meter readings, looked at where usage could be reduced and efficiency improved, and gave a classroom session that included a demonstration of how toilets work.
- Another school wanted to know if their school uniforms were ethically produced. Engauge's purchasing specialist helped them ask the right questions and understand the information given by the different suppliers. They now have a uniform that is sourced from sustainable sources.
- Production of a sustainable purchasing guide for schools. This includes 'ten steps to sustainable purchasing' that schools can follow, a purchasing decision tree, and how to write a sustainable purchasing policy.

This project has been supported by the South East Economic Development Agency (SEEDA).

A commitment from
The Children's Plan



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