Towards Whole School Sustainability: A View From London Schools

ideas to move from lone enthusiast to whole school participation

GOVERNMENT OFFICE FOR LONDON

London Sustainable Schools Forum

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This easy to use checklist will prompt some key questions to consider when planning how best to approach whole school engagement. It aims to help the reader to form ideas about the breadth of possible routes in to sustainability for their school and also the key people that need to be involved at each stage.

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This section will encourage the reader to find existing enthusiasts and fellow champions, and demonstrate to others that embedding sustainability need not be an additional pressure, but may even lift some pressure off, whilst contributing to a whole school commitment to a more sustainable future.

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It is essential to gain the support of the Headteacher, SLT and governors, if sustainability is going to form part of the foundation fabric of the school's activities, practices and campus. This section provides some ideas on how to engage these fundamental groups: from being broadly supportive to bringing sustainability into the core business of the school.

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It is needless to say that students have seemingly inexhaustible resources of energy and enthusiasm, especially for projects that are relevant to their daily lives and offer them a real chance to have their voices heard. The challenge is then in making the issues relevant, and in empowering students to take a lead on sustainable projects; this section offers some examples on how to make student voice effective in this area.

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The DCSF's Sustainable Schools Strategy and recent Children's Plan highlight the importance of schools' relationships with parents, families and the wider community. Schools have a unique opportunity to enact and promote a model of sustainable citizenship and help to create more cohesive, supportive and sustainable communities. This section explores ways to engage the energy and enthusiasm of the local community in the school's sustainable journey.

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This section offers some ideas and suggestions on where to go next, after you have gained the support of the key stakeholder groups. It contains an organised list of links and resources where you can go to find out more information on certain topics and sign up to award schemes, initiatives and competitions.

Foreword

Sustainable development is not an optional extra for our young people; it is a necessary part of building a society that cares for its children.

The evidence set out in the Sustainable Development Commission[1] (SDC) publication *Every Child's Future Matters* (2007) demonstrates that children's environmental well-being – their daily experience of living and learning in the environment around them, and their options and opportunities for experiencing a healthy environment in the future – is a critical factor in their overall well-being.

Unfortunately, our children's environmental well-being is currently under threat from a range of factors such as climate change, pollution, disappearing green space, obesity and economic inequality.

The Department for Children, Schools and Families' Sustainable Schools Strategy recognises that schools are in a unique position not only to address these challenges and empower children to live more sustainable, happy, healthy lives, but also to promote and support this approach and understanding in their wider community. The SDC fully supports the Sustainable Schools Strategy, and the recognition of the central role for schools in building our sustainable future.

For schools to do this successfully, sustainable development needs to be embedded across the whole school – curriculum, campus and community – and understood and championed by all.

However, a common experience is that of the 'lone zealot'; an enthusiastic individual constantly striving to get sustainable development from the periphery of school life and embed it in the centre. But only with the support and involvement of the whole school, can this be made a reality.

Towards Whole School Sustainability– A View from London Schools, produced by the Government Office for London (GOL), provides real examples and ideas from London schools on how to meet this challenge. It highlights the key contribution that different stakeholder groups can make to sustainability in school and useful approaches on how to engage them.

Creating Sustainable Schools in London: A Case Study Guide, published by GOL in 2007, showed diverse models of what a school working towards sustainability could look like. This new publication seeks to provide some practical ideas on how you could get there. I hope you will find it helpful, informative and most of all – transferable to your own school.

Ann Finlayson, Commissioner - Education and Capability Building
Sustainable Development Commission

1 The SDC is the Government's independent watchdog on sustainable development

Executive summary

The Department for Children, Schools and Families (DCSF) recognises that schools have a fundamental role in ensuring the UK's sustainable future and in preparing children for a lifetime of sustainable living. To this end, DCSF has set an aim for every school to be a sustainable school by 2020, and established a National Framework to guide schools towards this aim.

For the DCSF, creating sustainable schools is about embedding a commitment to 'care': for oneself, for each other, and for the environment, near and far. 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' (DCSF, 2008).

There is a wealth of support available to schools in the area of environment and sustainability, including key DCSF documents: particularly the *S3 Sustainable School Self Evaluation Tool* and the *Planning a Sustainable School Tool*.

However the case of the isolated advocate – rather than the whole school community – trying to drive forward sustainability still prevails. This person needs the support and backing of the other groups in the school community to succeed in embedding sustainability in the school.

This document aims to support that enthusiastic individual in a school trying to make the shift to whole school engagement, whether at primary or secondary school level.

It includes suggestions and tips on how to involve, enthuse and persuade different stakeholder groups; transferable ideas to raise awareness and support; and how to begin creating a sense of joint ownership and

involvement. Each section focuses on a different key stakeholder group in the school community, with real examples and ideas from London schools on the different approaches needed to engage and involve them.

The ideas and suggestions in this document build on the experiences of 3 London 'Pilot Schools' – 2 primaries and 1 secondary – who worked with Government Office for London over 6 months to kick start sustainable activities in their schools; it also draws on some varied and common experiences from members of the London Sustainable Schools Forum.

Key messages include:

- Make time to plan. Laying your foundations carefully can help to ensure that your activities are truly sustainable.
- Find your fellow champions among the school staff. Provide ideas on how sustainability can be embedded in the curriculum; point staff in the direction of useful resources and websites.
- Before approaching the Headteacher and Senior Leadership Team about sustainable schools, have some positive answers prepared to these key questions: 'Is it compulsory?' 'Will anyone be measuring our progress?' 'Is funding available?' Be clear about outcomes for your school.
- Give pupils real responsibilities and involve them in developing a sustainable whole school ethos that everyone can relate to. Allow opportunities for practical action – make it fun!
- Develop some simple messages and actions that can be repeated at home. To deepen involvement and understanding, invite families to get involved in practical activities and team work days.
- Find out more about the school's local environment and community: consider where the whole school could work with the wider community, perhaps with other schools, to tackle local challenges.
- Once you have gained support from different stakeholder groups, build an action team with members from each group.
- Use the DCSF Planning Tool and S3 Self Evaluation Tool for Sustainable Schools to establish your shared vision and how you will monitor and evaluate your progress going forwards.
- Begin with your strengths to build confidence; celebrate your successes.
- Look outwards for fresh ideas and new approaches; invite an external organisation into school; join the London Sustainable Schools Forum; share your experiences with other schools.
- Make some time to research into specific topics that interest your school.

Introduction

DCSF Sustainable Schools Strategy

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". 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 if life, without compromising the quality of life of future generations". Of course, the two visions are complementary: children cannot grow up into a stable and secure world unless we, as a country and as an international partner, find ways to improve our well-being without destroying our most precious resource, the planet. This is the context for the DCSF's sustainable schools strategy[1].

The future holds many challenges for young people. Climate change, global poverty, obesity and pressured resources are just some of them. On the other hand, there are vast opportunities to improve our quality of life and the environment on which we depend.

Schools have a special role to play in preparing young people to build a brighter future. They can help pupils to understand our impact on the planet, offer young people the chance to contribute to sustainable living, and demonstrate good practices to others. Empowering young

1 DCSF S3 Self Evaluation Tool for Sustainable Schools, 2008. References to DCSF 2007: The Children's Plan: Building brighter futures, TSO, London; also to HM Government (2005): Securing the Future: Delivering UK sustainable development strategy, TSO, London

people to take responsibility for their own future is not only desirable; it is a crucial feature of their education.

To this end, the DCSF has set an aim for every school to be a sustainable school by 2020. For the DCSF, a sustainable school is one that embeds a commitment to care across the whole school:

- Care for oneself
- Care for each other (across cultures, distances and generations)
- Care for the environment (near and far).

This commitment to care underpins the DCSF's National Framework, which has 8 'Doorways' to help focus action and thinking and guide schools towards the 2020 aim:

- Food and Drink
- Buildings and Grounds
- Energy and Water
- Inclusion and Participation
- Travel and Traffic
- Local Well-being
- Purchasing and Waste
- Global Dimension

The Doorways can be seen as 'entry points' into sustainability, as action on one invariably leads to action on another. They may be looked at individually or as part of a whole-school approach; each doorway offers opportunities to embed sustainability across the curriculum, campus and community.

Schools may find that much of the work that they are doing towards other initiatives, is already contributing to sustainable schools. Likewise sustainable schools can be a powerful way to deliver on existing initiatives and responsibilities, such as Every Child Matters, and offers a coherent 'bigger picture' to link them together.

DCSF have published a range of resources to assist schools in working towards the 2020 aim, including the *S3 Self Evaluation Tool for Sustainable Schools* and the *Planning a Sustainable School Tool* to assist schools in embedding sustainable development into their school improvement planning (see Section 6, Where can we go from here?).

Sustainable schools in London

Government Office for London (GOL)'s aim is to raise awareness, understanding and build capacity around sustainable schools across the capital.

In the academic year 2006/07, GOL held a Sustainable Schools conference to raise awareness about the strategy, and commissioned Global Action Plan to produce *Creating Sustainable Schools in London: A Case Study Guide*. The Guide aims to provide schools with a wide range of illustrative case studies of sustainable development initiatives within London schools, across each of the eight DCSF doorways, and to provide details on lessons learnt, drivers for action and the benefits of their implementation .[2]

In 2007/08, GOL established the London Sustainable Schools Forum, open to London schools, borough officers, non-governmental organisations and others to share good practice, resources and ideas. Forum members receive a regular E Bulletin with sustainable schools news, resources, links, events, tips from other schools and funding opportunities relevant to London schools; so far the Forum has also held 4 well-attended Workshop events, each one addressing 2 of the 8 Doorways from the National Framework. Building on positive feedback from the first series of events, the Forum will continue and a new series of events and seminars are planned in 08/09.

In 2007/08 GOL also worked with three London 'Pilot Schools' – 2 primaries and 1 secondary – to kick start sustainable activities in their schools over a 6 month period. The aim was to support those schools to identify focus areas for development, create action plans, and link them with relevant external partners who could help them to achieve their goals.

The context and experience of each pilot school was varied, but the main piece of advice they had for others, at the end of the pilot, was surprisingly similar. It was apparent to all 3 schools that without a whole school approach, sustainable schools was, frankly, unsustainable. The importance of having support and active involvement from the whole school community was paramount.

This sentiment has been echoed by members of the London Sustainable Schools Forum, and others working in schools across London and nationwide. But when, as often seems to be the case, the enthusiast is not a Headteacher or member of the Senior Leadership Team, how can they begin building whole school engagement in sustainable schools?

This document aims to start addressing this question. It builds on the experiences of the 3 London pilot schools, and other schools of the London Sustainable Schools Forum. It includes real examples and ideas from London schools, on how to engage the whole school to work towards becoming a sustainable school.

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2 The Case Study Guide can be downloaded from the GOL website: www.gos.gov.uk/gol/Environment_rural/Sustainable_schools ; alternatively you can request a hard copy from sustainableschools@gol.gsi.gov.uk.

How to use this Guide

This document aims to support the enthusiastic individual in a school trying to make the shift to whole school engagement.

Each section focuses on a different key stakeholder group in the school community, with real examples and ideas on how to engage and involve them. It has a summary of ideas for action at the beginning of each section; remember that these are helpful suggestions and that you can choose which of the ideas you want to use and adapt to your school.

Also, you don't have to do it all yourself! As you begin to gain support from other individuals and groups they will be happy to support you. If you can do so, try to start linking your supporters together by developing an 'action' team as early as possible; the burgeoning team can assist you in getting more people on board. Towards the back of this document it is suggested that this 'action team' should be formalised in some way, with agreed visions, aims and roles. The back of the document also contains a long list of resources and links to take action further.

Towards Whole School Sustainability – A View From London Schools is meant to be adaptable to your needs and the time you have available. It aims to inspire and provide a boost to anyone just starting work, or others who may be looking for a fresh approach or some new ideas to try.

Section 1

Planning Checklist

This easy-to-use checklist aims to help you to form ideas about the possible routes into sustainability for your school and the key people that need to be involved.

the people I need to involve

Examples of key stakeholder groups:

- Headteacher
- Senior Leadership Team
- Students/pupils
- Parents
- Teaching staff
- School council
- School Business Manager
- Site Manager
- Grounds staff
- Local community
- Charities
- Global community / link school
- Governors
- Local schools
- Families
- Cook
- School administration officers
- Bursar
- Local Borough Officers
- Local businesses
- Heads of Year
- Heads of Department
- Non-governmental organisations
- Local volunteers

pre-action checklist

Question	Complete / to investigate
1. Identify which key stakeholder group or individual you think will be the easiest to engage in this work. *Consider why you think they will be easy to engage.* *How will you go about getting their involvement and support?*	
2. Identify which key stakeholder group or individual you think will be the most challenging to engage in this work. *Consider why you think they will be a challenge to engage.* *Do you have any ideas about how you could go about getting their involvement and support? (You could refer to key sections of this document for some suggestions.)*	
3. Consider if there are existing groups in school who address sustainable development or environmental issues. *How could you work with these groups to communicate or support further activities?* *If no such groups exist, what do you think needs to happen before one can be set up?*	

4. Make a list of sustainable or green related activities that have already been going on in your school. Against each activity, list the stakeholder groups who have been actively involved. *Can you identify a group or individual that seems to be most involved? Why do you think that is?* *Can you identify a group of individual that seems to be least involved? Why do you think that is?*	
5. Consider the work your school is already doing to embed a 'culture of care', as defined by DCSF (see introduction). Add these examples to your list of key actions and activities.	
6. For each of the above actions or activities, highlight how each one impacts upon the Curriculum, Campus and the Community. *Identify in which areas – curriculum, campus or community - the school seems to be most and least actively embedding sustainability.* *Decide if there is a particular area you would like to focus your work on, to begin with. How could you build on current practice?*	

7. See if you can link each of the above actions or activities with Doorways from the National Framework. *Identify in which Doorways the school seems to be most and least active.* *Decide if there is a particular Doorway or Doorways that you would like to focus your work on, to begin with. How could you develop this topic in terms of curriculum, campus and community? Which individuals or groups do you think could be influential in helping you do this?*	
8. Identify your potential fellow champions. *Are there any individuals you can think of – including governors, parents and non teaching staff – that are enthusiastic on particular topics relating to sustainable schools? This could be a keen gardener, recycler, cyclist, walker, fair-trade supporter…etc.* *Find out if they would be interested in helping to develop a whole school interest / involvement in their passion.*	
9. Think about how you will communicate issues relating to sustainable development to others. *Which stakeholder groups would you be most and least confident communicating these issues to?* *Why do you think that is?* *What can you do to increase your confidence (you could follow up some links and resources in Section 6 of this document.)*	

10. Think of opportunities in future planning and reviews to embed sustainable development ideas in the school improvement plan and curriculum.

Who do you need to talk to, to make this happen?

points to consider

Making time for reflection and brainstorming activities can be a problem in the course of a busy school day. But if allowing time for this planning stage means taking things a little slower than you first hoped, do not worry! Be encouraged in the knowledge that **laying your foundations carefully** can help to ensure that your activities are truly sustainable.

Some quick wins are fantastic for raising the profile of the work across the school and winning enthusiasm. But alongside this, by **taking the time to explore possible approaches, areas of potential and identify key individuals**, you will make sure that you have a solid foundation which you can draw on to take your school's practice further and beyond the 'one-off' event or project.

The vision and direction that you might come up with as a result of the above activities may be slightly different from those suggested by the various groups and individuals as they begin to be more involved. **Keep an open mind** and ensure that you are offering people a real and equal chance to shape the way that the school addresses these issues. Once you have succeeded in gaining the support and involvement of the various stakeholder groups, as a team you can begin to explore what your whole school sustainable school vision looks like. The DCSF *Planning Tool* offers an effective way to do this (see final Section 6: 'Where can we go from here?').

Section 2

Engaging busy teachers and staff: embedding sustainable schools into existing work plans

Both teaching staff and non-teaching staff in a busy school have enough on their plate already without you adding to the burden! So it may seem. But what if they could achieve existing targets and responsibilities and be more sustainable, environmentally friendly and ethical at the same time?

ideas for action

- Find your enthusiasts and natural fellow champions
- Demonstrate that embedding sustainability need not be an additional pressure
- Embed sustainable development in the curriculum
- Support staff to develop knowledge and relevant skills
- Spread responsibility
- Emphasise to staff the need to act as role models
- Remind people to do the right thing; embed good habits
- Familiarise people slowly
- Try to ensure that everyone who wants to be is already involved, before launching a big project
- Regularly communicate: use the staff noticeboard; screen savers; desktop picture; staff diaries
- Emphasise that simple behaviour change can make a difference
- Engage site staff
- Hold film screenings for staff on topical issues such as climate change, or fair trade
- Hold an awareness raising event – make it fun, bring some Fairtrade food and wine!
- Use inset time to communicate to staff if you can, even just a short slot
- Be clear with colleagues about how much time and planning is needed
- Demonstrate how students can take a lead on lots of activities
- Invite an external organisation in to school to deliver workshops with staff
- Show how sustainable development can deliver on existing priorities

Find your fellow champions

Finding other adults in the school who will agree to offer their support may be easier than you think. At Larkswood Primary School in Waltham Forest, teacher Terry English's plans to develop school growing activities have quickly gathered pace, due to the support and enthusiasm of the Deputy Head and an Early Years teacher, who are both keen gardeners at home. 'There is always somebody who is keen on gardening, or has a passion for Fairtrade,' Terry says, 'it is all about asking around and finding out about them, and harnessing that enthusiasm.'

Les Carswell, Deputy Headteacher at Lampton School in Hounslow emphasises the need to be open minded when considering who might be potential fellow champions: 'It is important to spread the word as wide as possible - it has regularly surprised us to see which people have come to make a suggestion or tell of a sustainable project they have worked on - often people who have been working in isolation and

not thought their work relevant in the past!'

Carolyn Lindsay, Acting Headteacher at St Elizabeth's School in Tower Hamlets agrees: 'This can be a great way to develop distributive leadership. Ask for a volunteer to lead on each different project that the school wants to develop, for example, the travel plan, or school gardening.'

Les at Lampton adds: 'As well as teachers and, especially, subject leaders/heads of department, it is important to recognise the invaluable contribution to sustainability that the site staff can give.' This sentiment has been echoed by others; in the best cases site staff can offer support on a whole range of activities from developing the school garden, to recycling, to energy use across the school.

Demonstrate curriculum links

Helen Van Teutem, Assistant Headteacher - ECM at Bullers Wood School in Bromley, coordinates Citizenship, PSHE, G&T, Healthy Schools, and Coaching & Mentoring. Helen has been taking some time to identify where the curriculum for different groups of pupils could adapt itself to sustainable development ideas and related activities. Inspired by a visit from the Royal Horticultural Society, she was recently successful in a bid for a Curriculum Innovation grant from the Specialist Schools and Academies Trust, demonstrating how the school woodland area would be central to a new integrated humanities curriculum for Year 7: including History, Geography, Religious Studies, Citizenship and Learning to Learn. She says: 'Our woodland site is a fantastic resource, which currently is not utilised enough. Various subjects have worked with the area in the past but we would like it to be a prominent, pertinent feature in our new curriculum, allowing the students to fully appreciate and explore their unique surroundings.' She reflects that: 'Tying sustainable development into the curriculum is key. Otherwise, it will always be an "add-on".'

Apart from perhaps 'obvious' links such as Geography and Science, it is clear that other subjects lend themselves very well to exploration of sustainable development issues. In English or foreign language lessons, you could generate debates and essays around sustainable development issues and challenges; in Design and Technology, students could be creative with the use of recycled materials; Drama, dance or music lessons could enable students to express their feelings about sustainable development through a variety of creative media; Maths lessons could use charts and statistics relating to sustainable development issues or audits the school has carried out relating to energy or water use... and the benefits of doing this are becoming clear. In the recent Ofsted study into the impact of education for sustainable development (ESD) in schools, the vast majority of lessons observed with a focus on ESD were judged to be 'good' or 'outstanding'[3].

At Argyle School in Camden, the fruit and vegetable garden has been placed firmly in the curriculum. Helen Adams, Deputy Head at the school and Chair of the London Sustainable

3 Ofsted 2008, 'Schools and Sustainability – A Climate for Change?'

Schools Forum, says: 'The garden is central to our science and DT provision in Year 1 and 3, and is linked with humanities. Subsequently, when budding farmers move up to Year 2 and 4 the autumn harvest is a key part of RE lessons.'

Martin Crabbe, Head of Geography at Glebe School in Bromley and Deputy Chair of the London Sustainable Schools Forum, is keen to emphasise the contribution that all subjects can make towards whole school sustainability. On a designated website for the school's sustainable activities, a whole section is dedicated to the different subjects and how they are embedding sustainable development (http://sustainablegeography.co.uk/subjects.aspx). Martin says: 'Every subject has a role to play in helping Glebe School to become a more sustainable place and to have a more positive impact on the wider world. For example, last year art students provided artwork to decorate a local house called Wood Lodge, which is used by some schools in Bromley for students to develop life skills. Glebe art students can often be found working in the school grounds - gaining inspiration, making changes or simply using it as an outdoor classroom. They are leading the way in encouraging the whole school to think creatively in our response to the world around us.

In Design Technology, students have a long tradition of supporting school grounds projects by applying their expertise to address

a range of projects, such as: bird boxes, wind power (see http://sustainablegeography.co.uk/energyandwater.aspx), shed and fence building, small animal habitats, cycle storage options (see http://sustainablegeography.co.uk/travelandtraffic.aspx) and so on. DT students will soon begin working on a new project with science and geography, looking at bamboo from Bangladesh and how it is a good example of a renewable material with many uses, a long history and a generally positive impact on the environment. Students consider the impact of their projects from a number of aspects such as economic, environmental, social, and aesthetic.'

Helen Adams at Argyle School talks about the benefits of embedding sustainability in the curriculum at primary school level: 'A focus on sustainability offers an integrating context for the curriculum. It enables curriculum links to be made so that many concepts and skills can be taught through a cross curricular approach. This takes much less time and resources than teaching every subject separately. It also reflects the way the world really is and makes learning more relevant and realistic for children.'

Support staff to deliver

At Argyle School, staff are supported to develop their vegetable garden and to use it effectively. As Helen says: 'Do not expect all urban teachers to be gardening enthusiasts! We have topic resource boxes, containing all the guidance and equipment staff and children need to grow simple crops. Our science subject leader provides support and guidance. If the garden is important to the school, its leadership needs to be a core part of someone's role. The school needs to include this in the recruitment and induction process and seek support for training, for example from Learning Through Landscapes, if necessary.'

You could also, if possible, use inset days to get staff thinking about practical issues and solutions. St Joseph's School in Islington has found their local borough to be very supportive in this area: 'It has been really useful for us to get to know the people in our local council who are responsible for environmental issues,' says Maria Bennett, the School Business Manager. She continues: 'Find out if you can get your local borough to provide workshops in sustainability for staff, to look at areas such as conservation of energy, transport to school and use of resources.'

Serena Oberheim, a teacher and the sustainability coordinator at Coldfall Primary School in Haringey, ran a series of staff meetings on the subject of sustainability, to build understanding and support: 'The meetings were about 1 hour each. They aimed to get ideas from the staff and also to enthuse and inform them about sustainability. In the first staff meeting I gave a presentation on the effects of climate change and the link to our behaviour. I wanted to install the understanding that for our school, expensive green ideas such as solar panels were not the only way forward – behaviour change was incredibly powerful. I gathered all their ideas on how we could improve our sustainability under different headings, then broke the ideas down into something short and manageable, which formed the basis for our Green Charter championed by our pupil environment team. This is displayed in every classroom.'

Reminders are important for busy staff who may be adopting new habits regarding recycling, 2 sided paper use, or switching off appliances. It is as much about routine and what people are used to as a desire to do the right thing. At Lampton School, the school's environment code is published in the staff diary, which is reflected by the Eco Code being advertised in every classroom on the wall. Les says, 'Hopefully, staff and students read it and refer to it often - at least it is a visible trigger that they should come across each day.'

Helen at Bullers Wood School thinks that gentle but regular communication methods such as these can build a groundswell of familiarity, hopefully leading to active support. She advises: 'Try to identify people with an interest and grow support for your plans before you deliver presentations to a large group. It's a good way to ensure that there is some familiarity and to a large extent that people who want to be involved have an active role from the beginning.'

Also to remember is that pupils can support staff! Demonstrate how students can take a lead on much of the sustainable schools work (depending on the age and ability of your pupils): organising and supervising recycling, monitoring and switching off appliances and lights left on, litter picking, carrying out environmental audits and so on.

Meet existing responsibilities

Martin at Glebe School is certain that embedding sustainable development into the heart of school life enables the staff, and the school, to meet existing responsibilities in a coherent, joined up way. For example: meeting Healthy Schools requirements through growing food, embedding outdoor learning and working with the canteen; Glebe have found the Food for Life project very useful in this respect. The school also recently held a whole school week on social enterprise, organised around the doorways of the National Framework, helping to meet Enterprise Education requirements (see http://sustainablegeography.co.uk/enterpriseweek2008.aspx)

Helen at Argyle School states that: 'Sustainability provides an organising principle: a context which gives expression to the school's ethos, coherence and cohesion for much of the work which the school is doing already. Help colleagues to see that they are already doing a lot (and that some of the best things that already happen in the school are actually sustainability). Most teachers are highly motivated by helping children to become happy, healthy, well-rounded people and luckily this is what sustainibility is!'

Section 3

Gaining the support of the Headteacher, Senior Leadership Teams and governors: demonstrable benefits

To embed sustainability in the daily life and culture of the whole school, it is essential to have the active support of the school's leadership and management. The challenge is how to demonstrate that putting sustainable development at the heart of the school's practices, relationships and ethos can actually drive efficiency; save money; meet existing aims and targets; increase engagement and enjoyment; bring coherence and a common direction to lots of existing initiatives; and above all: prepare and empower children to lead healthy, happy and sustainable lives.

ideas for action

- Identify one person in SLT who will support you and be your champion
- Demonstrate practical benefits for the school
- Be clear about outcomes
- Engage governors
- Gain recognition for your efforts; use award schemes and competitions
- Show that a lot can be done at little or no cost
- Assist in making the SLT aware of the issues and latest research
- Find opportunities for good publicity
- Gain some 'starter' accreditation such as the Eco-Schools bronze award
- Know your subject – go to SLT and governors with an overview of current good practice across the school, and identified areas where work could most easily and most effectively take place
- Use events to demonstrate the support and enthusiasm for your projects
- Show that there is funding available for more ambitious projects, such as renewable energy etc.
- Ask the SLT to look at the NCSL research and toolkit on Leading Sustainable Schools
- Ask the SLT to read the May 2008 Ofsted report on sustainable schools
- Ensure that the SLT are aware of the mentions of sustainability in the Ofsted SEF
- De-mystify the terminology
- Suggest small, manageable goals
- Get the timing right
- Show that sustainable development can build coherence among a range of initiatives

Before you approach Headteachers, SLT and governors with your ideas, be sure to prepare answers to some commonly asked questions: 'Is it compulsory?' 'Will anyone be measuring our progress?' 'Is funding available?'

Is it compulsory?

It is not, but DCSF has set the aim for all schools to be sustainable schools by 2020. In addition, the potential for a focus on sustainable development to deliver on existing obligations is worth exploring. Every Child Matters is a key example; attention to the environment and sustainable development is a powerful way to meet the 5 outcomes, as highlighted in the Sustainable Development Commission's *Every Child's Future Matters* (2007). On the compulsory side, your SLT should know already if they

need to display an energy efficiency certificate. From 1st October 2008 schools in England where there are buildings with a floor area over 1000m2 will be legally required to display an Energy Rating certificate showing energy performance on an A-G scale. To find out how your school is likely to perform, register with the site www.sustainablelearning.info and download your preliminary certificate. You can then use this site to help you reduce your energy use and improve your rating; you could also use this to link in with wider issues of climate change awareness among pupils, and an awareness of conserving resources.

Will anyone be measuring our progress?
Highlight the new mentions of sustainability in the Ofsted SEF, and the recent Ofsted report (2008), to show their increasing interest in this area (please see boxes 1 and 2). Also emphasise the ever-rising profile of climate change and the environment in the media. Demonstrate how the school could benefit from positive recognition and publicity for its efforts.

Is funding available?
If you, or your leadership team, are interested in a more ambitious project such as renewable energy installations, or other projects which may entail costs, do the research on organisations and schemes which award funding for such activities and initiatives (you will find some listed in the back of this document). Emphasise the low or no cost measures that can be implemented through behaviour change, such as switching off appliances, or turning the heating down slightly, which can actually bring cost savings.

Ask to be on agendas and give presentations

Helen Van Teutem at Bullers Wood School in Bromley offers some advice on how to engage SLTs in a secondary school:

'Before you start – try to secure the support of one person in SLT, who can be your champion. Thereafter:

- Write papers
- Give presentations
- Invite yourself to leadership team meetings – ask to be on agendas

Above all, demonstrate the pragmatic aspects of the benefits for the school in pushing forwards with your sustainable schools action plan.'

Martin Crabbe at Glebe School in Bromley also recommends giving short presentations, of 10 minutes maximum, adapted to SLT needs and interests. 'Presentations could focus on: linking the importance Ofsted places on ESD to current practice in school; making connections with existing practice to show how much the school is already doing (through ECM, Healthy Schools etc); discuss research that is beginning to suggest that a sustainable approach to education can have positive impacts on learning. If the SLT are quite new to this area, ensure that you de-mystify the terminology: use the care agenda to explain what sustainable development can mean in a school context; use the 8 doorways of the national framework, which can help focus action and thinking around this large agenda. You could link this in to other relevant aims such

as reducing energy costs, transport policy, or inclusive practice.'

Helen Adams at Argyle School advises: 'Colleagues must be absolutely clear why they want meeting times. There needs to be real purpose and/or tangible outcome. I would avoid using an hour of precious staff time for information sharing only; especially if it is for an issue, such as climate change, which may seem beyond teachers' immediate remit. There has to be a strong focus on outcomes for the school.'

Get the timing right

Helen Adams suggests: 'Think carefully about the timing of the school year when trying to get sustainable schools on the Head's agenda – make sure you know about the school's yearly planning and evaluation cycle. Most schools decide next year's priorities in the summer term at the end of review and evaluation. At this point meetings, training, budgets and the schools calendar for the next year are usually set (at least in draft). After that there is little time for anything extra unless it becomes an urgent priority. You should be familiar with your school's SEF and the School Improvement Plan – it is essential that you can align your vision with the needs of the school and its community.'

Make SLT aware of the latest research

Assist the SLT in making them aware of the issues and latest research: invite them to look at the NCSL research and toolkit on Leading Sustainable Schools (details in Section 6 of this document); suggest that they read the May 2008 Ofsted report on sustainable schools; ensure that they are aware of the mentions of sustainability in the Ofsted SEF. As Helen Adams at Argyle School states: 'The Ofsted report *A Climate for Change* is clear about the importance of and value of sustainability in schools and makes some very apt recommendations. Colleagues should familiarise themselves with this and make sure their leadership team are aware of it.'

Build on current good practice

Know your subject; go to SLT with an overview of current good practice across the school, and identified areas where work could most easily and most effectively (lowering costs, improving local environment, gaining publicity/recognition for efforts) take place. Martin adds: 'Start by suggesting small, manageable goals that will ideally meet some of SLT's aims as well as sustainability agenda.'

If you can, also specify any incurred costs, the time each activity would take, and the resource needed (in terms of manpower).

Gain good publicity for the school

Les Carswell at Lampton School in Hounslow offers some advice for those trying to gain the backing of more cautious or reluctant SLT members: 'They might be more inclined to support an area where there was regular good

publicity for the school - local newspapers, assemblies, newsletters home, etc. are common areas where an interested but small group of enthusiasts could get some much needed publicity and recognition. Getting some 'starter' accreditation such as the Eco-Schools bronze award would also give a very positive message out to the whole school.'

Engage governors

Helen Adams highlights the importance of governors in this agenda: 'It's important to remember that governors are also school leaders with statutory responsibilities, and often they have a very strong interest in issues around community and well-being. Many have a professional expertise (e.g. architects) which can be very useful. All staff are able to sit on whole governing body or sub committee meetings to observe; our governing body, for example, has 3 sub committees: Curriculum, Buildings and the Environment; Staff and Finance. Staff may also be able to make a presentation at a governing body meeting. Ensure that governors know about the National Framework, the recent Ofsted report and the inclusion of sustainability in the SEF. DCSF have also produced good guidance for governors.' (see Section 6 for more details of this document).

Ofsted and Sustainable Schools

Ofsted SEF – references to sustainability as of Autumn 2007

1b. Please summarise briefly your distinctive aims and describe any special features of your school. For example:
…
- whether your school is **implementing the Sustainable Schools framework**

4f. How well do learners prepare for their future economic well-being? For example:
- through the development of functional literacy, numeracy, and information and communication technology skills; financial and enterprise capability, economic and business understanding, and **understanding of sustainable development**

Also worth mentioning are questions **4b. How well do learners make a positive contribution to the community?** and **6b. How effectively do you promote community cohesion?** Implementing the sustainable schools framework can positively and effectively address these challenges.

Box 1

Ofsted Report on Sustainable Schools – May 2008

The recent report, 'Schools and sustainability: A climate for change' assesses the extent to which 41 surveyed primary and secondary schools are making sustainability an integral part of school life and the progress they are making towards meeting the expectations of Sustainable Schools.

Along with some key recommendations for DCSF and local authorities, the report recommends that schools should:

• integrate sustainable development into their development plans and ensure that resources and training are available to support it
• identify a key person to manage and coordinate sustainable development within and outside the classroom
• give all pupils the opportunity to learn about and take an active part in promoting sustainability within the school and beyond, through membership of school councils, eco councils and other groups
• give all pupils the opportunity to put their understanding of local issues into a global context, so that they see how their decisions can have an impact on others now and in the future.

"It's really encouraging to see that some schools are making sustainability an integral part of school life. Teachers in the best lessons are using stimulating discussion and activities to engage pupils in issues relating to sustainable development. The best schools are also investing in their own long-term sustainability and making their buildings more environmentally friendly. However, too often sustainability is a peripheral issue. More schools need to make sure it is key feature of their development plans."
Christine Gilbert, Her Majesty's Chief Inspector

(Details of the report can be found in Section 6.)

Box 2

Section 4

Empowering students to take the lead – guiding enthusiasm and enabling student voice

Pupil enthusiasm and support for this agenda may be the least of your worries. It seems simple – the issues and challenges are directly relevant to their daily lives, and taking action to address them empowers young people to shape the future that they would wish for.

But are pupils in your school really as engaged as they could be? Perhaps there are more opportunities than you first realised for pupils to take a lead on sustainable projects, and to develop an effective student voice; maybe the relevance of sustainable development issues and actions could be communicated in a more effective or positive way. This section has some ideas to take this further, at both primary and secondary level.

ideas for action

- Set up a pupil-led eco /environmental/ sustainability action team
- Ask pupils to design and coordinate reminders and awareness raising posters
- Invite pupils to develop and promote an eco or environmental code or charter
- Commemorate events and celebrate successes
- Act on ideas developed by pupils at school council /eco council meetings
- Ask pupils to carry out environmental reviews
- Assign real responsibilities to pupils; offer them a range of leadership opportunities
- Aim to have sustainability messages reflected in all aspects of the pupils' day
- Hold a school assembly themed on sustainability/environmental issues, led by pupils
- Let pupils take the lead in communicating activities to the wider school community: via notice board, website, or school newsletter
- Invite an external organisation in to school to deliver workshops with staff and pupils
- Have competitions between classes for recycling, switching lights off etc
- Gain recognition for your efforts; use award schemes and competitions
- Rotate the membership of your action team regularly
- Give pupils a defined budget for certain activities
- Enable pupils to organise fundraising events for the charity or cause of their choice
- Ensure that all pupils know how they can input their comments and ideas
- Hold film screenings for pupils (eg An Inconvenient Truth)
- Create opportunities for pupils to get involved in enjoyable, hands-on activities that they can work on with their friends
- Engage parents – so that messages are reinforced at home

Student council to Eco Council

Serena Oberheim at Coldfall Primary School in Haringey emphasises how important student voice has been to their sustainability projects: 'I invited children to become part of a new Star Squad, to champion environmental issues. The Star Squad consists of an elected child from each class in the school, who can confidently express class views and ideas.

The Star Squad led a launch assembly for our Green Charter, the rules of which are displayed in each classroom. To commemorate the event,

the Star Squad planted trees. More recently they have been running secret surveys and questionnaires to find out which classes always turn their lights off and which teachers know all the golden rules on the charter!

Coldfall Primary School's Green charter
Our 6 promises:

1. I will use only 1 paper towel when drying my hands.
2. I will use both sides of my paper.
3. I will use all the space in my exercise book.
4. I will use reusable containers for snacks and packed lunches. No plastic bags in school.
5. I will walk to school more often and use public transport instead of cars where possible.
6. I will only turn on the lights and machines I need and turn them off at the end of the day.

In December 2007 the Star Squad completed their own simple environmental reviews. They identified litter, energy, waste, water and biodiversity as issues that needed to be addressed, and have set about tackling a few of these areas this year. For example, they drew up a weekly rota to take litter pickers out on to the playground after playtime, and collect any rubbish. The litter picks were so popular and successful that we now have litter picks as classes when we are working in our allotment. We sort all of the waste into compostable and non compostable. The children really enjoy these practical activities, and feel that they are making a difference.'

At secondary level, there are also very real opportunities for students to take the lead. Les Carswell from Lampton School in Hounslow says of their school: 'There has been a lot of work done progressing "student voice". The Specialist Schools and Academies Trust (SSAT) have supported a lot of initiatives in this area and there is a lot of research to support the view that involving the students in whole school development is a key factor in developing a 'good' school, and that includes sustainability.

Our recent "Lights Out at Lampton" was an idea developed by our students at an environment group meeting. A specific day was chosen in advance, when everyone would be encouraged to cut down on the school's energy use throughout that day. The electricity meter would be read at the start and end of each day for a few weeks prior to the "Lights Out at Lampton" day, and then again on that day, to discover how much was saved by the whole school making a conscious effort. Easy to agree and make it happen when such a simple but effective idea comes from a student! There was lots of opportunity to publicise the event in advance - the only real problem to overcome was how to measure the electricity used during a specific day as we could not easily access our meters to read them! Solved with a bit of research and we can now access a website to show how much electricity our school is using during every half hour period. Further work has indicated what time of the day is our school 'peak demand' and students are enjoying asking teachers to turn off lights that are not needed, switch off computers/ projectors when not in use, etc.'

Dr Chris Gayford at the University of Reading has undertaken research into what makes

student councils effective. He has found that the councils are most effective: when there is communication across the whole school, regarding decisions and issues taken or raised at the council; when pupils are given real responsibilities, such as the agenda, chairing and minute taking; when short term success points were built into long term goals and plans; when pupils are enabled to identify real, important issues; when there are opportunities for fun – team work with their friends[4]. A focus on sustainable development can address many of these desirable elements.

Make sure that you consult all students, not just those in the council or eco committee, on deciding priorities: ensure that they know how they can input their comments and ideas. You could have a ballot box where people could write their ideas on postcards – using words or pictures – or you could set up a school blog to generate some debate.

Real responsibilities

Jill Manning, PSHE co-ordinator at Wimbledon Park School in Merton says: 'As a whole school community we are committed to making a difference to the life chances of our pupils; we know that the world's future possibilities lie in our children's hands. This is why we offer our children a wide range of leadership opportunities as part of our sustainability agenda.

The children's leadership teams organise the Eco Committee, who are involved with growing activities, local environmental regeneration, recycling and energy saving. They also lead the Health Brigade, who organise walk to school competitions and a road safety campaign. The pupil Headteacher for the Day organises the Children's Day in summer, and pupil House Captains fundraise for a range of causes. They also organise the 'Children that Care' team, who are volunteers from the school council who offer a peer counselling service to other children and are committed to helping others with any problems or worries. They receive training in team building, listening skills, empathy and confidentiality and hold weekly meetings to share what they have learnt.'

At Glebe School in Bromley, Martin Crabbe has developed a website to communicate the school's work around sustainability (www.sustainablegeography.co.uk). Students are responsible for large sections of the site, producing maps, drawings and writing articles about the work they've been doing. The website links to organisations, schools and networks that the school is involved in, demonstrating how the work at Glebe is part of something much wider, with a local and global reach.

Get pupils to take the lead in communicating reminders, issues and events to the rest of the school community. This could be helping to edit a website, designing posters, or writing articles in a newsletter.

Pupils could also organise fundraising events for the charity or cause of their choice. This could be a project in a developing country, or funding towards a renewable energy installation at your school.

4 Dr Chris Gayford, 2008

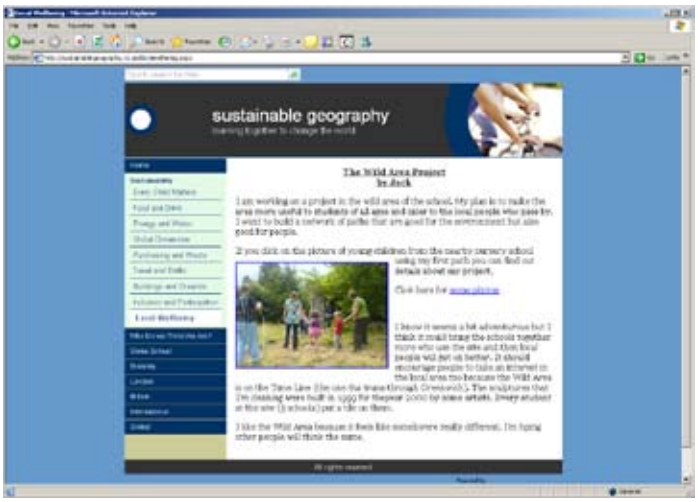
Developing a sustainable whole school ethos

Les at Lampton School believes that a shared ethos and culture, championed by students, adds a new dimension to sustainability in school: 'As a multi-cultural secondary school, the central ethos of the school is based on working together collaboratively and mutual respect. Our students have embraced these principles and areas of interest such as the environment, re-cycling, school travel plans, energy reduction/ saving and effective waste management are viewed as excellent ways to grow together and show how much we care for our environment and our world.'

Practical action

Getting younger children involved and enthusiastic about sustainability may require a slightly different approach, but it is clear that children's early experiences can build a strong foundation for them to make more sustainable choices in the future and to take this awareness and consideration on with them as they progress to the next stage of their education. At Rowland Hill Children's Centre in Haringey, gardener and assistant Gay Stout found recycling to be a good hands-on starting topic: 'We have encouraged the children to take responsibility for waste management. We started with recycling and embedded this in to the children's weekly planned programme. We built a bright and colourful recycling bank, designed and painted by the children. They really enjoy being able to identify and sort the waste items that can be reduced, reused and recycled. Conversations with adults help them understand how these simple activities can make a long term difference to the planet.'

Consider if you could hold competitions between classes for recycling, or switching lights off; think about how you could publicise results and celebrate good practice.



Section 5

Involving parents, families and the wider community: schools at the heart of a sustainable community

Schools have a unique opportunity to enact and promote a model of sustainable citizenship and help to create more cohesive, supportive and sustainable communities. But this is a two-way relationship – the energy and enthusiasm of the local community can add a new dimension to your school's sustainable journey, and you can engage this positive force by enabling the community to take an active role in the life of the school and working with them on shared interests.

ideas for action

- Use lots of different publicity and information methods to communicate your activities
- Think of practical resources you could develop for the local community
- Allow parents to take responsibility for certain tasks or roles
- Create opportunities for family events or activities
- Arrange to visit other schools / invite schools to visit you: share your practice
- Find out about a local environmental or community project your pupils could get involved in
- Demonstrate activities that can easily be replicated back at home
- Hold termly coffee mornings for parents to discuss issues such as Fairtrade or recycling
- Find opportunities to ask parents about what they are doing; ask for their ideas and expertise
- Invite an external organisation in to school to deliver workshops; sometimes organisations will run a stall at lunchtime or after school so that parents are also able to talk to them
- Find a local challenge or issue that the school could work on together with community groups or other local schools
- Use your School Travel Plan as a starting point to engage the whole community in the school's sustainability projects
- Identify members of staff who may be active in the local community and who could make interesting links for the school
- Involve local businesses in supporting your activities

Regularly communicate

Terry English at Larkswood Primary School in Waltham Forest finds an opportunity to chat to parents when he does his turn welcoming parents at the school gate, and at these informal meetings, he is positively surprised by their enthusiasm for the environment and how their children could be more involved: 'Lots of parents are interested in green issues if you just talk to them.'

You could consider taking this further and inviting parents and families into school to discuss what the school is doing and how they can get involved, both at school and at home. Gay Stout at Rowland Hill Children's Centre in Haringey, says: 'At Rowland Hill we hold termly coffee mornings for parents to discuss issues like Fairtrade, eco friendly nappies or recycling, so that the whole family can get involved.'

Another effective way of communicating the school's environmental endeavours and promoting sustainability could be through the internet. Many schools now have special pages on their website dedicated to communicating the work that the school does around the environment and sustainability, like Glebe School in Bromley. For example, Orleans Infant School in Richmond has designed an area of their school's website which explains the school's eco code and the different projects the school has been involved in, displays posters designed by pupils and includes links to other useful websites.

Find out about the issues that matter

As well as making sure that parents are aware of your activities, you should seek out parents' views and ideas and ensure that they know their opinion is valued; the dialogue should go both ways. Helen Adams at Argyle School describes her experience of engaging parents in sustainability:

'As with all work with stakeholders, it is essential to find out what parents want and genuinely work to achieve what is important to them. We have been working to engage parents in sustainability issues for about six years now and only started explicitly mentioning the word "sustainability" this year!

'I began the work with them by talking about their children's well-being – which of course they are passionate about! – in the context of the Children's Act and ECM. I asked them what we needed to do better/ more of and which aspects they thought that they, as parents could help with. The outcomes of this project included: a campaign for traffic calming to enforce speed limits outside the school; work to develop children's collaborative playing skills and the establishment of an organic fruit tuckshop. All these things could be easily matched to the Doorways from the National Framework!

'As Islam is a key mobilising and motivating force for the majority of our parents, we worked with London Islamic Network for the Environment and a local Imam on our energy and water saving campaign. Six years, and several projects on, we can talk with our parents about sustainability and be confident that we have a shared understanding of what it means that has been developed through a journey together. Much better than a "top down" approach.'

Taking simple messages and actions home

Janet Thompson, a nursery nurse from Larkswood Primary School, explains how installing some raised beds in the infants' playground, and getting children involved in all stages of its development, has inspired an enthusiasm for gardening and eating well that is being felt back at home: 'As part of the London sustainable schools pilot scheme, we decided that we wanted to create a horticultural area in the newly built outside area for Foundation stage. As the wooden boxes were designed and constructed, the children have helped in every step of the way. Once they were ready, the children have been digging, sowing, watering, watching and harvesting, not to mention the budding artists that have sat and drawn the veg too. We cut radishes and tasted them, we made sandwiches with lettuce, radish and rocket and cooked the potatoes. The beans, peas and carrots are now nearly ready to be harvested too. The children have gained wonderful experiences from this project. Some have now got their own veg patch in the corner of their gardens at home, and brought in vegetables for all to try from their own gardens. One boy collected apple seeds, planted them on his own and kept an eye on them with tremendous optimism. One of the greatest moments was when he checked one day to see ten seedlings appear.'

Find out about your local environment and community

Serena Oberheim at Coldfall Primary School in Haringey states: 'Our popular and successful litter picks in school have now been extended and we are working in the community with Coldfall Woods. Whole classes go to the woods to pick litter on a monthly basis. In return people from Coldfall woods are holding nature trails for classes in the woods'.

Over in Bromley, Martin Crabbe at Glebe School organised an enterprise week in 2008 around the 8 Doorways of the Sustainable Schools National Framework, with all students participating and leading on activities to improve the local environment and/or developing resources to benefit the local community. 'Students followed a different timetable based on social enterprise projects for the week. Throughout the week, each group developed resources for other people in school and the local community. Students will use this new learning experience to think about how they can meet our new Eco-code: Care for yourself, Care for each other, Care for the environment.'

Engage the support of local businesses

You could also invite a local business into school to work on a small project like improving the school grounds or planting a wildlife garden. Karl Bardouille at Godwin Junior School describes how volunteers helped transform pupil's ideas and drawings about sustainability into colourful artwork for the school playground: 'As part of our environmental vision, we joined in partnership with We Are What We Do. This charity aims to inspire people to use their everyday actions to change the world. For two years now, Godwin has been working on some of the ideas from their book *Change the World for a Fiver*. Last year we held a competition: every pupil in the school chose the action that inspired them the most, and designed a picture, using the themes in the book – "Turn off the taps and save water", "Fair Trade" etc.

We wanted to turn the winning pictures into murals for the school playground. Through our partnership with We Are What We Do, and teaming up with the east London organisation Community Links, staff from Barclays' headquarters in Canary Wharf came to Godwin to turn the pictures into colourful murals. The children were thrilled to see their designs come to life and the positive messages are reinforced for everyone at the school.'

At secondary school level, there are real opportunities to work with local businesses on sustainability projects, integrating this into enterprise education. At Highbury Fields School in Islington, Martin Ransley, the Careers Coordinator, explains how Y7-9 students were enthused and inspired about re-use, recycling and organic food:

'After discussions with Zofie Hodginson, the sustainability teacher at our school, I decided the theme for our Enterprise days should be sustainability. Years 7, 8 and 9 would be challenged to think about discarded materials, food and fashion from a different point of

view. Year 7s were asked to bring in a variety of what can only be described as a load of old rubbish from buttons and cereal packets to plastic bags and tetra packs. From these they made 3 dimensional greeting cards, traditional games such as 9 Mans Morris and Solitaire and bags made from sustainable materials. Year 9s looked at how jewellery could be created and made from old beads, buckles and buttons with local employers, A Brighter Future. Both year groups looked at how they could market and promote their products but most were reluctant to sell them as they were so pleased with what they had made that they wanted to keep it for themselves or take home to show their families.

Year 8s took over the school kitchens! Earlier in the year I had met with Geeti Singh and her team from the Duke of Cambridge pub. The Duke is the only organic pub in Britain and has won many awards, not only for its food but for its recycling initiatives. We decided students could be trained up as chefs, waiters and restaurant designers and they would cook and serve the rest of the staff and students school dinners, while transforming the hall into a restaurant of their own design but from recycled materials. All food was organic and locally sourced. We were supported in this project by another local employer St John's restaurant, which were happy to provide 2 of their chefs to train the students in their endeavours. Students were involved in menu planning and of course they cooked and served it! It was a great success. The students enjoyed the food and the restaurant was packed out on both days. All of the above projects were in partnership with local employers who I managed to persuade to come and share their expertise in sustainability with Highbury Fields School.'

Share practice with other local schools

Serena at Coldfall Primary School states how useful and inspiring it was to visit another school to learn about their approach: 'I was really keen to get the whole school gardening and thought a good next step would be to visit another school who were forward thinking in this area. I made inquiries and our environment team the Star Squad made a research visit to Pooles Park School in Islington. There they found out about Pooles Park's environmental projects including a whole school allotment, pond, wildflower garden and woodland area, chickens, recycling centre and more. Following the visit the Star Squad were asked to write down their thoughts about what they had seen and what they thought we could do in our school. The Star Squad presented the pictures of the day and their thoughts to the whole school in assembly the following week, where each class was presented with a starter pack to get our allotment started. One pupil said: "We visited Pooles Park Primary School they have the biggest green space in Islington even though the green space is only the size of your classroom and they have used up most of it on their beautiful garden. We are so lucky we have so much space, we just need to use it properly." It was an invaluable visit.'

Consider how your school could work with other schools and the wider community on a local challenge or issue. There may be a public area that needs painting, refurbishing, or planting, or a local litter or plastic bag campaign that you could support – ask around.

Invite families to get involved in practical activities - make an event of it!

The award scheme Eco Schools suggests some actions to engage the local community: 'One of the best ways of involving the whole school is to hold a regular Day of Action. You could hold a clean up event or ban junk food for a healthy eating day. You could even turn off lights and heating for the day and hold some of your lessons in the school grounds.' (see Eco Schools website, Section 6)

Serena at Coldfall Primary School explains how whole families got involved in developing the school allotment: 'We held a "digging weekend". This was a family day and there was a fantastic turn out. 7 plots were dug to plant fruit and vegetables. There are now weekly lessons in the allotment and there are daily lunch time clubs for Key Stage 1 and 2. The children are learning how to care for the plants; the parents are also very involved and run their own housekeeping sessions in the allotment to help it to remain tidy and safe. A few weeks ago the whole school had a taste at lunch time of our very own produce from the allotment!'

Consider if you could offer some shorter activities, perhaps after school so that parents are able to be involved no matter how much time they are able to give. At Stanley Junior School in Richmond, pupils and parents run a monthly Fairtrade stall together at the school, and an 'Eco Parents' group meets regularly to support the school's initiatives and make suggestions.

Helen Adams has some general advice: 'Parents must feel that their efforts are valued and explicitly put to good use. I remember speaking to some very disgruntled parents who had spent many hours making a wildlife garden at their daughters' schools which (they believed) was never subsequently used. If parents are going to make a curriculum resource make sure its use is embedded in the curriculum and that staff have the expertise – training or guidance – and time to use it.'

Make the most of external links and support from your borough

St Elizabeth's School in Tower Hamlets feel that they are lucky to have strong support from the local community and the borough. Acting Headteacher Carolyn Lindsay strongly suggests working on and maintaining external links to support work in this area: 'They can offer their expertise and importantly, their time, to helping your projects get started. Our School Travel Plan Advisor has been brilliant.'

Your School Travel Plan could also be an ideal method of engaging the community in your wider sustainability projects. New City Primary School in Newham involves some local secondary school pupils in bike maintenance for the younger children, and hires out bikes to local families for free.

Section 6

Where can we go from here? Ideas, links and resources

This section offers some ideas and suggestions on where to go next, after you have gained the support of the key stakeholder groups. It contains an organised list of links and resources where you can find out more information on certain topics, and sign up to award schemes, initiatives and competitions.

ideas for action

- Formalise your action team with members from the different stakeholder groups
- Establish a shared vision of what sustainable development will look like; use the DCSF Planning Tool
- Decide on a monitoring and evaluating process for your activities and plans; use the DCSF S3 Self Evaluation Tool for Sustainable Schools
- Start small
- Begin with your strengths
- Celebrate your successes
- Join the London Sustainable Schools Forum
- Consider fresh approaches to tried topics
- Invite an external organisation in to school
- Share your experiences with others
- Research specific topics that interest your school

Formalise a cross-stakeholder group action team

To get the whole school involved and supportive of your future activities, it is important that they feel engaged and consulted from the beginning. Once you have gone about winning hearts and minds, setting up an action team with a focus on sustainability – which involves key individuals from the different stakeholder groups – is a natural next step. Make sure that the whole school knows both how to input their views and offer their support for projects led by the group, and also how they can be directly involved as a member. For this reason it is advised that membership – particularly pupil membership – is open to rotation at agreed time intervals.

Establish a shared understanding, or vision, of what Sustainable Development will look like in your school

The *DCSF Planning Tool* offers a range of practical activities to facilitate shared learning, visioning and evaluation of current directions and future steps. You can do the activities with the sustainability team, or they can be adapted for use with other groups and the students themselves.

Decide how you will monitor and evaluate your progress once you begin your activities.

A powerful way to do this would be to build in time to use the *DCSF S3 Self Evaluation Tool* as part of your action plan. The S3 enables you to evaluate where you are now, and where you would like to be. A different member of the sustainability team could each try to complete a section, or in pairs, and feedback to the group. Doing this again after a fixed time period (eg. 6 months; annual) offers effective opportunities to discover where you have come to, how you arrived there, and where you want to go next.

Begin with your strengths

Helen Van Teutem at Bullers Wood School in Bromley offers some advice for quick wins: 'Identify your strengths – possibly by Doorway, possibly by something specific or a cross cutting theme relevant to your school – and work on these first off. This will help you and your team to build confidence and a strong base from which to tackle brand new or more challenging areas.'

Carolyn Lindsay at St Elizabeth's School in Tower Hamlets agrees; 'My advice when you are getting started would be to start small – take on manageable projects and work can grow and develop from there as you build confidence.'

Maintain momentum and morale

Celebrate your successes! How about a whole school meal using produce grown by students?

Look out for external local, national and global events, networks and campaigns that you can engage with, to boost enthusiasm and inspiration and support your existing work. For example, you could join the London Sustainable Schools

London Sustainable Schools Forum

'I really valued making connections, feeling inspired'

'challenging and insightful speakers'

'background you can't find on a website'

'useful references to follow up'

'informative and practical'

'refreshing enthusiasm to take back to school'

'great to hear what schools are actually doing and achieving'

(quotes from past delegates 07/08)

Box 3

Forum – email:
sustainableschools@gol.gsi.gov.uk.
If challenges come your way, consider a different approach or angle to get your messages across. For example, if you want people to think about food and drink or water, but not sure what to try/look at next, you could focus on a different doorway – global dimension – and look into issues of fairtrade, climate change, food miles, water scarcity and drought, to link through to your original area of focus.

Consider how you can work with others

If you are able to do so, inviting external organisations in to work with students and /or staff, could offer a fresh perspective and lots of new ideas on how to make the most of existing good practice and resources in a specific area.

Why not share your experiences with other schools? It can help you to re-evaluate your own actions and priorities, and may also help you to think of new ideas or joint initiatives for the future. If you are a secondary school – do you have feeder primary schools who are working on sustainability and environmental concerns? If so, how can you work with them to maintain an interest and enthusiasm once they reach your school? If you have feeder primary schools who do not currently have any developed activities for embedding sustainability, how can you and your pupils work with them to engage their interest and action?

If you are a primary school – have local secondary schools developed practice in this area? If so, how could you link your activities up with theirs (for an event, or a particular project)? If they do not, how can you engage them in some of our work/activities and ensure that your pupils will carry their concern and interest for the environment and sustainability through to secondary school level, and still be empowered to act in the school environment?

Research

Below you can find a long list of links and resources to organisations, publications, research, competitions, funding opportunities and more to help you on your sustainable schools journey. DCSF and whole school resources are listed first; following these, the links and resources are organised under the 8 Doorway headings from the National Framework. We hope you will find it useful!

links and resources

DCSF Resources

- S3 Self evaluation tool for sustainable schools: www.teachernet.gov.uk/sustainableschools/tools
- Planning a sustainable school: www.teachernet.gov.uk/sustainableschools/tools
- Teachernet Sustainable Schools website: www.teachernet.gov.uk/sustainableschools
- Sustainable Schools: How national recognition schemes can support your school's progress: www.teachernet.gov.uk/sustainableschools/tools
- Strategic, challenging and accountable – a governor's guide to Sustainable Schools: www.teachernet.gov.uk/sustainableschools/tools
- Carbon Detectives Kit: www.carbondetectives.org.uk

Glossary of publications referred to in this Guide

- Schools and Sustainability – A Climate for Change? (Ofsted 2008) http://www.ofsted.gov.uk/publications/070173
- Every Child's Future Matters (SDC 2007) http://www.sd-commission.org.uk/publications/downloads/ECFM_report.pdf
- Leading Sustainable Schools (NCSL 2007) http://www.ncsl.gov.uk/sustainableschools/sustainableschools-research.cfm

Other whole school resources / links

- Eco Schools: www.eco-schools.org.uk
- NCSL: Valuing Our Future toolkit: www.ncsl.org.uk/valuingourfuture
- UNICEF Rights Respecting Schools Award: www.unicef.org.uk/rrsa
- Healthy Schools: www.healthyschools.gov.uk
- SE-Ed: www.se-ed.org.uk

De-mystify the terminology – Explanations, Facts and Figures

Some useful information about climate change

- Defra www.defra.gov.uk/environment/climatechange/index.htm
- UK Climate Impacts Programme (UKCIP) www.ukcip.org.uk
- Energy Saving Trust www.energysavingtrust.org.uk/your_impact_on_climate_change
- WWF-UK www.wwf.org.uk/climatechange/explained.asp

Quick facts about UK lifestyles and the environment

- Ecological footprint: If everyone in the world lived as we do in the UK, we'd need 3 planets to support us (Source: WWF-UK)
- CO2 emissions: Over 40% of the UK's carbon dioxide emissions, the main greenhouse gas which causes climate change, actually come from the things we do every day such as leaving lights on unnecessarily or overfilling the kettle (Source: Energy Saving Trust)
- The English schools estate emits an estimated 9.4 million tonnes of carbon dioxide each year (Source: Sustainable Development Commission)
- Deforestation: Almost half the planet's original forests have disappeared - and, of those remaining, only around 10 per cent are protected. UK forests enjoy a high level of protection, but we import around 85 per cent of our timber from 70 other countries, so we also have a great impact on forests around the world (Source: WWF-UK)
- Waste: the UK produces more than 434 million tonnes of waste every year. This rate of rubbish generation would fill the Albert Hall in London in less than 2 hours (Source: Waste Watch)

London and sustainable development – a few facts and figures

- Londoners currently use an estimated 1.6 billion plastic and throw away shopping bags a year, with fewer than one in 200 being recycled (Source: London Councils)
- Despite recent improvements, London continues to have the worst air pollution levels of any city in the UK and among the worst in Europe (Source: London Health Commission)
- London waste that currently goes to landfill could generate enough electricity for up to 2 million homes, and heat up to 625,000 homes (Source: GLA 2007)
- Life expectancy varies considerably within short distances in London; travelling east from Westminster to Canning Town for example, each stop on the Jubilee Line correlates to approximately one year's reduction in life expectancy (Source: London Health Commission)
- If every lightbulb in every London home was energy efficient, London could save 575,000 tonnes of CO2 and £139 million per year (Source: GLA 2007)

Box 4

Section 6

Links and resources organised by the 8 Doorways of the National Framework

Food and Drink

• Duchy Originals Garden Organic for Schools project www.gardenorganic.org.uk/schools_organic_network
A nationwide campaign which helps children to grow vegetables at school, and learn more about their food. Registration is free and you'll receive personal practical organic gardening advice, ideas and activity sheets, curriculum-based resources, and a quarterly newsletter.

• Farming and Countryside Education www.face-online.org.uk
FACE aims to allow pupils to see rural activities such as food production first-hand, introduce pupils to countryside leisure activities and to rural career opportunities. Go to their website to access a range of curriculum resources and ideas on these themes.

• Food for Life Partnership Programme www.foodforlife.org.uk
Join a network of schools and communities across England committed to transforming food culture: revolutionising school meals, reconnecting young people with farms and inspiring families to cook and grow food.

• Potatoes for schools www.potatoesforschools.org.uk
Get some real hands-on experience by taking part in the Grow Your Own Potatoes project, with free growing packs and the chance to win prizes if you want to compete to grow the heaviest weight of potatoes. It can be as simple as a pot of potatoes in the playground or on a classroom windowsill.

• RHS Campaign for School Gardening www.rhs.org.uk/schoolgardening
Join the Campaign to get your own school growing and help to bring the joy of gardening to school children across the UK. The benefits of gardening are endless; increasing social skills, creativity, confidence, and healthy and sustainable living; building a positive future for the next generation.

• School Food Trust www.schoolfoodtrust.org.uk
The School Food Trust aims to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools. At the website you can access activities for younger pupils, resources and events.

• Sustain www.sustainweb.org
Sustain advocates food and agriculture policies and practices that enhance the health and welfare of people and animals, improve the working and living environment, promote equity and enrich society and culture.

• Think Food and Farming www.yearoffoodandfarming.org.uk
Think Food and Farming is the exciting legacy project building on the successes of the Year of Food and Farming. It promotes vibrant activities and links which are helping children to understand more about where our food comes from and to involve them in memorable first hand learning experiences.

Purchasing and Waste

• Encams: 'I'm just a teenage dirtbag, baby!' www.encams.org/uploads/publications/teenagedirtbag.pdf
A research report on teenage litter problems.

• Global Action Plan – Action at School programme www.globalactionplan.org.uk/schools.aspx
Action at School is an environmental programme that helps schools to save resources and money. It is curriculum linked for key stages 3 & 4, and recognized by the United Nations Environment Programme. The programme helps schools to tackle waste, water, energy or transport over three terms.

• Traid (Textile Recycling for Aid and International Development) www.traid.org.uk
The Education Department at Traid visits primary and secondary schools. Through a variety of diverse participatory activities, students are encouraged to explore and discuss topics including waste, reuse and recycling, climate change, ethical fashion and world poverty.

• Waste Watch's 'Recycle Zone' www.recyclezone.org.uk
This site for schools, children and teachers 'tells you what's what in the world of waste!' The site not only covers recycling but also how to reduce and reuse. It has activities for children and teaching resources.

• Waste Watch www.wastewatch.org.uk/Education-and-Training/Programmes
Waste Watch offers fun, hands-on, quality learning experiences through their schools, community and workplace programmes. The schools programmes are linked to the National Curriculum and designed to help pupils and staff quantifiably reduce their environmental impact at school and at home.

• Yellow Pages Challenge www.yellow-woods.co.uk
Run by Yellow Pages, working with the Woodland Trust and local authorities across the UK. Schoolchildren recycle old Yellow Pages directories, the Teacher's Toolkit and website help bring recycling and conservation to life in the classroom, and schools have fun competing for cash prizes.

• Also … ask your local borough about recycling services in your area.

Energy and Water

• Action Aid 'Power Down' Campaign www.actionaid.org.uk/index.asp?page_id=101018
Action Aid have produced free materials and resources to use in school to Power Down. These include: a 5 minute DVD - perfect for an assembly; posters; and stickers. Join in and be part of a network of schools who take action on global issues.

• Ashden Awards for Sustainable Energy www.ashdenawards.org
The Ashden Awards celebrate and reward champions who are finding solutions to climate change and bringing real social and economic benefits to their local communities. Schools that have been practising sustainable energy for more than a year and integrating it in their culture can apply for the Schools Award.

• BERR grants for low carbon buildings www.lowcarbonbuildingsphase2.org.uk/page.jsp?id=2
Phase 2 grants are open to schools. You can apply for between 30% and 50% of the cost of installing approved microgeneration technologies, (depending on technology), supplied and installed by Framework Suppliers.

• Creative Environmental Networks www.cen.org.uk
CEN operates a range of schemes, which address energy usage in schools. They work with a large number of schools to devise energy action plans and organise events, which allow teachers, pupils, parents and governors to learn about energy and the environment in fun and innovative ways.

• DCSF Carbon Detectives Kit www.carbondetectives.org.uk
Details as above (under DCSF resources).

• Energesis - Climate Change Crusaders www.energesis.co.uk
This is an exciting course involving secondary and primary school pupils working together. In a one day course, sixth formers learn about the science, effects and social consequences of climate change. They are then shown how to help lead a class of Year 6 pupils in a series of six weekly sessions.

• Global Action Plan – Action at School programme www.globalactionplan.org.uk/schools.aspx
Details as above (under Purchasing and Waste).

• Green Schools Award www.gsa.targetdemo.co.uk
The Green School Awards are an exciting way to stimulate young people's interest in the environment and energy in all its forms, through science and the arts. They are designed to encourage cross-curricular work and to create interest in all forms of energy production.

• Solarcentury www.solarcentury.com/what_we_do/public_sector_projects
Solar power installation grants cover 50% of the cost of solar panel installation in schools and are dependent on successful application for the Low Carbon Buildings Programme.

• Sustainable Learning www.sustainablelearning.info
Your school can take back control of its energy and water use, reduce costs and make a difference by reducing the school's environmental impact. Simple methods and activities can be free to implement and can be a great way to make a start. This site breaks these actions down into manageable tasks.

• Thames Water www.thameswater.co.uk
Thames Water offers a comprehensive education programme, which includes resources for students, teachers and customers. They work with various education partners to develop education programmes to support the teaching and learning of water.

• Three Valleys Water www.3valleys.co.uk
Three Valleys Water offers an Environmental Education Centre, school visits and sessions for pupils, resources and training for teachers.

• Water Aid www.wateraid.org/uk/learn_zone/default.asp
WaterAid's mission is to overcome poverty by enabling the world's poorest people to gain access to safe water, sanitation and hygiene education. In the Learn zone, cross-curricular themes explore global issues around access to clean, safe water, sanitation and hygiene education.

Buildings and Grounds

• BERR Low Carbon Buildings Programme www.lowcarbonbuildingsphase2.org.uk
Details as above (under Energy and Water)

• Breathing Places – Schools www.bbc.co.uk/breathingplaces/schools
By registering to be a Breathing Places School you will be provided with a free, simple, Do One Thing activity to complete each term. Your school will be sent a free registration pack with all of the information you need to get started. Visit the website for more information.

• British Council for School Enivronments www.bcse.uk.net
BCSE is a membership organisation for schools, local authorities, construction companies, architects, and all those involved in, and passionate about, designing excellent learning environments. It acts as a forum for exchange, dialogue and advocacy for these different groups.

• British Ecological Society – Ecological Education Grants www.britishecologicalsociety.org
The Ecological Education Grants (EEGs) are to enable teachers to make the teaching of ecology more innovative, interesting and exciting.

• Learning Through Landscapes www.ltl.org.uk
Learning through Landscapes is the national school grounds charity; the natural place to turn for support on any school grounds or early years outdoor related enquiry. They exist to help you develop outdoor spaces that are well-used, enjoyed and valued by the whole school and wider community.

• Royal Horticultural Society www.rhs.org.uk/schoolgardening/default.aspa
Details as above (under Food and Drink)

• RSPB Wildlife Action Awards www.rspb.org.uk/youth/makeanddo/do/actionawards/index.asp
This award scheme is all about finding out about wildlife, doing practical things to help and telling other people. Lots of things threaten our wildlife, but nature is all around us and there are things you can do to help. This award scheme shows you how.

• School Tree Nursery Programme - Earth Restoration Service www.earthrestorationservice.org
ERS has received funding to establish School Tree Nurseries in Schools around the UK. Tree Nurseries are created within school grounds, with children participating in raising saplings in a nursery environment, giving them both a sense of achievement and tangible environmental educational benefit.

• The Woodland Trust www.woodland-trust.org.uk/hedge
School grounds can benefit from a free pack of 30 native trees (enough for a small grove or short length of hedge) which come with guidance on planting and maintenance plus curriculum-linked activities.

• The Woodland Trust Nature Detectives www.naturedetectives.org.uk
The Woodland Trust is the UK's leading charity dedicated solely to the protection of our native woodland heritage. Nature Detectives is an award winning website and wildlife club for under 12s.

Global Dimension

• Action Aid UK Schools www.actionaid.org.uk/100006/schools.html
ActionAid works with poor and marginalised people to help eradicate poverty by overcoming the injustice and inequity that cause it. You can access ideas and resources for the classroom, or find out about getting an Action Aid representative to come in and talk to your students.

• DEA www.dea.org.uk
DEA is an education charity that promotes global learning. DEA's national network of member organisations and supporters share the conviction that the role of education today is crucial in shaping a better tomorrow.

• Fairtrade Schools www.fairtradeschools.net/schools
The Fairtrade Schools scheme gives schools some easy-to-follow, practical steps to support Fairtrade. It enables pupils and teachers to make the links between our lives in the UK and the lives of people in the poorest countries in the world who produce many of the things we buy.

• Global Dimension www.globaldimension.org.uk
This website is a guide to books, films, posters and web resources which support global, intercultural and environmental understanding for all age groups and subjects. From climate change to poverty, water to fair trade, you can find a huge range of teaching resources and background material.

• Global Gateways partnership scheme www.globalgateway.org.uk
Nearly 9000 schools have registered on the Global Gateway to find partners and support for school partnerships with countries all over the world. The DCSF has worked with the Department for International Development and the British Council to add a global dimension to children's learning.

• International Schools Award www.britishcouncil.org/learning-international-school-award.htm
The DCSF International School Award is an accreditation scheme for curriculum-based international work in schools. The scheme provides recognition for teachers and their schools working to instill a global dimension into the learning experience of all children and young people.

• Oxfam Education www.oxfam.org.uk/education
Oxfam Education offers a huge range of ideas, resources and support for developing the global dimension in the classroom and the whole school. All of the resources support Education for Global Citizenship – education that helps pupils understand their world and make a positive difference in it.

• Peace Child International www.peacechild.org
With its simple mission to 'Empower Young People' PCI has supported young people around the world to produce books and musicals on their major generational challenges, funded youth to undertake community-based action projects of their own and created the World Youth Congress series.

• Plan UK Education www.plan-ed.org
Plan is one of the largest child-centred community development organisations in the world, helping children and their families in 49 of the poorest countries to break the cycle of poverty. Use Plan's online resource network for teachers and students in the UK to connect with others from around the world.

• Traid www.traid.org.uk
Details as above (under Purchasing and Waste)

• UNICEF Teacherzone www.unicef.org.uk/tz/index.asp
Access resources, ideas, and information on the United Nations Convention on the Rights of the Child (UNCRC), download assemblies, find out more about the Rights Respecting Schools Award.

• Water Aid www.wateraid.org/uk/learn_zone/default.asp
Details as above (under Energy and Water)

Local Well-being

• Action Earth Funding www.actionearth.org.uk/index.php
Action Earth is a campaign co-ordinated by CSV Environment. It provides grants of up to £50 (funded by Morrisons supermarkets) to assist groups in England, Scotland and Wales in carrying out environmental projects.

• B&Q One Planet Living Awards www.diy.com/awards
The Awards are open to community-based projects which can demonstrate that their project falls into one of the following categories: the environment/energy saving; natural habitats and wildlife; local culture/heritage. Offer two awards of £5,000 combined cash/product to schools.

• EcoACTIVE www.ecoactive.org.uk
Based in East London, ecoACTIVE is an education service with extensive expertise and experience in education for sustainable development for people of all ages. It has built a reputation for using innovative, hands-on, practical approaches to explore complex issues of sustainability.

• Groundwork London www.groundwork-london.org.uk
Groundwork works with local communities to deliver bespoke projects that use the environment as a catalyst for building a more sustainable future. They work with schools and support teachers to develop curriculum-focused lessons on waste, water, energy, PSHCE, healthy eating and more.

• O2 'It's Your Community' Awards www.itsyourcommunity.co.uk
Awards of up to £1,000 are available to schools and local groups for anything that can be shown to benefit your community. The awards are independently judged and administered by The Conservation Foundation on behalf of O2.

• The Prince's Trust Community Cash Awards www.princes-trust.org.uk
The Prince's Trust Community Cash Awards are grants of up to £5,000 to help young people set up a project that will benefit their community. Young people must come up with an idea for a project that will improve life in a local community in the UK.

Inclusion and Participation

• C-Change www.switchonswitchoff.org
C-Change aims to engage young people who have some knowledge and concern about climate change in raising the awareness of their peers. The Woodcraft Folk's steering committee of twenty young people are planning to run a wide range of events and activities during the coming year.

• Envision www.envision.org.uk
Envision was founded in 2000 by four young people. The organisation aims to challenge the perception that young people are apathetic and disengaged, and support young people 16-19 to develop the skills, awareness, confidence and motivation necessary to lie at the heart of positive change.

• Get ready for Geneva www.getreadyforgeneva.org.uk/about
This website is for children and young people in England who want action on children's rights. 'Get ready for Geneva' will take children and young people's messages to the United Nations, when they examine the UK government's action to ensure children and young people's rights are respected.

• Heritage Lottery Fund - Young Roots www.hlf.org.uk/English
Providing grants of between £3,000 and £25,000, the Young Roots Programme aims to involve 13-25 year-olds in finding out about their heritage, developing skills, building confidence and promoting community involvement.

• National Children's Bureau www.ncb.org.uk
NCB acts as an umbrella body for organisations working with children and young people in England & Northern Ireland. Through working in partnership, sharing knowledge, resources and services they create a powerful, authoritative and influential voice to improve the lives of children and young people.

• School Councils UK www.schoolcouncils.org
School Councils UK are the leading providers of training and resources designed to help pupils and teachers establish and develop effective school councils. Working with schools at all levels, they believe that real partnerships between pupils and staff are the key to school improvement.

• SHARED Futures www.sharedfutures.org.uk/index2.html
SHARED Futures is a new DVD and resource pack that promotes the integration of refugee children and young people in school and the wider community.

• UNICEF UK Rights Respecting Schools Award
www.unicef.org.uk/tz/teacher_support/rrs_award.asp
This new nationwide award scheme promotes the United Nations Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour.

• UK Youth Parliament www.ukyouthparliament.org.uk
The UK Youth Parliament (UKYP) enables young people to use their energy and passion to change the world for the better. Run by young people for young people, UKYP gives the young people of the UK, between the age of 11 and 18 a voice.

Travel and Traffic

• Bike It www.sustrans.org.uk/default.asp?sID=1102425335218
We know that millions of children want to cycle to school in this country, yet only 1% do. Sustrans has stepped in to sort this out with Bike It, a ground-breaking project which has already quadrupled the number of children cycling to its target schools.

• Sustrans Safe Routes to Schools www.saferoutestoschools.org.uk
Sustrans, the sustainable transport charity, works on practical projects to encourage people to walk, cycle and use public transport for health, safety and environmental reasons. Their aim is to create a Safe Route to School for every child in the UK.

• TfL Sustainable Travel Accreditation Scheme www.staccreditation.org.uk/index.php
This accreditation scheme has been designed to ensure a long-term commitment to sustainable travel planning in schools. The scheme provides a template for further development of travel plan work once the official document has been approved.

• TfL www.tfl.gov.uk/roadusers/cycling/4690.aspx
Funding for cycle training. Visit the web address above or contact your local School Travel Advisor.

• Walk to School www.walktoschool.org.uk
The Walk to School Campaign is run by the charity Living Streets and asks parents, pupils and teachers to think about their journey to and from school and the many benefits of making it on foot.

•Also…ask your local school travel advisor, based in your local borough, how they can help you.

Government Office
for London