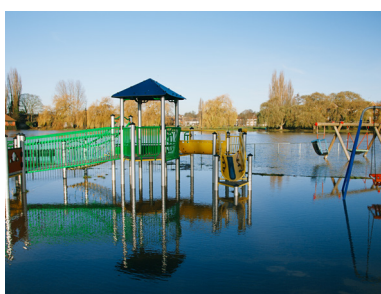
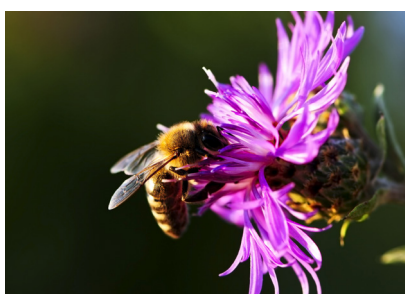




South Tyneside Council

School Climate Change Toolkit



Sustainable South Tyneside "Moving Towards a Carbon Neutral Future"



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Introduction

Welcome to the Climate Change Schools Toolkit

Climate Change is the defining issue of our time. And we are at a moment in time where our actions are more powerful than ever before. We have the opportunity to create a better world and avoid climate change's worst effects.

As part of the Council's commitment towards carbon neutrality, we have developed a Climate Change Toolkit. This will provide schools with the necessary support and guidance to help identify, develop and deliver actions that bring about real change and support the reduction of carbon emissions, while enhancing the school's natural environment.

The toolkit will also support schools and early-years settings to meet the Department for Education's initiative that: All education settings will have nominated a sustainability lead and put in place a climate action plan by 2025.

The toolkit is not intended to be prescriptive and should be tailored to an individual school's circumstances, supporting and enhancing work already taking place within the school environment.

This toolkit will help schools:

- Understand the causes and impacts of climate change
- Contribute towards the Council's target of net zero by 2030
- Reduce school carbon emissions
- Become sustainable and climate-resilient
- Identify opportunities for the integration of low carbon/ renewable solutions
- Become more efficient, saving money on energy and water bills, while achieving greater comfort and an improved working environment
- Identify opportunities that will enhance biodiversity and improve the natural environment
- Promote the use of active and sustainable travel
- Reduce waste and recycle more
- Raise awareness of the climate change agenda



Who's it for?

This toolkit will involve and require action at every level of the school, from governors to pupils. It has been created to assist Governors; Senior Leadership Teams; Teachers; Non-Teaching Staff and any others with responsibility for carbon reduction and sustainability improvements within schools. The toolkit can also be used as a resource for pupils to further the climate conversation.

How to use this toolkit

Divided into nine key delivery areas, the toolkit provides a clear and structured framework, detailing the steps that can be taken to help drive and deliver progress across the key themes of:

- Policy
- Reducing Carbon Emissions
- Environment & Biodiversity
- Travel
- Waste
- Procurement & Consumption
- Food & Catering
- Adaptation and Cultural Change.

A **Contextual Summary**, suggested **Delivery Actions** and supporting **Resources** are provided for each delivery theme, which together will help schools deliver carbon reductions, increase biodiversity, and enhance the natural learning environment.

How you can help

Schools are fundamental in the response to the threats facing our planet as they provide a place of education and community engagement.

Your school can help support the transition towards a carbon neutral and sustainable borough by:

- Implementing actions to reduce your carbon emissions, working towards clear and measurable carbon reduction targets
- Transitioning towards environmentally-progressive practices that work with and support the natural environment
- Educating children about climate change, the activities that drive emissions up and the steps and actions that we must take to deliver reductions, along with other pressing environmental challenges being faced
- Influencing change through your role as a community hub, with the power to educate, lead by example, and transform local behaviours

What to do next

Schools should use the delivery actions as a guide to inform their next steps, relative to where they are already on their sustainability journey. In some cases, schools may require further guidance and help in order to accomplish these actions. South Tyneside Council's Carbon Reduction and Sustainability Team will be able to provide support and, where requested, bespoke training programmes for schools to aid you in making effective progress. Example training courses include: energy efficiency or understanding green procurement.

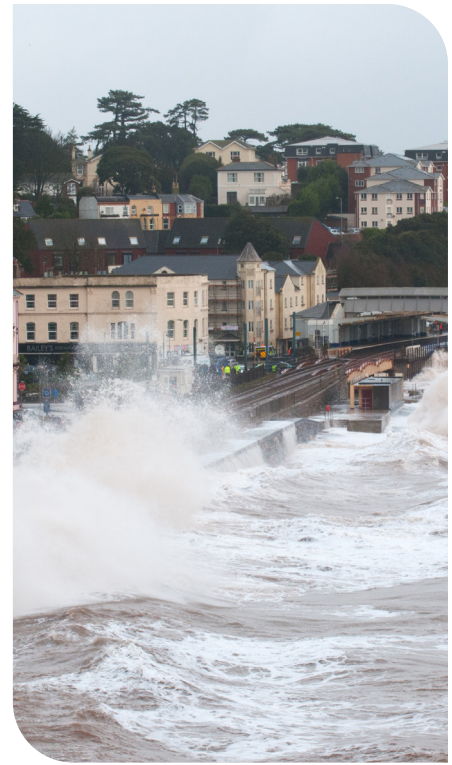
By engaging with this toolkit, schools will be a catalyst for change, demonstrating to pupils, the community and local organisations that prioritising our environment is achievable and worthwhile.



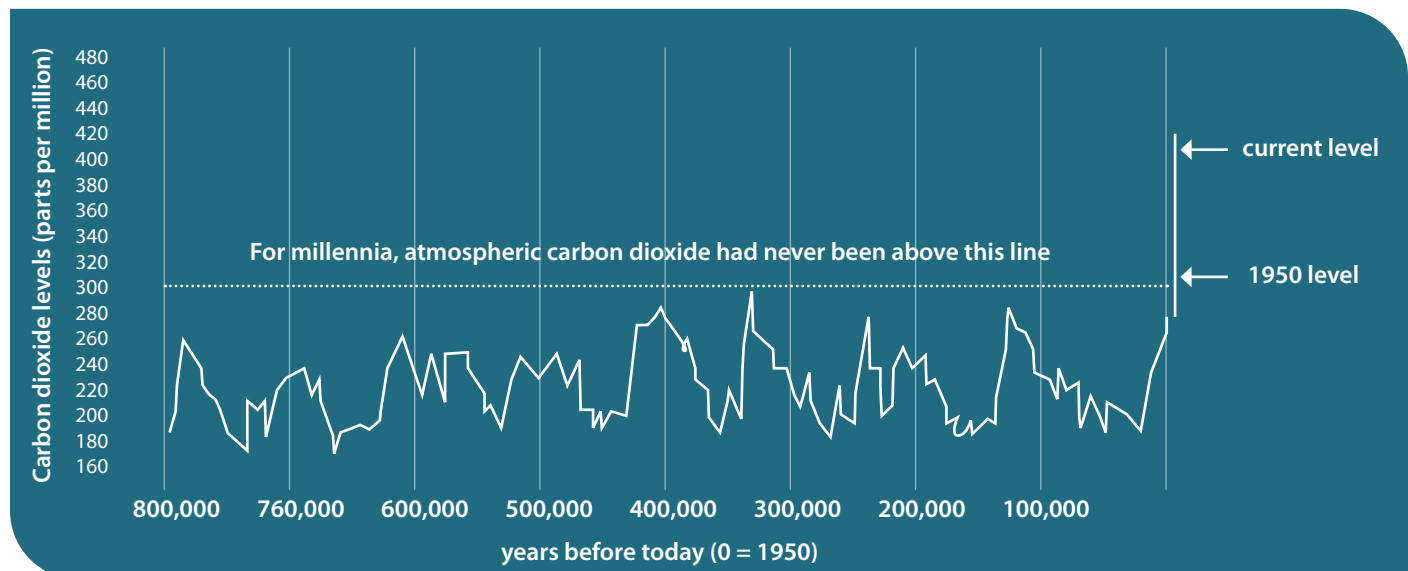
Understanding Climate Change

Human activities, such as burning fossil fuels and clearing land for agriculture and industry, are polluting our atmosphere and warming our planet at an alarming rate, resulting in more extreme and unpredictable weather events.

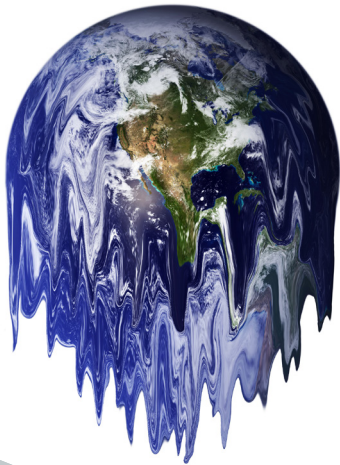
“Warming of the climate system is unequivocal, and since the 1950s, many of the observed changes are unprecedented over decades to millennia. The atmosphere and ocean have warmed, the amounts of snow and ice have diminished, and sea levels have risen.” The Intergovernmental Panel on Climate Change



How do we know?



Global Climate Change: Evidence. (2008, June 15). Retrieved April 2021, from <http://climate.nasa.gov/evidence/>



Scientists and policymakers have argued that we must limit global temperature rises to 1.5°C for our own safety. However, we are currently on the path to 3°C warming. If current levels of warming continue, the world is at risk of crossing a point of no return, with disastrous consequences.

We have the opportunity to tackle this crisis before it is too late. Decisive and immediate action must be taken.



What are the consequences of Climate Change?

Our climate is changing rapidly and this poses a serious threat to the future of life on Planet Earth. Impacts are starting to be felt globally, in particular by vulnerable people and communities. Such impacts include:

- Water scarcity, extreme flooding and coastal storms
- Heat waves, forest fires, hurricanes and droughts
- Mass extinctions as animals struggle to adapt
- Increased frequency of epidemics and pandemics
- Instable food production and supply
- Economic damages of trillions by 2050
- Significant human health implications

While climate change is a global issue, it is felt on a local scale.

South Tyneside has already felt the effects of climate change in the form of flooding, intense storms, and heatwaves. The risk of these is increasing across the borough, as well as other adverse effects such as sea level rise, summer water shortages, and the loss of native plant and animal species.

Our borough will also see the effects of global changes. It is likely that our community will see food shortages, the mass immigration of climate refugees, resource insecurity, financial insecurity, the fallout of international conflicts and new health threats, including future pandemics.

But there is a solution: rapid, ambitious and transformative action. Governments, regions, businesses, schools and society must work together towards a common climate goal.

A healthy and stable climate is vital to sustain life on our earth. Humans rely on the natural environment to provide everything from food and water to the air we breathe.

“

Climate change is the greatest threat to global health in the 21st century

World Health Organisation

”



National & Local Drivers

Current Position

In 2019, South Tyneside Council made a pledge to become carbon neutral by 2030 across council buildings and operations - including its schools - and to champion a carbon neutral future borough-wide. This commitment is against a backdrop of national and international targets, with the UK Climate Change Act setting a target to reduce greenhouse gas emissions against 1990 levels to net zero by 2050. The Council has also subsequently declared an Ecological Emergency and an Ocean Recovery Declaration, committing to take positive action to help protect, enhance and restore nature and our beautiful coastline.

Under the Council's Sustainable South Tyneside Strategy, schools in the borough feature as an important player in meeting these commitments. They play a role in terms of their contribution to local and national emissions targets, but this also goes beyond this.

Through the curriculum and through their practices, schools must set an example to today's children and young people. By engaging in action to reduce emissions and protect our natural environment, schools can enhance children's learning and build their understanding of how they can respond to the climate and biodiversity crises.

Why teach about climate change?

There may be no greater threat facing our younger generation than climate change. It is therefore essential to educate the young of today about it and empower them to create the best possible future for themselves.

Schools play an important role in developing the skills and aptitude of our younger generation to encourage and engage in openness to change.

“

Sustainable South Tyneside 2020-2025 is the Council's Climate Change Strategy and five-year Action Plan, which covers 11 key themes to bring about carbon neutrality for the Council.

”



Pupils have great potential to respond effectively to climate change given their innate creativity and enthusiasm and it is important that schools harness this.

Traditionally, issues around climate change have been explored through subjects such as Science and Geography. However, the urgency of the situation calls for a more cross-curricular approach to the issue.

Learning about climate change should not only include scientific

knowledge and understanding, but take a more holistic, inclusive approach.

Tackling climate change requires collective action, systemic reform and innovation. Education needs to empower our children to take action and to support decisions which minimise the catastrophic effects of climate change. So, taking a more holistic approach that considers knowledge, skills, values, feelings and actions is key in the teaching and learning on climate change.

Department for Education

In line with the Council's commitments, the Department for Education (DfE) has published a Sustainability and Climate Change Strategy for all education settings, including early years settings, schools, multi-academy trusts, colleges, and universities. The Strategy outlines the initiative for all schools to nominate a sustainability lead and put in place a climate action plan by 2025.

The Climate Reality

Responding to climate change may require schools to make some substantial changes. However, this is a crisis and so it must be a priority. It is a responsibility that we all must share. Without full engagement and a clear plan of action, we will be unable to deliver the reductions required.

We understand and fully appreciate that this may be hard work, requiring a lot of effort, but we only ask because it is essential. So far, we are not acting fast enough to the climate emergency. The reality is that this is a crisis, and without immediate action we will have more intense, long-lasting and multi-faceted impacts than those we saw with the COVID19 pandemic.



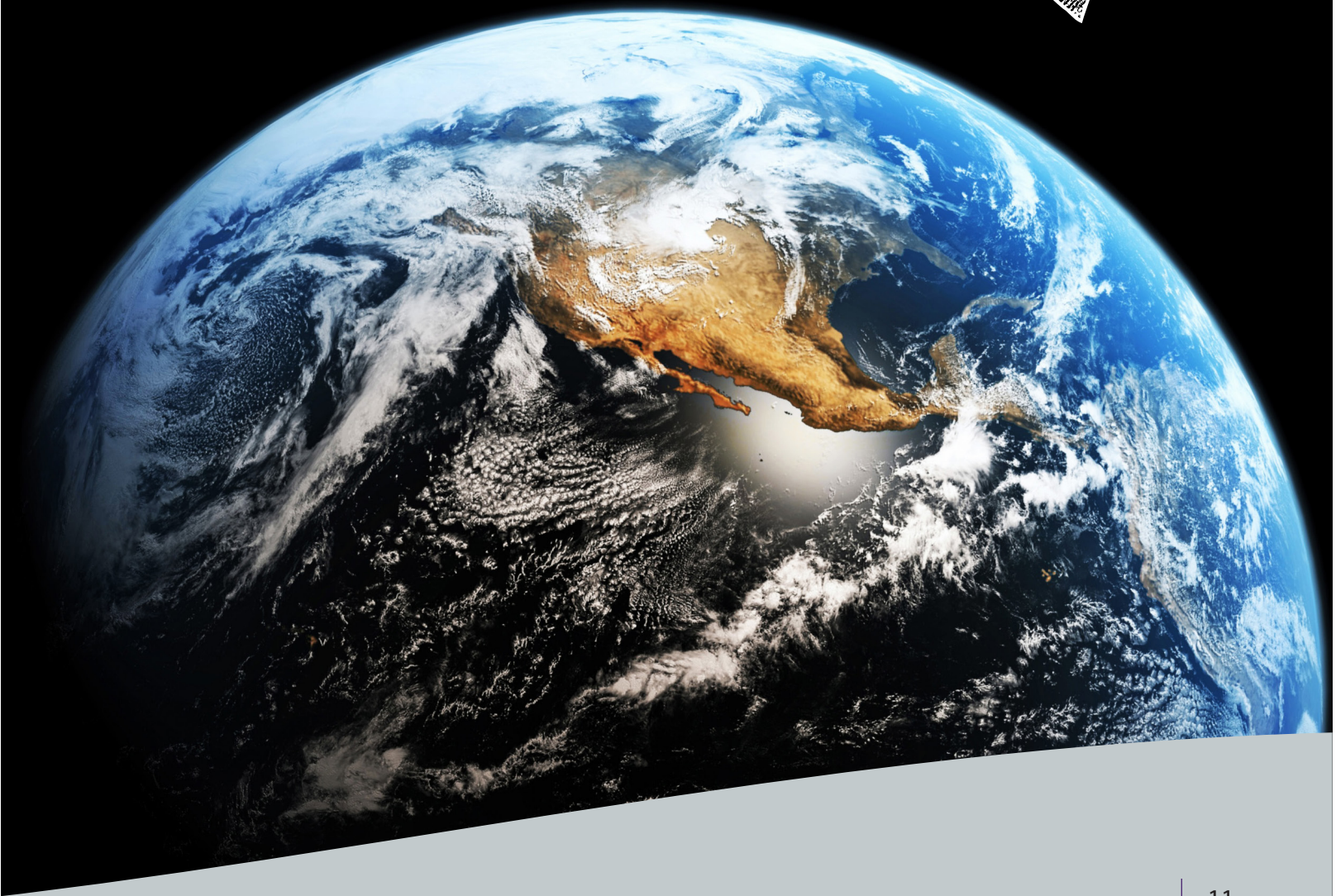
That said, there is also reason for optimism. Responding to this crisis represents a great opportunity, with solutions that can be exciting, uplifting and provide extensive benefits for society. And where schools may feel overwhelmed, this toolkit should provide positive and helpful steps to guide you through.

In responding to Covid19, we proved that we could achieve more than we thought possible. We proved that we can be flexible and take drastic measures to prevent catastrophes. Let future generations look back on South Tyneside as an example of doing the right thing and leading the way.

It's time for us all to take action and create a cleaner, greener future – are you in?

Key Themes: Contextual Summaries

A contextual summary has been provided across each key delivery theme, providing background information and the case for action.



Policy

Climate Change, Environment, Sustainable Development, Global Warming are all topics that have been on our school agendas for some time.



Many schools have already been actively delivering environmental improvements and embedding the issue of sustainability in the minds of pupils and their families.

Yet – while a school's ethos may already be sympathetic to sustainability and climate change issues – as we strive for carbon neutrality in South Tyneside, this will call on our schools to deliver a coordinated programme of carbon reduction activity required to make real and lasting change.

Delivering change

Playing their part, schools will need to place climate change and sustainability at the heart of their normal practice. Schools must take responsibility for their own actions and foster a sense of duty and care for the world in which we live.

Given the demands on school leaders, it is important that schools have a strategic focus to ensure they prioritise their time and effort on the right areas.

Developing a policy is an essential part of raising the profile of climate change and sustainability within a school. It will make a statement of commitment by:

- specifying clear delivery objectives
- identifying responsibilities and resources
- setting clear targets for the core themes
- providing an action plan
- stating the mechanisms to implement the action plan
- requiring a policy review process

The policy should involve the whole school and should be developed by a team responsible for climate change and sustainability, in consultation with teaching staff; non-teaching staff and pupils.

Schools should look to create a clear policy that covers all aspects of school life and that calls for an action plan which commits to cutting carbon emissions, reducing waste and moving onto a more sustainable course. It will include the difficult task of looking more closely at how your school operates and how you procure and buy goods and services.

Schools must be transparent about their environmental footprint. This will ensure that action is based on accurate information and will open schools up to constructive critique from pupils, staff, parents and the wider community.

What would a sustainable and climate-friendly school look like?



- sustainable practice at its heart and climate action as an integral part of its vision, school improvement plan and curriculum
- a continual focus on reducing its carbon emissions to zero
- staff and pupils who take individual responsibility for measuring and reducing energy and water consumption
- a healthy food plan, e.g. using locally-sourced, seasonal produce; a commitment to increasing the consumption of plant-based meals; and reducing food waste
- travel-to-school initiatives such as car-sharing and walking and cycling schemes to reduce traffic and pollution and promote healthier lifestyles
- a tight rein on procurement, seeking out local, sustainable and ethical producers and products wherever possible
- a plan for reducing, reusing and recycling waste
- a commitment to working alongside the community to share knowledge and resources and create more meaningful change
- a strong pupil voice, where pupils are empowered through responsibility
- school grounds used to cultivate fruit and vegetables and with enhanced biodiversity, improving physical and mental health
- a commitment to collaboration and partnership, working with other schools, groups and organisations locally, nationally and internationally
- an understanding of global issues such as poverty and climate change and our interdependence with other societies, economies and the environment



OBJECTIVE



COLLABORATION



IMPLEMENTATION



IMPROVEMENT

Reducing Carbon Emissions

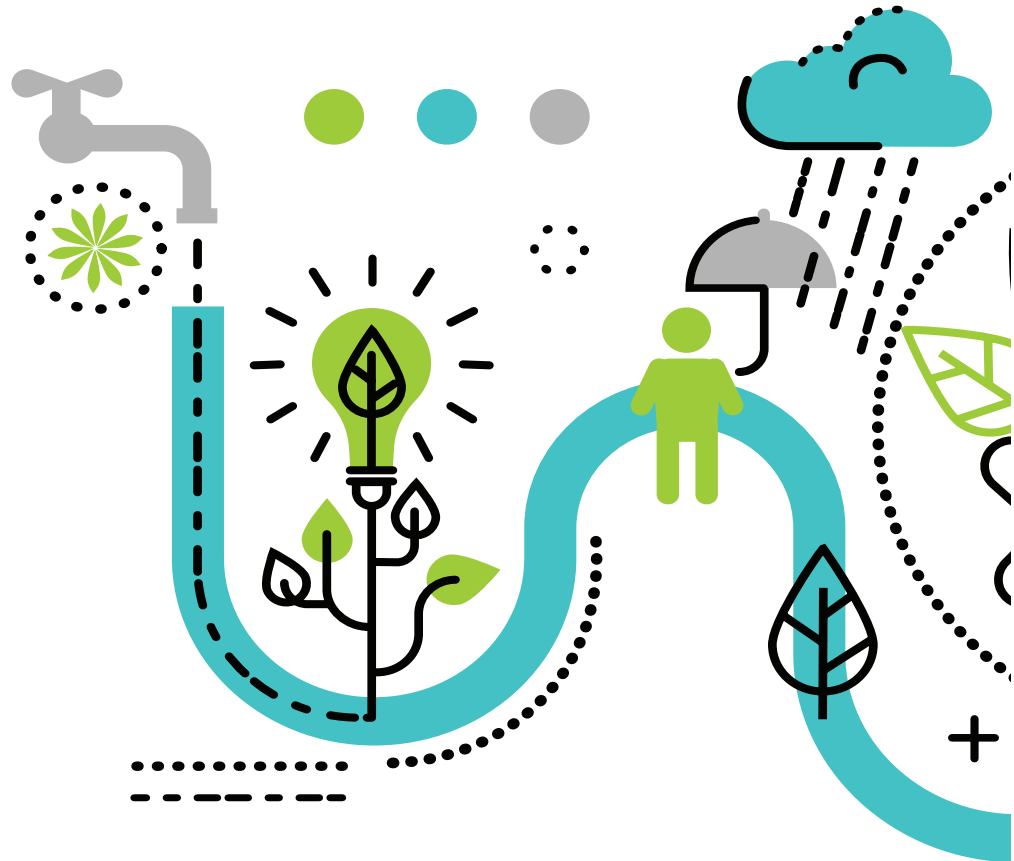
The threat of climate change is striking a chord with concerned children across the globe. High levels of greenhouse gases (GHGs) and carbon dioxide (CO₂) generated by humans are warming our planet and having a devastating impact on habitats and wildlife.

Our planet is paying the price of this fossil-fuel use through depletion of finite natural resources and the release of GHG emissions. As fossil fuels become increasingly scarce, they will become extremely expensive.

It is essential that we tackle this with the urgency required to bring about real change.

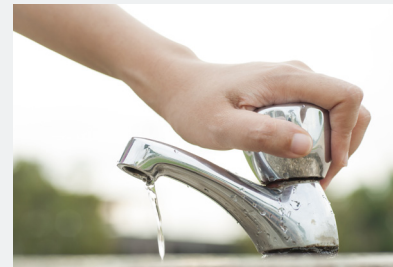
One of the main sources of GHG emissions from schools is through the use of energy. Changing behaviours in the way we use and consume energy will have a direct impact on the amount of carbon dioxide being released by a school.

By cutting back on energy use, you will not only reduce emissions, but you will also help conserve limited natural resources, while protecting and enhancing the natural environment.



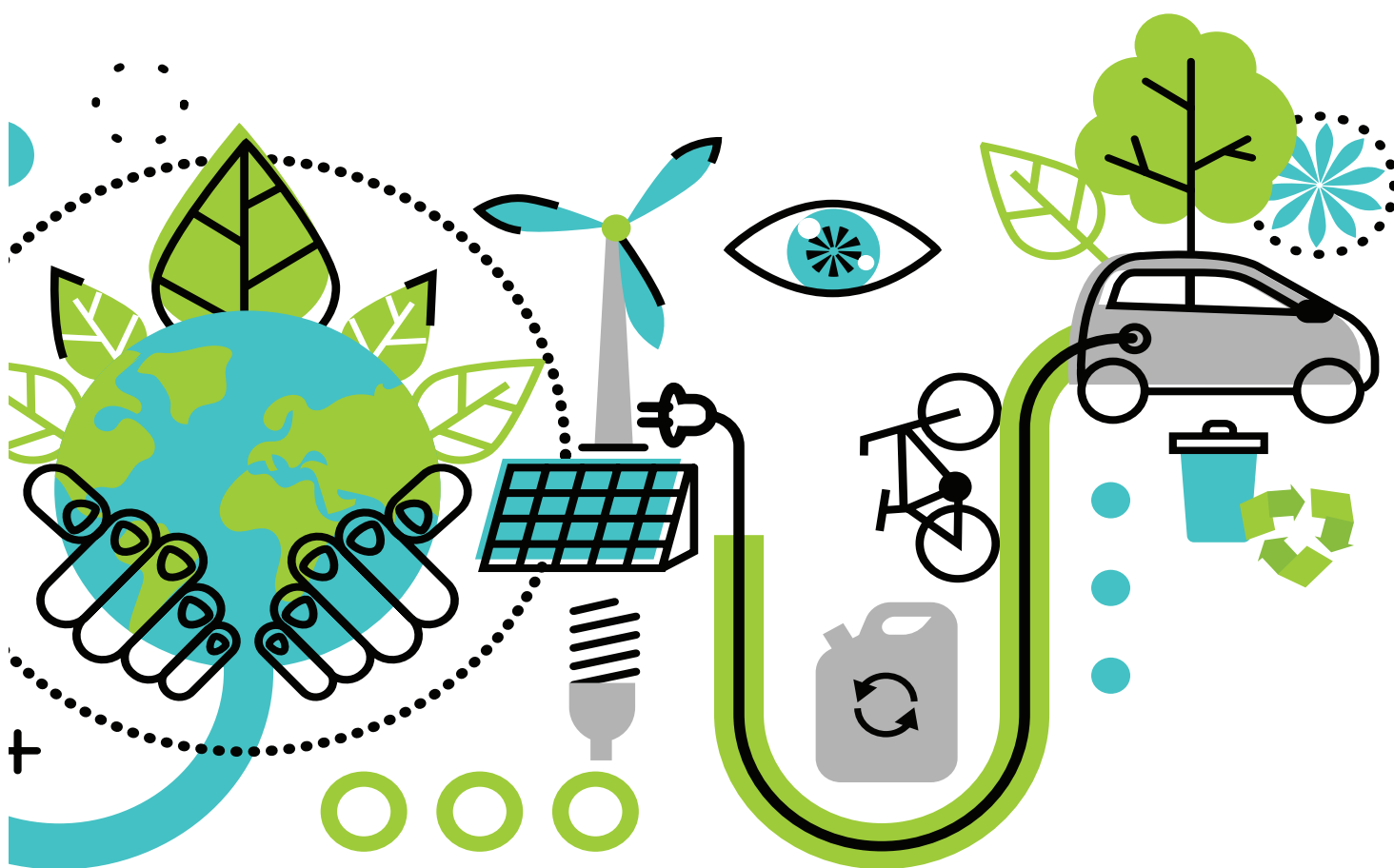
You can take active steps to reduce your energy by:

- Installing energy efficient lighting systems
- Improving the conservation of hot water
- Changing everyday behaviour around consumption and energy waste
- Installing low carbon or renewable technologies



This will deliver significant benefits, including:

- Reducing carbon emissions
- Savings on utility bills
- Creating a healthier school environment
- Reducing the demand for finite resources
- Increasing the use of renewable and sustainable solutions



How to save energy

The main energy demands from schools come from winter heating, summer cooling and electricity for lighting and computing.

Everyone in a school can contribute to energy savings, so it is important to raise awareness amongst the whole school community.

Communication is a fundamental part of supporting energy improvements across a school.

It is important that recognition is given to the hard work and energy initiatives that have taken place that have played a vital role in supporting

reductions in energy and water consumption, along with emissions reductions.

Running a campaign for pupils, teachers, other staff and parents can help by convincing everyone to play their part in the drive to save energy. Staff and pupils should be involved in making savings – this can be achieved through raising awareness during assembly and non-teaching class time, placing stickers above light switches and putting up posters around the building.

Engaging pupils in saving energy provides an excellent opportunity to translate global concerns into local action.

Teachers can bring energy information into lesson plans, engaging pupils with meter readings to help them develop their own understanding of how energy is used, highlighting and identifying the key areas of consumption. This can help engage and influence longer term behavioural improvements both at school and in the home.

Reducing Carbon Emissions

Renewable Energy Technologies

Renewable energy sources are abundant, sustainable and environmentally-friendly. Unlike fossil fuels, renewable energy sources won't ever run out, as they are constantly replenished no matter how much we use.

Choosing a renewable energy tariff is a great place to start. However, a more effective solution to reducing emissions is installing your own on-site renewable energy technologies. Small-scale renewable energy technologies are not only pollution-free but will also help to reduce bills through on-site energy generation. Technologies appropriate to schools include:

- Solar photovoltaics (PV)
- Wind turbines
- Battery storage
- Biomass
- Ground/air source heat pumps
- Small combined heat and power systems

Whilst choosing renewable energy is a key step in reducing emissions, there is still a very important place for reducing our energy consumption. Technology alone will not advance quickly enough in order to achieve our net zero targets in time and so an element of behaviour change is essential.



Conserving Water

We all take water for granted and give little thought to the precious resource that keeps us alive.

The more water we use, the more natural resources, chemicals and energy are used to treat and deliver it to us, and to treat it once we have finished with it to make it safe to return to the environment.

We tend to think of Britain as a wet country, but by 2070 the Met Office project that UK summers

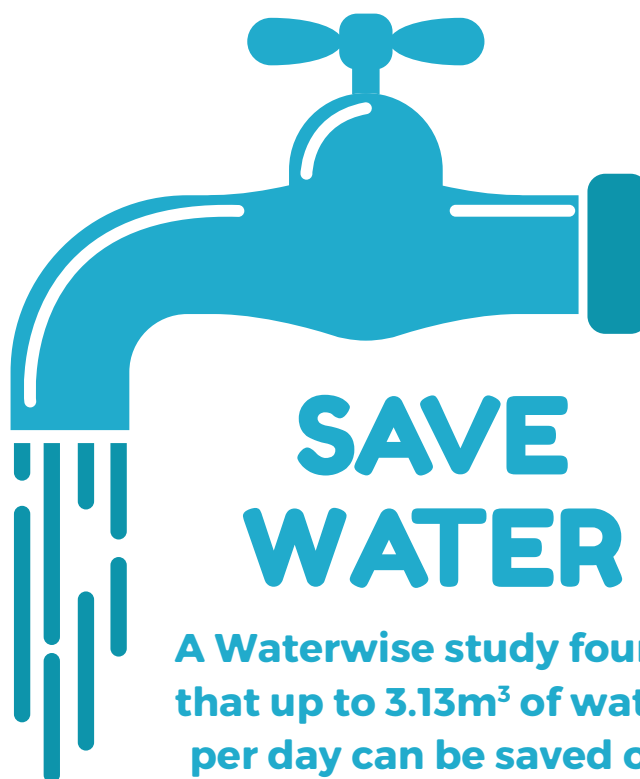
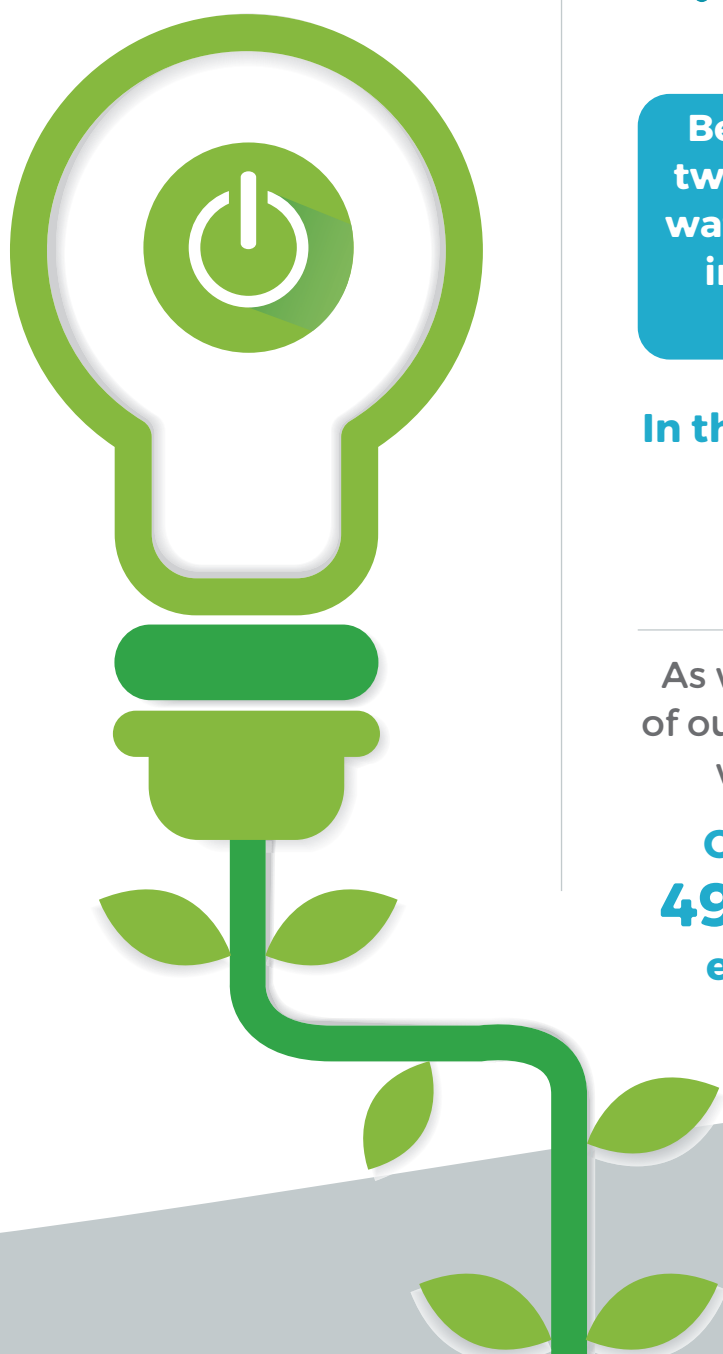
could be up to 60% drier compared to our climate in 1990 (depending on the region).

It is important to teach pupils the simple ways to save water now so they become habitual in the future.

There are also direct environmental benefits such as energy and chemicals saved, reduced water treatment and less pollution leading to increased global warming.

Encouraging everyone to turn off lights when leaving a room could reduce lighting costs by

15%



A Waterwise study found that up to 3.13m³ of water per day can be saved on average per school.

Between 2020 and 2050, we are twice as likely to have a year with water restrictions due to droughts in England when compared to the 1997-2004 period

In the UK, the average person uses
150 litres
of water a day.

As well as the water that comes out of our taps and toilets, there is hidden water in the products we buy.

One cotton t-shirt has about
49 baths full of water
embedded in its production

Environment & Biodiversity

The climate emergency and biodiversity crisis that we see today are inextricably linked.

Biodiversity relies upon healthy and stable ecosystems, which a changing climate and general human activity are putting at risk. At the same time, biodiversity is recognised as a fundamental part of climate change mitigation and adaptation opportunities, with the ability to absorb carbon and moderate many weather extremes.

What's more, we cannot overstate how much we rely on nature for overall human health and wellbeing.

Healthy ecosystems provide us with clean air, food security, flood regulation and mental health benefits, as well as all of the resources that our economy and society are founded upon.

Ultimately, a healthy natural environment is fundamental to life on our planet and, yet, we have disconnected ourselves from the natural world.

It is easy and often convenient to forget that nature is our ally. Meanwhile, it vanishes bit by bit. As we continue to urbanise and exploit our natural environments, we devastate the environment and biodiversity that we are so dependent upon.

- Global warming and human behaviours are the greatest cause of species extinction this century
- Up to 1million species threatened with extinction, many within decades
- Approximately 10 million hectares of forest are cut down each year - that's greater than the size of Scotland, each year!
- 75% of the terrestrial environment severely altered by human activity
- 66% marine environment impacted upon
- 100-300million people across the world's coastal areas at risk of flooding due to loss of coastal habitat

The key drivers of biodiversity decline are:

- Changes in land and sea use
- Direct exploitation
- Climate change
- Pollution
- Invasive non-native species

We need everyone to understand the scale of the problem, empowering action that will bring about real change. If we work together and act now, we can help restore and deliver a vibrant and natural environment for future generations to enjoy.

“

The future of humanity and indeed all life on Earth depends on us.

Sir David Attenborough

”



Schools provide an ideal opportunity to turn our attention back to the natural environment. Outdoor learning can reconnect children, and in turn the wider community, with nature and help restore and conserve our local wildlife.

There is a range of engaging and practical ways to incorporate the environment into school life delivering projects that aim to educate our younger generation about the importance of biodiversity, getting them actively involved in conservation, through the creation of mini nature reserves right across South Tyneside Schools.

Implementing and delivering initiatives will help reset the balance, encouraging a culture of outdoor learning in which pupils can learn and thrive in a natural environment. This can include:

- Pollinator projects
- Creation of a wildlife-friendly garden
- Build a bug house
- Plant a tree campaign or create a mini forest
- Create a wildflower meadow
- Create a micro pond
- Develop an allotment

“

Every space in Britain must be used to help wildlife

Sir David Attenborough

”

We need to do our absolute best to stop biodiversity loss or future generations will pay the price, we must all play an active role to bring about change.



Travel



Domestic transport contributes to 29% of UK GHG emissions, making it our biggest source of emissions (more than the electricity, buildings, or industry).

It drives outdoor air pollution, from which over 3 million people die worldwide each year. And, it directly and indirectly leads to habitat destruction and biodiversity loss.

In order to keep to global warming to a precarious 1.5°C rise and combat preventable pollution and environmental damage, our relationship with transport needs to change drastically.

This change would mean towns and cities are designed around people, accessibility and wellbeing, enabling more active and green modes of travel.

This would result in an urban environment with:

- Clean air
- Flourishing nature
- Peaceful streets
- Thriving community life
- Easy access to work and school for all

However, if we do not all take substantial and effective action now, our generation and those to follow will continue on a path with increasing:

- GHG emissions and fossil fuel depletion
- Air, water and noise pollution
- Land conversion and degradation
- Mobility inequalities

The role of schools

Schools have a significant role to play in creating a more progressive and less polluting transport system, through both their effect on daily car usage and their role as an educator and influencer.

During rush hour, as many as one in four cars are on the school run. Consequently, a shift in pupil and staff travel patterns would make a substantial and tangible difference to our roads. By encouraging active travel, schools can help to tackle congestion, air pollution and traffic danger outside school gates.

Such a shift is highly achievable with the right action, especially given that 75% of children live within a 15-minute cycle ride of a secondary school and over 90% live within a 15-minute walk or bus journey from a primary school

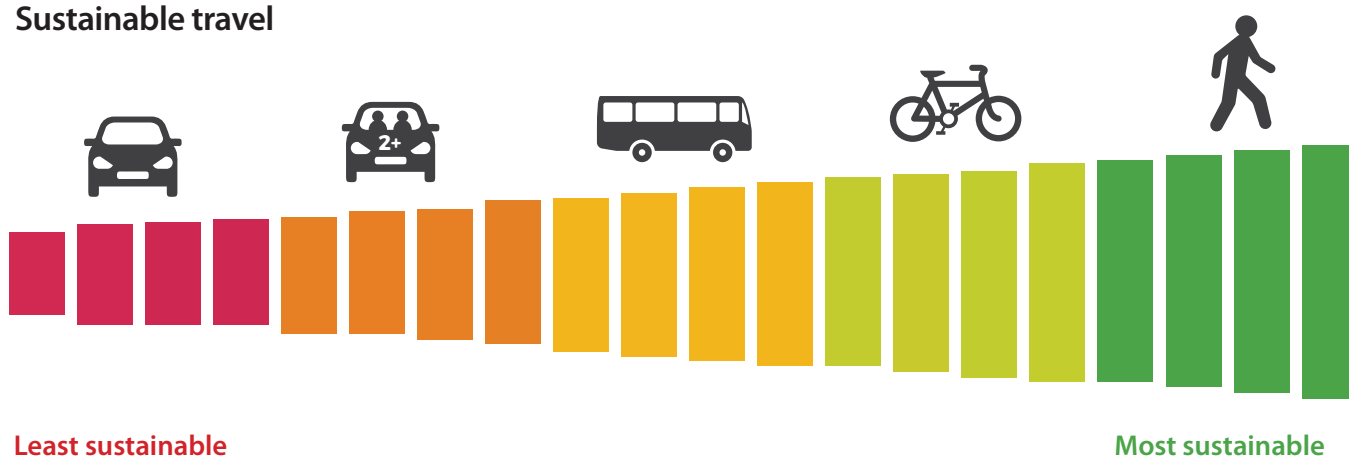
There are many ways you can make meaningful changes to South Tyneside's travel footprint. Schools can:

- Help improve walking and cycling infrastructure.
- Provide spaces and opportunities to improve cycling safety and maintenance skills
- Reduce carbon footprints of school trips by encouraging low-impact travel options
- Educate pupils and the wider community about the importance of sustainable travel
- Shine a light on the benefits of sustainable travel and enthuse pupils through events, trips, rewards and active play
- Facilitate communal solutions to travel barriers, such as 'walking buses', by bringing parents and the community together

By enabling South Tyneside's children and teachers to switch to more sustainable modes of transport, we would see major benefits for the environment locally and globally and, more importantly, children would arrive at school physically and mentally healthy, and ready to learn.



Sustainable travel



Waste

Our daily lives create waste, and a lot of it.

The amount of waste we generate is closely linked to the products and services we buy and how they are consumed.

The manufacturing, transportation and consumption of products, as well as management of the resulting waste, all generate carbon emissions.

Waste that cannot be prevented, reused or recycled contributes to climate change. For example:

- Waste in landfill sites releases methane – a very powerful GHG – due to the microorganisms present in the biodegradable waste
- The transportation of waste releases carbon dioxide and other air pollutants into the atmosphere

However, some waste may go direct to an 'Energy from Waste' plant, turning the waste into a useable form of energy (heat, electricity or fuel).

The energy generated from this waste can help reduce GHG emissions if replacing fossil fuels. However, given the GHG emissions involved in creating 'stuff', emphasis should be put on wasting less.



Recycling also plays a significant role in helping to lower carbon emissions. Recycled materials replace the need for new raw materials to be extracted or produced.

The 21st Century has seen an unsustainable throwaway culture develop.



We are constantly using the world's natural resources to produce more and more things:

- oil is used in making plastics
- trees to make paper
- sand to make glass
- and metal 'ores' in making metals

As technology grows, so does the need for rare minerals and precious metals.

Whilst many of these resources take millions of years to form, we are using them faster than the world is producing them.

LINEAR ECONOMY



TAKE

MAKE

DISPOSE

CIRCULAR ECONOMY



Linear vs Circular economy

In the UK, new plans will see society transition towards a more circular economy. However, this presents one of the most challenging and complex issues in relation to our economy.

We need to ensure that resources are consumed more efficiently, using them for longer and promoting reuse, remanufacturing and recycling to help minimise waste and reduce environmental impacts.

When we don't recycle, we continually consume natural resources that ultimately result in waste, without reinvesting back into the natural environment.

We need to manage these resources carefully, reducing the amount of natural resources used and looking to recycle as a sustainable alternative.



The air we breathe, the water we drink, the land we live on, and the stock of material resources we use in our daily lives are at the heart of our economy, our society and our way of life. We must not take these for granted.

Resources and Waste Strategy 2018



Conserve our natural resources with the 5R's

Putting the 5 R's into practice can help cut down on the amount of waste we produce, keeping our planet happy and healthy! Here's what they mean:

- 1. Refuse** - The best way to manage our waste is not to produce it in the first place! Rethink what you buy and why.
- 2. Reduce** - Cutting down on throw-away products and buying only what we need prevents unnecessary waste.
- 3. Reuse** - Before you throw something away, consider whether it can be reused, refilled or repurposed.
- 4. Repair** - Repairing or refurbishing will extend a product's life and reduce the need to buy new.
- 5. Recycle** - Recycling old products into new ones saves raw materials and energy.

Waste

How schools can embed circular-economy thinking?

The circular economy is a complex issue facing our global economy. We need to explore how to move beyond the linear 'take-make-waste' model to one that is regenerative.

By supporting circular-economy learning, we are equipping young people with the skills, knowledge, and mind-set needed to build a system that works for society, the economy, and environment.

Putting waste prevention, re-use and recycling at the forefront of waste management you will:

- manage material resources more effectively by thinking of waste as a resource
- always be mindful of achieving increased efficiency, cost savings, lower environmental impact and positive carbon reductions



- make smarter choices, prioritising products that have been responsibly made and that will last longer
- educate young people about the circular economy and how to move beyond the linear 'take-make-waste' model

You can implement waste initiatives with a clear focus on helping to conserve our natural resources with the 5 R's - Refuse, Reduce, Reuse, Repair and Recycle by:

- conducting a waste audit
- producing a waste action plan
- reducing consumption
- increasing recycling
- reducing single-use plastics
- introducing school composting
- raising awareness



Enough plastic is thrown away each year to circle the earth four times



Plastic can take between 500 and 1000 years to decompose

Blue Planet Effect

Plastic has value in everyday life. Our lifestyles and consumer-led behaviours mean that plastic products are often the most convenient items to use, but the majority of these items have lasting environmental effects. Single Use Plastic (SUP) is the biggest contributor to the issue of plastic pollution, as they are often non-recyclable and, therefore, ultimately end up in our oceans.

The societal impact of Blue Planet II has been wide-reaching, with the dangers of plastic in the ocean and plastic recycling becoming both a national and political talking point. This has led to change in the Government's up and coming Environmental Policy.

There is more good news. Marine habitat protection is becoming better understood and momentum is building. People are starting to take notice and act!



“

Right now, eight million tonnes of plastic ends up in the oceans every year. But you have shown that, if we start doing those small steps, we can before long really have an effect.

The actions of just one of us may seem to be trivial and to have no effect. But the knowledge that there are, hundreds of thousands of people who are doing the same thing – that really does have an effect – so please join us”

Sir David Attenborough

”



Procurement & Consumption

Everything we buy and consume has its own carbon footprint, which we are often detached from due to long and complicated supply chains.

Things schools use every day – such as stationery, cleaning products and IT equipment – have an inescapable environmental impact through the water, land, energy, materials, chemicals and GHGs associated with their production, consumption and disposal.

Whilst we often only consider what is directly in front of us, behind each product is:

- the extraction of raw materials
- processing and manufacturing
- transportation
- consumption
- disposal

Through these stages, we are indirectly responsible for significant environmental degradation such as:

- the deforestation of valuable rainforests
- the pollution of oceans
- air pollution
- land pollution and chemical leaching
- GHG emissions

These lead to:

- habitat degradation
- biodiversity loss and species extinctions
- loss of carbon sinks
- climate change exacerbation
- risk to human health

The current rate at which we are consuming is highly unsustainable and the methods we are using are highly damaging. If everyone in the world consumed at the average rate we do in the UK, we would need 2.6 planets worth of natural resources.



If you are willing to wait a week for shipping, you kill 20 trees instead of 100 trees.

What we need to do

We need to take responsibility for what we purchase and consume, acknowledging the environmental and social consequences of our demand for goods and services.

This means:

- 1) Reducing how much we buy
- 2) Buying more sustainable products
- 3) Prioritising transparency

Transparency in procurement is essential for sustainable consumption as:

- It ensures environmental impacts are not hidden and lost along supply chains
- It allows consumers to make informed and mindful choices
- It places focus and responsibility on suppliers

For schools, being transparent about sustainable procurement practices also provides an opportunity to educate children, as consumers of the future, to take the same positive approach to buying and to relay this message to parents and the wider community.



Green Procurement

A common misconception is that green procurement is expensive. However, sustainable procurement can play a leading role in resource waste reduction, helping you better manage your resources and improve efficiency.

Green procurement (GP) has many benefits, which include:

- The potential to effect considerable environmental change directly and indirectly.
- Saving schools money.
- Quick wins, a transition to GP has the potential to make a significant difference without the creation and implementation of new schemes. Instead, schools can simply adapt current procedures.
- Reducing future risk, as it is anticipated that government regulation will be put in place in the coming years relating to sustainable procurement. Taking a proactive approach now will ensure your school implements measures to help avoid future legal risks through out-of-date practices.

Food & Catering

Food is often overlooked when we think about a school's environmental footprint.

Yet, it is a principal driver of climate change and environmental damage. It is responsible for 30% of global GHG emissions, 70% of freshwater withdrawals, and uses up half the world's habitable land.

In particular, meat and dairy contribute to the majority of food's carbon footprint, despite only supplying 18% of our calories.

Animal agriculture:

- Produces more than half of food-related GHG emissions.
- Drives deforestation due to its disproportionate land requirements. Over 80% of agricultural land is used for livestock and livestock feed, responsible for up to 91% of Amazon destruction.

- Is the leading cause of species extinction, ocean dead zones and habitat destruction.

Farming methods are also important. Unsustainable agricultural practices lead to:

- higher GHG emissions
- environmentally-sensitive deforestation
- resource depletion and water scarcity
- habitat destruction and biodiversity loss
- water, air and land pollution
- soil degradation

Food packaging has its own environmental footprint. In particular, plastic packaging is associated with significant environmental damage.

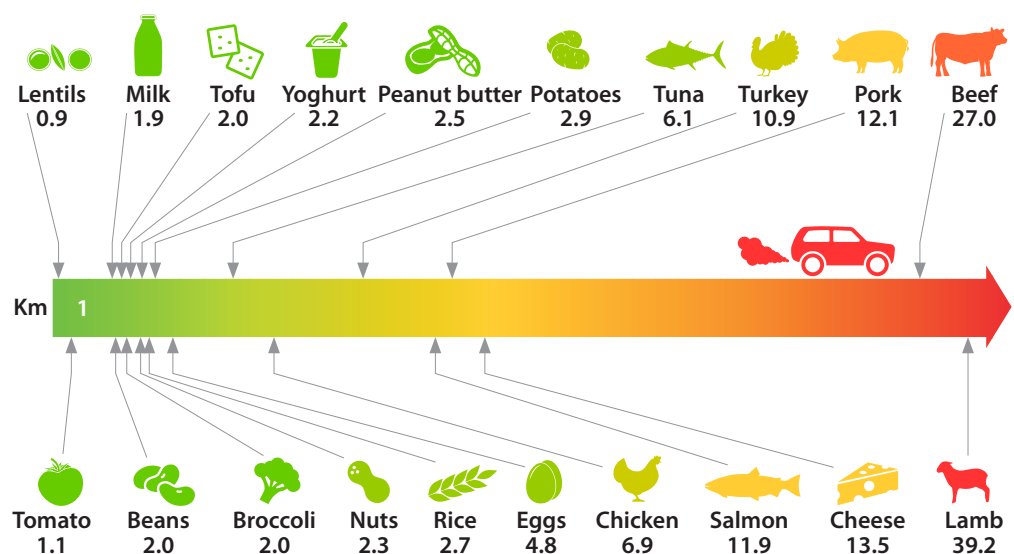
- Its disposal is responsible for substantial ocean pollution, with knock-on effects for marine life and, potentially, human health. It is also a source of air and land pollution through waste incineration and landfilling.
- Its production requires fossil fuel extraction and is highly energy and water intensive. Producing one bottle of water requires six times the amount that is in each bottle.

Carbon footprint of what you eat

Calculations of greenhouse gas emissions from the production, processing and transportation of specific food items.

■ Main chart compares 110g of food against a journey in a midsize car

■ Number shows kg of carbon dioxide equivalent produced per kg of food



Source: EnvironmentalWorkingGroup

REDUCE FOOD WASTE

Food waste

What's more, one third of all the food we produce goes to waste, meaning that one third of all food's environmental impacts are unnecessary.

- Food that is never used contributes to 8% of global GHG emissions. If food waste were a country, it would be the third largest emitter.
- 25% of the world's fresh water supply is used to grow food that is never eaten.
- Globally, wasted food amounts to \$1 trillion.
- Food waste continues to cause damage post-disposal. When food is in landfill sites it breaks down to produce methane, a potent GHG.

The challenges faced with current food systems

Whilst our current food system and consumption habits exploit and damage the planet, they are also compromising our health. We have a rising prevalence of obesity and diet-related diseases and, simultaneously, persisting issues of hunger and micronutrient deficiencies.

What's more, the food system's contribution to environmental damage and global warming is making feeding ourselves increasingly difficult. With changing weather patterns, degraded land, and depleted seas, we are limiting our ability to produce food. Without mitigation, it is likely that these problems will worsen, with climate change set to affect 95% of fresh food production, causing huge volatility in supply and price.

A shift towards a healthier, more sustainable food system is essential if we want to feed ourselves properly, now and in the future. Given the system-wide risks, inaction is not an option.

Over a school year, 55,408 tonnes of food waste is generated by primary schools in England and 24,974 tonnes by secondary schools

Up to 16kg of grain is used to produce just 1kg of meat.

The crops grown to feed livestock would be enough to feed an additional four billion people.

Food & Catering

There are numerous practical, engaging and progressive changes we can make that will help address the unsustainability of our food consumption and production.

How food is produced and processed matters

We need to be:

- Choosing sustainably-grown foods.
- Choosing local and seasonal foods.
- Choosing sustainable packaging.

What we eat matters

Even with significant improvements in production methods, continued demand for Western diets is fundamentally unsustainable.

We need to be:

- Eating less meat, fish and dairy (in particular, reducing red meat intake).
- Eating better meat, fish and dairy (i.e. local and high-welfare).
- Eating more plant-based foods (especially vegetables, pulses, and fibre-rich plants).
- Eating fewer processed foods which contain unsustainable oils.

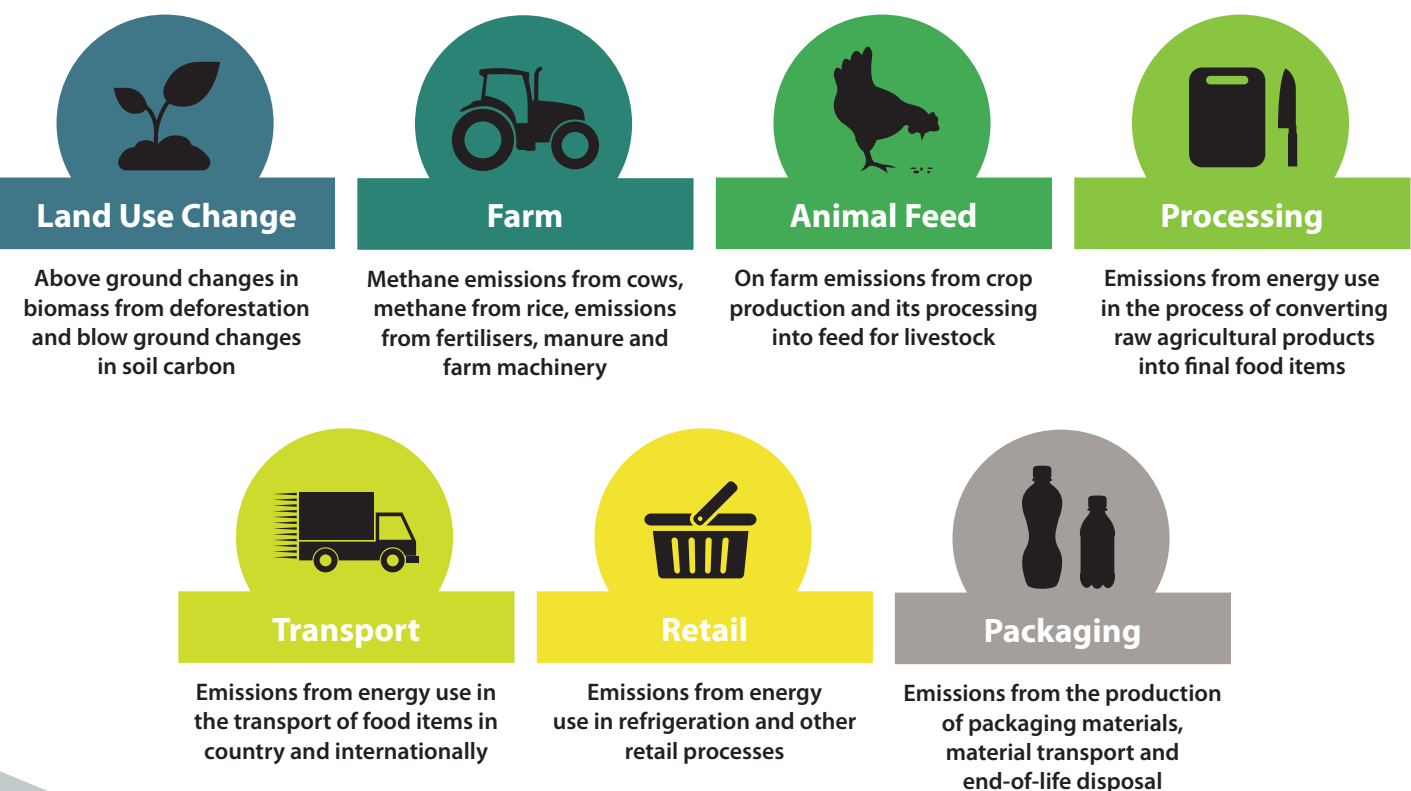
How we dispose of food matters

We need to be:

- Throwing away less, first and foremost.
- Recycling what we do throw away. When composted, methane emissions associated with food waste are avoided. Globally, if more people composted, emissions from landfill could be reduced by 2.1 billion tons by 2050.

Global uptake of a sustainable 'planetary' diet could prevent approximately 11 million premature adult deaths annually, equivalent to a 19-23% overall reduction in premature mortalities per year.

There is a vast difference in greenhouse gases (GHG) that are produced across various food types



The Role of Schools

Schools are particularly well-placed when it comes to improving our food system through their role as caterers and as educators. Able to affect production and consumption, they are in a unique position to help effect sizable change in their communities.

Influencing food production

Schools are able to make a direct and significant imprint in the supply chain and lead by example. The public sector in Britain spends around £1.2 billion a year on school catering. Investment of this in good food, across local and sustainable farms and businesses gives schools the potential to be a powerful influence on food production.



Influencing food consumption

Food is deeply cultural and personal and change needs to be driven at a community-based level. Schools are vital in this sense as they are strong cultural hubs, able to educate and also facilitate sustainable eating habits. In classrooms and the wider school environment, schools have the opportunity to raise awareness about how and why to eat sustainably. Meanwhile, through their catering, schools can provide access to good food and, importantly, make sustainable eating the easy and desirable option.

Sustainable food needs to become the default, rather than an optional nicety

All schools are encouraged to work towards a sustainable food culture, following the guidance laid out in the relevant Delivery Actions section. For changes specific to catering provision, suggested actions are provided for those schools who are not signed up to South Tyneside Catering Service Level Agreement (SLA). For SLA schools, the Council's CRS team will be working directly with catering.

In 2000, almost 30% of goods transported on UK roads was food, resulting in increased congestion, road building, pollution, and GHG emissions.

Adaptation

The science is settled. Our climate is changing and no matter how quickly we reduce emissions we will still see major effects from those locked-in emissions.



There are two distinct priorities in relation to climate change, one which focuses clearly on the need to reduce GHG emissions limiting worst-case outcomes later this century.

The second, adaptation, is one that for a long-time has been overlooked. There is a clear and developing focus being placed on the need to adapt to the changing climate in which we live, ensuring we effectively build resilience towards current and anticipated climatic changes being faced due to the impacts of global warming.

The impacts experienced from a changing climate will change over time. We must therefore ensure we are prepared, adapting the way we do things in order to respond to the changing circumstances presented.

Under a changing climate, the UK will see weather that tends towards the extremes: heavy rainfall, heatwaves, drought and stronger storms, generating entirely new challenges for schools.

Taking action doesn't necessarily mean reinventing the wheel or investing significant amounts of money. Schools already have well established and embedded processes for managing risks, factoring in climate change simply means expanding this further.

Adaptation is distinct from mitigation, yet both are needed to meet the long-term challenge of climate change. Without strong and early mitigation, the physical limits and costs of adaptation will grow rapidly.

It is important to emphasise the complex and interconnected nature of systems and the impacts that this has on society, the economy and the environment.

The effects of a changing climate will place significant and increasing pressure on buildings and infrastructure. It is therefore essential that we do more to build adaptation into our decision making processes.

The impacts of climate change can lead to a chain of other impacts affecting several different aspects of our lives. We must therefore look holistically at the systems (ecological and human) affected by climate change.

For example, the immediate chain of impacts from flooding might be:

- schools closing
- children having to be looked after at home
- parents; teachers and others missing work
- disruption to a wider sector of society
- impacts on the economy

Continuing to design for yesterday's climate is exposing our buildings and occupants to significant risks. Hot summers and heat waves, as well as floods and drought, are expected to become far more common place now and in the future.

In many cases, simple and low-cost design changes can make all the difference - creating better spaces in which to operate and work, while safeguarding people's health and productivity, coping more readily with weather extremes.

Summer and winter changes by the 2070s

Northern Ireland

38% drier summers
25% wetter winters
4.9°C warmer summers
3.9°C warmer winters
33-94cm sea-level rise* in Belfast

Scotland

40% drier summers
12% wetter winters
4.8°C warmer summers
4.5°C warmer winters
30-90cm sea-level rise* in Edinburgh

England

57% drier summers
33% wetter winters
5.8°C warmer summers
4.2°C warmer winters
53-115cm sea-level rise* in London

Wales

56% drier summers
29% wetter winters
5.9°C warmer summers
4.1°C warmer winters
51-113cm sea-level rise* in Cardiff

Top range predictions by the Met Office under a high-emission scenario

*Sea-level rise figures for 2100

How schools can adapt to climate change?

Effective climate adaptation planning requires the right mixture of skills and knowledge.

You do not need to be experienced in adaptation methodologies; you just need to ensure that you are placing focus on risks associated with climate change, strengthening the resilience of your school.

You will not need to 'reinvent the wheel' – most likely it will be a case of integrating some additional climate change considerations into well-established governance structures and risk management processes, which are already in operation within your school.

By acting early and building resilience, schools can anticipate both direct and indirect climate risks, minimising future disruption.

Adapting to the impacts of climate change will involve targeted actions against known and potential risks.

Adaptation

Reducing exposure

This means ensuring that key activities, resources and assets (economic, social, cultural and environmental) are located out of harm's way.

This involves identifying and addressing hazards (e.g. installation of sustainable drainage systems) or moving things of value to another location (e.g. relocating computer servers or document archives from a flood-exposed basement).

Reducing sensitivity

Sometimes it is not practical to eliminate all the risks identified. In such cases, we can take measures to reduce susceptibility to harm. This can be as simple as encouraging staff and pupils to drink more water during a heatwave.

Adapting to change

This simply means increasing the ability to cope with change. We can do this by ensuring we have a Plan B, such as backup power should a storm or heatwave result in an electricity outage.

Schools will need to adapt the way they do things in order to respond to changing climate conditions.

Schools should ensure, wherever possible, that buildings and infrastructure adapt to future challenges faced. This is not just about protecting against threats, but should also maximise opportunities wherever possible.

Schools will need to establish and understand the climate risks faced, establishing:

- How resilient their school is in relation to the predicted longer-term changes in the UK climate
- What risks may exist in relation to higher summer temperatures
- How you currently manage heatwave events
- If there are any potential flood risks that may impact your school

- What measures are being considered to address risks now and in the future in relation to the changing climate

- What the most cost-effective approaches are for adaptation in schools

Action that maybe taken with regards to reducing climate change risks may include:

- Installing a sustainable urban drainage scheme using swales, ponds and underground box storage to manage flood risk
- Installation of canopies, to provide shading to buildings reducing internal heat gains
- Implementation of a rainwater harvesting scheme, used for flushing toilets, taking rain from roof areas





Swale at Fellgate Primary School,
helping to capture excess flows
from heavy rainfall events.

Cultural Change

Climate Change Needs Behaviour Change

The effects of climate disruption are already visible. If the world continues as it is going, the consequences will be catastrophic.

The science is clear. Avoiding dangerous levels of climate change is still possible, but only if we all take urgent action. Importantly, we cannot solely rely on technological solutions, we have to adapt our behaviour. To live well, we must not try to control nature, but live in harmony with it.

Our Duty

Lessening the impacts of climate change requires a substantial push to achieve rapid and sustained reductions in GHG emissions over the next several decades.

On the one hand, this will require momentous effort from Government and Industry. However, top-down action alone is insufficient and must be supported by grass-roots cultural change.

Individual and community level action must not be underestimated:

- 1) The actions of individuals and communities can have a ripple effect. So, small-scale actions of a few have the potential to influence much wider change.
- 2) Whilst governments and businesses must change, they need the public to push for these changes. Our relationship is mutually-reactive, with all three elements of society influencing each other. Change will only come when everyone is moving in the same direction.
- 3) Our individual actions, which alone may feel insignificant, together make up human beings' huge footprint. Without making changes on a small scale, as individuals and communities, it will be impossible to tackle our collective footprint.

Schools can empower change and steer the direction of society.



Making change that is cultural

It is vital that change is across all members of society and our efforts go beyond that of one or two individuals or one or two schemes.

Change towards sustainability needs to be widespread, thorough and embedded in our ways of being, thinking and doing. We need to make it the norm to consider the environment in everything we do and in every decision we make.

The Role of Education

Given the urgency and rapid pace of climate change, we need new strategies to accelerate behaviour change. The more people that can act in a co-ordinated fashion, the more effective the result and the more likely that action will be sustained. Education and awareness are an essential element in driving this change.

If schools understand that the planet is a priority, their actions will naturally reflect this.

Education is the fuel required to drive our climate response.

Educating and empowering the next generation around the climate change challenge will also play a key role in enabling the transition to a low-carbon future. Indeed our future workforce will rely on environmentalists, scientists, town planners, engineers, nutritionists, meteorologists, teachers and many other roles in response to climate change.

“

I always wondered why somebody didn't do something about that. And then I realised I am somebody

Lily Tomlin, Actress

”



Cultural Change

Embedding cultural change

Schools need to be preparing their pupils for a very different future. Overall, we need to use education to raise awareness about what climate change and sustainability are, why they are important, why they are our responsibility, and how we can respond.



How your school can drive meaningful change:

- **Responsibility & Commitment** Ensure every stakeholder is aware of their role and nominate individuals and teams to take ownership of different delivery areas. Support this by promoting a clear message about the whole school responsibility, the need to work in a coordinated fashion to ensure long lasting change.
- **Curriculum Integration** Integrate the theme of climate change into lessons in a cross-curricular manner. Climate change currently has a low profile in the National Curriculum. However, schools can make it a fundamental focus, building on its core theme across all subjects. During their lessons, teachers are ideally placed to build awareness of the causes and importance and also to encourage and help pupils to take responsibility and to respond.
- **Extra-curricular integration** Help promote the climate change agenda through extra-curricular learning. Use workshops, assemblies, competitions, campaigns and school trips to create a school environment that gives climate change an appropriate platform.
- **Participation & Community** Ensure that schools' action plans strive for whole-school participation. It is important that schools make the most of their place at the heart of their communities, leading by example, collaborating, supporting, sharing and learning from the wider community.
- **Staff Training** To help staff feel involved, motivated and well-informed to take action, it is important to train them about the Climate Change agenda and sustainability. This will also ensure these actions – whether of office staff, caretakers, cleaners, cooks or teachers – are effective and harmonious.
- **Behaviour Change** Winning “hearts and minds” and altering the way people think and behave is required to stimulate cultural change to better manage and protect the environment. Drawing on behaviour change theories and strategies can help to achieve success.



Schools need to educate, encourage and empower their pupils –
and in turn the wider community – to take action on a challenge that faces
all aspect of society now and in the future

Connecting with Young People



South Tyneside Young People's Parliament's (STYPP) campaign focus for 2020/21 was Climate Change.

STYPP chose climate change as their campaign after almost 2,000 South Tyneside young people decided that this was the issue they wanted to campaign on.

Throughout their campaign they hope to raise awareness around this very important topic, helping to build a wider knowledge and understanding of the key issues linked to climate change.

STYPP have developed eight lesson plans aimed at secondary school pupils, covering a broad range of topics from plant-based cooking, tree planting to exploring the greenhouse effect.

Designed by young people for young people, they provide a fantastic opportunity to educate and engage your pupils, helping to build a wider knowledge and understanding of climate change in a fun and creative way.

Within the Resources section of this toolkit, you will find these excellent lesson plans.

To ensure this toolkit meets the needs of young people and to ensure their voice is represented, South Tyneside Council's CRS Team consulted with STYPP.

The insight of STYPP has been influential in the development of this toolkit, particularly when looking at ways to connect with young people, working with them to help identify key influencers that the younger generation will relate to when engaging and discussing the impacts of climate change.

To round off STYPP's Climate Change campaign, they are undertaking a Climate Change Week of Action with our schools.

Funding

Whilst many of steps to reduce your carbon footprint can be free or even save money, upfront costs can still be a barrier to implementing certain schemes. Schools may require additional funding to invest in energy efficiency improvements, outdoor facilities or equipment, or training or consultancy.

Through searching on the internet, you may be able to find relevant grants. New climate change grants and funding streams are coming out all of the time, so it is worth keeping your eyes peeled.

It can be worth getting in contact with relevant charities and businesses who may be able to provide support and resources.

To find out about funding that may be available for your school, please contact the Carbon Reduction and Sustainability team.

It is also worth remembering that financial gains can be made from positive behaviour change, which may be able to help fund further projects. For example, efficient use of electrical appliances and closing doors and windows to prevent heat escape will cut energy bills.



Reducing waste and taking a circular approach to resources can save waste collection charges, as well as expenditure on new products. Be resource savvy by using a water butt or turning kitchen waste into compost.

One of our most effective (and cheapest!) tools against climate change is behaviour change.



contact

For further information on funding to support climate change and sustainability improvements, please contact

Carbon Reduction & Sustainability Team

Email: climatechange@southtyneside.gov.uk



Key Themes: Delivery Actions

For each key theme, a range of suggested delivery actions is given to guide your school towards becoming more sustainable and climate-friendly.

As schools will be at different stages of their journey, these actions are intended as guides and should be tailored to each school's individual circumstances.



Policy – Delivery Actions

Ref	What can you do?	Delivery Benefits
P1	Create your Climate Change & Sustainability (CCS) Team. You should consider nominating a member of your teaching or non-teaching staff to take ownership for each core theme as dedicated coordinators. Team members do not have to be experts; they just need to be willing participants. The following people should be considered when formulating your team: Teachers • Other delivery support staff • Governors • Pupils from a range of year groups • Members of local community Pupil Champions It may be a good idea to develop a network of champions; enthusiastic pupils who will support and deliver the work of the team.	• Ensure responsibility for each core theme is taken to embed sustainability throughout schools and develop awareness-raising projects • Ensure whole-school engagement and representation
P2	Develop a Climate Change & Sustainability policy. The policy is for everyone to see, so ensure it is easy to read and understand. The policy should be signed, dated and endorsed by the school governors. It is recommended that the policy and action plan goes through an annual review process and reports back to governing body.	• Secure commitment to driving carbon reduction and sustainability • Ensure whole-school vision and engagement
P3	Set clear and measurable reduction targets. Once the CCS Team has identified areas for improvement, it is important to set realistic and achievable improvement goals and delivery objectives. The decision on how many goals to set should be determined by the CCS Team, It may be beneficial to strive for awards and recognition in your transition to sustainability.	• Develop effective strategies • Allow for monitoring of behaviours and consumption • Encourage schools to excel and be pioneering • Receive recognition for efforts and achievements
P4	Create an action plan. Once you have identified areas for improvement, it is important that these are captured and recorded in a strategic action plan. This will detail how the school intends to achieve targets and delivery objectives in each core theme area and who will be involved, with the potential creation of a sub-team. For each core theme, an action plan may contain: • A sub-policy • A staff training plan • A curriculum plan • An inter-school network • An awareness-raising strategy • A review of potential barriers • A behaviour-change strategy • A slogan Progress on this action plan should be monitored by your CCS team and reviewed annually.	• Deliver improvements in a focussed, effective and systematic way

Reducing Carbon Emissions – Delivery Actions

Ref	What can you do?	Delivery Benefits
E1	Understand your energy consumption. To save energy costs and carbon emissions, every school should know how much electricity it uses, alongside other fuels for heating and hot water. Understanding your energy bills will be the first step towards change.	• Compare energy use and track reduction, year on year • Identify areas of energy wastage • Help set targets for reducing energy consumption
E2	Identify opportunities to save energy. Carry out a whole school energy audit. This should be undertaken by a nominated member of the CCS team responsible for energy, in conjunction with relevant school staff such as the Head Teacher, Caretaker and Business Manager. Once you have conducted some initial monitoring to get an idea of your baseline energy use, it's a good idea to set a target for reducing your energy consumption.	• Provide a basis for an energy action plan
E3	Draw up an energy action plan. A combination of regular monitoring, energy 'walk-arounds' and the results of whole school audit should provide you with a clearer indication of where energy is being wasted. This should be captured and recorded in a detailed action plan that will support the reduction in energy costs and consumption, while helping to reduce the amount of carbon dioxide being emitted.	• Deliver improvements in a focussed, effective and systematic way • Provide clear delivery objectives and timelines • Provide opportunities to raise awareness across the school
E4	Energy saving opportunities: Space heating. When the heating is on keep windows and doors closed. If it gets too hot, adjust the thermostat or individual radiator controls instead of opening windows. Find out how long it takes for your school to heat up in the morning and cool down in the evening. Then adjust your heating accordingly.	• Reduce energy consumption and carbon emissions • Save on electricity and gas bills
E5	Energy saving opportunities: Lighting. Don't light empty rooms or areas where daylight is sufficient. Encourage everyone to turn off lights when leaving a room. Fit energy saving lightbulbs, reducing costs by up to 75%.	• Reduce energy consumption and carbon emissions • Save on electricity bills
E6	Energy saving opportunities: Electrical equipment. Select energy efficient equipment and enable power management features. When computer monitors aren't in use, switch them off. Outside hours, turn off machines and equipment. During holiday periods consider emptying vending machines and fridges of any perishables and turn off at the power socket.	• Reduce energy consumption and carbon emissions • Save on electricity bills
E7	Energy saving opportunities: Swimming pools. Pool temperatures should be maintained at around 29°C, while air temperature should be kept at $\pm 1^{\circ}\text{C}$ of pool temperature. This reduces evaporation and the need for ventilation. When not in use, consider covering your pool. This will substantially reduce evaporation and the need for ventilation.	• Reduce energy consumption and carbon emissions • Save on electricity and gas bills

E8	Promote water economy measures. Water is a scarce resource and costs are rising rapidly. A school that is equipped with water conservation devices may use less than half the amount of water used in other schools. Consider: Installations such as cistern dams, urinal controllers, flow restrictors and self-closing taps to save water and money. Rainwater Harvesting - Capturing rainwater to use in place of mains water.	• Reduce water consumption and carbon emissions • Save costs on water and gas bills • Provide awareness-raising and learning opportunities
E9	Undertake regular housekeeping walk rounds. Walk around the school at different times of the day and during different seasons to see how and when heaters and coolers are working. Check heating and cooling controls to ensure they are set at the appropriate temperatures. Prepare a list of good housekeeping measures, including simple actions such as turning off equipment after hours.	• Reduce wasteful consumption • Motivate pupils and staff to act more sustainably • Let pupils explore their own environment and learn about energy efficiency
E10	Incorporate energy- and water-saving into the curriculum. For example, this could include: Involving pupils in reading meters, recording and analysing data, and presenting information for public display. Having pupils design relevant stickers and posters in art classes.	• Provide real world context for learning • Increase participation in sustainable travel practices • Build support and momentum for future energy management work across your school
E11	Hold events, campaigns and competitions. For example, this could include: Running a 'switch-off' campaign, Appointing energy 'champions' from each year group, Running energy efficiency competitions	• Engage the whole school community • Build support and momentum for good energy management • Reduce environmental impact
E12	Raise awareness amongst staff and the community. Give presentations to the schools' senior management teams and boards of governors. Share energy achievements and success stories with parents and local press	• Lead by example • Sustain support and momentum for future energy management work across your school

Environment & Biodiversity - Delivery Actions

Ref	What can you do?	Delivery Benefits
EB1	Include biodiversity in your school curriculum. Biodiversity aligns directly to a number of core subject areas including Geography, Science, Maths, English, Art as well as Citizenship. Consider how you can effectively implement learning on the environment and biodiversity within lessons and learning activities. For example, complete an insect audit within your school grounds to help mapping skills in Geography and analysis skills in Maths.	• Educate pupils about the importance of biodiversity and the role it plays within the natural environment

EB2	Consider using INSET days for training on climate change & biodiversity. Look at how you can effectively embed climate change into learning activities, using initiatives that pupils can get involved in. Consider engaging relatives and the wider community where possible to harness and develop the natural environment, providing a healthier and sustainable future for all.	• Provide teachers with the skills and resources to effectively plan and deliver environmental and biodiversity learning and activities across the school curriculum • Increase awareness and engagement with the wider community on climate change and environmental issues
EB3	Establish a Forest School. See resources.	• Stimulate pupils through the outdoor learning environment, increasing their learning capacity in a health and natural environment • Deliver physical, mental and emotional health benefits • Help to achieve stretching national educational standards • Develop and promote personal and social development • Increase awareness of the consequences of actions on the environment
EB4	Establish a wildlife garden/wildlife corners within school. Identify opportunities within your school grounds for the establishment of a wildlife garden/corner. This will provide a valuable habitat for local wildlife to thrive while also providing an exciting and interactive outdoor classroom where pupils can discover the natural world.	• Establish wildlife nature corridors across the Borough • Provide an outdoor and inclusive classroom environment • Develop pupils' understanding of environmental issues through first-hand experience
EB5	Create a pond or wet areas. Install a pond/wet area to increase the range of plants and animals within school grounds. A school pond provides a new and exciting learning opportunity for pupils. The school could engage in a project looking at the design and development of the pond.	• Inspire pupils' learning through ponds • Teach about the importance of water safety • Provide an environment that supports increased social interaction, confidence building and communication skills
EB6	Increase planting of trees; shrubs and hedgerows. Look at ways to increase and attract insects, birds and small mammals within school grounds, developing a nature corridor across the Borough. Choose species with nectar rich flowers and plant shrubs/hedges close together to provide living spaces and food for all sorts of wildlife.	• Increase pollinators enhancing biodiversity • Increase habitat opportunities for wildlife to thrive • Increase and enhance new and exciting learning opportunities for pupils
EB7	Build a bird/bat box. Look at building bird/bat boxes as part of a school topic/project - January and February are the ideal time for use in the spring. Make sure boxes don't face the sun or and are not exposed to rain.	• Increasing wildlife habitats • Provide a safe environment for wildlife to live and breed • Develop pupils' creative skills, while highlighting positive environmental benefits
EB8	Create bird and butterfly feeders. Engage pupils and parents in activities that will raise awareness of the importance of birds/butterflies in relation to the environment. The feeders can be used within school grounds or at home to help attract wildlife, where they can be watched and studied as part of a school project or initiative.	• Protect and enhance wildlife • Increase awareness of bird and butterfly behaviours, including the food sources and flowers that attract them • Further pupils' understanding of the types of flowers that attract butterflies and birds, feeders can be taken home to increase wildlife and enhancing learning further
EB9	Create a school allotment. Look at developing a school allotment. Hands-on gardening enables pupils to learn from an 'outside classroom'. Environmental awareness can be increased if the school gardens organically. From a health and safety point of view, organic growing also ensures that no damaging chemicals are being used.	• Provide significant health and wellbeing benefits, through increased self-esteem • Increase pupils' knowledge and awareness of plant science, wildlife, environmental issues and the process of change • Increase pupils' sense of achievement as they see their efforts come to life • Deliver increased opportunities for community inclusion and engagement

EB10	Deliver a biodiversity audit. To effectively conserve and encourage biodiversity into areas it is important to understand the quality of what is there in the first place. Look at conducting a biodiversity audit within your school to help harness and preserve the natural environment.	• Improve and increase awareness about biodiversity and its role, while helping to identify the biodiversity of the school and surrounding community • Inform pupils, families and the wider community about the benefits of a biologically diverse ecosystem
EB11	Organise nature day in school grounds. Consider a range of engagement and activity days, inviting parents/carers and grandparents to increase learning and awareness in relation to biodiversity and the natural environment.	• Raise awareness and engagement with the wider community • Promote positive behaviours, enhancing the natural environment
EB12	Use the indoor and outdoor classroom environment. Increase outdoor learning activities within your school. For example, introduce rain barrel collection and rainwater storage, using this on allotments for growing vegetables, fruit etc.	• Create and develop a natural and engaging learning environment for pupils to experience, enhancing their learning in relation to biodiversity and the benefits we seek from the natural environment to help grow food in a sustainable way
EB13	Garden with nature, not against it. Review grounds maintenance practices. Think about giving your lawnmower a rest, going chemical-free, and rethinking "weeds".	• Protect and enhance wildlife • Reduce energy consumption and costs

Travel - Delivery Actions

Ref	What can you do?	Delivery Benefits
T1	Conduct a school travel audit. Identify where the school could reduce its travel-related footprint, e.g. commuting or school trips, and what the barriers are to taking up different forms of transport, e.g. problematic routes, missing public transport information or a lack of bike maintenance knowledge. Where applicable, this may be achieved in conjunction with Modeshift STARS.	• Identify areas to prioritise in your transport plans • Provide baseline to measure improvements against • Provide opportunities for outdoor learning
T2	Create a travel plan and set travel targets. Create a thorough and realistic travel plan for your school based on a travel audit. Ensure that you gather information about current travel habits. Make sure that decision-making around sustainable transport takes accessibility and inclusivity into consideration.	• Deliver improvements in a focussed, effective and systematic way
T3	Conduct a route review. Collaborate with parents and pupils to identify practical barriers which may impact walking and cycling in the local environment.	• Improves the walking environment helping to get more families walking to and from school
T4	Work with the Council to improve local infrastructure, using your route review.	• Develop a sustainable travel and transport infrastructure across South Tyneside
T5	Hold sustainable travel surgeries. Aimed at pupils and/or parents to share information on different travel options available.	• Encourage more children and parents to travel to school in a healthy, safe and environmentally-friendly way
T6	Prioritise sustainable transport methods for school trips. Ensure the consideration of less polluting modes of transport when organising school trips, particularly when travelling abroad.	• Promote the benefits of sustainable travel /Improves air quality

T7	Encourage staff to travel sustainably. Raise awareness amongst staff by helping to set positive examples in relation to their travel habits. This will help encourage pupils to discuss sustainable modes of travel with parents/carers. You may choose to consider: • Staff cycling storage • Bike purchase schemes • Showering facilities • Monthly targets	• Increase the number of staff journeys to school by sustainable modes of travel • Reduce local traffic congestion and air pollution • Provides positive examples of sustainable travel within the school environment
T8	Incorporate sustainable travel into the curriculum. Look at ways to incorporate the environmental and health benefits in relation to the adoption of sustainable modes of transport across key curriculum areas.	• Educate pupils on the importance of sustainable travel/ Increase participation in sustainable travel practices
T9	Organise events and competitions. Get involved in recurring events related to sustainable travel such as The Big Pedal or Bikers' Breakfasts. Encourage participation by introducing reward schemes and competitions.	• Encourage more children, and their parents, to travel to school in a healthy, safe and environmentally friendly way
T10	Facilitate commutes on foot. This may involve: • Initiating 'walking buses' • Providing road safety training • Undertaking walking route reviews • Introducing walking zones and school streets • Promoting park and stride schemes	• Help parents overcome practical barriers to walking
T11	Assist with bike maintenance. Help pupils, staff, parents and carers to look after and repair their bikes. Provide maintenance training • Allocate a staff and/or pupil bike maintenance officer • Create a school's tools share • Host monthly bike surgeries	• Encourage the uptake of cycling/Help to reduce the number of private journeys to school by car
T12	Ensure pupils are able to use bikes and scooters safely. On top of providing bike training, consider creating a code of conduct or 'safe cycling contract'. For primary schools, you may help to set up 'bicycle trains' for children whose parents cannot provide supervision.	• Help pupils develop safe riding skills • Help pupils become more active
T13	On-site infrastructure. Ensure that there are appropriate bike and scooter storage options on site, as well as places to store helmets and other equipment. Where possible, the creation of drying areas or rooms is recommended to facilitate cycling in all weathers.	• Improve the sustainable travel infrastructure within school
T14	Encourage more sustainable car use, Provide parents, staff and pupils with information and guidance on efficient route planning, eco-friendly driving techniques, car-sharing, park-and-stride schemes and electric cars and their benefits.	• Reduce local air pollution and congestion

Waste - Delivery Actions

Ref	What can you do?	Delivery Benefits
W1	Conduct a waste audit. Look at the quantity, types and sources of waste the school produces. Where possible, an audit should be designed with pupil involvement. It's a good idea to carry out audits at regular points throughout the year to help give a detailed idea of what is happening in relation to waste.	• Identify school waste streams and waste-related targets • Provide opportunities for real world learning • Provide baseline to measure improvements against
W2	Create a waste action plan. Once you have carried out a waste audit, you will be able to understand which areas you can improve on. Evaluate the options and come up with an action plan, taking into account any waste initiatives the school already has in place.	• Deliver improvements in a focussed, effective and systematic way
W3	Reduce your consumption (Refuse, Reduce, Reuse and Repair). Put in place initiatives to reduce pupil and staff consumption. • Aim to avoid unnecessary packaging, cheap goods that won't last, or just simply items you don't truly need. • Take what you have already and make it last, or give it a new lease of life. Consider hosting second-hand, pop-up shops.	• Reduce environmental impact of producing and disposing of goods/Create financial savings for schools and parents • Foster creativity and innovation/Encourage efficient and sustainable decision-making.
W4	Set up recycling collections. Set up or improve school recycling schemes, using your waste audit results. To organise collections, contact South Tyneside Council who offer recycling services. For further recycling services, there are other local and national organisations that accept hard-to-recycle materials, such as printer cartridges or electronics. Some of these may offer money saving opportunities or even generate a small income.	• Reduce waste going to landfill/Lead by example/Support circular economy infrastructure
W5	Encourage recycling within the school. Make sure recycling bins are clearly labelled and accessible around the school. In order to encourage children to use these bins efficiently, you could ask pupils to design their own recycling labels to help them easily identify where to put their waste.	• Increase awareness of the importance of recycling • Provide a real world context for learning and an exciting way to enrich the curriculum
W6	Reduce consumption of single-use plastics. Put in place initiatives, such as: • Making events SUP-free • Inviting environmentalists to give a talks on SUPs • Organising school, park, river and beach cleans	• Raise awareness of plastic pollution and its impact on the environment • Reduce SUP consumption/Increase recycling rates
W7	Set up school composting. The type of composting system you should put in place may vary depending on the type and quantity of compostable waste you produce.	• Save costs in waste disposal • Reduce GHG emissions • Provide engaging educational opportunities • Improve soil in school gardens and allotments
W8	Incorporate waste into the curriculum. Encourage pupils to contribute to your schools' waste action plan through class projects • Teach about resource use, waste and the circular economy	• Teach pupils about the impact of waste on the environment • Increase participation in sustainable waste practices
W9	Hold events, campaigns and trips. This could involve: Challenging pupils to bring in zero-waste lunches • Creating weekly school recycling awards • Taking part in community litter picks	• Engage the whole school community • Build support and momentum for good waste prevention practices • Reduce environmental impact

Procurement & Consumption - Delivery Actions

Ref	What can you do?	Delivery Benefits
PC1	Create a green procurement plan. Conduct an evaluation of your supply chain, establishing where products come from, what they are made of and what happens to them once they have been used.	• Deliver improvements in a focussed, effective and systematic way • Ensure an effective transition towards a culture of sustainable procurement and consumption
PC2	Ensure staff receive appropriate training. Those responsible for purchasing decisions within school should develop a clear understanding of effective green procurement practices, including the use of sustainability criteria, eco-labels and life-cycle evaluations.	• Ensure buyers have the right knowledge and skills to make sustainable choices
PC3	Consider setting up a Schools' Green Procurement Network. These network can help schools to: • share information on sustainable suppliers, compare prices, and share tips and best practice • facilitate joint procurement strategies for goods that are used infrequently and can be easily transported/encourage innovative and creative solutions.	• Improve levels of efficiency • Create greater combined purchasing power • Benefit from peer-to-peer support with more complex bids • Share knowledge at a local level
PC4	Prioritise transparency. Be transparent about your sustainable choices. • Where possible choose to purchase from suppliers with transparent practices. • Support this by encouraging and engaging with suppliers to develop and seek the delivery of sustainable solutions.	• Provide an example to pupils and the wider community • Work in partnership with suppliers to collectively improve sustainability performance • Make sustainable procurement the norm.
PC5	Identify key goods and services to prioritise. This may be based on: • The frequency of purchase, i.e. is it a product being used every day or every week? • The size of purchase, i.e. is it a significant order in terms of spend and quantity?/ - How environmentally sensitive it is, i.e. is it a good or service that can be particularly damaging?	• Maximise the environmental benefits of green procurement decisions
PC6	Use sustainability criteria and environmental assurance labelling. When purchasing a good or service, refer to sustainability criteria to ensure that its impacts are compatible with the environment	• Ensure a good or service has good environmental attributes
PC7	Take a life-cycle approach to costing. When evaluating cost, consider the whole life cycle of a good or service, instead of just the upfront cost. This should take into account; • resource use • running costs • quality • maintenance costs • durability • disposal cost	• Give a more accurate indicator of value for money, as well as environmental impact
PC8	Consider whether you need to buy a good or service. Before buying, assess whether what you are buying is essential. Consider if it is being bought: • where the good or service will often go to waste where a product may be reused instead of replaced • where other solutions are available which do not require purchasing the good or service • where environmental impact outweighs personal gain	• Minimise consumption and reduce carbon emissions • Reduce financial costs/Embed sustainability into procurement process

PC9	Prioritise refurbished and second-hand goods. Where possible, choose pre-used goods using retailers that provide or specialise in refurbished products or using online second-hand platforms (Always ensure H & S requirements are being met)	• Reduces the school's demand for raw materials and therefore environmental footprint • Be more cost-effective
PC10	Consider renting over purchasing. Consider the overall benefits of renting goods that require significant maintenance, are used infrequently, require significant storage space, or where quality comes at a high cost.	• Can reduce outlay and associated running costs • Reduce the need for on-site storage
PC11	Promote your green procurement choices. Use your good green procurement practices as an indirect opportunity to influence children in making sustainable consumption choices, both as consumers of the future and to pass this message on to parents and the wider community.	• Influence transition towards a culture of consumption that is beneficial for people and the planet
PC12	Make use of the Oracle Procurement Service. For Council maintained schools, the Oracle system is utilised for the purchase ordering process. This provides access to the Council's contracted suppliers including on-line catalogues, which follow sustainable procurement practices.	• Guarantee a level of responsible purchasing

Food and Catering – Delivery Actions

For schools not signed up to South Tyneside Catering Services SLA

Ref	What can you do?	Delivery Benefits
F1	Carry out a kitchen food-waste audit. This will focus on waste during food preparation and cooking. This may be done in coordination with a consumption-based waste audit, see F19.	• Identify the type, quantity and principal sources of kitchen food waste • Provide opportunities for learning • Provide a baseline to measure improvements against
F2	Create and implement a kitchen food-waste action plan. Based on the audit, identify steps your catering team can take to prevent, reduce and reuse food waste in kitchens.	• Save money on food expenditure/disposal • Save food from landfill and reduce footprint • Raise awareness about food waste • Benefit local community • combat food poverty
F3	Dispose of unpreventable food waste sustainably. Food-waste bins should be put in place to be used for school compost, converted into energy through aerobic digesters, or collected by a private waste company.	• Save money on food expenditure and disposal • Encourage less wasteful practices as levels of waste become more visual • Gain resources such as compost for school allotment or bio-energy
F4	Introduce more vegan and vegetarian meal options. Set targets for the proportion of plant-based or vegetarian meals being served and introduce meat-free day(s). Ensure catering staff are trained in cooking high quality and nutritionally-balanced plant-based meals.	• Reduce consumption of high-impact foods • Demonstrate potential for quality low-impact foods • Save money on meat expenditure • Ensure high quality plant-based cooking
F5	Focus on making use of higher quality meat in moderation. Balance the quantity of meat being used in non-vegetarian dishes with a higher proportion of vegetables and pulses and opt for lower-impact white meat in place of red meat.	• Reduce consumption of high-impact foods • Improve nutrition of meat-based meals/Improve quality of meat-based meals
F6	Introduce seasonal menus. Create seasonal menus based on the changing availability of local produce throughout the year, where possible using school allotment produce.	• Support local food producers/Improve nutrition and variety of menus • Raise awareness about food seasonality • Reduce reliance on unsustainable farming • Reduce food miles

F7	Design energy-conscious & waste-saving menus. This could mean designing dishes that require less energy-intensive cooking methods, for example.	• Embed energy and waste saving practices • Reduce electricity, gas and water consumption • Save money on utility bills
F8	Promote and highlight plant-based and seasonal meal options. Consider: • dish names and descriptions • placement and presentation of items • the introduction of eco-labelling • pricing	• Prompt cultural change towards consumption of low-impact foods
F9	Push for sustainable food procurement. Choose; local and seasonal food • sustainable farming methods • sustainable fish high-quality meat, dairy and eggs • low- or zero-waste suppliers • sustainable packaging and transportation	• Improve schools' food footprint • Support sustainable food producers and industry • Lead by example and raise awareness about sustainable food

Food and Catering – Delivery Actions

For all schools

Ref	What can you do?	Delivery Benefits
F10	Create a school growing space. This can be achieved even with very limited outdoor or indoor space. It may range from small windowsill pots and hanging planters of herbs, salad and dwarf fruit and vegetables, to mini-farm spaces with extensive vegetable beds, mini orchards and even small livestock such as chickens.	• Raise awareness about seasonality, life cycles, the value of food and a healthy environment • Reduce the school's food-related footprint • Involve the community • Provide opportunities for garden-based curricular and extra-curricular learning • Save money on food expenditure
F11	Make food part of the sustainability curriculum. This could involve classroom-based learning, cooking lessons and outdoor learning.	• Improve understanding of food sustainability • Support a transition to a sustainable food system • Encourage sustainable consumption
F12	Review equipment. Ensure that all equipment is as efficient as possible and in good working order with periodic maintenance checks. Where appropriate, repair, retrofit and replace inefficient equipment, following good green procurement practices.	• Reduce electricity, gas and water consumption • Save money on utility bills
F13	Ensure efficient resource use. Ensure that resource-consuming equipment is being used as efficiently as possible by kitchen staff.	• Reduce electricity, gas and water consumption • Save money on utility bills
F14	Review single-use materials in the kitchen and dinner hall. Compile a list of all single-use and disposable materials and look for sustainable alternatives, e.g. using alternative methods; using re-usable products, or streamlining and removing non-essential practices.	• Save money on kitchen expenditure • Save money on waste collection costs • Reduce kitchen consumption and related footprint
F15	Take part in campaigns, challenges, events and trips. These could include: • campaigns on fighting food waste, eating more greens or plastic-free lunches • school farmers markets, climate dinner parties or zero-waste cooking workshops • visiting local farms or producers, relevant exhibitions and talks, or guided foraging	• Engage the whole school community • Build support and momentum for sustainable consumption/Reduce environmental impact

F16	Allow pupils to shape their lunch experience Collaborating with the catering team, pupils could have a role in: • deciding what to grow • designing menus • redesigning dinner hall spaces	• Raise awareness about sustainable food consumption • Ensure a successful menu transition supported by pupils
F17	Be transparent about suppliers. Educate staff, pupils and parents about where your school's food is coming from. This could involve: • producing a provenance guide and/or map • hosting a supplier show-case with local suppliers invited to the school	• Lead by example/Raise awareness
F18	Provide appropriate kitchen and dinner hall recycling facilities. Make sure they are easy to use and there is guidance on how and why to use them. Where materials cannot be recycled by the Council or private organisations, see if materials can be re-used, repurposed, or recycled by pupils, teachers or the community.	• Improve recycling rates • Raise awareness about sustainable consumption
F19	Carry out a dinner hall food-waste audit. Students should be guided to undertake an audit of food waste in the dinner hall.	• Identify the type, quantity and principal sources of dinner hall food waste • Provide opportunities for learning • Provide a baseline to measure improvements against
F20	Create and implement a food-waste action plan. Based on the audit, identify steps your school can take to prevent, reduce and reuse food waste in the dinner hall. It may also be helpful to include catered school events in your food-waste action plan. For non-SLA schools, see also F1&2.	• Save money on food expenditure/disposal • Save food from landfill and reduce footprint • Raise awareness about food waste

Adaptation – Delivery Actions

Ref	What can you do?	Delivery Benefits
A1	Adapt to heat loss and gain. Adaptation methods: • Shade – Provide overhanging eaves and external canopies to the classroom. Consider combining shade with energy generation using photovoltaic (PV) panels. A PV canopy can provide shade from the sun and shelter from rain whilst collecting clean energy for your school. • Sustainable Ventilation – Prioritise passive ventilation methods using natural forces to circulate air to and from indoors. If necessary, mechanical ventilation could be considered using a system to circulate fresh air using ducts and fans or active cooling systems could be utilised by using low carbon/sustainable technologies to cool indoors • Improve Thermal Mass - Install a double layer of plasterboard on both sides of all internal walls to improve the thermal mass allowing the absorption and storage of heat energy • Solar Window Films - Add glazing and film technologies to improve the performance of glass in terms of solar exclusion and inclusion.	• Maintain comfort standards in school • Reduce carbon emissions through the use of low-cost, low-carbon methods

A2	Adapt to increased rainfall, surface water run-off and flash floods. Adaptation methods include: • weatherproof fixings • tree planting • roof overhangs • wide gutters with emergency overflow points • rainwater harvesting • Sustainable Drainage System features e.g. planters, rain gardens, and swales • Flood resilience measures? E.g. Flood doors, non-return valves, air brick covers?	• Create places for wildlife • Protect buildings from driving rain • Reduce the risk of waterlogging, flash flood events, local water pollution • Create systems to collect rainwater to use for school use • Create interesting places to learn • Opportunities to connect children and adults to nature and water which improves wellbeing
A3	Incorporate climate change adaptation into the curriculum	• Increase understanding of risks • Provide motivation to drive adaptation and find innovative solutions
A4	Prepare a flood risk plan. South Tyneside Council is working in partnership with Environment Agency to support communities in helping to prepare for flooding in at risk areas. Part of this work involves working alongside schools to develop flood risk plans.	• Increase understanding of flood risk • Help future generations understand their risk • Help to become flood resilient

Cultural Change– Delivery Actions

Ref	What can you do?	Delivery Benefits
CC1	Ensure responsibility and commitment from all. While your Climate Change and Sustainability Team will lead on this agenda, all roles in your school have a part to play. Ensure clear roles and responsibility are given to: • School Governors • Senior Management Team • Teaching Staff • Office Staff • Maintenance, Cleaning & Catering Staff • Pupils • Parents/Carers • Climate Change and Sustainability Team	• All roles in your school community have an understanding of how they can contribute to long and lasting changes • Help develop stronger links between staff, pupils, parents and the wider community
CC2	Integrate climate change and sustainability into the curriculum. Explore links to climate change across all subject areas. Learning about climate change and sustainability can be the direct focus in subjects like Geography and Science, and indirectly incorporated into other learning, in subjects like Maths and English. For example, this could involve using data on food waste to learn about plotting graphs or writing persuasive arguments about why we should recycle./Introduce project-based learning to develop climate change learning as a cross-curricular priority.	• Developing a deeper understanding of climate change challenges and how to tackle them • Build support and momentum

CC3	Raise awareness through extra-curricular activities. Ask your pupils to think of ways they can raise awareness and embed climate change and sustainability into background learning. This could take any form, such as the addition of climate change fun facts in planners, pupil-led assemblies, or relevant posters and art around school grounds. • Work with your Eco Council or Team to develop campaigns, projects and clubs. Opportunities include eco clubs or recycling projects, taking part in community projects, or campaigns to 'rewild' areas of school grounds. • Provide resources for pupils, staff and the wider community to make use of to further their learning. This may be in the form of relevant library books, DVDs, or even gardening equipment.	• Encourage whole school participation • Enable opportunities for pupils to harness their creativity and show enthusiasm
CC4	Ensure participation and community involvement. Ensure your whole school – not just a select group of enthusiasts – is involved and encourage community participation. You may choose to task your PTA, Eco Team or School Council to explore how your school could encourage climate action in the wider community and how you could share knowledge, skills and passions.	• Put your school at the heart of your community • Motivate people into action, creating ripple effect beyond the school gate
CC5	Train staff, Ensure that every member of staff in your school is appropriately trained so that sustainable-thinking can be embedded in all aspects of school life. Some training may be highly job-specific, e.g. relating to sustainable catering. Schools' Action Plans should highlight areas where such training may be necessary.	• Ensure a general understanding and awareness of issues related to climate change and sustainability • Embed sustainability across all aspects of school life
CC6	Ensure effective behavioural change. When developing initiatives consider the following strategies to motivate change. • Leaders must be positive role models, modelling the new expected behaviours at all times. • Inspire the 'feel-good' factor and tap into empathy. • Positive messaging will help build empathy and lead to proactive actions. • Involve every part of the school, so that each group can recognise the role they play. • Measure change and learn from it and use it to shape your next actions. • Share and celebrate success. • Reward positive behaviour. • Be aware of the common barriers to behaviour change, such as fear of change, poor communication and misconceptions and myths.	• Campaigns and initiatives are more effective • Achieve more lasting and meaningful change • better staff morale and motivation • Reduced operational costs (lower waste, energy and transport costs)
CC7	Use awards and incentives. Put in place praise and reward schemes to recognise and reward sustainable behaviour and encourage good environmental practice. • Behaviour codes could incorporate an environmental aspect. • Consider a weekly whole-school climate change • sustainability award. • Work towards externally-run awards.	• Motivate action throughout schools
CC8	Consider creating a slogan. This will help capture the schools climate change and sustainability vision in order to promote a school-wide approach.	• Help to embed key messages

Key Themes: Resources

To aid schools in achieving certain delivery actions, relevant links and resources have been provided for each key theme.

These resources provide further information or guidance related to specific delivery actions.

However, schools are welcome to take their own approach and use other resources where preferred.



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Policy - Resources

Ref	Delivery Areas	Resources
P2	Develop a Climate Change & Sustainability policy	See sample policy
P3	Set clear and measurable reduction targets	See sample target setting
P4	Create an action plan	See sample action plan

Reducing Carbon Emissions - Resources

Ref	Delivery Areas	Resources
E2	Identify opportunities to save energy	https://www.gov.uk/government/publications/energy-efficiency-guidance-for-the-school-and-fe-college-estate/energy-efficiency-guidance-for-the-school-and-further-education-college-estate
E3	Draw up an energy action plan	Energy Sparks Action Plan https://energysparks.uk/activity_types/81
E8	Promote water economy measures	Water saving opportunities, https://energysavingtrust.org.uk/blog/why-we-should-all-be-saving-water https://www.nwl.co.uk/savewater
E10	Incorporate energy- and water-saving into the curriculum	Leeds DEC - Climate action topics (Maths, MFL, Science, Re & Citizenship) https://leedsdec.org.uk/climate-action-resources/ Renewable energy http://ypte.org.uk/factsheets/renewable-energy/fossil-fuels-non-renewable?gclid=EAlaIqObChMIreuoycjg6gIVV-vtCh1QJwr4EAAYAAEgJYafD_BwE South Tyneside Young People's Parliament lessons plans: Our local Impact & The Greenhouse Effect https://campaigns.southtyneside.gov.uk/stypp/campaigns/2020/climate-change.html

Environment & Biodiversity – Resources

Ref	Delivery Areas	Resources
EB1	Include biodiversity into your school curriculum	See STYPP Celebrities and Influencers Document , Range of WWF teaching resources for multiple subject areas, https://www.worldwildlife.org/teaching-resources/toolkits/biodiversity-toolkit https://www.countrysideclassroom.org.uk/places https://www.rspb.org.uk/helping-nature/what-we-do/education-and-inspiring-the-next-generation#support-for-teachers-and-schools Durham Wildlife Trust https://www.durhamwt.com/teacher-resources

EB2	Consider using INSET days for training on climate change & biodiversity	Learning through landscapes, https://www.ltl.org.uk/educators/
EB3	Establish a Forest School	https://www.espplay.co.uk/how-to-create-a-forest-school-style-environment-in-your-playground/ https://www.forestschoollassociation.org/what-is-forest-school/
EB4	Establish a wildlife garden/wildlife corners within school	https://schoolgardening.rhs.org.uk/resources/info-sheet/plants-for-a-wildlife-garden https://www.wildlifetrusts.org/actions/how-grow-wildlife-friendly-vegetable-garden
EB5	Create a pond or wet areas	https://creativepondcovers.co.uk/school-grounds/ http://primary.cleapss.org.uk/Resource/P060-Pond-safety-in-primary-schools.aspx https://www.stem.org.uk/resources/elibrary/resource/33663/education-pack-life-ponds
EB6	Increase planting of trees; shrubs and hedgerows	https://www.groundwork.org.uk/wp-content/uploads/2019/08/Air_Quality_GI_Toolkit_for_Schools.pdf
EB7	Build a bird/bat box	https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/build-a-birdbox https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/build-a-bat-box
EB8	Create bird and butterfly feeders	https://www.rspb.org.uk/helping-nature/what-you-can-do/activities https://www.woodlandtrust.org.uk/blog/2020/03/how-to-attract-butterflies/
EB9	Create a school allotment	https://www.nsalg.org.uk/resources-and-downloads/individuals-and-schools/ https://www.handmadeplaces.co.uk/2018/08/allotment-gardening-schools-children/ https://www.swcaa.co.uk/gardening-schools-information-and-guidance
EB10	Deliver a biodiversity audit	WWF biodiversity audit https://www.worldwildlife.org/teaching-resources/toolkits/biodiversity-toolkit
EB12	Use the indoor and outdoor classroom environment	https://www.countrysideclassroom.org.uk/resources/781 Groundwork South Tyneside, https://www.groundwork.org.uk/projects/west-boldon-lodge/ Establishing 'nature tables' https://core.ac.uk/download/pdf/111041358.pdf https://bna-naturalists.org/education/
EB13	Garden with nature, not against it.	https://morethanweeds.co.uk/ https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/nature-on-your-doorstep

Travel - Resources

Ref	Delivery Areas	Resources
T2	Create a travel plan and set travel targets	Modeshift Stars – What is a travel plan? https://www.modeshiftstars.org/about/travel-planning/
T3	Conduct a route review	Living Streets school route review, https://www.livingstreets.org.uk/media/1fhd1vzo/street-review-guidance-for-web.pdf
T4	Work with the Council to improve the local infrastructure	Request new cycle paths and parking https://www.southtyneside.gov.uk/article/1475/Cycling#request Disability information, https://www.sustrans.org.uk/our-blog/get-active/2019/everyday-walking-and-cycling/cycling-with-a-disability/
T5	Hold sustainable travel surgeries	Cycling information for parents and carers https://ibike.sustrans.org.uk/home/parents/carers/ Cycling blog https://www.sustrans.org.uk/our-blog/get-active/?location=null&theme=null Sustainable travel case study 1, https://www.modeshiftstars.org/stars-spotlight-allendale-primary-school-northumberland/ Sustainable travel case study 2, https://www.eco-schools.org.uk/inspiration/eco-schools-awards-2022/
T7	Encourage staff to travel sustainably	South Tyneside Employees - In partnership with Cyclescheme, South Tyneside Council is offering savings on bicycle and safety equipment. https://www.cyclescheme.co.uk/ Sustrans cycling blog, https://www.sustrans.org.uk/our-blog/get-active/?location=null&theme=null
T8	Incorporate sustainable travel into the curriculum	See STYPP Celebrities and Influencers Document Key stage 1&2 lesson plans Teachers' pack - Air pollution – years 2-6, https://www.eco-schools.org.uk/wp-content/uploads/2016/11/Air-Pollution-Teachers-Pack.pdf Air quality survey, https://www.stem.org.uk/resources/elibrary/resource/32036/air-survey-what-can-lichens-tell-us-about-air-quality Sustainable transport resource - 14-16yr olds, https://www.stem.org.uk/resources/elibrary/resource/29130/transport Sustrans Home Working Activities, https://ibike.sustrans.org.uk/welcome/remote-learning/ Living Streets School Resources, https://www.livingstreets.org.uk/walk-to-school/
T9	Organise events and competitions	See Calendar Resource
T10	Facilitate commutes on foot	https://www.sustrans.org.uk/our-blog/projects/2019/uk-wide/sustrans-school-streets/ Living Streets Walk to School, https://www.livingstreets.org.uk/walk-to-school
T11	Assist with bike maintenance	Sustrans cycling blog https://www.sustrans.org.uk/our-blog/get-active/?location=null&theme=Bikes+and+kit&p=1

T12	Ensure pupils are able to use bikes and scooters safely	Road safety educational resources, https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B%5D=13-to-16 Bike training (note: many schools may already work with Bikeability), https://www.southtyneside.gov.uk/article/3241/Bikeability Scooting safely, https://brightwayz.co.uk/scoot-safely/ Scooting to school case study, https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Sustrans%20scooting%20to%20school%20fact%20sheet.pdf
T14	Encourage more sustainable car use	Park and stride information, https://www.livingstreets.org.uk/walk-to-school/park-and-stride/ Car sharing, https://liftshare.com/uk

Waste - Resources

Ref	Delivery Areas	Resources
W1	Conduct a waste audit	See Waste Audit Activity
W5	Set up recycling collections; Encourage recycling within the school	https://schools.recyclenow.com/resources/
W6	Reduce Consumption of Single-Use Plastics	Steps to reduce plastic in schools, https://www.lessplastic.org.uk/9-ways-to-reduce-plastic-in-your-school/ Surfers Against Sewage award – Plastic-free schools status https://www.sas.org.uk/plastic-free-schools/ Kids Against Plastic, http://www.kidsagainstplastic.co.uk/ WWF Green Ambassadors, https://www.wwf.org.uk/get-involved/schools/green-ambassadors Litter-free toolkit for schools (Australian), https://taronga.org.au/sites/default/files/content/pdf/LitterFreeRivers_Toolkit_Schools.pdf
W7	Set up school composting	https://schoolgardening.rhs.org.uk/resources/Info-Sheet/Composting-for-schools

W8	Incorporate waste into the curriculum	https://circularclassroom.com/students/ How to explain climate change and plastic pollution to children https://www.bbc.co.uk/teach/live-lessons/climate-change-for-children/z77wvk7 Plastics Watch - TV and digital content on plastic pollution, https://www.bbc.co.uk/programmes/articles/11CnQOR0GJfkDgJs57sR5Ps/war-on-plastic Assembly presentation suitable for KS3 - Plastic Pollution, https://plasticcleverschools.co.uk/pes-resources/ South Tyneside Young People's Parliament lessons plans: Litter, Match the Symbols & Sort it out, https://www.southtyneside.gov.uk/article/3980/Climate-change-campaign See STYPP Celebrities and Influencers Document
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Procurement & Consumption - Resources

Ref	Delivery Areas	Resources
PC1	Create a green procurement plan.	See Green Procurement Guidance Doc
PC2	Ensure staff receive appropriate training	Improving your understanding of green procurement: https://sustainable-procurement.org/tools-and-guidance/ https://www.oecd.org/gov/public-procurement/green/ https://support.rm.com/_rmvirtual/Media/Downloads/2008_DCSF_Sustainable_School_Tips.pdf https://ec.europa.eu/environment/gpp/buying_handbook_en.htm Bespoke training on climate change can be provided by the Carbon Reduction Team.
PC6	Use sustainability criteria and environmental assurance labelling	See Procurement Criteria Doc , See Procurement Labelling Guide Doc
PC12	Make use of the Oracle Procurement Service	For further information on Oracle, please contact procurement support on 0191 424 7017 or email procurement.section@southtyneside.gov.uk

Food & Catering – Resources

Ref	Delivery Areas	Resources
F1,2 (19,20)	Carry out food-waste audits; Create and implement a food-waste action plan	WRAP business food waste audit guide https://wrap.org.uk/resources/campaign-assets/waste-audit-guide-businesses?check_logged_in=1#download-file School food waste toolkit https://www.zerowastescotland.org.uk/resources/food-waste-monitoring-toolkit-schools Guardians of Grub Resource for Caterers https://www.wrap.org.uk/content/sme-food-waste/4b-right-things-in-the-right-bins

F4	Introduce more vegan and vegetarian meal options	Sustainable consumption information, https://www.sueatablelife.eu/en/on-your-table/ https://eatforum.org/eat-lancet-commission/ ProVeg School Plates Awards and Support https://proveg.com/uk/school-plates-programme/school-plates-awards/ (Maintained schools' catering are already working with ProVeg.)
F9	Push for sustainable food procurement	See Food procurement guidance , See Food-related sustainability labels , Local suppliers https://www.fadne.org/ Organic suppliers https://www.soilassociation.org/certification/check-for-organic-certification/organic-product-supplier-search/ Sustainable procurement good practice https://iclei-europe.org/projects/?c=search&uid=4Kpl7nzv
F10	Create a school growing space	Growing food in small spaces https://verticalveg.org.uk/ School Allotments https://schoolgardening.rhs.org.uk/Resources/Find-a-resource?so=0&pi=0&ps=10&f=1,7:&page=1
F11	Make food part of the sustainability curriculum	See STYPP Celebrities and Influencers Document , Food waste lesson resources https://wrap.org.uk/resources/campaign-assets/taste-it-dont-waste-it-education-resources-topic-food-waste https://www.zerowastescotland.org.uk/food-waste/teaching-resources/ Food (general) lesson resources https://www.countrysideclassroom.org.uk/resources?subjects=cooking-and-nutrition , Meat-free Monday lesson resources, https://1v2tjp81p3k1k65g14acd8d1-wpengine.netdna-ssl.com/wp-content/uploads/2016/03/Meat-Free-Monday.pdf Current food system context https://foodfoundation.org.uk/wp-content/uploads/2019/07/Plating-up-Progress-FINAL.pdf https://www.foodethicscouncil.org/learn/resources/ https://www.wri.org/publication/shifting-diets , Sustainable farming information https://www.soilassociation.org/about-us/small-steps-to-save-our-planet/ https://www.oneplate.co/what-is-sustainable-farming-and-why-it-is-important-for-our-wellbeing/ https://innocentbiggrow.com/free-resources Food education and growing programme https://www.facebook.com/RethinkFoodUK/
F12,13	Review equipment; Ensure efficient resource use	See Reviewing resource-consuming equipment

F14	Review single-use materials in the kitchen and dinner hall	See Single-Use Materials Example Review
F15	Take part in campaigns, challenges, events and trips	See Calendar Resource Campaigns promoting veg https://vegpower.org.uk/ https://www.vegcities.org/get_involved/actions/?sector=3&action=3 Countryside Classroom North East Contact list, https://www.countrysideclassroom.org.uk/people?counties=cleveland,durham,northumberland,tyne-and-wear
F16	Allow pupils to shape their lunch experience	Better Lunchtimes case study, https://www.foodforlife.org.uk/schools-and-early-years/schools/what-can-you-do/better-lunchtimes
F17	Be transparent about suppliers	Example 'What we're doing' infographic, https://www.ed.ac.uk/files/atoms/files/good_food_reporting_infographic_2020_v5.pdf
F18	Provide appropriate kitchen and dinner hall recycling facilities	Council recycling information https://www.southtyneside.gov.uk/article/33351/Bins-and-recycling Terracycle – for hard-to-recycle materials https://www.terracycle.com/en-GB/
F19,20	Carry out food-waste audits; Create and implement a food-waste action plan	See F1,2

Adaptation – Resources

Ref	Delivery Areas	Resources
A1	Adapt to heat loss and gain	Designing climate-resilient schools, https://www.ukcip.org.uk/designing-a-climate-resilient-school/ Case studies, https://www.ukcip.org.uk/case-studies/
A2	Adapt to increased rainfall, surface run-off and flash floods	Reimagining rainwater in schools, https://www.london.gov.uk/sites/default/files/reimagining_rainwater_in_schools_v1_.pdf
A3	Incorporate climate change adaptation into the curriculum	Primary and secondary - Practical action, https://practicalaction.org/schools/beat-the-flood/
A4	Prepare a flood risk plan	For further information please contact: climatechange@southtyneside.gov.uk

Cultural Change - Resources

Ref	Delivery Areas	Resources
CC1	Ensure responsibility and commitment from all	See Responsibilities and Commitment Doc
CC2	Integrate climate change and sustainability into the curriculum	See STYPP Celebrities and Influencers Document, British Council - Global Learning, https://www.britishcouncil.org/climate-connection/get-involved/resources-school-teachers WWF lesson plans (7 to 14 years) https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources Oxfam lesson plans (7-11 years & 11-14 years) https://www.oxfam.org.uk/education/resources/climate-challenge-7-11 Books, Greta Thunberg - No One is too Small to Make a Difference. Penguin Books. A collection of eleven speeches which she has written and presented about global warming and the climate crisis/Michael Morpurgo - This Morning I Met a Whale. A work of fiction that explores how children can spread the word about climate change and looking after the planet.
CC3, CC4	Raise awareness through extra-curricular activities; Ensure participation and community involvement	See Participation and Community Involvement Doc
CC5	Train staff	Upon request, the Council's CRS team will be able to provide bespoke training for schools related to each core theme. For further information please contact: climatechange@southtyneside.gov.uk
CC6	Ensure effective behavioural change	See Behaviour Change Guide, Further reading, https://sustainabledevelopment.un.org/content/documents/2404Behavioral%20Insights.pdf https://www.oneplanetnetwork.org/resource/nordic-youth-sustainable-changemakers-transition-sustainable-consumption-and-production https://www.rapidtransition.org/wp-content/uploads/2021/04/Cambridge-Sustainability-Commission-on-Scaling-behaviour-change-report.pdf https://rare.org/wp-content/uploads/2019/02/2018-CCNBC-Report.pdf
CC7	Use awards and incentives	https://www.eco-schools.org.uk/

CLIMATE CHANGE KEY DIARY DATES

Below is a calendar of dates that schools may choose to incorporate into their Climate Change and sustainability action plans. Please note that some dates may vary annually.

January 2025

5th Jan National Bird Day
Veganuary

February 2025

2nd World Wetlands Day
10th World Pulses Day
16th World Whale Day
22nd World Water Day
27th World Polar Bear Day

March 2025

3rd World Wildlife Day
Food Waste Action Week
7th British Science Week
14th International Day of Action for Rivers
15th World Consumer Rights Day
18th Global Recycling Day
21st International Day of Forests
21st World Planting Day
22nd World Water Day
23rd World Meteorological Day
8.30pm 22nd Earth Hour
30th Zero Waste Day

April 2025

3rd World Aquatic Animal Day
7th World Health Day
Fashion Revolution Week
21st World Creativity and Innovation Day
22nd Earth Day
30th Stop Food Waste Day
UK Gardening Week

May 2025

Be Nice to Nettles Week
18th Walk to School Week
20th World Bee Day
16th Endangered Species Day
22nd World Biodiversity Day
23rd World Turtle Day
22nd British Tomato Fortnight
21st Great British Spring Clean
National Children's Gardening Week
30th Garden Wildlife Week
No Mow May

June 2025

Bike Week
1st Volunteers Week
3rd World Bicycle Day
5th World Environment Day
7th Butterfly Awareness and Education Day
8th World Oceans Day
9th Coral Triangle Day
15th Global Wind Energy Day
16th World Refill Day
18th Sustainable Gastronomy Day
19th Clean Air Day UK
25th Decarbonisation Day
Wildlife Trust's 30 Days Wild

July 2025

11th World Population Day
14th Chimpanzee Day
26th Mangrove Day
28th World Nature Conservation Day
29th World Tiger Day
Earth Overshoot Day
Plastic Free July

August 2025

1st Cycle to Work Day
National Allotments Week
12th International Youth Day
12th World Elephant Day
19th World Orangutan Day

September 2025

1st Beach Day
5th Amazon Rainforest Day
6th International Day of Clean Air
8th Zero Waste Week
Great British Beach Clean Week
21st Zero Emissions Day
22nd Car-Free Day
23rd Seed Gathering Season
Bike to School Week
29th Food Loss and Waste Day
28th World Rivers Day
Whole month, Organic September

October 2025

1st World Vegetarian Day
4th No Disposable Cup Day
4th World Animal Day
5th World Habitat Day
6th National Badger Day
6th Energy Efficiency Day
13th Natural Disaster Reduction
14th International E-Waste Day
Recycle Week
Unblocktober – Sewers & Seas
Walk to School Month

November 2025

1st World Vegan Day
1st Ecology Day
6th Exploitation of the Environment in War
UN COP30
20th World Children's Day
27th Buy Nothing Day/Anti-Black Friday
28th National Tree Week

December 2025

4th National Charity Week
5th World Soil Day
20th Festival of Winter Walks

Glossary

Adaptation	Action that helps cope with the effects of climate change - for example construction of barriers to protect against rising sea levels, or installation of SUDS to reduce flooding.
Biodiversity	Biodiversity is a term used to describe the enormous variety of life on Earth, including plants, bacteria, animals, fungi and humans.
Biofuel	A fuel derived from renewable, biological sources, including crops such as maize and sugar cane, and some forms of waste.
Carbon dioxide	Carbon dioxide is a gas in the Earth's atmosphere. It occurs naturally and is also a by-product of human activities such as burning fossil fuels. It is the principal greenhouse gas produced by human activity.
Carbon footprint	The amount of carbon emitted by an individual or organisation in a given period of time, or the amount of carbon emitted during the manufacture of a product.
Carbon neutral	A state where there is no net release of CO ₂ . For example, growing biomass takes CO ₂ out of the atmosphere, while burning it releases the gas again. The process would be carbon neutral if the amount taken out and the amount released were identical. A company or country can also achieve carbon neutrality by means of carbon offsetting.
Carbon offsetting	An action or activity (such as the planting of trees or carbon sequestration) that compensates for the emission of carbon dioxide or other greenhouse gases to the atmosphere. When you purchase carbon offsets, you are funding a project that reduces greenhouse-gas emissions elsewhere by, for example, increasing energy efficiency, developing renewable energy, restoring forests, or sequestering carbon in soil.
Carbon Sequestration	Carbon sequestration is the process of capturing and storing atmospheric carbon dioxide. It is one method of reducing the amount of carbon dioxide in the atmosphere with the goal of reducing global climate change.
Carbon Sink	Carbon sinks are natural systems that absorb and store carbon dioxide from the atmosphere. The main natural carbon sinks are plants, the ocean and soil.
Circular Economy	The circular economy promotes the elimination of waste and the continual safe use of natural resources. In simple terms, it can be explained as 'make, use, remake' as opposed to 'make, use, dispose'. In contrast to the current linear model, a circular economy is regenerative and aims to separate economic growth from the consumption of finite resources.

Climate change	Climate change is a long-term shift in global or regional climate patterns. Climate change is the catch-all term for the long-term shift in global or regional climate. Variation may be caused by both natural processes and human activity. Often climate change refers specifically to the rise in global temperatures from the mid-20th century to present. Global warming is one aspect of climate change.
Climate Mitigation	Involves attempts to slow the process of climate change, usually by lowering the level of greenhouse gases in the atmosphere. Mitigation strategies include using alternative energy such as solar, wind or tidal to reduce the reliance on use of fossil fuels and reduce the amount of carbon dioxide released into the atmosphere.
Global warming	The steady rise in global average temperature in recent decades, which experts believe is largely caused by man-made greenhouse gas emissions. Collectively global warming and its effects are known as climate change.
Greenhouse gases	Natural and industrial gases that trap heat from the Earth and warm the surface.
Greenhouse effect	The insulating effect of certain gases in the atmosphere, which allow solar radiation to warm the earth and then prevent some of the heat from escaping. See also Natural greenhouse effect.
IPPC	The Intergovernmental Panel on Climate Change is an expert body dedicated to providing objective, scientific information relevant to understanding climate change.
Renewable energy	Renewable energy is energy created from sources that can be replenished in a short period of time. The five renewable sources used most often are: biomass (such as wood and biogas), the movement of water, geothermal (heat from within the earth), wind, and solar.
Resilience	The capacity of a community, business, or natural environment to prevent, withstand, respond to, and recover from a disruption.
SUDS	A collection of water management practices that aim to align modern drainage systems with natural water processes.



Additional Resources

Embedded in the Resources section of the toolkit are links to documents which should help you realise different delivery actions.

These additional resource documents, created especially for the toolkit, can be found over the following pages.



Climate Change and Sustainability Sample Policy

The Governing Body of

is committed to encouraging the best possible environmental practices in order to control and reduce carbon emissions and the school's direct impact on the environment. In order to do this we will:

- Consider the environmental impact of activities and the carbon footprint they create, and use these considerations to inform decisions on school purchasing and activities.
- Follow the principles of reduce, reuse and recycle as far as is practically possible.
- Ensure that climate change and environmental considerations are taught across the curriculum in order to more widely promote sustainable practices and awareness amongst pupils and their families.

Vision/Statement

accepts as we move to a towards a carbon-neutral future, climate change and sustainability must be heavily embedded in all that we do. We are committed to educating our pupils about the importance of respecting the environment, and to promoting sustainable development. We recognise that we have a duty to prepare its children with the knowledge and skills to look after our planet, to manage the world's resources wisely and to make a positive contribution by improving its local area. We therefore aim to develop good habits and behaviour patterns amongst staff and pupils.

Scope

This policy applies to all members of the school community, including community users of facilities.

Roles & Responsibilities

All Staff are responsible for:

- Leading by example.
- Promoting and encouraging good practice by pupils, including development of curricular activities where appropriate.
- Making sure they are aware of the Climate Change and Sustainability Policy and ensuring it is adhered to.

All Pupils and Members of the School Community are responsible for:

- Ensuring they are aware of and adhere to good environmental practice.
- Reviewing school recycling facilities and other practices and suggesting improvement.
- Respecting the school environment.

The Governing Body is responsible for:

- Reviewing and monitoring the effectiveness of the Climate Change and Sustainability Policy.

The Climate Change & Sustainability Team (CCS) for:

- Driving improvements throughout the school in the core themes.

Aims

It is important for the school community to have an awareness and understanding of the effects of their actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions and we need to have a sense of duty and care for the world in which we live.

We encourage both staff and pupils to think about their environment and how their actions impact upon the national and global picture. To this end, we encourage and reinforce climate change and sustainability in all aspects of everyday life and the wider community.

The ways in which we will strive towards this goal is to reduce the amount of materials we use and waste we produce, recycle and re-use materials wherever possible, restore what is deemed to have been destroyed and respect our neighbours and our environment.

Objectives

Curriculum and learning

- We will ensure that when learning and at school, the children and staff will do things that improve the environment and quality of life of local people.
- We will give pupils a sense of power and confidence so that they can make a difference to their lives and communities and make decisions themselves.
- We will explore links to climate change across all subject areas, ensuring that climate change and sustainability are covered consistently throughout the school in our curriculum.
- We will make use of the school grounds; include garden/woodland area, as a source of teaching and learning opportunities.

- We will embed climate change and sustainability into background learning, for example by providing appropriate library resources, sharing videos during registration, incorporating facts into planners and giving assemblies.

Energy

- We will use energy efficiently.
- We will manage water use to make it energy efficient.
- We will seek to use renewable energy such as wind, solar and bio-fuel energy, low-energy equipment, freshwater conservation, use of rainwater and other eco-friendly measures.

Environment

- Our lessons and curriculum teach children the knowledge, values and skills to understand the link between buildings, human wellbeing, nature and climate change
- Our indoor and outdoor environment and spaces are safe and good for health, learning and play.
- Our buildings and grounds provide safe habitats for local wildlife.

Travel

- We will encourage staff and children to use healthier and less polluting modes of transport.
- Our children will have a good awareness of road safety.

- We will promote and encourages safe walking and cycling, car-sharing and public transport to lessen damage to the environment and help people have healthier lifestyles.

Waste

- We will reduce the amount of materials used and waste produced, re-using materials wherever possible and repairing and recycling as many goods as possible.
- We will reduce our reliance on single use plastics.

Procurement

- We will buy goods and services from local sources and ones that are environmentally safe and friendly.
- We will consider sustainable consumption in all that we do.

Food

- We will give children healthy, local and sustainable food and drink.
- Our school will show strong commitments to the environment, social responsibility and animal welfare.
- We will buy and/or grow fresh, seasonal, ethically produced foodstuffs.
- We will protect the environment and improve pupils' understanding of food and where it comes from.

Adaptation

- We will seek to use features, new technologies, interior furnishings and equipment to ensure our school buildings and grounds become climate resilient.

Barriers

- We will seek to identify and understand likely barriers in order to work around them effectively.

Cultural Change

- We will use our understanding of behavioural change to ensure that the actions we take are as effective as possible in making real, high-impact and long-lasting change.
- We will make actions easy and enjoyable, providing practical support to motivate actions towards sustainability.
- In our communication we will strive to make sustainability-related behaviours fun and engaging.

- We will equip people with the right knowledge so staff, children and wider school community know both why an action is important and how to do it.
- We will encourage participation, giving a voice to those who want to be involved in issues that concern them.
- We will seek opportunities to demonstrate the many benefits to the community, other schools, organisations and businesses in order to stimulate wider change.

Sample Action Plan

Area	Objective/Target	Actions	Budget/Resource Allocation	Timescale	Responsibility
Energy/ Carbon Emissions	Reduce energy use (kWh) by X % in 2021/22 compared to 2020/21	Undertake Energy Audit	Low/no cost action to be covered by internal resource	November 2020	Energy Coordinator/ Head Teacher
		Investigate opportunities to increase low energy lighting	Scoping activity to be covered by internal resource. Surveys funded through gold service SLA.	March 2021	Energy Coordinator & School Business Manager
		Installation of low energy lighting	Funded through Salix	March 2022	Energy Coordinator & School Business Manager

Target Setting Examples

Energy

- To reduce energy consumption in the school and establish energy reduction targets for future years
- To reduce carbon emissions in the school and set targeted improvements for subsequent years
- To set an energy awareness programme for the school

Environment

- To increase the number of lessons delivered outdoors by X
- To carryout X no of litter picks in the local community per year
- To create a wildlife garden and school allotment area



Travel

- To increase car-sharing amongst staff
- To increase the number of pupils walking to school by X% and set targeted improvements for subsequent years



Waste

- To measure more accurately the general waste streams in schools and the reduce the overall volume going to landfill
- To increase recycling in the schools and set targeted improvements for subsequent years
- To increase the amount composting of food waste by X% and set targeted improvements for subsequent years
- To set a waste awareness programme for the school

Procurement

- To replace all hazardous cleaning products with more sustainable products
- To Increase the use of suppliers with environmental credentials
- Promote awareness of the responsibility for sustainable procurement to all staff
- To reduce the use of single-use materials through circular packaging agreements with suppliers



Food

- To increase the amount of plant-based food options on the menu by X%
- To implement a food waste reduction programme
- To provide students with a basic understanding of sustainable cooking techniques via workshops or cooking lessons

Waste Audit Activity

A waste audit is when a class or school gathers up all of the previous day's waste and has a close look at it to see what is being thrown away.

Doing an audit will help you see how much waste you create, what types of material you throw away and allow you to measure your improvement.

Resources

- Collect the waste in labelled bags from the day before (E.g. 'year 2 classroom')
- Paper and pencils
- Hand washing facilities
- Record sheet (see example provided)
- Gloves
- Table covers or tarpaulins
- Spring balances
- Plastic bags



Workshop outline

- Discuss what happens to waste when it goes in the bin.
- Split the children into groups.
- Ensure all children have gloves on before touching the waste.
- Record on the worksheet who is in the group and which bag they are weighing. Weigh the bag and record its weight.
- Tip the waste slowly on to a covered table or tarpaulin.
- Separate the waste into different materials. (E.g. 'paper', food waste)
- Weigh each type of material and record on the worksheet
- When all waste is weighed and recorded put back in the original bag.
- Get the children to wash hands with gloves on and then with gloves off.

Whole School Assessment

- This can be done back in the classroom.
- Gather all the recorded waste data. Work together to complete the whole school results table (see example provided). This will provide a whole school picture of waste produced.
- Take this further and draw a bar chart to show the different waste materials in your school. Which is the most common type of waste produced? Where is the most waste collected?

Example Waste Audit Record Sheet

Names	
Bag No:	
Bag weight	Kgs

Waste Material	Weight (Kgs)
Paper	
Cardboard	
Cartons	
Cans	
Glass Containers	
Plastic	
Metal	
Food	

Whole School Results

Material	Office	Hall/Dining	Classrooms	Kitchen	Total weight per waste material
(Kgs)					
Paper					
Cardboard					
Cartons					
Cans					
Glass Containers					
Plastic					
Metal					
Food					
Total Weight per area (Kgs)					

Green Procurement Guidance

Green Procurement

A process whereby goods, services and works are procured with consideration of the environment, aiming to minimise negative impacts and invest in sustainable suppliers. Green procurement should promote conservation, re-use and responsible management of resources, using renewable or recycled materials where possible and reducing waste.



An Effective Green Procurement Plan should:

- Cover all areas of your school spending on goods and services.
- Include an implementation strategy.
- Commit to a periodic review.
- Require the use of Green Procurement Criteria for every purchase.
- Detail an awareness-raising/training plan around green procurement.
- Commit to reasonable weighting being given to the environment as a factor in decision-making.
- Acknowledge the indirect and direct environmental impact of procurement.
- Acknowledge the opportunity for financial savings through green procurement.
- Recognise the complexity of sustainability and review every case in context. There are not clear, consistent categories of 'sustainable' and 'unsustainable'.
- Set targets detailing the percentage of purchases that prioritise the environment.
- Acknowledge barriers and constraints and the measures taken to overcome these.
- Include relevant advice covered in the Toolkit.



Green Procurement Criteria

It is vital to consider whether a product can be bought or a service can be provided in a more sustainable format. This table outlines some of the qualities that contribute to sustainability, which should be sought after in tenders or, in existing contracts, should be discussed and developed with suppliers.

Factors for Environmental Consideration	
Location	Look for products that are produced locally, which have simple and clear supply chains, require less transportation, and support the local economy. Note that local suppliers may not source products locally.
Method of transport	Look for the most sustainable transport option. • Zero emissions. Are cycling couriers a possibility? Can electric vehicles be used? • Low-emission freight transport hierarchy: on foot/bicycle > train/electric vehicle > ship > lorry > aeroplane • Trips. Can you buy in bulk to reduce the number of trips? Can you order everything from the same company in one go? Can you arrange delivery when they are already going to be delivering to the local area? • Weight. Can a product be made lighter? Can it be bought in a concentrated form? Can it be made from a different material? • Time. Can you wait longer to ensure it has come by a more efficient means of transport?
Packaging	Look for the most sustainable packaging option. • Re-usable. Can it be kept and refilled? • Circular. Can you return packaging to the supplier to reuse? • Recyclable. Is it recyclable through the council or a private recycling organisation? • Repurposing. Can you find a use for it elsewhere in the school? • Minimal. Can you avoid unnecessary excess packaging? Can you buy concentrated products? Can you buy in bulk?
Waste	Look for as little waste in the life cycle of a product as possible. • Has there been waste in production? Have steps been taken to minimise waste? • Has production waste been associated with environmental damage? E.g. acidification or eutrophication • Is there waste associated with the use of a product? E.g. ink cartridges with printers. Are there ways around this?

Energy	Look for sustainable energy use in the life cycle of a product. • Was renewable energy used in its production? • Has the carbon associated with the product been offset? • Have energy-efficient production measures been implemented? • Can a product be powered by renewable energy? E.g. solar outdoor lighting
Efficiency	Look for the most efficient product or service in terms of energy, water or general resource use. • Is there an efficiency rating? Is it as high as possible? • Are there ways you can use it to make it more efficient? E.g. can you place a fridge in a colder environment? Can you find efficient chargers? Can you use a double-sided printing function? Are there instructions or advice provided about efficient use? • Can you ensure efficiency is maintained throughout a product's life? E.g. can batteries be refurbished?
Durability	Look for products that will last. • How long will a product work effectively? • How easily can component parts be fixed? • How does the life usage compare to the environmental impact? E.g. does the production of a long-lasting product use 10x the energy but only lasts 2x as long? • Can it be stored in a way that will increase its life? • Are there instructions on how to best preserve the quality and efficacy of a product?
Raw materials	Look for sustainable materials. Consider: • Sustainable land use. Has a material been associated with deforestation or habitat destruction? Does it have forest assurances? • Resource scarcity. Is the resource on a scarcity list? Is it a finite resource? • Recycled materials. Can the product be made from recycled materials instead of requiring raw materials? Note that there is not a blanket rule for 'good' and 'bad' materials and context must be considered.
Hazardous materials	Look for products which have not used hazardous materials in their production. Where such materials have been used, ensure that they have been disposed of in the best way possible. Ensure that consumer disposal advice is clear and comprehensive for any products that contain potentially hazardous material.
Composition	Look for products without unnecessary additional components. • Does it have avoidable components? E.g. preservatives in products that will be used immediately or design features for aesthetic purposes rather than utility • Does its composition make it difficult to recycle? E.g. composite plastics or materials. • Does its composition make it difficult to trace the source of all of its components?

Supplier	Look for environmentally-progressive suppliers who take action to reduce their footprint. This may be by: • Promoting biodiversity on-site • Investing in sustainable technology • Supporting environmental campaigns
Re-use	Look for products that can be re-used or repurposed rather than immediately disposed of. • Can a product be re-used several times for the same purpose? E.g. food wraps in place of cling film, refillable ink pens in place of disposable pens or clips in place of adhesive tape. • Can it be re-used for a similar purpose? E.g. waste paper for rough work. • Can it be re-used for a different purpose? E.g. eco-bricks
Repair	Look for products that can be repaired instead of replaced. • Can it be taken back by an organisation to be fixed or refurbished? • Can repair instructions be provided? • Is it an inevitably redundant technology? Does the organisation use essential technology upgrades to ensure continued purchasing where old models become redundant?
Disposal	Look for products that can be effectively recycled or disposed of sustainably, if they cannot currently be reused or repaired. • Recycling potential. Can a product be recycled easily? Where can it be recycled? Does it have different component parts that need separating? Is the recycling process effective and energy-efficient? Aluminium is infinitely recyclable, uses only ...% energy of virgin material production. Glass. Paper. Plastics are different varieties, limited recycling potential. • Can a product be composted? Does it need to be composted in a special facility or can it be home-composted? • Is there a waste take-back system in place? • Is a product likely to cause harm to the environment when disposed? Could a less harmful material be chosen? Plastic lasts hundreds, if not thousands, of years and can easily get blown away and into water streams and oceans. • Is there an Extended Producer Responsibility scheme in place?

If information about the above criteria is not easily available, push relevant bodies for better transparency.

Useful Concepts	
Life-Cycle Analyses	Life-Cycle Analyses (separate to Life-Cycle Costing) are evaluations of the environmental impact of a product or service through its entire life cycle from 'cradle to grave'. This includes the extraction and processing of raw materials, manufacturing, distribution, use, recycling, and disposal. Some suppliers may undertake LCAs on products and will be able to provide clear information about a products environmental footprint.



Example contract requirements:

- **Packaging**

- Avoidance of excessive packaging
- Packaging material requirements
- Circular return/re-use scheme implementation

- **Transport**

- Streamlined delivery frequency through bulk delivery
- Efficient delivery through peak hour avoidance
- Sustainable transport requirements, such as electric vans or cycling courier services

- **Materials**

- A review of sustainability of materials used
- Right to repair
- Repair instruction requirements to avoid unnecessary disposal
- Product return agreements for maintenance or refurbishment

- **Disposal**

- Recycling and disposal information requirements
- End-of-life product return agreements for repurposing or recycling
- Product use
- Requirements for guidance on efficient product use
- Requirements for guidance on optimising product durability

- **Waste reduction**

- Requirements for waste audits
- Requirements for waste minimisation

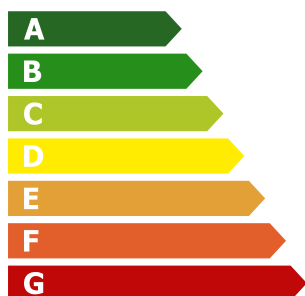
Procurement Labelling Guide

Greening your school by making more sustainable choices

When choosing what to buy for your school, how do you know you are making the most environmentally and socially responsible decision?

You may have noticed there are a wide variety of logos and symbols on products. Some of these eco-labels can help you choose products which are the most environmentally and socially responsible.

Below is a list of some common eco-labels that you should look for when buying products. If you want to find out more of the wide range of eco-labels commonly used in the UK, visit www.ecolabelindex.com



Energy Labels - Show how appliances are ranked on a scale according to its energy consumption. You tend to see a colour coded scale with green being the most energy efficient and red the least. These labels will enable you to choose products that consume less energy, thereby saving money at the same time.

On Pack Recycling Label - This label provides a standard consumer recycling label, which is simple, consistent and provides information to make it easy for consumers to recycle more packaging, more often.



Forest Stewardship Council - FSC certified forests are managed with consideration for people, wildlife and the environment. FSC gives an assurance that future generations will be able to enjoy the benefits of the forest. So you can buy wood products with the FSC logo and be certain that the trees that were harvested are replaced or allowed to regenerate naturally.

Marine Stewardship Council - MSC Products with the label have come from well managed fisheries and won't have contributed to the environmental problem of overfishing.



Soil Association Organic Symbol - the UK's most recognisable trademark for organic produce. Buying organic items can really help make positive changes within our food and farming systems. Organic farms mean fewer pesticides, more wildlife and more animals raised to the very highest standards.

Sustainable Food Procurement Guidance

WHAT TO BUY...	...AND WHY
Prioritise local and seasonal food	
Choose local and seasonal foods, with simpler, more transparent supply chains. Whilst current laws prevent procurers stipulating 'local' as a criteria, providing tendering support for SME and having a weighting towards quality, delivery frequency, freshness, seasonality and production method, will enable local supply networks to build up.	✓ Support local food producers ✓ Improve nutrition and variety of menus ✓ Raise awareness about food seasonality ✓ Reduce reliance on unsustainable farming practices ✓ Reduce food miles

Prioritise food produced using sustainable farming methods	
Where possible, choose foods certified as organic, or those which follow other sustainable farming methods, such as Integrated Farming Management, regenerative agriculture and permaculture. Recognised certification labels include: • Soil Association Organic • LEAF marque • UTZ or Rainforest Alliance • Sustainably Grown Certification • FSA (Farm Sustainability Assessment) • EQI (Equitable Food Initiative) • RSPO Sustainable Palm Oil Organic labels can apply to many food types, including meat, dairy, eggs, fruit, vegetables, bread, grains, coffee and tea.	✓ Reduce demand for pesticides and artificial chemicals ✓ Support more sustainable land-management techniques ✓ Support wildlife and biodiversity ✓ Reduce GHG emissions ✓ Reduce unnecessary use of antibiotics on livestock

Prioritise sustainable fish	
Choose fish certified as sustainable through the MSC label and ensure no fish from the MCS Fish to Avoid list is purchased. Use the MSC Good Food Guide to monitor changing sustainability of stocks.	✓ Minimise marine environment degradation ✓ Protect endangered species

WHAT TO BUY...	...AND WHY
Prioritise high quality meat in moderation	
Where possible, choose organic, grass-fed, high-welfare meat from local sources. As a minimum, aim to ensure all meat is Red Tractor assured.	✓ Reduce GHG emissions related to meat consumption ✓ Improve nutritional quality of meat
Prioritise sustainable eggs	
Where possible, choose organic, free-range eggs from local sources. When purchasing foods containing eggs, aim to choose those using free-range eggs.	✓ Support more sustainable farming practices ✓ Improve nutritional quality of eggs
Prioritise sustainable energy-use	
Look for suppliers that use of renewable energy or carbon offsetting to lower their farm-based or production-based carbon footprints. Relevant certifications include: • Carbon Neutral Certified • Carbon Offset Verified Encourage suppliers to use the 'Cool Farm Tool' to work towards carbon neutrality.	✓ Reduce schools' indirect carbon footprint ✓ Support green businesses
Prioritise low- or zero-waste suppliers	
Look for suppliers that have proactive waste management practices. This may be identifiable through labels, such as the SSC Zero Waste Certification, or open discussion about waste practices.	✓ Reduce schools' indirect waste footprint ✓ Support green businesses
Prioritise sustainable packaging	
Look for suppliers that cut down on excessive and unnecessary packaging and/or use more environmentally-friendly packaging materials. Where possible, encourage: • Circular schemes where packaging can be re-used indefinitely (e.g. milk bottle circular deliveries) • Sustainable material use (e.g. recycled and recyclable, home compostable, biodegradable)	✓ Reduce schools' unsustainable packaging consumption ✓ Save money on waste disposal ✓ Raise awareness of circular economy schemes

WHAT TO BUY...	...AND WHY
Prioritise sustainable transportation methods for 'last-mile' deliveries	
Look for local suppliers using more environmentally-friendly delivery methods. Examples of sustainable practice include: • Using electric or hybrid vehicles • Using bicycle courier services • Providing eco-driving training • Planning efficient routes (e.g. avoiding peak congestion) • Reducing delivery trips (e.g. bulk, joint or coordinated deliveries)	✓ Reduce carbon footprint ✓ Reduce local air pollution and congestion ✓ Support green economy
Prioritise sustainable transportation for long-distance journeys	
When sourcing food from abroad, avoid air-freighted food. Follow the transportation emission hierarchy of train and ship > lorry > aeroplane.	✓ Reduce carbon footprint
Consider surplus food sources	
Where appropriate, consider suppliers who are redirecting surplus foods that would otherwise have gone to waste. This may include misshapen or blemished produce, or gluts of produce approaching expiration dates.	✓ Reduce systemic food waste ✓ Save money on food expenditure ✓ Raise awareness about food waste



Using catering budgets creatively to enable more sustainable purchasing

Some sustainable foods can come with increased costs. Catering budgets therefore need to be used creatively in order to make a high-quality, low-impact menu realistic.

- **Use menu compositions to free up and redirect finance.** I.e. reduce expenditure on high-cost, high-impact products such as red meat and redirect spending towards low-cost, low-impact produce such as pulses.
- **Minimise wastage.** This not only directly reduces expenditure on excess food and resources, but reduces disposal costs (and in some cases provides additional resources e.g. compost).
- **Make use of savings linked to seasonality,** where high supply and gluts along with minimal transportation lead to cheaper prices.
- **Increase uptake of school dinners** – and, therefore, income – through increased focus on quality foods.
- **Where possible, offset high, external-processing costs by processing in-house** (and therefore improving traceability of ingredients). For example, schools in Sweden invested in a meatball machine instead of buying higher-priced pre-made meatballs and were then able to improve the quality of meat and freshness, at a reduced overall cost.
- **Use purchasing power** from long-term, large-scale (joint, where possible) tenders to drive down the cost of organic and higher cost markets.
- **Make use of school-grown produce** to reduce expenditure on externally-sourced foods, where possible.

Parent and Community Co-Purchasing Schemes

Consider setting up a Co-Purchasing Scheme that enables parents and the community to order organic and sustainable products alongside the school.

Benefits:

- Give the community access to high-quality, sustainable goods at a reduced price.
- Provide greater purchasing power for schools.
- Support a sustainable local food system.
- Help local suppliers become more established and able to offer greater variety and more accessible prices.



Reviewing resource-consuming kitchen equipment

Kitchens can consume a lot of electricity, gas and water. So, it's important to check there is as little waste as possible. Large savings can be made by:

- Ensuring staff are using equipment efficiently
- Reviewing the working condition of equipment
- Choosing equipment with high efficiency ratings
- Installing new technologies (see below)

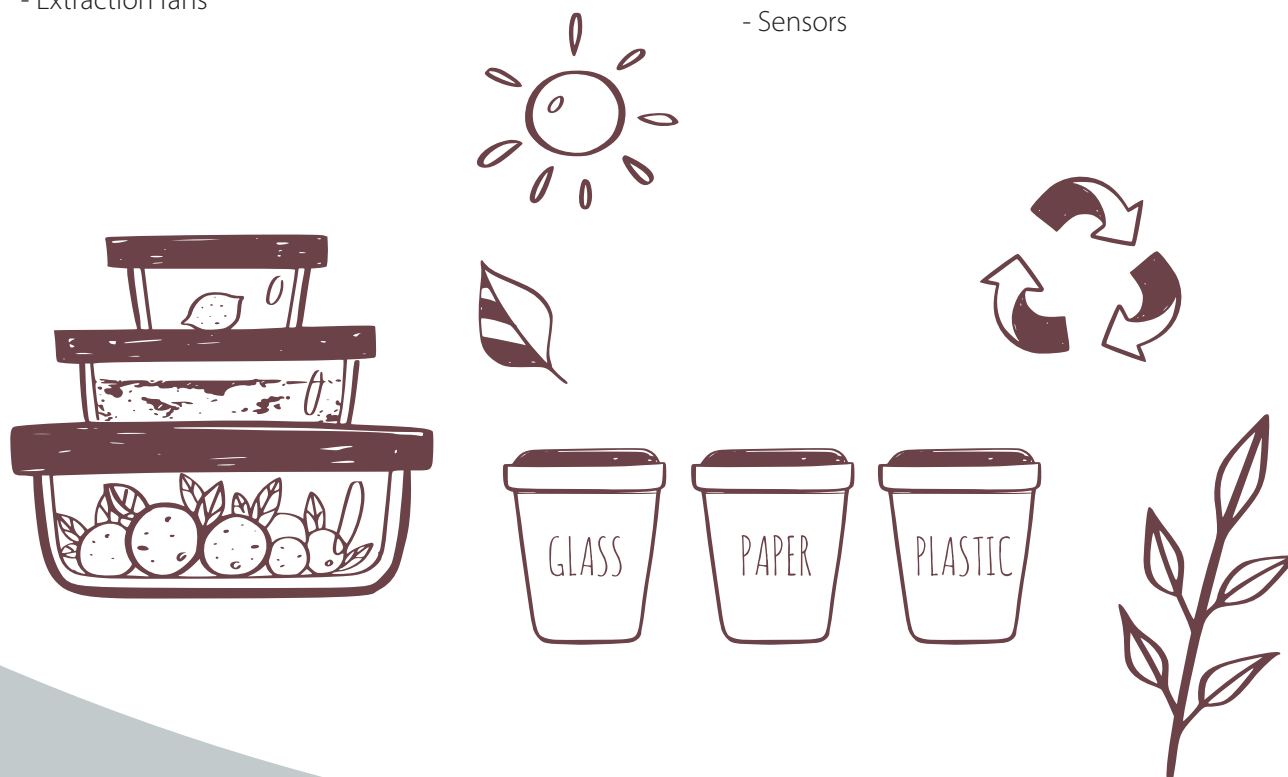
Examples of equipment to be reviewed:

- Electricity-consuming equipment
 - Fridges and freezers
 - Ovens and hobs
 - Kettles and catering boilers
 - Microwaves
 - Blenders
 - Toaster
 - Extraction fans

- Gas-consuming equipment
 - Ovens
 - Hobs
- Water-consuming equipment
 - Taps
 - Dishwashers

Examples of resource-saving technologies:

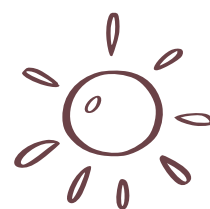
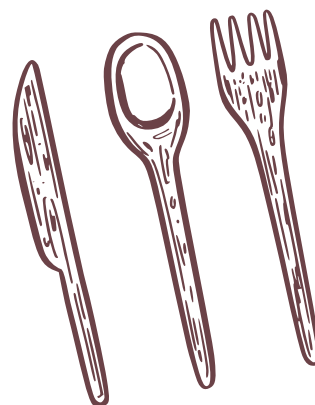
- Electricity
 - Installation of sub-metering
- Gas
 - Conversion to induction hobs
 - Heat recovery ventilation
- Water
 - Tap aerators
 - Flow limiters
 - Sensors



Single-Use and Disposable Materials - Example Review

Kitchen

- Preparation
 - Replace cling film with reusable food wrap or elastic multi-purpose covers.
- Cooking
 - Streamline the use of aluminium foil so that it is only used where necessary and in appropriate quantities.
- Cleaning
 - Replace paper towels with reusable cloths where possible and/or reduce unnecessary usage.
 - Use refillable soap dispensers or bars of soap
 - Use durable, washable sponges and cloths made from sustainable materials
- Storage
 - Store food in the fridge and freezer in reusable containers in place of sandwich bags
 - Minimise the use of adhesive tape by choosing elastic bands or clips where possible.



Dinner Hall

- Service and consumption
 - Replacing disposable plates with reusable plates
 - Replacing disposable cutlery with reusable cutlery
 - Providing condiments and seasoning in refillable bottles instead of sachets
 - Providing food options that do not require packaging
 - Removal of plastic water bottles and installation of drinking fountains

Disposable items are best avoided, and this should be the priority. But, where unavoidable, they should be made from materials which cause minimal environmental damage in their production and disposal.

For example, they may be:

- Recyclable (and are being recycled)
- Compostable (and are being composted)
- Biodegradable
- FSC certified
- PEFC certified
- EU Ecolabel certified

Food-related sustainability labels

- AfOR Compost Certified
- Best Aquaculture Practices - Seafood
- Bonsucro – Sugar
- California Certified Organic Farmers - CCOF
- Carbon Neutral
- Carbon Reduction Label
- Carbon Trust Standard
- Compostability Mark of European Bioplastics
- Compostable: Biodegradable Products Institute Label
- Dolphin Safe / Dolphin Friendly – Tuna
- EU Ecolabel
- Fairtrade
- Friend of the Sea - Seafood
- Global Good Agricultural Practice (GAP)
- Good Shopping Guide Ethical Award
- HAND IN HAND
- LEAF Marque
- MSC Marine Stewardship Council - Fish
- On-Pack Recycling Label
- Organic Farmers & Growers Certification
- Organic Food Federation
- Rainforest Alliance Certified
- RSPO Certified Sustainable Palm Oil
- Soil Association Organic Standard
- Sustainable Agricultural Network
- TerraCycle
- UPS Carbon Neutral
- UTZ Certified- Coffee, cocoa, tea, hazelnuts
- Waterwise Marque
- Wholesome Food Association
- Whole Trade™ Guarantee
- WQA Sustainability Mark

For more information about relevant labels, see:

<https://www.which.co.uk/reviews/food-and-drink/article/decoding-food-labels-sustainability-welfare-and-food-safety-aJrmB9R2AJi1>

<http://www.ecolabelindex.com/ecolabels/>



BEHAVIOUR CHANGE

Using an understanding of behavioural science to prompt cultural change

When it comes to making sustainable choices, there are several factors that prevent us or those around us from acting on our good intentions. This is sometimes referred to as the 'intention-action' gap. Whilst surveys suggest that the majority of people are concerned about environmental issues, the number of people that act on these values does not reflect this. Factors such as the availability, price and quality of sustainable options as well as peer behaviour, cultural context and innate human tendencies contribute to this intention-action gap. As a school, being aware of these as barriers to making sustainable choices can help make any policies and strategies designed to prompt cultural change much more effective and realistic.

Intention- Action Gap: In a survey of European consumers, whilst 72% of consumers said that they were willing to purchase 'green' products, only 17% actually do so.



Barriers to behaviour change:

1) We are creatures of habit.

40% of the 'choices' we make every day are passive and habitual as opposed to active decisions. Habits tend to become detached from the motivation behind them as they are impulsive reactions to cues. This means that overtime, habits may lag behind people's values and intentions. Whilst behaviour change interventions often focus on changing these values and intentions, at times it may be more valuable to try to change habit cues.

How can schools use this information?

- Schools can change physical cues that automatically prompt environmentally-damaging habitual behaviours.
- Schools can introduce cues to encourage new eco-friendly habit formation, e.g. increasing the number of recycling bins and reducing the number and size of general-waste bins. Adding habit formation components into behaviour change interventions can be particularly valuable as, given they are impulse-driven, habitual behaviours tend not to result in 'motivational lapse' and so are sustained over time.
- Schools can encourage staff and students to evaluate their habitual behaviours, how essential they are and what alternatives there might be.

2) We don't directly see the consequences of our actions.

Many of the consequences of our actions are indirect, meaning that it is easy to ignore them and relinquish personal responsibility. When we decide to buy something, we are rarely presented with information about what has gone into producing it; when we throw something away, we often don't conceptualise where that item will go. Our intentions to look after our environment, therefore, are not considered alongside our actions.

How can schools use this information?

- Schools can put in place praise and disciplinary measures so that students' actions have an immediate reaction, where the real impact is not visible due to it being far away in distance or time. E.g. schools could give rewards for using a keep-cup or provide punishments for littering.
- Schools can make the impacts of actions more obvious by providing relevant information at the point of decision-making, e.g. using eco-labelling in the dinner hall to highlight the carbon footprint of a meal.

3) When we do see the impacts of our actions, we feel detached from them.

Many of the impacts of climate change, while believed to be damaging and unwanted, are seen as abstract, physically distant and not personally relevant. This all means that we are not particularly compelled to change. The more personally relevant the impact seems, the more urge there will be to take action.

How can schools use this information?

- Schools can customise the impacts they teach about, so that students feel they are more pressing in their own lives. E.g. schools could create reports about the impacts of Climate Change in South Tyneside.
- Schools can make links with other groups that are highly vulnerable to the impacts, so that students feel a sense of connectedness to them. E.g. schools could set up partnerships with schools in other countries.

- Schools can find ways to make the consequences of actions more relatable and understandable. E.g. where the amount of electricity saved in kWh may not mean much in practical terms, converting this to its consequences in terms of ice caps melting or flooding from sea-level rise may have more impact. Similarly, finding facts that have a tangible connection to students could be useful, e.g. finding out what would happen if every teacher in the country streamed videos in standard definition instead of HD.

4) Social norms and group behaviour outweigh our values

Our actions are strongly dictated by the behaviour of others, even if this means going against our beliefs and intentions. This is exemplified in a study in which researchers left promotional flyers on car windscreens. They found that the number of car owners that chose to drop the flyers on the ground more than doubled when there was already a noticeable amount already littered on the ground. It is likely that the majority of these individuals would state that they are against littering; yet, seeing that many others had chosen to drop them, the individuals acted based on the perceived social norm.

How can schools use this information?

- Schools can identify social stigmas and norms that might prevent people making environmentally-friendly choices and work to overcome these. E.g. if it is seen as uncool or not masculine to eat vegetarian food, strategies can be put in place to redefine this behaviour.
- Schools can use the power of this herd mentality to their advantage by speaking loudly about positive behaviours to help them become new social norms.
- Schools can influence other schools to follow suit by sharing what they are doing. An OECD study found that consumers were more likely to purchase organic products when they knew others were doing so. If a school chooses to take an innovative green approach to procurement, talking about this approach could create a ripple effect in South Tyneside.

5) Choice architecture can make sustainable choices a hassle

Our actions are often dictated by the way in which options are presented to us. Factors such as visibility, availability and price make up the 'choice architecture' which can sub-consciously or consciously nudge us in the direction of one option over another.

Whether something is 'opt-in' or 'opt-out' is another aspect of choice architecture that can play a large role in determining choices. People are much more likely to make a sustainable choice if it is the default and they do not have to make an active decision to opt in.

Similarly, 'forced choices' – where an individual has to make a choice before proceeding, often just a 'yes' or 'no' – can ensure that people reflect on their actions and can help to narrow the intention-action gap. This can be backed up by 'prompted choices', where individuals are required to confirm their decision.

How can schools use this information?

- Schools can use the power of nudge tactics to encourage uptake of sustainable choices, e.g. by placing sustainable food options at eye-level and making them easier to see, or by putting designing classroom layouts so recycling bins are easily accessible.
- Schools can identify 'hassle factors' that prevent people making sustainable choices and work to remove these or balance them out.
- Schools can reverse social norms and make sustainable choices the default, which have to be opted out of.



6) We don't like change

We have an innate negative reaction to change. Our brains don't like uncertainty, the prospect of more work, or a loss of routine or control, especially when change is externally-driven. As a result, we are – to our detriment – often very resistant to those trying to bring in new ways of doing, being or thinking even if it is likely to improve our work or lives substantially.

How can schools use this information?

- Schools should expect resistance and be prepared to be patient, making their interventions realistic and allowing time for changes to become accepted and effective.
- Schools can put emphasis on the benefits, whether for individuals or other school strategies (e.g. healthy eating strategies).
- Schools can make people aware of this tendency towards immediate resistance, so they can overcome the potential bias this causes in their decision-making.

7) We hold a present bias

We tend to focus disproportionately on immediate costs and benefits and underplay future costs and benefits.

How can schools use this information?

- Schools can use the knowledge that short-term benefits are most effective and introduce their own (e.g. through reward systems), where the real environmental benefits may be further away. Likewise, schools can really push the short-term benefits that do exist within projects, e.g. the benefits of wildlife and being outdoors.
- Simply by making the whole school aware of this, individuals may be more inclined to try to override this tendency in order to make decisions which are better for their wellbeing. E.g. schools can incorporate this knowledge into campaigns where sustainable decisions may be put off due to short-term thinking and encouragement can be given to weigh things up rationally.

8) We tend not to ignore or undervalue messages from those we do not identify with.

The behaviours and social norms we follow are largely related to our identity. The less we identify with someone, the less likely we are to listen to their advice and change our behaviours. Therefore, it can be key to find an appropriate voice or figure to deliver information and advice, in order to ensure it is taken on and responded to. This is exemplified in the case of a public health campaign in Zimbabwe in which the government tried multiple times to communicate a message about the importance of contraception. As the population did not respond to a top-down message, the government changed their approach and instead chose to communicate through more relatable intermediaries: hairdressers. Using hairdressers to bring up the advice with clients proved to be a much more successful approach and resulted in a significant increase in contraception use.

How can schools use this information?

- Schools can use the power of identity to promote a message more effectively. E.g. schools can find figures that pupils are more likely to listen to using the toolkit's list of celebrities and influencers and use them as a vector for information provision.
- Schools can use their understanding of the local area and their position as a community hub to promote campaigns which are relevant and relatable, where national government-led campaigns have failed to resonate.



9) We hold misconceptions or myths

Our actions may be driven by culturally-engrained misconceptions and false information which may get in the way of making sustainable choices.

How can schools use this information?

- Schools can use their role as an educator to provide accurate and reliable information which can override previous assumptions discouraging environmentally-friendly behaviours. E.g. if it is commonly believed a vegan diet cannot provide enough protein, schools can educate pupils about vegan sources of protein and how to achieve a nutritionally-balanced vegan diet.

10) We can experience cognitive dissonance

We may hold two conflicting values in our minds at one time – known as cognitive dissonance. Often, this results in the use of 'motivated reasoning' to justify the value that appears to be preferable to us. For example, we may know that driving emits GHGs and contributes to Climate Change. However, we may also know that driving helps to get us around. Therefore, to ease our cognitive dissonance, we may overestimate the value of driving and underestimate its impacts to justify our choice to continue doing so. We may also rely on complimentary information, e.g. that current global population exacerbates Climate Change, and use this to deflect from our own actions. For example, we may tell ourselves that global population is the real problem and ignore the problems associated with driving; yet in reality the former does not negate the impact of the latter.

How can schools use this information?

- Schools can make sure they are aware of this tendency to use 'motivated reasoning', so that they can identify and counteract this bias and make more rational and reasoned decisions.



11) We are very good at detaching ourselves from personal responsibility

People frequently take an 'x + 1' rule when we are deciding what is appropriate behaviour and what behaviour is not justifiable, where 'x' represents our own actions. That is, we think choices are justifiable until the step just beyond our own. For example, someone may understand that flying is a significant contributor to the Climate Change, yet may fly about once a year. They may then suggest that the responsibility to cut down on flying lies with those who fly a few times a year or more. Whilst it may be true that someone flying more frequently is responsible for more emissions, they may also take an 'x + 1' approach and so push responsibility further along the chain.

Therefore, it can sometimes be helpful to look inwards a bit more and move away from a blaming culture.

How can schools use this information?

- Schools can be proactive in taking responsibility and instilling a value set that reflects this rather than a blame culture. Assume your actions are someone else's 'x + 1'.

By understanding these, and other, likely barriers to behavioural change, schools are in a better position to overcome them.



Be the change you want to see.

For further reading, <https://sustainabledevelopment.un.org/content/documents/2404Behavioral%20Insights.pdf>, <https://www.rapidtransition.org/wp-content/uploads/2021/04/Cambridge-Sustainability-Commission-on-Scaling-behaviour-change-report.pdf>, <https://rare.org/wp-content/uploads/2019/02/2018-CCNBC-Report.pdf>

Participation and Community Involvement

It is important to encourage widespread participation in your school's climate action. Contributions should be encouraged:

1. At an individual level

- Pupils should be encouraged to explore climate change and imagine ways in which we can tackle it, through personal reading and research.

2. At a class level

- Links should be explored across the curriculum.
- Solutions should be discussed and developed together.

3. At a whole school level

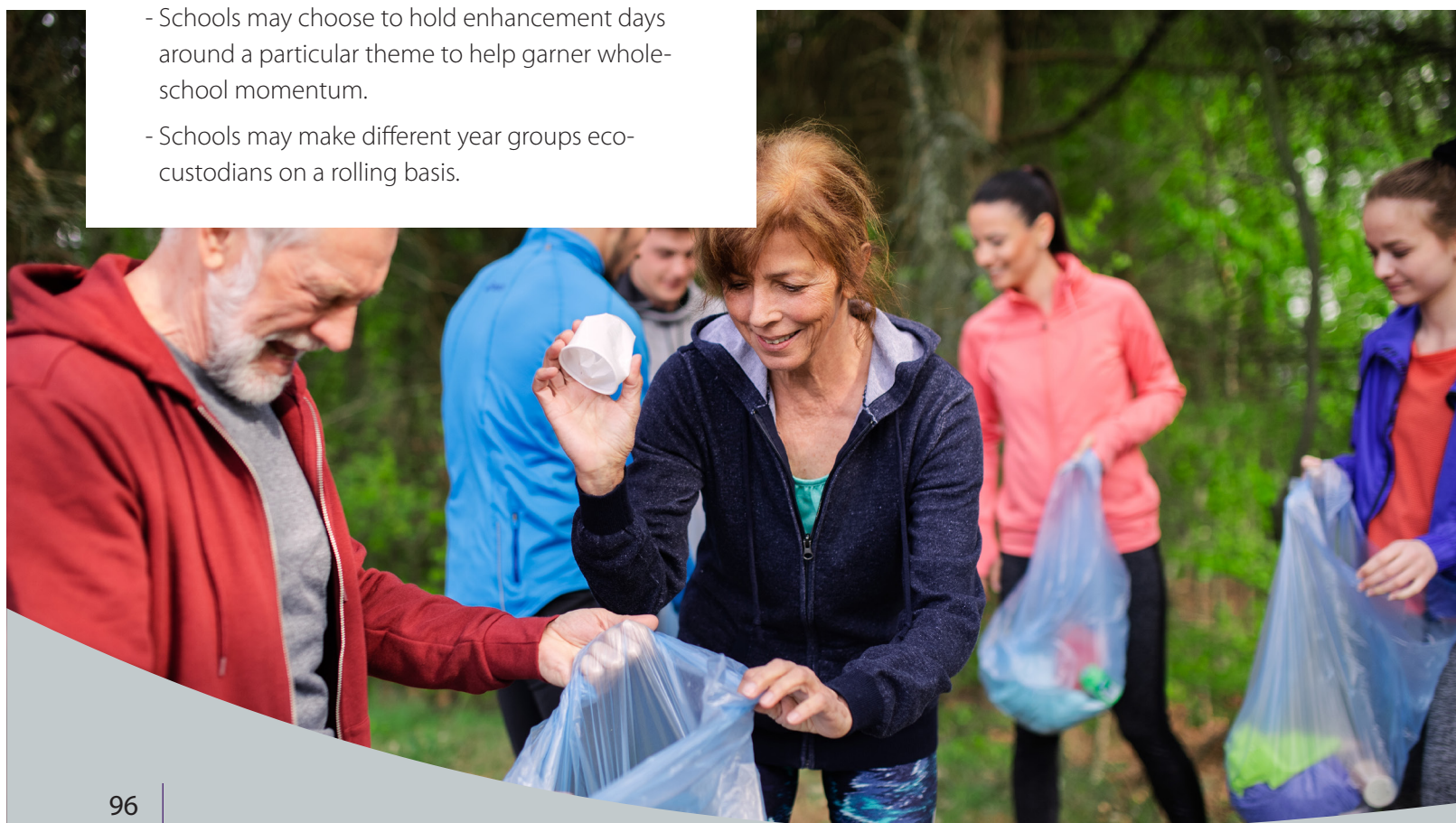
- Collective projects should be explored.
- The school's eco-ethos should be championed.
- Schools may choose to hold enhancement days around a particular theme to help garner whole-school momentum.
- Schools may make different year groups eco-custodians on a rolling basis.

4. At an inter-school level

- Schools should collaborate on projects and campaigns, perhaps relating to the local area.
- Partnerships should be formed to bolster efforts, reach more people and share resources.

5. At a community level

- Encourage collaboration with community groups, environmental organisations and local businesses on projects and campaigns, for example to promote biodiversity, sustainable travel or support local food producers.
- Host community events and community clubs to raise awareness and take grassroots action on environmental issues, e.g. wildlife gardening clubs.
- Provide opportunities and sharing resources with the community, e.g. organic food cooperative.



Responsibility and Commitment

Roles and responsibilities of each stakeholder:

• School Governors

- To support the head teacher/ senior management team in pursuing a climate change and sustainability agenda, ensuring schools are demonstrating progress as set out in the school's Climate Change & Sustainability Policy and Action Plan.

• Senior Management Team

- To lead by example.
- To prioritise actions and monitor progress against action plan.
- To be constantly aware of developments in the school, providing regular updates to the head teacher, governors and parents/carers.
- To ensure the whole school is involved.

• Teaching Staff

- To explore links to embed Climate Change learning in all areas of the curriculum.
- To support behaviour-change campaigns.
- To be good role models to pupils.
- To provide feedback to Senior Management.

• Office Staff

- To reduce the amount of materials used and waste produced, re-using repairing and recycling wherever possible.
- To ensure goods and services are procured from local sources with sustainability in mind.

• Maintenance, Cleaning & Catering Staff

- To support and facilitate the action plan, for example by using energy and resources efficiently and employing waste minimisation practices such as reducing reliance on single-use plastics.

• Pupils

- To support campaigns.
- To provide creative solutions and initiatives.
- To hold the school accountable.
- To behave in line with the school's environmental ethos.

• Parents/Carers

- To support the campaign.
- To support and help pupils deliver the agenda.
- To support the generation of funding for campaigns.
- To support activities e.g. run information stalls at parents' evenings or after school.

• Member Engagement & Climate Change and Sustainability Team

- To help deliver the school's action plan.
- To ensure a committed and strategic approach.
- To help launch and run creative, innovative and effective initiatives.
- To lead by example, providing help and support.

eco-friendly celebrities and influencers

With the help of South Tyneside's Young Person's Parliament, a list of relatable and engaging celebrities and social media influencers has been identified. Teachers may use these influencers and their work and online content to educate students about sustainability.

This could involve:

- Playing their videos in lessons to support learning activities
- Giving students homework to research them
- Recommending useful podcasts for revision purposes
- Using their quotes or campaigns to elicit interest in certain topic areas

General

Greta Thunberg
Ellie Goulding
Leonardo DiCaprio
Zac Efron
Matt Damon
Shailene Woodley
Naomi Smart
Jack Harries
Finn Harries
Isra Hirsi
Leah Namugerwa
Holly Gillibrand
Luisa Neubauer
Xiye Bastida
Hellohubbub
Earthrise.studio

Getting active/active travel

Joe Wicks

Sustainable business: arts

5 Seconds of Summer
Shawn Mendes
Maroon 5

Sustainable business: upcycling

VSR Vintage Stock Reserve

Sustainable food

BOSH
Max La Manna
Madebyblitz
LoveFoodHateWaste lfhw_uk

Wildlife & Nature

David Attenborough
Kate Middleton
More_than_weeds

Zero-waste/Sustainable living

Old World New
Sustainable Daisy
Saving the Grace
Wisewithwaste



Carbon Reduction & Sustainability Team

Get in Touch

If you...

- are interested in taking action but need further support
- would like a climate change assembly or workshop to be delivered in your school
- have taken positive climate action and you'd like to share it with us and other schools

Please get in touch with us at:

ClimateChange@southtyneside.gov.uk

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