# ECO-SCHOOLS ENVIRONMENTAL REVIEW SECONDARY & COLLEGE 2021-2022

## **COMPLETED BY:**

(Name and Year Group)

Amber F	411
Sofia M	411
Stanley S	411
Freddie R	411
Emma J	410
Nathan L	410
Daniel N	49

Ashton W	48
Cameron W	48
Olivia M	48
Olivia C	48
Fauth C	48
Evie R	48
Leyton T	47

Welcome to this year's Eco-Schools Environmental Review, before beginning here is a little guidance:

- To calculate your score for each topic, simply count the number of yes answers you have for the topic.
- If you do not know the answer to a question, or are unable to find an answer, simply leave the question blank. This will not affect your Eco-Schools Green Flag application.
- This year we have included expansion questions, these are designed to prompt discussion and encourage an Eco-Committee to begin considering the environmental actions they will include in their Action Plan.
- Underneath many of the questions is a different topic symbol or symbols. This shows that these questions have a significant crossover with another topic or topics.
- We have included a fact for each topic to highlight some of the challenges our planet faces.
- Finally, if you score a low score on any of the topics, or overall, please do not worry, you have chosen to work on the Eco-Schools programme to improve your school's environmental performance.

#### Good Luck!











# GLOBAL CITIZENSHIP

	YES	NO
Has your school raised money for a charity or cause in the last twelve months?		
Was any of this money raised for environmental, wildlife or animal welfare charities?	V	
Has your school collected for a local foodbank or supported a local charity or organisation in any other way in the last twelve months?	The state of the s	
Have students in your school taken responsibility for planning and organising a charity fundraising event, or chosen which charity to support, in the last twelve months?		
Does your school celebrate different cultures and religions (e.g. do you celebrate different religious/cultural holidays or participate in events like Black History Month)?		
Has your school hosted a Fair Trade cake sale or coffee morning (or any similar events) in the last twelve months?		7
Approach three different teachers (not your Eco-Coordinator), can any of them name one of the 17 Sustainable Development Goals?  Plastic bottles, reduced energy recycling, better insulation heads regulation, less election, makes	gjelech	hicity page
Speak to staff members in the school canteen, do they use any Fair Trade Food items or local, seasonal and sustainable products?	Conferments.	pui

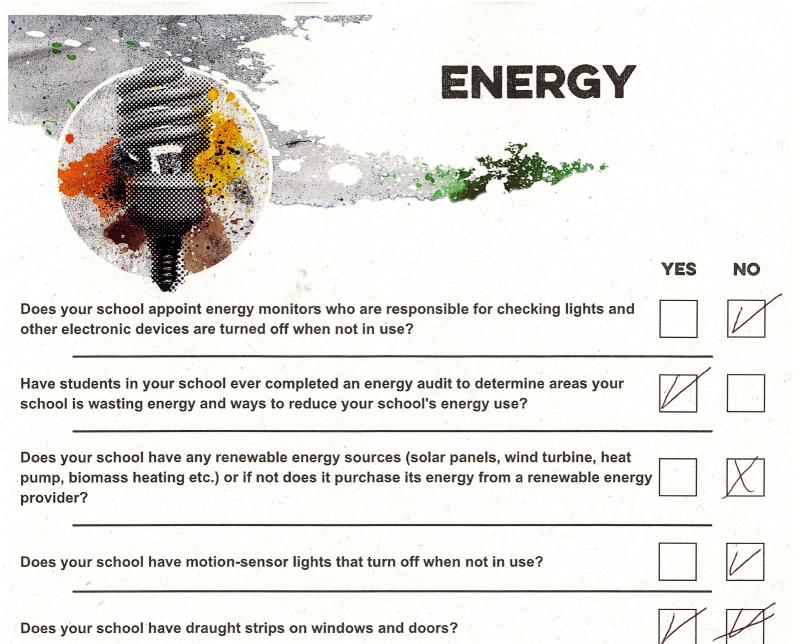
24 million people were displaced from their homes due to natural hazards in 2016, most were linked to disasters made worse by climate change.

	YES	NO
With permission, check the tea, coffee and biscuits in the staffroom, are any of them Fairtrade?		
Choose a class to survey, can any of the students tell you about an environmental issue they have read about or seen in the news in the previous week?		
SCORE	7	



# **EXPANSION**

The Sustainable Development Goals provide a blueprint for peace and prosperity for people and the planet, now and into the future. Discuss one way you could raise awareness of the Sustainable Development Goals in your school?



Has your school ever planned an energy-free day, energy-saving week or something

Does your school provide information to students about how they can save energy at

Approach 5 schoolmates, can all five tell you a way they try to save energy in school or at home?

Find your school's site manager, does your school have a smart meter and are you allowed access to it?

17

The sun could provide us with a year's worth of energy in one hour if we could harness

similar?

		YES
Visit three different classrooms during a break or lunchtime (when they are lights and interactive boards switched off in every classroom?	e empty) are t	
EXPANSION	SCORE	
Our energy use can be split into direct and indirect energy use. Direct ene every day: lighting, heating, electrical devices etc. Indirect energy use is the resources we use every day such as school uniforms, books and equipme For direct and indirect, think of one simple way your school could reduce	ne energy nee nt.	ded to create
Encourage people to Shida		
Indirect		
By of reremable prohiders		
COMMENTS		



# TRANSPORT



	YES	NO
Does your school have a safe, dry storage space for bicycles?		
In the past twelve months has your school participated in a walk to school week or any other similar campaign?		
Does your school have a park 'n' stride scheme to prevent congestion around the school gates during morning drop-offs?		
Does your school have a staff car sharing scheme?		12
Does your school have a hedge, trees or other vegetation around the school boundary to prevent air pollution in your school grounds?		
Does your school provide training for cycling safely to school?		
Are the roads around your school safe, do you have traffic lights, reduced speed limits, speed bumps, width restrictions or anything similar?		
Has your school ever developed and delivered a student-led anti-idling campaign in your school?		

There are now more than 1 billion combustion engine cars on the road.

그리면 보다는 사람들이 살아가 되었다면 하는 것이 하는 이 생각이 하는 것이 없었다면 하는 것이 없다.	1 de la	100	
		YES	NO
Choose a class to survey, do more than 50% of the class walk, cycle or use ransport to get to school?	public		
Survey your school's staffroom during a break or lunchtime, do more than staff currently present walk, cycle or use public transport to get to school?	50% of school		
EXPANSION	SCORE	8	
A generation ago more than 70% of British students walked to school, now ransport is an area where schools can act on air pollution, health and climber lemonstrating forward-thinking leadership to their school community and who walk or cycle to school tend to be more focused!	ate change wh d studies also	nilst show stud	
Can you highlight three ways you could encourage your schoolmates to was f your geographical location (or any other reason) makes walking or cyclin consider three different ways you could work on the Transport topic despite	g to school dif e this?		you
Encorage people to switch OFF their		3	
	79		
COMMENTS			a a
김 병원 가장 하면 가장 들어서 하는 그리는 밤에 들어 보는 사람들이 되었다면 하는 것이다. 그런 사람이 다른			

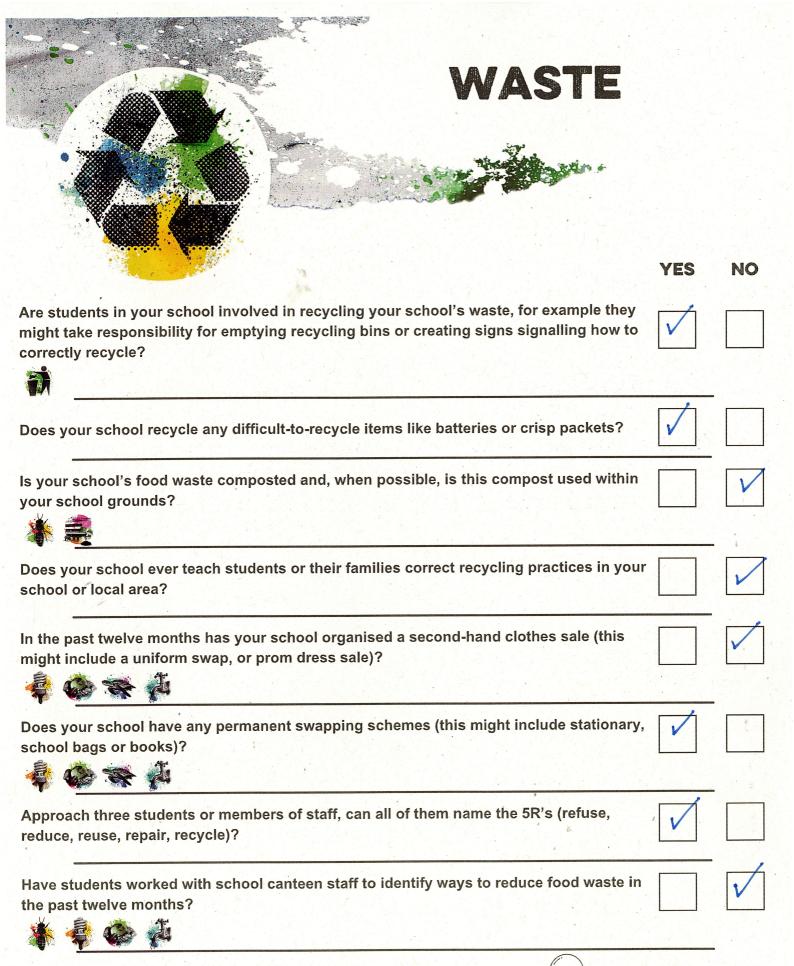


# HEALTHY LIVING

	YES	NO
Does your school grow its own fruit, vegetables and herbs?		
Does your school menu have plant-based options every day and are these options as appealing as meat-based options?		
Does your school regularly have meat-free days, or termly meat-free weeks?		
Do students in your school ever work with canteen staff to help plan new, healthy menu items?		
Does your school ever distribute healthy recipe ideas (including plant-based recipes) for students and families to try at home?		
Does your school canteen sell fruit, vegetables and nuts to snack on?		
Does your school have a natural area, where students can feel calm, relax and focus on their mental-wellbeing?		
Does your Eco-Committee have a suggestion box, so they can address environmental concerns and combat eco-anxiety?		

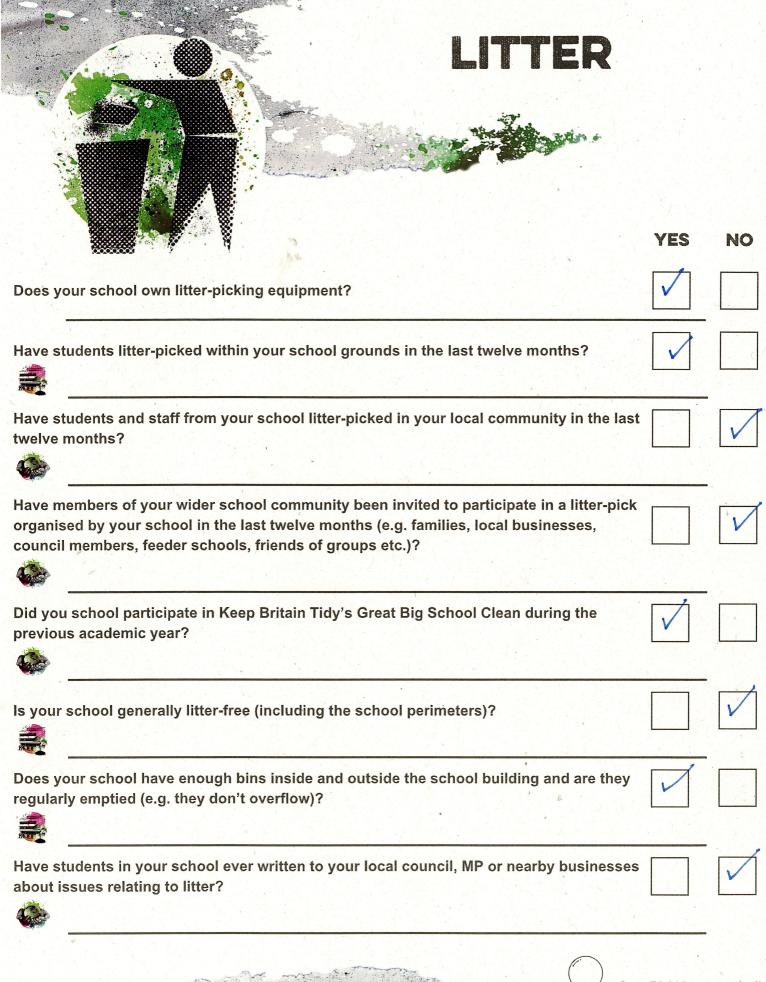
We could cut land used for farming by 75% if we stopped meat and dairy production.

	YES	N
Does your school discuss mental health issues and provide strategies, exercise and advice to manage them?		
Choose a class to survey, do more than half of the class have a reusable water bottles in school with them at the time or survey?		
SCORE  EXPANSION  Eating more plant-based foods is known to improve our health and switching to a plant-b		water of the
been described as the best way to limit your impact on planet Earth. What three changes to promote plant-based options in your school canteen?	would you	mak
Meat-Free dours.		
Meat-free days:  More applising plant-based Free days  Having more plant-based option  COMMENTS	oods	
Having more plant-bused option	28.	
COMMENTS		



30% to 40% of the food produced in the world is never eaten, yet an estimated 831 million people don't have enough food to eat.

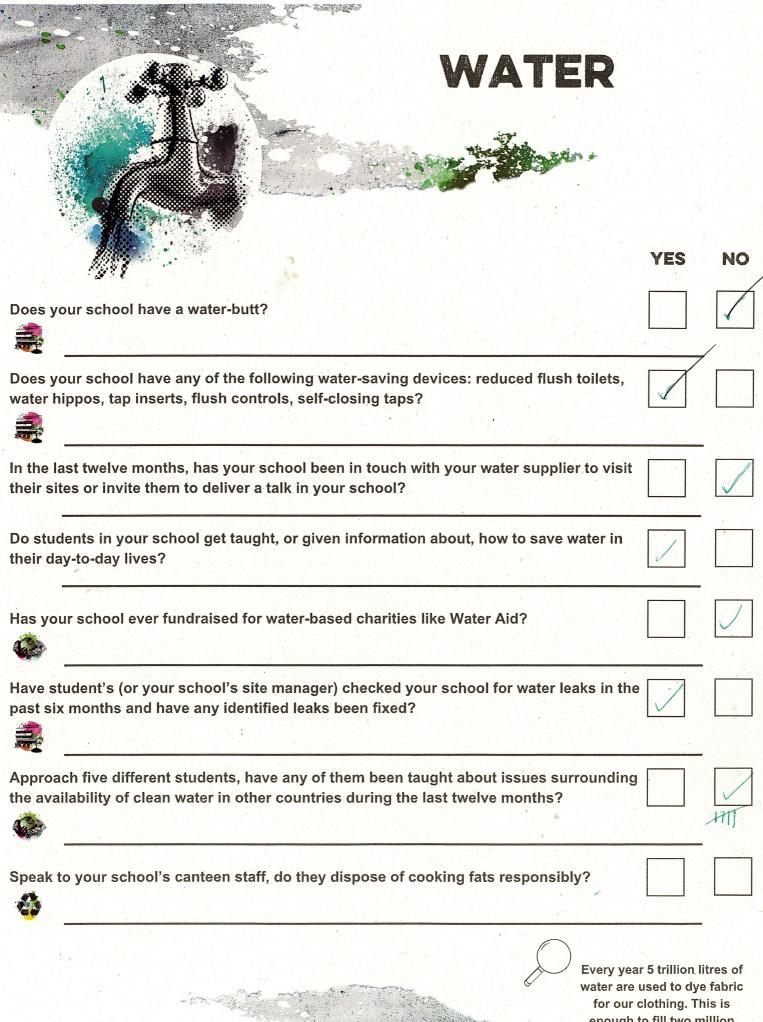
	YES N
Do you know who is responsible for collecting and recycling your school's waste?	
Speak to your school's site or office manager, does your school recycle electronic wast	e? \\
SCORE	4- yeses
Paper typically amounts to at least a quarter of all school waste. Schools use up to one year and spend £60,000 on photocopying.  Can you think of three ideas to REDUCE the amount of paper used in your school?	million sheets <sub>l</sub>
limit printing & photocopying	
use cardboard for food	
COMMENTS	The second secon



www.eco-schools.org.uk

Over 70,000 pets and wilc animals are hurt in Britair every year because of litte

	YES	N
Have students developed an anti-litter campaign for your school?		
Approach three students and ask them to list three reasons litter is bad. Did they all mention at least one of the following reasons: it harms wildlife, costs money to clear or can pose a threat to humans.		
EXPANSION	4 yeses	
Which area is generally the most littered in your school grounds – why do you think this suffers from litter and can you consider two simple solutions to resolve this issue?	area parti	cular
main yard		
Area more bins		
2		
	· V	



www.eco-schools.org.uk

enough to fill two million Olympic-sized swimming pools.

Choose a class to survey, have ould be classified as 'fast fas		[18] 14. 14. 14. 15. 15. 15. 15. 15. 15. 15. 15. 15. 15	of clothing the	at /
				W.A.
EXPANSION			SCORE	4 yes
Ve use water both directly and per day this includes things like reate the products we use on Can you decide on three action	ce taps, toilets, urinals and a daily basis) our daily w	d showers. If you in ater consumption i	clude indirects 3,400 litres!	t water (ne



	YES	NO
Approach a teacher in your school (not the Eco-Coordinator or any geography teachers) have any of their lessons mentioned threats to biodiversity in the last twelve months?		
Survey a class or form group, have more than half of the students planted a seed in their lifetime?		
	( )	
SCORE	-	
EXPANSION	10	
WWF's Living Planet Report 2020 identified and ranked five major threats to Biodiversity:  1. Changes in land and sea use 2. Species overexploitation 3. Invasive species and disease 4. Pollution 5. Climate Change		
5. Climate Change For each threat, think of one, simple action your school could complete to combat each of t	these thr	eats.
Changes in land and sea use  Less rubbish being put into the water  Species overexploitation  Laur people look from a distance instead of elevative species and disease	and eploiting	on land
raise augmeness to the endangered Speci	105 C	20
Pollution Stop Using Powerfactories that Pollute the	Crips	SEUFI
Climate change		
COMMENTS USE things that (discompose?)	and	
The Scale 11		
The score wasn't even half, io We not do more for the animals and plant more seeds, cut down less trees.	20 d 25. (f	to

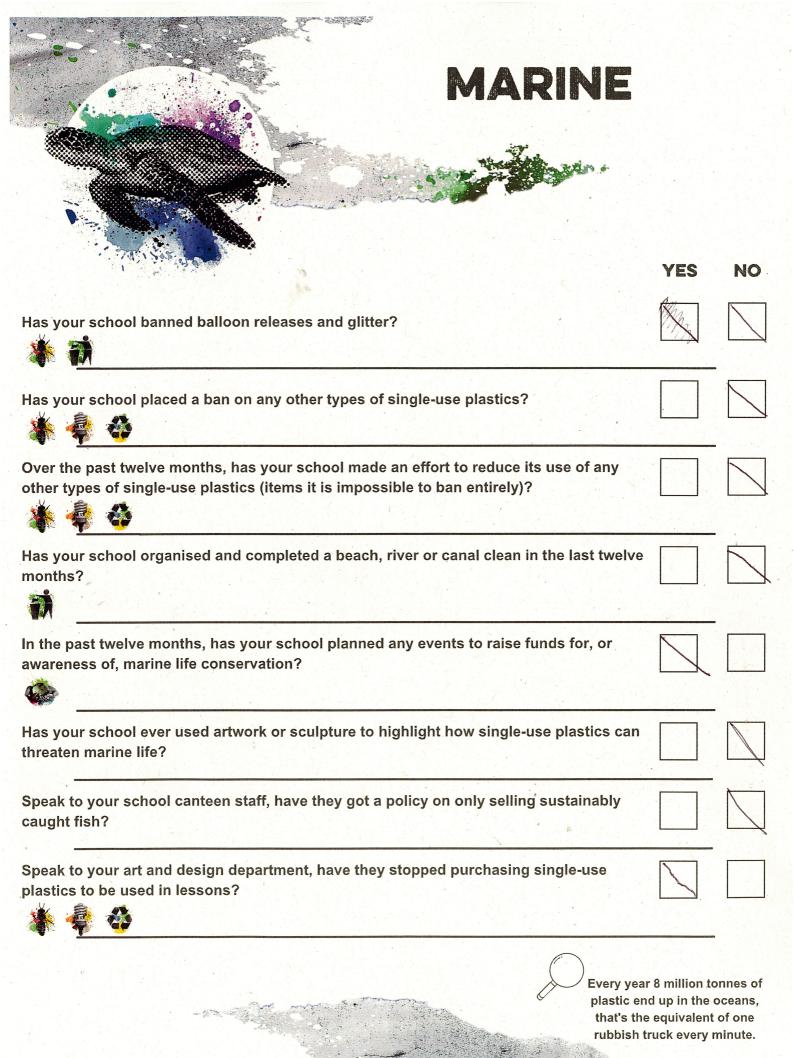


# SCHOOL GROUNDS

	YES	NC
Does each classroom in your school have an indoor plant that students take responsibility for looking after?	1	$\times$
In the past twelve months, have any students taken responsibility for introducing, or looking after, any outdoor plants in your school grounds?		×
Are any of these plants (inside or outside) planted in recycled containers?		>
Has your school planted any trees in the last twelve months (this might be in your school grounds, local community or through donating to a charity that plants trees nationally or globally)?		
Does your school have an outdoor learning area?		X
Does your school have a green roof?		7
Does your school have a gardening club or offer gardening lessons?		X
Does your school have an outdoor area to eat lunch (and are there bins nearby)?		

It takes around 100 years to create just 1mm of topsoil.

	students given a voice to suggest changes and improvements to your school unds?	YES
	roach three teachers (not including the Eco-Coordinator or PE teachers), have all the lesson outside (or plan to) this academic year?	hree
4	SCORE	3
impr temp	r school Grounds can have a positive or negative impact on our planet – increased over Biodiversity and drainage, whereas increased asphalt can cause flooding and peratures in your local community. Identify three ways you could improve your schents and nature.	higher
2	having out nature hub we want to build.	
3		



www.eco-schools.org.uk

g products?	
to a member of your school's grounds team, illers?	, do they avoid using pesticides and
	SCORE 3
EXPANSION	
rears' time it is estimated the weight of plastic	그리고 있다면 얼마를 가는 아이들이 아니는 아이들이 되었다면 가는 사람들이 되었다. 그는 사람들이 얼마나 나를 하는 것이다.
ase its use of?	ingle-use plastic items your school could dra
그리고 하다 하는 사람들은 사람들은 사람들은 사람들은 사람들은 것으로 가장 보다 하는 것이 되었다. 그런 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은	ingle-use plastic items your school could dra
ease its use of?	ingle-use plastic Items your school could dra
Plastic Bothles	ingle-use plastic items your school could dra
Glue Sticks	ingle-use plastic items your school could dra
Plasfic Bothles	ingle-use plastic items your school could dra
se its use of? Plastic Botbles  Glue Sticko	ingle-use plastic items your school could

# TOTAL SCORE FOR ALL TOPICS

44

### THINGS WE ARE DOING WELL:

Transport
Energy
Global Citizenship

## THINGS WE COULD IMPROVE:

Marine Biodiversity School Grounds

# **OTHER NOTES:**









www.eco-schools.org.uk