

**AGENDA MANAGEMENT SHEET**

**Name of Committee** Environment Overview and Scrutiny Committee

**Date of Committee** 6 March 2008

**Report Title** Draft Sustainable Schools Strategy for Warwickshire

**Summary** The report provides the context and an overview of the strategy. The Draft Strategy is attached as **Appendix A** for Members' consideration.

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**Would the recommended decision be contrary to the Budget and Policy Framework?** Yes/No

**Background Papers** None.

**CONSULTATION ALREADY UNDERTAKEN:-** *Details to be specified*

- Other Committees  .....
- Local Member(s)   
(With brief comments, if appropriate)
- Other Elected Members  Councillor J Appleton } for information  
Councillor K Browne }  
Councillor E Goode }
- Cabinet Member  Councillor M Heatley – for information  
(Reports to The Cabinet, to be cleared with appropriate Cabinet Member)
- Chief Executive  .....
- Legal  L Arben – agreed.
- Finance  .....

- Other Chief Officers  .....
- District Councils  .....
- Health Authority  .....
- Police  .....
- Other Bodies/Individuals  .....

**FINAL DECISION**                      **YES/NO**      *(If 'No' complete Suggested Next Steps)*

**SUGGESTED NEXT STEPS :**

*Details to be specified*

- Further consideration by this Committee  .....
- To Council  .....
- To Cabinet  Subject to approval of Children, Young People and Families Overview and Scrutiny Committee.
- To an O & S Committee  .....
- To an Area Committee  .....
- Further Consultation  .....

**Environment Overview and Scrutiny Committee –  
6 March 2008**

**Draft Sustainable Schools Strategy for Warwickshire**

**Report of the Interim Strategic Director for  
Environment and Economy**

**Recommendation**

That the Committee considers the Draft Sustainable Schools Strategy for Warwickshire attached as **Appendix A** and recommends its adoption by Cabinet.

**1. Background**

- 1.1 As a part of the Corporate Environmental Sustainability Report at Cabinet on 11th January 2007, Members were asked to approve the development of an 'Education for Sustainable Development' Strategy for Warwickshire. This would build on the success of the Eco Schools programme and start to address the wider agenda of sustainability for Warwickshire's Schools, Colleges and Universities.
- 1.2 Responses from the initial consultation revealed the need to develop two separate elements under the main heading of 'Education for Sustainable Development':-
- (i) A Sustainable Schools Strategy.
  - (ii) A Sustainable Colleges and Universities Strategy (of which development has now commenced but is not covered in this report).

**2. National and Local Drivers**

- 2.1 National policy contexts:-
- (i) UK Sustainable Development Strategy, Securing the Future 2005, which identifies the principles for Sustainable Development. There are four agreed priorities:-
    - (a) Sustainable consumption and production.
    - (b) Natural resource protection.
    - (c) Climate change.
    - (d) Sustainable communities.

- (ii) 'Every Child Matters' (2003) National Framework for children and young people which has five outcomes:-
  - (a) Being healthy.
  - (b) Staying safe.
  - (c) Enjoying and achieving.
  - (d) Making a positive contribution.
  - (e) Economic well-being.
- (iii) The Government's Sustainable Schools Strategy (2007) states that all schools should be sustainable by 2020.

## 2.2 Local policy contexts:-

- (i) Corporate Key Priorities:-
  - (a) Raising levels of Educational Attainment.
  - (b) Pursuing a Sustainable Environment.
- (ii) Supporting longer term aims:-
  - (a) Improve and sustain our environment.
  - (b) Strengthen the Warwickshire economy.
  - (c) Strengthen our communities.
  - (d) Promote Healthy Lifestyles.
  - (e) Give every child and family the best opportunities in life and raising levels of educational attainment.
- (iii) Working with schools to increase environmental protection through the Eco Schools Programme as well as a range of other school initiatives.
- (iv) By working in partnership with Children Young People and Families (CYPF), this will help implement the third phase of the International Management Standard ISO14001, which is currently being applied in that directorate.

## 3. The Consultation Process

3.1 The strategy has been developed with, and will be implemented cross-directorate, and involves 27 council services and a number of businesses and organisations which have been involved in consultation during the last three months. Warwickshire schools were involved in a pre strategy development consultation to understand the scope required. They are also involved in the present consultation which has also taken place with:-

- National:
- (i) Department for Children, Schools and Families (DCSF).
  - (ii) Government body for Sustainable Schools.
  - (iii) National Eco Schools organisation.
  - (iv) National College for School Leadership (NCSL).

- Regional:
- (i) Government Office for West Midlands.
  - (ii) Learning Skills Council.
  - (iii) Regional College for School Leadership.

- Local:
- (i) WCC Intranet.
  - (ii) WCC 'Parents Zone' webpages.
  - (iii) WCC We-Learn web pages.
  - (iv) Students in schools.
  - (v) School Governors.
  - (vi) WCC Lotus Notes.
  - (vii) WCC EED homepage.
  - (viii) All District and Borough Councils in Warwickshire.

## **4. Equality and Diversity**

4.1 Cross-directorate measures are in place to address the equality and diversity issues resulting from this strategy:-

- (i) An equality impact assessment will be carried out at the end of the consultation period.
- (ii) Any materials produced for training will be available in other languages and different formats by working closely with individuals producing the materials.
- (iii) Any training carried out will ensure all race, gender, disabilities, ages, religion, beliefs and sexual orientation are catered for by working closely with the trainers when developing and delivering training packages.
- (iv) Workshops have been carried out at a number of Primary, Secondary and Special Schools to involve young people in the process.

## **5. Sustainability Appraisal**

5.1 As a part of the new requirements under the revised CPA –'use of resources section' a sustainability appraisal is recommended for all new strategies and policies. This is available as a separate document.

## **6. Aim, Objectives and Desired Outcomes**

6.1 Aim: To enable sustainability to become integrated into all school practices and ways of working, and to be delivered in partnership.

- Objectives:
- (i) To provide guidance and support to schools.
  - (ii) To provide appropriate training.
  - (iii) To signpost and make resources available to schools.

6.2 The strategy contains an overall action plan which will be delivered through four key areas:-

- (i) Communication and Training.
- (ii) Curriculum.
- (iii) Community and Partners.
- (iv) Buildings, Grounds, Infrastructure.

6.3 The action plan is supported by individual work plans for each of the 27 council services involved. The plans will be implemented in line with the Government's Sustainable Schools Action Plan which is being delivered through 'eight doorways':-

- (i) Food and Drink.
- (ii) Energy and Water.
- (iii) Travel and Traffic.
- (iv) Purchasing and Waste.
- (v) Buildings and Grounds.
- (vi) Inclusion and Participation.
- (vii) Local Well-Being.
- (viii) Global Dimension.

6.4 Warwickshire's strategy is a working document and will be subject to an annual review of the evaluation programme. A monitoring and evaluation programme will report annually on progress.

## **7. Financial Implications**

7.1 The Sustainable Schools Strategy for Warwickshire provides a framework in which to align specific actions. These actions are undertaken by a wide variety of providers both within, and external to, the County Council. As the 'EcoSchools' programme is now firmly embedded in Warwickshire, the cost of managing and co-ordinating the Sustainable Schools framework can be provided by the Education for Sustainable Development officer within Environment and Economy. The resources for the majority of the actions identified in the attached plan however need to be found predominantly from external sources. The speed at which this strategy is introduced to schools is wholly dependant on the level of external funding obtained, however already £10,000 has been promised by DCSF to run a pilot for 10 schools in Warwickshire assisted by HTI.

## **8. Conclusion**

8.1 The Draft Strategy provides a framework to support Warwickshire Schools to become fully sustainable over the coming years.

DAVID PYWELL  
Interim Strategic Director for Environment and Economy  
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Warwick

12 February 2008

# Educating for a Sustainable Future



**Warwickshire's Draft Strategy**  
to support schools to become **'Sustainable Schools'**

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## 1. Summary

This document sets out a framework to support Warwickshire schools to meet the government target of becoming sustainable by 2020. It will be implemented by Warwickshire County Council and partners through four key areas (see appendix for four key areas) identified following an initial consultation. A three year action plan has been developed to implement the actions through the government's 'eight doorways', and initiatives already taking place in schools. Monitoring and reporting will take place annually.

## 2. Aim and Objectives

**Aim:** To enable sustainability to become integrated into all school practices and ways of working, and to be delivered in partnership.

**Objectives:**

- provide guidance and support to schools
- provide appropriate training
- signpost and make resources available

## 3. Overview

### 3.1 National to Local level

Sustainable development "enables all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations" (Securing the Future-delivering UK Sustainable Development Strategy, HM Government, 2005).

Education is recognised as a key part of the solution to the global issues faced today. The UK Sustainable Development strategy states "*Education for Sustainable Development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now, without damaging the planet for the future*". The English National Curriculum QCA 1999

Schools are an important element in changing the way people think and act as they educate the adults of the future. They can provide the whole community with information and education to make informed choices about sustainability.

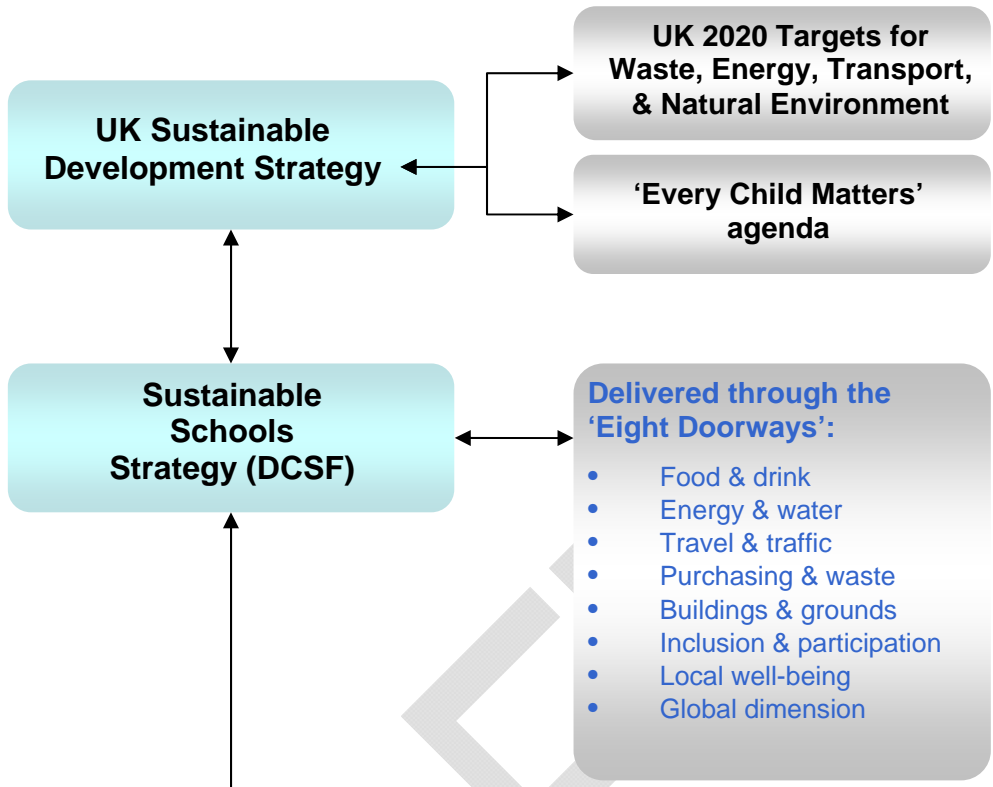
The Government expects all schools to become sustainable and models of best practice in their communities by demonstrating and teaching how to reduce the burden on the planet by doing things differently. This means integrating high levels of achievement with the goals of environmental awareness, healthy living, and citizenship. The Department for Children, Schools and Families (DCSF) has produced a 'Sustainable Schools' Strategy to help schools achieve this.

'Sustainable Schools for Warwickshire' is an umbrella strategy which contains elements of a number of strategies and activities schools are already implementing. Warwickshire's strategy will support schools to implement government guidance on sustainable schools, and fulfil the wider agenda of sustainability by building on the Eco Schools programme.

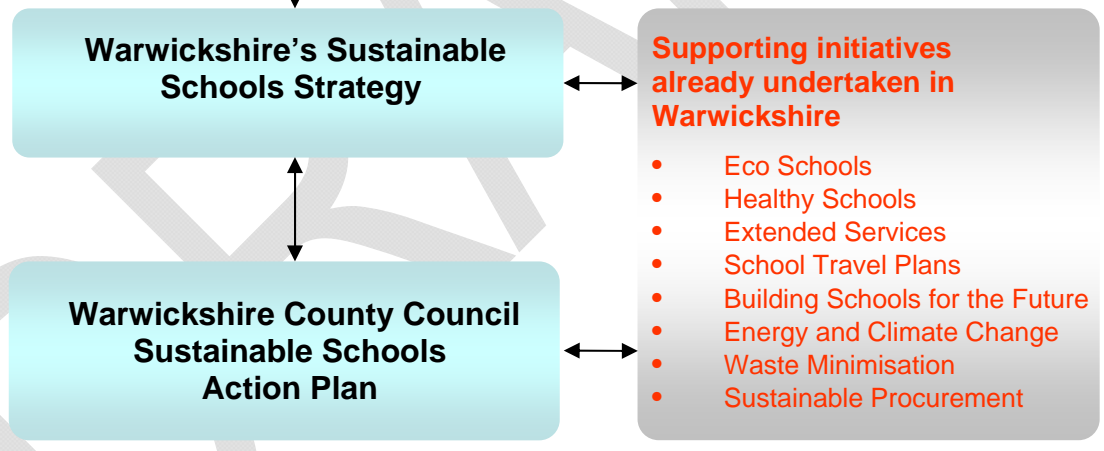
The County Council has set itself a target during the next three years to enable schools to become sustainable. This will support two of the council's top objective's: to pursue a sustainable environment, and to increase educational attainment levels; as well as supporting the government's 'Every Child Matters' agenda. It will also help deliver the UK's 2010 to 2020 targets for Waste Minimisation, Energy and Climate Change Transport, and the Natural Environment.

Warwickshire County Council is already working to promote sustainability in schools through Eco Schools, Healthy Schools and School Travel Plans (see appendix for information on these programmes).

**NATIONAL DRIVERS**



**LOCAL DELIVERY**



#### 4. Vehicles for Delivery

4.1 In order to determine what schools need to become sustainable, a consultation was carried out during September and October 2007. Four key areas (see below) with actions have been identified to help schools progress the Sustainable Schools strategy (see appendix for four key areas with actions).

Four Key Areas:

1. Communication and Training
2. Curriculum,
3. Community and Partners
4. Buildings, Grounds, Infrastructure

These will be delivered in line with DCSF guidance and toolkits, and in partnership with initiatives A-H below:- (see appendix for information on initiatives A-H).

- A) Eco Schools
- B) Healthy Schools
- C) Extended Services
- D) School Travel Plans
- E) 'Building Schools for the Future'
- F) Energy and Climate Change
- G) Waste Minimisation
- H) Sustainable Purchasing

This will ensure integration, continuity and linkages to other school programmes, initiatives and training. Links will also be made with any other relevant strategies and programmes within Warwickshire to ensure schools are fully supported, and that young people have a voice in the process.

The strategy has been developed and will be delivered in line with Warwickshire County Council's responsibilities to represent the diverse communities it serves. It will also help schools address their equality and diversity responsibilities within the sustainability agenda.

4.2 The DCSF Sustainable Schools National Framework is being delivered through the eight doorways below:- Information on these can be found in the appendix and on the teachernet website: [www.teachernet.gov.uk/sustainableschools/framework](http://www.teachernet.gov.uk/sustainableschools/framework)

1. Food and Drink
2. Energy and Water
3. Travel and Traffic
4. Purchasing and Waste
5. Buildings and Grounds
6. Inclusion and Participation
7. Local Well-Being
8. Global Dimension

See the table overpage which details how the four key areas will link with the eight doorways and initiatives A-H above to deliver the strategy. Under each of the doorways working action plans have been developed within Warwickshire County Council to deliver the strategy. A monitoring and evaluation programme will report yearly to Cabinet on progress against targets.

**Demonstrates how the four key areas will link with the eight doorways and initiatives already taking place in schools**

<b>Eight Doorways</b> <b>Initiatives in Warks. schools</b>	<b>Food and Drink</b>	<b>Energy and Water</b>	<b>Travel and Traffic</b>	<b>Purchasing and Waste</b>	<b>Buildings and Grounds</b>	<b>Inclusion and Participation</b>	<b>Local well-being</b>	<b>Global Dimension</b>
<b>Eco Schools</b>	●	●	●	●	●	●	●	●
<b>Healthy Schools</b>	●		●	●	●	●	●	
<b>Extended Services</b>	●	●	●		●	●	●	
<b>School Travel Plans</b>			●		●	●	●	
<b>Building Schools for the Future</b>		●	●	●	●	●	●	
<b>Energy and Climate Change</b>	●	●	●	●	●			●
<b>Waste Minimisation</b>	●	●	●	●	●	●		●
<b>Sustainable Purchasing</b>	●	●	●	●	●			●

**Four Key Areas**

Key:



- Communication and Training
- Curriculum
- Community and Partners
- Buildings, Grounds, Infrastructure

## 5. Three year Programme for delivery of the Four Key Areas - 2008/10

This programme will be accompanied by individual work plans for each area of the DCSF eight doorways (see appendix for information on the eight doorways). The work plans will be reviewed and updated annually. A full list of the lead people and the directorates, services and organisations they represent is show in the appendix. This programme is supported by 27 County Council services.

### Key Area 1 : Communication and Training

**Desired outcome:** Everyone should understand and be knowledgeable about sustainable schools and should be able to communicate this to others

Task	Activity	Lead People *Key in appendix	Timeframe	Resources
1. Consult with stakeholders including young people	Carry out workshops	TB	January/February 2008	Officer time
2. Communicate the strategy to all stakeholders	Produce a communication strategy Carry out presentations	BG	January-March 2008 January onwards	Officer time
3. Train leaders, staff, governors, parents, teachers and partners in sustainability	Develop and deliver a training programme using external and internal partners Develop communication materials	ST, BB PH, JC SI	2008 ongoing	Funding required
4. Share best practice	Identify Case Study schools	PC BG	2008 ongoing	Officer time
5. Make schools knowledgeable about	Develop guidance on sustainable procurement	JC	Middle to end 2008	Officer time and resources

sustainable procurement	Carry out presentations			
6. Carry the sustainable schools agenda forward in every school	Identify an environmental champion for each school	PC, CN BG Headteachers BB, PH CB, PC	2008 ongoing	Officer time
7. Enable schools to work together on sustainable projects	Develop a programme for networking/visits between schools	BG CB, PC	2008 ongoing	Officer time
	Design and get a web site up and running	MS, EA DJ MH	2008 - 2009	Officer time
8. Provide and direct schools to simple guidance and advice	Work with partners to identify relevant and future information and advice	MS, EA BG	Ongoing	Officer time
			2009-2010	Officer time
9. Communicate to school grounds contractors and school staff how to sensitively maintain and manage school grounds	Produce guidelines for contractors Produce guidelines for school staff Train school staff to deliver	DL BG RK, SH BB, Headteachers	Ongoing	Possible funding required  Officer time

## Key Area 2 : Curriculum

**Desired outcome:** Sustainability should be fully integrated into the curriculum with relevant resources easily available for schools to access

Task	Activity	Lead People *Key in appendix	Timeframe	Resources required
1. Keep up to date with current and future activities and developments	Ongoing research	BG MS, EA	2008 ongoing	Officer time
2. Integrate the sustainable schools framework with other school programmes	Develop guidance for schools	MC, PH BG, HC EM, EC JH, BJ, JC, JY	June 2008 onwards	Officer time
3. Integrate sustainability into the curriculum	Develop a programme for leaders, teachers Carryout workshops/presentations	BB, PH ST, AB	2009 ongoing	Officer time and funding
4. Make curriculum resources easily available to schools	Develop links on website signposting to resources/help/information and advice	BB, PH ST, AB	2009 ongoing	Officer time

### Key Area 3 : Community and Partners

Desired outcome: Through partnership working practical support should be available for schools

Task	Activity	Lead People *Key in appendix	Timeframe	Resources required
1. Make best use of links with partners such as businesses and charities	Develop partnerships	DE BG MS, EA EC, PC DL, AB	2008 onwards	Officer time and resources
2. Provide practical help and resources	Work with schools to enhance their community and voluntary programmes  Identify funding opportunities for schools	PC, SB EM, EC HC, JT	2009 onwards	Officer time and resources
3. Develop environmental projects	Work with schools to develop environmental projects with partners	DE EM, EC BJ, DL SH, HC BG, JY SJ	2009 onwards	Officer time
4. Influence good citizenship within the school neighbourhood	Schools sign up to the Eco-Schools Programme	BG	ongoing	Officer time and resources



#### Key Area 4 : Buildings, Grounds, Infrastructure

Desired outcome: Everyone has the knowledge to make informed decisions about sustainability

Task	Activity	Lead People *Key in appendix	Timeframe	Resources required
1. Promote the use of less polluting school fleet vehicles	Develop guidance Presentations /workshops	RB	2008-2009 onwards	Officer time and resources
2. Sensitively maintain and manage school grounds	Develop guidance for schools Carry out workshops	BG, DL SH	2009 onwards	Officer time and possible funding required
3. Make the whole school knowledgeable about sustainable buildings	Develop/identify information and guidance for leaders, staff, students, governors, parents Work with schools to Integrate the information into the curriculum	BJ, JH TS, SH	2009 onwards	Officer time and resources

## Appendix

DRAFT

## Information on initiatives already taking place in Warwickshire schools

### Eco Schools Programme

A whole school and community approach to environmental protection with links to the curriculum. It integrates with other school initiatives and saves money on energy, waste and water costs. Awards can also be gained. To register for the programme go to:

[www.eco-schools.org.uk](http://www.eco-schools.org.uk)

Also visit Warwickshire's Eco Schools webpages: [www.warwickshire.gov.uk/ecoschools](http://www.warwickshire.gov.uk/ecoschools)

### Healthy Schools

"Healthy Schools is an accreditation framework to support schools to take a whole school approach to four core themes: Personal, Social, Health Education, Healthy Eating, Physical Activity and Emotional Wellbeing. The aim is to ensure consistent messages across all aspects of school life and therefore greater impact on pupils' health and wellbeing."

[www.warwickshirehealthyschools.com](http://www.warwickshirehealthyschools.com)

### Extended Services

Extended Services are at the centre of the localised delivery of Every Child Matters and instrumental in providing access to services for our communities across Warwickshire. (Marion Davis Strategic Director) taken from the Implementing the Vision folder 07

[www.warwickshire.gov.uk/extendedservices](http://www.warwickshire.gov.uk/extendedservices)

### School Travel Plan

A living document that sets out practical measures to encourage parents and children to reduce the number of car trips to school and consider healthier and more sustainable forms of travel to and from school: [www.warwickshire.gov.uk/schooltravelplans](http://www.warwickshire.gov.uk/schooltravelplans)

### Building Schools for the Future

The government programme to re-build every secondary school is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England over a 10-15 year period.

[www.bsf.gov.uk](http://www.bsf.gov.uk)

### Energy Efficiency and Climate Change

Schools are working to become more energy efficient and reduce their energy bills by taking part in the Eco Schools Programme. They are also looking to make sure that extensions and new build programmes consider the environment when they are being planned [www.warwickshire.gov.uk/ecoschools](http://www.warwickshire.gov.uk/ecoschools)

Warwickshire Climate Change Partnership offers an advisory role to schools, and can help to signpost to services and funding which may be available

[www.warwickshire.gov.uk/climatechange](http://www.warwickshire.gov.uk/climatechange)

### Waste Minimisation

Schools are working to reduce and reuse the amount of waste produced by setting up recycling schemes, and educating and raising awareness about the need to reuse and reduce waste

[www.warwickshire.gov.uk/waste](http://www.warwickshire.gov.uk/waste)

### Sustainable Purchasing

Warwickshire is a leading authority in the field of Sustainable Procurement and is planning to support the Sustainable Schools Strategy through publication of a Schools' Sustainable Purchasing Guide. The guide will encourage schools to adopt a fresh more environmentally friendly approach to their purchasing activities, making best use of budgets to take small, easy steps for everyday purchases through to how to incorporate environmental considerations into contracts using EU procurement rules.

<http://www.warwickshire.gov.uk/Web/corporate/pages.nsf/Links/30E3B8F19726BAA480256DEF0057FB48>

## **Four Key Areas with actions:-**

### **1. Communication and Training**

- Develop a communication strategy
- Evaluate the effectiveness of the strategy through periodic consultation with all stakeholders including young people
- Develop a programme for training in sustainability for schools and their communities aligned with the (DCSF) guidance and toolkits
- Promote the benefits of networking and liaison between schools
- Develop simple guidance, case studies and an easy to use website
- Encourage schools to appoint an environmental champion

### **2. Curriculum**

- Develop a programme of support for the school community on how to further integrate sustainability into the curriculum
- Develop clear and simple signposting to resources and advice
- Develop an ongoing programme for updating knowledge and understanding
- Develop guidance to integrate with other school programmes

### **3. Community and Partners**

- Enhance community and voluntary sector involvement to provide schools with practical help and resources
- Make best use of links with other partners such as businesses and charities
- Influence good citizenship within the school neighbourhood
- Identify funding opportunities for schools to develop sustainability projects

### **4. Buildings, Grounds, Infrastructure**

- Develop a programme of practical support to provide help in the sensitive maintenance and management of school grounds
- Develop a programme and guidance on sustainable procurement
- Develop guidance for less polluting travel
- Develop guidance on sustainable buildings for the school community

## Lead people and the directorates, services or organisations they represent

Name and *Key	Group or Organisation	Directorate
Angela Ballard (AB)	Schools Library Service	Adult Health and Community
Barbara Golding (BG)	Sustainability Group	EED
Barbara Brown (BB)	Education Development Service	CYPF
Bill Johnson (BJ)	Energy	Resources
Carol Bunyard (CB)	Extended Services	CYPF
Carolyn Nicholl (CN)	School Inspectors	CYPF
Dave Jennings (DJ)	Knowledge Management	EED
Dave Lowe (DL)	Ecology	Museums
Dave Potter (DP)	Governance	CYPF
Debbie Ellis (DE)	Education Business Partnership (EBP)	EED
Emily Martin (EM)	Waste Minimisation	EED
Emma Arkill (EA)	E Learning	CYPF
Emma Clarke (EC)	Climate Change	EED
Hannah Collett (HC)	Sustainable Travel	EED
Janet Chapman (JC)	Procurement	Resources
John Harmon (JH)	Capital and Property	CYPF
Judith Young (JY)	European Development	CYPF
Julie Toal (JT)	Family and Community	CYPF
Mark Sharrott (MS)	E Learning	CYPF
Matt Hawthorne (MH)	Information Development	Multimedia Team
Mindy Chillery (MC)	Healthy Schools	CYPF
Phil Hand (PH)	Governor Development	CYPF
Phyllis Collins (PC)	Extended Services	CYPF
Richard Bedding (BG)	Transport Operations	EED
Roy Knight (RK)	Grounds Maintenance	Resources
Sarah James (SJ)	Funding	EED
Stan Terry (ST)	HTI – Heads, Teachers, Industry	
Stephen Bell (SB)	Youth and Community	CYPF
Stuart Ikeringill (SI)	Country Parks	EED
Sue Harrison (SH)	Landscape Architect	EED
Toni Barber (TB)	Commissioning, Planning and Partnerships	CYPF
Tristan Salt (TS)	Engineers and school placements	EED

## **Information on the Government's National Framework for Sustainable Schools and the eight doorways**

The government expects all schools to be sustainable by 2020. To do this a National Sustainable Schools Strategy has been developed which will be implemented through eight doorways. The information below (National Framework for Sustainable Schools The eight doorways, department for education and skills, leaflet 04326-2006POS-EN, 2007), briefly explains the eight doorways and what the government expects of schools.

### **1. Food and Drink**

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

All schools are expected to be model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers

### **2. Energy and water**

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

All schools should be models of energy efficiency, renewable energy use and water conservation, showcasing efforts such as wind and solar energy, and rainwater harvesting.

### **3. Travel and transport**

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

All schools should be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport

### **4. Purchasing and waste**

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

All schools should be models of sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reusing, repairing and recycling as many goods as possible.

### **5. Buildings and grounds**

The design and management of the school estate affects its environmental performance, and its ability to help pupils learn sustainable living. A well-designed and cared-for estate provides a rich resource for learning and play – not only about the environment but more widely – benefiting pupils' well-being and behaviour.

All school buildings – old and new should make visible use of sustainable design features and chose green building technologies, furnishings and equipment as opportunities arise. Through their grounds, all schools should enable pupils to learn about the natural world and sustainable living, for example through food growing and biodiversity conservation.

## **6. Inclusion and participation**

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

All schools should be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.

## **7. Local well-being**

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

All schools should be models of good corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.

## **8. Global dimension**

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

All schools should be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.