

# Eco-Schools: Secondary Schools

## Environmental Review

This review is a suggested format, designed to be an audit tool for the eco-committee to use in your school. The questions are labelled so that you can tell which will require investigation by the students, which you will need to ask a member of staff about and which may take a bit of research.

The Eco-Schools programme does not require that you complete all the suggestions in this document. It is designed to be a stimulus, so that you can use it to assess what happens in your school at the start of the programme and as a monitoring tool each year. It also might not include every possible idea that you could carry out, so please don't take the questions as exhaustive.

The questions should help committee members to think of actions that can be undertaken in the school to improve the environment and the school's impact on our planet. The chosen targets for the year/term should then be put into an action plan.

Please take the time to investigate each year as a lot can change over 12 months.

**Date completed:**

**Completed by:**

# Global Citizenship

These questions supplement the Global Perspective questions that run throughout the rest of the review. You can consider those as well as the questions below when reviewing your overall Global Citizenship coverage.

Are all students aware of and have undertaken work projects linked to the Global Goals?	Yes	No
Do you link with students from another country to discuss environmental or global challenges?	Yes	No
Do the teachers have Fair Trade tea and coffee in the staffroom?	Yes	No
Are there enough Fair Trade products used in school or sold in the canteen?	Yes	No
Do you take part in the Fair Trade Schools programme?	Yes	No
Do you have any visitors from the local community to talk about local or global issues?	Yes	No
Are students aware of their Rights and Responsibilities (linked to the UN convention on the Rights of the Child)?	Yes	No
Do you have resources from other countries e.g. artefacts / musical instruments/books?	Yes	No
Do you have any whole school awareness days linked to international issues?	Yes	No
Do school meals ever include food from other cultures/countries?	Yes	No
Have students learnt about how other countries are becoming more sustainable or helping our planet?	Yes	No

**Action Points / Comments:**

## Litter

Does the school have a clear policy on litter?	Yes	No
Do you know how much it costs to clean up your school each year?	Yes	No

### Inside your school

Is the inside of the school free from litter?	Yes	No
Are there enough bins inside the school?	Yes	No
Are the bins in the right places?	Yes	No
Are the bins emptied often enough?	Yes	No
If there are problem areas, where are they?		
What types of litter do you primarily find? (gum, bottles, crisp packets etc)		
Do you keep a record of what, where, when and amount of litter found?	Yes	No

## Your school grounds

Are the school grounds free from litter?	Yes	No
Are there enough bins around the school grounds?	Yes	No
Are the bins in the right places?	Yes	No
Are the bins suitable? E.g. does the litter blow out or are they too small/big?	Yes	No
If litter is present, is it coming from students in school or from outside the school grounds?	School	Outside
If there are problem areas, where are they?		
What types of litter do you primarily find? (gum, bottles, crisp packets etc)		

## In your Community

Is the area around your school litter free?	Yes	No
Is your community generally litter free?	Yes	No
Are there enough bins in the community?	Yes	No
Does the school help to keep the community clean?	Yes	No
If there are problem areas, where are they?		
What types of litter do you primarily find? (gum, bottles, crisp packets etc)		

Number of bags collected in last community litter pick	
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## Global Perspective

Do all students know the problems caused to the environment and wildlife by dropping litter?	Yes	No
Have you investigated how your litter impacts on the marine environment?	Yes	No
Have you investigated litter problems or solutions from other countries?	Yes	No
Have you linked any of your litter actions to the Global Goals?	Yes	No

## Action Points / Comments:

## Waste Minimisation

Do you always follow the waste hierarchy by reducing before reusing and recycling?	Yes	No
Does anyone check how much waste you are preventing from going to landfill and incineration sites?	Yes	No
If yes, what percentage of waste was diverted from landfill or incineration by your school in the last year:		

Do students learn about the need to reduce, reuse and recycle as part of the curriculum?	Yes	No
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### Around the school – Reduce

Does the school use email to send newsletters?	Yes	No
Do teachers use electronic communication for homework or messaging students?	Yes	No
Do teachers photocopy back to back when they can?	Yes	No
Do students bring their packed lunch in reusable containers?	Yes	No
Does the school encourage pupils to use reusable drinks bottles?	Yes	No
Do teachers store documents electronically where practical?	Yes	No
Has the school surveyed food waste at lunch time?	Yes	No
Has the school removed single use straws and cutlery?	Yes	No
Does the canteen serve meals on reusable plates or trays?	Yes	No
Where you can buy hot drinks to take away is a discount or incentive provided for students using reusable cups?	Yes	No
Is information available on reusable sanitary products within school?	Yes	No

### Reuse

Is paper always used on both sides before it is recycled?	Yes	No
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Is scrap paper made into useful notebooks?	Yes	No
Are envelopes reused in the office?	Yes	No
Are the toilet paper and hand towels made from recycled paper?	Yes	No
Are all paper products made from recycled paper?	Yes	No
Do you have a swap shop for school uniform/games/books/DVDs?	Yes	No
Do you have an upcycling programme in school or in the local community?	Yes	No

## Recycle

Which of the following do you recycle? (circle or highlight)		
Paper	Plastic	Cans
Batteries	Phones	Stamps
Ink Cartridges	Waste Electrical Equipment	Pens
Cardboard	Clothing/Material	Glasses
	Cooked food	
Does the kitchen recycle their food waste?	Yes	No
Are there enough recycling bins around the school?	Yes	No
Do the recycling bins always have the right things in them?	Yes	No
Do you actively look at reducing your recycling as well as your general waste through reducing and reusing?	Yes	No

## Community

Has the school explored how well local shops/businesses reduce/reuse/recycle?	Yes	No
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Has the school run any project to help families reduce, reuse and recycle at home?	Yes	No
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## Global Perspective

Does everyone in the school know why you are trying to reduce waste?	Yes	No
Do people in the school know what happens to things we recycle?	Yes	No
Have classes looked at the way people in other countries reduce, reuse and recycle?	Yes	No
Have you linked any of your waste actions to the Global Goals?	Yes	No

## Action points/comments

## Energy Around your school

Are curtains or blinds fitted at the windows and closed at night?	Yes	No
Are windows and doors always kept shut when the heating is on?	Yes	No
Are reflector panels fitted behind radiators?	Yes	No



Does each classroom have a thermostat on the radiator so you can turn it down if too hot?	Yes	No
Does each classroom have a thermometer so you can try and keep the temperature at 18 degrees centigrade?	Yes	No
If there is a hot water boiler in the staff room, is it switched off when not in use?	Yes	No
Are hot water pipes and tanks properly insulated?	Yes	No
Is there insulation in the roof of the school building to reduce heat loss?	Yes	No
Are lights always turned off in empty rooms (even on sensor lights)?	Yes	No
Are lights turned off as soon as there is enough daylight?	Yes	No
Are light switches for lights next to windows labelled, so that they are left off during the day?	Yes	No
If you have sensor lights, are they still turned off if not needed?	Yes	No
Are sensor lights on a short enough timer?	Yes	No
Are computers switched off when not in use?	Yes	No
If computers are left on are the monitors turned off to save energy?	Yes	No
Are overhead projectors, televisions and videos switched off at the socket when not in use?	Yes	No
Are photocopiers and similar equipment switched off when not in use?	Yes	No
In the staff room, is the kettle only filled with as much water is needed?	Yes	No

Does anyone in the school regularly check how much energy is used/saved?	Yes	No
Has the school investigated possible sources of renewable energy?	Yes	No
If you have renewable energy, does everyone in school know that it is there and how it works?	Yes	No

### In your Community:

Have you undertaken a home energy audit to help families reduce energy use?	Yes	No
Do you share tips and ideas with the local community for reducing their energy footprint?	Yes	No
Have you looked into or are you part of any community energy programmes?	Yes	No

### Global Perspective:

Is everyone aware of how saving energy helps our planet?	Yes	No
Do most students understand what Global Warming is and how we impact on our planet's climate?	Yes	No
Have students investigated the impacts of Climate Change on people globally?	Yes	No
Have you linked any of your energy actions to the Global Goals?	Yes	No

### Action Points / Comments:

### Around your school

Is there a water meter to record water use in school?	Yes	No
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Does anyone check how much water is being used/saved?	Yes	No
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Is the school free from dripping taps?	Yes	No
Do students always turn the taps off fully?	Yes	No
Are the toilets designed to reduce water loss with a low-volume flush?	Yes	No
If not, do you have water saving devices in the toilet cisterns? e.g. a Hippo bag or bottles filled with water	Yes	No
Do the urinals flush only on request or only during school hours rather than constantly?	Yes	No
If you have push taps, do they dispense the right amount of water at the right speed?	Yes	No
Do you have a water butt to collect rainwater for watering plants?	Yes	No
Is rain water collected and used for anything else around the school? e.g. Flushing toilets or maintaining pond levels	Yes	No
Does your canteen always use the dishwasher/ washing machine fully -loaded?	Yes	No
Does the canteen always put the plug in the sink when washing vegetables?	Yes	No
Do students learn about why we need to save water in Wales and the process involved in getting clean water to our taps?	Yes	No

### In your Community

Have students investigated the potential sources of water pollution?	Yes	No
Have students investigated how they can save water at home?	Yes	No

Have you investigated how to reduce the risk of flooding by reducing rainwater run-off or increasing vegetation in your community?	Yes	No
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## Global Perspective

Do you learn about issues surrounding the availability of water and sanitation in other countries?	Yes	No
Do you learn about the need to protect the oceans, fish and all living creatures that live in them?	Yes	No
Does the school have links with any national water based organisations, such as Water Aid?	Yes	No
Have you investigated the 'hidden' water in food and products and which things we consume use the most water globally?	Yes	No
Have you linked any of your water actions to the Global Goals?	Yes	No

## Action Points / Comments:

## Around your school

Are there suitable places for students to carry out sporting activities?	Yes	No
Are there murals, mosaics, sculptures or other artwork made by students?	Yes	No
Are there quiet, shady places to sit and talk?	Yes	No
Do you grow your own vegetables or fruit in the school grounds?	Yes	No

Does the school recycle garden or fruit/vegetable waste in a composter or wormery?	Yes	No
Do you have an outdoor classroom space?	Yes	No
Do all students have the opportunity to suggest what changes or new things they would like in the school grounds?	Yes	No
Are your school grounds fully utilised for students and wildlife?	Yes	No

## In your Community

Do parents and members of the wider school community help with improvements to the school grounds?	Yes	No
Do you support a local park/ green space / allotment?	Yes	No

## Global Perspective

If using compost, do you always use peat-free compost?	Yes	No
Are sustainable products used for the outside furniture? For example picnic benches that are made from recycled plastic, planters that are made from recycled items and wooden items made from FSC certified timber.	Yes	No

Have you linked any of your school grounds actions to the Global Goals?	Yes	No
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**Action Points / Comments:**

## Biodiversity

**Around your school**

Does your school provide any of the following for wildlife?	Yes	No
Trees		
Hedgerow		
Pollinator friendly native plants		
A pond		
A marshy / bog area		

A native wild flower area		
Log Piles		
Stone Piles		
Uncut 'wild' areas		
Bird boxes		
Water baths		
Perching posts		
Bird feeders		
Bat boxes		
Bug hotel		
Hedgehog home		
Berry / nut bearing plants		
Butterfly friendly native plants		
Reptile Hibernacula		

Are the school grounds free from herbicides and pesticides?	Yes	No
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If present do you avoid cutting trees/ brambles during bird nesting season?	Yes	No
Do students regularly have the opportunity to observe and/or experience nature and wildlife in different ways in the school grounds?	Yes	No
Are there interpretive boards / information available regarding the wildlife?	Yes	No
Do you keep a record of the wildlife spotted in your grounds?	Yes	No
Have you checked your school grounds for any invasive species?	Yes	No

### Around your Community

Do you visit any local sites outside of school to observe / experience nature and wildlife?	Yes	No
Have you helped improve the biodiversity at a local site outside of school?	Yes	No
Are students aware of the loss of biodiversity on a local level?	Yes	No

### Global Perspective

Have you participated in a national wildlife survey? For example the RSPB Big Schools Birdwatch or the Big Butterfly Count.	Yes	No
Are students aware of the loss of biodiversity on a global level?	Yes	No
Have you done anything to prevent biodiversity loss on a global scale? For example investigated sustainable palm oil production or worked with Size of Wales.	Yes	No

**Action Points / Comments:**

## Transport

**Around your school**

Do most students walk, cycle, scoot or catch the bus to school?	Yes	No
Do you survey how people travel to school?	Yes	No
Is there somewhere dry and safe to store bikes?	Yes	No
Does the school provide cycle safety and bike maintenance training for students?	Yes	No
Do you hold regular walk or cycle to school events/days?	Yes	No
Is it safe to walk or cycle to school?	Yes	No
Do cars park legally away from the entrance to the school?	Yes	No
Is the school car park a safe place for pedestrians?	Yes	No
Do the teachers share lifts wherever possible?	Yes	No

Where cars are used do they bring more than 1 person to school?	Yes	No
If students are collected in cars, do the drivers make sure that they turn their engine off when waiting?	Yes	No
If students are dropped off/collected by bus do buses make sure that they turn their engine off when waiting?	Yes	No
Do any school vehicles use alternative energy e.g. Electricity or hydrogen?	Yes	No

### Around your Community

Does the kitchen try to source food locally?	Yes	No
Does the school order supplies in bulk to avoid too many deliveries?	Yes	No
Has the school run any projects to help families reduce car use?	Yes	No

### Global Perspective:

Do you learn about about food production and food miles?	Yes	No
Have students looked at the global impact of air pollution?	Yes	No
Have you linked any of your transport actions to the Global Goals?	Yes	No

Percentage of students currently not travelling by car:	
Percentage of staff currently not travelling individually by car?	

### Action Points / Comments:

## Health, Wellbeing and Food

### Around your school

Are the majority of breaktime snacks that you can purchase healthy?	Yes	No
Does the school canteen always have healthy options?	Yes	No
Does the school canteen avoid chips for at least 3 days a week?	Yes	No
Do students have the opportunity to suggest what they would like to include in the dinner/canteen menu?	Yes	No
Is there free drinking water available all day?	Yes	No
Are pupils allowed to have water during lesson times?	Yes	No
Do you link your School Nutrition Action Group (SNAG) and Eco Schools targets together?	Yes	No

Do all pupils get to experience growing and then eating their own food?	Yes	No
Does the school use environmentally friendly cleaning products?	Yes	No
Is there a fitness programme established in the school?	Yes	No
Have measures been put in place to help with staff wellbeing?	Yes	No
Are pupils given the opportunity to take part in any activities to help pupil wellbeing? E.g mindfulness, tai chi, active dance classes, counselling	Yes	No
Does the school provide a peer mentoring scheme?	Yes	No

### Around your Community

Do you support your local foodbank?	Yes	No
Are students involved with any wellbeing based projects in the community, such as visiting nursing homes or community improvement projects?	Yes	No
Do you support local farmers by sourcing food locally and organic where possible?	Yes	No

### Global Perspective

Do students learn about the global impact of food production in class? E.g palm oil, sugar production	Yes	No
Have you looked at introducing a meat free day to reduce the school's carbon footprint?	Yes	No
Have you linked any of your health, wellbeing and food actions to the Global Goals?	Yes	No

## Action Points / Comments:

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