



## Carbon-Whole school approach: Waste Watch and Piece Child International (PCI)

### Activity 2:

The participants were requested to work around the S3 planning on waste and energy, the different levels and initially only on campus. They were given specific actions and they had to think who needs to be involved in order to achieve these in their schools and the possible barriers.

With this activity we hoped that by working in one of the three c s and having specific actions to identify issues and solutions around them the participants will be able to understand how they can also effectively work around the curriculum and community aspects and monitor their progress using the S3.

<b>Energy Getting started</b>			
Activity	Who needs to be involved	Barriers	Notes
Achieve eco schools -Bronze	<ul style="list-style-type: none"> <li>✓ Students</li> <li>✓ SMT</li> </ul>	How to : <ul style="list-style-type: none"> <li>• create awareness</li> <li>• fit in with SEF</li> <li>• including children</li> </ul> What does it worth?	
Take part in environmental award/accreditation	<ul style="list-style-type: none"> <li>✓ Local authority</li> <li>✓ Head</li> </ul>		Can fit in with curriculum (Geog-improving local environment for Key stage 2) Can you get a loan?
<b>Energy-Satisfactory</b>			
Regular light cleaning rota		How expensive will it be? Logistics CRB	
Label multiple switches	<ul style="list-style-type: none"> <li>✓ Children</li> </ul>		
Flat screens or energy star in place			New equipment should only be replaced when needed
<b>Energy-Good</b>			

Monitor out of hours electricity use	<ul style="list-style-type: none"> <li>✓ Children (year 6)</li> <li>✓ Caretaker</li> <li>✓ Bursar</li> </ul>	<p>With children the barrier will be how to organise this</p> <p>With caretaker/bursar will be willingness to be involved</p>	This activity can be used in the curriculum (maths) to produce graphs for consumption history etc
Install occupancy light sensors		Expense ( money need to be allocated by bursar/ HT, Governors)	<p>School can ask money from:</p> <ul style="list-style-type: none"> <li>• local authority</li> <li>• Parents-Teachers Association (PTA)</li> <li>• Use fundraising</li> <li>• Grants for energy efficiency in buildings</li> </ul>
Have a power down policy in place	<ul style="list-style-type: none"> <li>✓ Students (should learn to log off and be responsible when using the computers)</li> <li>✓ Head (to approve the policy for the whole school)</li> </ul>		Students can draft a policy which can be used in the school (possibly in a poster form)-Eco code
<b>Waste-Getting started</b>			
Paper recycling for classrooms	<ul style="list-style-type: none"> <li>✓ School council</li> </ul>	<p>Active staff participation</p> <p>Site access-coordination issues</p>	
Internal recycling bins in place			
Clear anti-litter policy in place			
Recycling bins in canteen kitchen and staff rooms	<ul style="list-style-type: none"> <li>✓ Staff</li> <li>✓ Contractors (kitchen staff etc)</li> </ul>	<p>Cost</p> <p>Procurement contracts</p>	Schools should start asking questions for the LA procurement
Use of non disposable cups and plates in cafeteria/kitchen or for staff			
Supply tap water through water fountains or tap	<ul style="list-style-type: none"> <li>✓ Site staff</li> </ul>	Costs	<p>The school needs to emphasise the benefits for the school</p> <p>It can also be included in the curriculum under Health and wellbeing subjects</p>
Composting	<ul style="list-style-type: none"> <li>✓ All (students, staff, and site manager)</li> </ul>	Vermin	