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**Framework And Key Approaches**

Use the following to plan and timetable your actions and then use it to audit your progress

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| **Key actions** | **Overall responsibility for leading** | **Date planned** | **Advice/Good practice** |
| **Launch with governors**  [**https://www.ourcityourworld.co.uk/our-city-our-world/presentations/**](https://www.ourcityourworld.co.uk/our-city-our-world/presentations/) | HT/Senior Programme Lead |  | Use Governor presentation on the website  OCOW becomes part of Committee and FGB agendas  Governors watch Carbon Literacy training video |
| **Standing item in staff meetings on fortnightly basis initially** | HT/Gov |  | This will ensure sustainability developments remain a high profile, good practice is shared and progress is regularly reviewed |
| **Survey your students, staff, governors, community**  [**https://www.ourcityourworld.co.uk/our-city-our-world/surveys/**](https://www.ourcityourworld.co.uk/our-city-our-world/surveys/) | SBM/ Senior Programme Lead |  | Use PING to send out survey link for parent/carers (Accompanying letter explaining OCOW programme and school wish for families to be partners in the programme and sustainability actions)  Use 10 mins of staff meeting or support staff meeting for survey.  KS1 is best as sample responses with TA supporting small groups to respond.  KS2 can do survey independently in school.  Surveys will act as baselines of attitudes and leverage in terms of actions i.e. you said in the survey you wanted ….. so we are …… |
| **Set up a sustainability working group – head, senior programme lead, governor, students, business manager, parent, premises manager etc.**  **Plan dates at first meeting for whole year to ensure strong attendance** | HT |  | Working Group should meet once each half term after school. This group will ensure:   * surveys and Zero Carbon termly audits are completed * a collaborative vision and moral purpose * priorities from surveys and audits are identified and communicated to all members of school * action planning where all understand roles and responsibilities and strong links with council and local/national organisations are developed * improvements are monitored and evaluated * a strong culture of sustainability is firmly established |
| **Launch programme with all staff (all staff must be involved as this is first and foremost a collective endeavour)** | HT |  | Staff meeting/Support staff meeting or part of INSET day  This should be inspirational and led by the HT  Use the COP26 video to set the context  Allow time for talk  Share map of journey and emphasize time will be given in staff meetings and INSET days for developments |
| **Training for teaching all staff in climate science (all staff must be involved as this is first and foremost a collective endeavour) – Use AimHi training on website and/or Climate Web cards on website**  [**https://www.ourcityourworld.co.uk/curriculum/training/**](https://www.ourcityourworld.co.uk/curriculum/training/) | Senior Programme Lead |  | Staff Meeting/Support staff meeting or part of an INSET day  Allow time for talk  What does it mean for:   * me, personally * professionally * for my class * for the school |
| **Training for teachers in eco-anxiety – Use Thoughtbox video on website**  [**https://www.ourcityourworld.co.uk/curriculum/training/**](https://www.ourcityourworld.co.uk/curriculum/training/) | Senior Programme Lead |  | Vital that teachers understand how to move from issues to hope and how to support resilience and empowerment in their class |
| **Create a joint staff/governor sustainability vision for your school** | HT |  | Create draft and then find ways of getting input from:  Staff  Governors  Pupils  Families  Emphasize this is a collective vision and a collective effort |
| **Integrate OCOW into whole school SIP** | Senior leads |  | Sustainability should run through all areas of school life so rather than being a stand alone objective it should shape improvements in all areas |
| **Sign up to Let’s Go Zero**  [Join for zero carbon schools • Lets Go Zero](https://letsgozero.org/join/) | HT |  | LGZ will support in all things decarbonisation including providing details of Climate Action Advisors |
| **Sign up to National Education Nature Park**  [Create new Teacher account | Education Nature Park](https://www.educationnaturepark.org.uk/user/register) | HT |  | The NENP provides a detailed structure for developing school grounds with pupil voice at its heart. It also has an extensive range of resources and links to supportive organisations |
| **Sign up to UKSSN operations group**  [UKSSN Operations Group - Application Form](https://members.ops.ukssn.org/signup/) | SBM |  | This operations group provides extensive support and advice for the SBM around school organisation and operations in school particularly in relation to sustainability |
| **Launch project to the school community - children and families – develop vision further with their voices** | HT/Senior Programme Lead |  | * Try and create an event or day of activities or series of ‘green’ days. Perhaps organise a walk for staff and children around the school asking them to ‘dream big’ with green ideas   Emphasize:   * how OCOW is central to school improvement * how all members of the community are asked to commit to change behaviours and support improvements * share audit priorities and ask for comments * share termly themes * carry out parent skill audit for up-coming term |
| **Align school values/learning attitudes with OCOW aims** | Senior team |  | Sustainability and an understanding of climate change is founded on the strong values/learning attitudes already common in schools e.g. respect, care, togetherness, curiosity, resilience, imagination etc. It should therefore not seem like an add on but more like a practical and relevant enrichment of the learning context.  Introduce the idea of Self Care, People Care, Planet Care |
| **Audit existing curriculum with yr groups against Concept Milestone document identifying where relevant OCOW curriculum concepts already exist. Agree where gaps will be taught.**  [**https://www.ourcityourworld.co.uk/curriculum/conceptual-milestones/**](https://www.ourcityourworld.co.uk/curriculum/conceptual-milestones/) | Senior Programme Lead/Teachers |  | Staff Meeting X2 |
| **On a termly basis ‘green’ the remaining curriculum e.g. in Summer Term green Autumn Term Medium Term Planning, in Autumn Term green Spring Term planning etc.**  **See examples**  [**https://www.ourcityourworld.co.uk/curriculum/framework/**](https://www.ourcityourworld.co.uk/curriculum/framework/) | Senior Programme Lead/Teachers |  | Termly staff meeting  Over the year, all terms will be greened then the process remains on-going during planning sessions – seeing the curriculum through a green lens |
| **Develop assembly programme – See Planning and Resources template examples**  [**https://www.ourcityourworld.co.uk/curriculum/curriculum-resources/**](https://www.ourcityourworld.co.uk/curriculum/curriculum-resources/)  **Set termly themes for two year cycle** | HT/Senior leader in school |  | Link themes to time of year and other significant curriculum themes and/or decarbonisation work. Share themes with hub leader. Network with other schools around themes -sharing ideas and resources  Assemblies fortnightly on a single theme each term e.g. Summer Biodiversity/Autumn Energy/Spring Water  Link to   * class action/school action * termly Zero Carbon audit (carry out audit for the following term in the preceding term) * family action/pledges * parent/carer skills audit * local organisation support |
| **Complete school Zero Carbon audits and develop action plan on a termly basis for an individual theme**  [**https://www.ourcityourworld.co.uk/carbon-neutral-2030/carbon-neutral-2030-audits/**](https://www.ourcityourworld.co.uk/carbon-neutral-2030/carbon-neutral-2030-audits/) | HT/SWG |  | Audit and associated action plan should link to the whole school theme for that term e.g. Biodiversity  Leadership team prepares audit for sustainability working group each term. LT ensures it is informed by voices of all members of the community particularly children and young people. SWG decides on key priorities for action plan and ensures it is communicated to all members of the school.  Sustainability working group ensures action plan also develops much closer partnership with the council and local organisations. |
| **Introduce the Count Your Carbon Tool – Establish baseline. Calculate carbon emissions termly to measure and respond to progress towards targets for reduction** | SBM |  | Establish initial baseline and set smart targets. Link to termly focuses and/or whole network targets |
| **Complete Climate Action Plan. Link with Climate Action Advisors** | HT/SBM/Site Manager/SPL |  | * Lets Go Zero offer a good range of resources and advice. The Climate Action Plan should be a summary of the actions you have planned against this framework against 4 key areas: * decarbonisation, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient * adaptation and resilience, such as taking actions to reduce the risk of flooding and overheating * biodiversity, for example engaging with the National Education Nature Park  climate education and green careers, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this |
| **Establish methodologies for enabling on-going student voice and involvement** | Senior Programme Lead |  | Student voice is best caught through:  Assemblies  Class discussions  Votes  Surveys  Task groups |
| **Audit the expertise of your school community and link to planned actions/curriculum modules** | SBM/HT |  | Termly audit of parent/carer and staff skills linked to whole school theme so focussed effective support/expertise is offered |
| **Plan for local organisation/community/business engagement**  [**https://www.ourcityourworld.co.uk/local-and-national-organisations/**](https://www.ourcityourworld.co.uk/local-and-national-organisations/) | Senior Programme Lead |  | Local organisations should be closely linked with school actions/assemblies and class talks. **Children need to see changemakers regularly** |
| **Establish termly plan for pupil/family sustainable pledges and actions** | Whole staff |  | Each termly theme should include actions engaging all members of the community in behaviour change and positive action  Emphasize the collective impact.  Use school communication software to gather data from pledges |
| **Establish termly plan for staff/gov sustainable pledges and actions** | SPL/Staff/Gov |  | Each termly theme should involve changes in staff and governor behaviour. This is about all members of the community committing to change. |
| **Network with other schools on curriculum and initiatives and share expertise and resources**  **Link classes within and across schools** | Senior Programme Lead/teachers |  | The wealth of expertise and resources across the OCOW community cannot be underestimated Children need to feel empowered/inspired through seeing changemakers in other schools |
| **Audit school grounds and identify opportunities for enhancing biodiversity and promoting outdoor learning** | SPL/Site Manager/SWG |  | Use the materials from the National Education Nature Park and the OCOW audit |
| **Significant focus on school commitment to sustainability on school website**  **e.g. https://www.cottesmore.brighton-hove.sch.uk/page/eco/** | SBM/SPL |  | Many parents/carers are now choosing their schools with commitment to sustainability and environmental education as a key criteria |
| **Regular feature/update/slot in school newsletter** | SPL |  | The more communication there is the more people can see how they can get involved and the impact the community is having |
| **OCOW notice board in prominent place** | SPL |  | See above |
| **Create a schedule of green events during the year e.g. Switch Off Fortnight, World Ocean Day, Go Wild in June and also schedule resource saving events for the whole year e.g. Business Enterprise, Freegle, Book Swap, Clothes Swap, Toy Swap** | HT/ Senior Programme Lead |  | This will enable the widening and deepening of the school sustainability culture |
| **Give a green context to some of the annual special weeks e.g. Arts Week** | Senior Programme Lead/Subject Leaders |  | E.g. Book week focuses on environmental texts or Art Week has a nature focus etc. |
| **Make carbon literacy training film available to families**  [**https://www.youtube.com/watch?v=HExapQfulPg**](https://www.youtube.com/watch?v=HExapQfulPg) | HT |  | Use **The Great Big Lesson for Climate and Nature: Live from COP26** |
| **Ensure PCTA has sustainability policy/position**  [**https://www.ourcityourworld.co.uk/news/pta-guide/**](https://www.ourcityourworld.co.uk/news/pta-guide/)  **Ensure general wider school events are monitored in terms of sustainability** | PCTA/Staff |  | Work with PCTA on developing a sustainability policy for PCTA events e.g. Summer Fair  Events should reflect a commitment to sustainability. Signage should highlight this e.g. we are a no single plastic event |
| **Pilot assessment of impact in some key areas**  **See resources on school website** | SPL |  | Sampling of diverse groups of children for conferencing to explore how best to evaluate impact of class learning, assemblies, initiatives etc. |
| **Write formal assessment guidelines**  **See policy on website** | SPL |  | From what you have learned develop policy |
| **Senior Programme Lead attends termly OCOW meetings** | SPL |  | Ensures on-going professional development, networking and information/funding updates |
| **Analyse procurement choices and adopt sustainable procurement approaches guidelines** | SBM |  | SBM training will provide a clear approach. Encourage SBM to liaise with other SBMs to share good providers/products. UKSSN provides policy examples |
| **Plan for comprehensive and systematic approach to nature connection and outdoor learning.**  [**https://www.ourcityourworld.co.uk/nature-connection-and-outdoor-learning/**](https://www.ourcityourworld.co.uk/nature-connection-and-outdoor-learning/) | Whole staff |  | Timetabling of nature connection opportunities  Training in outdoor learning/Beach School/Forest School  Putting outdoor learning directly into plans |
| **Create induction pack for new staff** | HT |  | Include access to Carbon Literacy Video Training/Eco-Anxiety Video Training/ OCOW website. Prior to starting ensure training is completed |
| **Include sustainability element/question when interviewing for all new staff** | HT |  | E.g. How would you integrate learning about sustainability into the curriculum? |
| **Sustainability as performance management target for all staff /curriculum leads / head** | HT/Govs |  | Using present school improvement systems ensures this is not an add-on for staff rather supported professional improvement. It also ensures regular reviews. For curriculum leads it is about facilitating the greening of their curriculum as well as resourcing their subject in a sustainable manner. |
| **Include OCOW in school presentations to new parents** | HT |  | Make parents/carers see learning about sustainability and climate change is a core element of your class and wider curriculum |
| **Calculate end of year carbon emissions and compare with other schools. Introduce the ‘Playground’ element into lessons** | SBM/Site Manager/Staff |  | Benchmarking aids evaluation. ‘Playground’ encourages deeper, practical understanding for children |
| **Link nationally and internationally with other schools and organisations on sustainability initiatives** | Staff/SPL |  | Make the collective power of change evident |
| **Establish a systematic annual programme of assessment/evaluation** | Gov/Senior Project Lead/Assessment lead |  | On a termly basis, Senior Project Lead conferences children against the conceptual milestones and skills based on their curriculum, assembly learning and actions from that term. Findings inform future planning.  Parental attitudes and behaviour changes are evaluated twice yearly |
| **Review and develop Climate Action Plan** | HT/SBM/Site Manager/Gov/SPL |  | The action plan should be seen as a fluid document responding to change in the school, locally and nationally |
| **Completion of a Net Zero Route Map outlining measures the school will take to reach Net Zero by 2030** | Gov/HT/SBM/Site Manager/Council |  | Work with the council for structure and advice |
| **School Grounds – develop a 3 year nature recovery plan for the whole school site identifying opportunities to increase biodiversity** | SBM/Site Manager |  | Work with Environmental Education Officer and local organisations |
| **Include reference to UN Sustainable Development Goals in lesson planning** | SPL |  | Applicable for upper KS2 and above |
| **Look at opportunities for climate adaptation in the school to address extreme heat and rainfall. Introduce shade and flood prevention into school grounds.** | HT/SBM/Site Manager |  | Refer to the council for advice and support. |
| **Provide opportunities for children to campaign at a local and national level** | SPL/Teachers |  | The more children sense they have a voice and can speak to power the more engaged they will be |
| **Promote Green Careers** | HT/Staff |  | Provide opportunities for children to make the link between specific skills and specific careers. Also remember research shows environmental activities promote a range of important green skills e,g. collaboration, creativity, problem solving etc. |
| **School business manager to attend regular network meetings to look at issues/good practice around sustainability** | SBM |  | Vital for on-going, up-to-date support |