



**Our Schools,
Our World**

in partnership with

**LET'S GO
ZERO
2030**

Framework And Key Approaches

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

Key actions	Overall responsibility for leading	Date planned	Advice/Good practice
Launch with governors	HT/Senior Programme Lead		Use Governor presentation on the website OSOW 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	SBM/ Senior Programme Lead		Use PING to send out survey link for parent/carers (Accompanying letter explaining OSOW programme and school

			<p>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.</p> <p>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</p>
<p>Set up a sustainability working group – head, senior programme lead, governor, students, business manager, parent, premises manager etc.</p> <p>Plan dates at first meeting for whole year to ensure strong attendance</p>	<p>HT</p>		<p>Working Group should meet once each half term after school. This group will ensure:</p> <ul style="list-style-type: none"> • surveys and Zero Carbon termly audits are completed

			<ul style="list-style-type: none"> • 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
<p>Launch programme with <u>all staff</u> (all staff must be involved as this is first and foremost a collective endeavour)</p>	HT		<p>Staff meeting/Support staff meeting or part of INSET day This should be inspirational and led by the HT</p>

			<p>Use the COP26 video to set the context</p> <p>Allow time for talk</p> <p>Share map of journey and emphasize time will be given in staff meetings and INSET days for developments</p>
<p>Training for teaching <u>all staff</u> 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</p>	<p>Senior Programme Lead</p>		<p>Staff Meeting/Support staff meeting or part of an INSET day</p> <p>Allow time for talk</p> <p>What does it mean for:</p> <ul style="list-style-type: none"> • me, personally • professionally • for my class • for the school
<p>Training for teachers in eco-anxiety – Use Thoughtbox video on website</p>	<p>Senior Programme Lead</p>		<p>Vital that teachers understand how to move from issues to hope and how to support resilience and empowerment in their class</p>
<p>Create a joint staff/governor sustainability vision for your school</p>	<p>HT</p>		<p>Create draft and then find ways of getting input from:</p>

			<p>Staff Governors Pupils Families</p> <p>Emphasize this is a collective vision and a collective effort</p>
Integrate OSOW 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	HT		LGZ will support in all things decarbonisation including providing details of Climate Action Advisors
Sign up to National Education Nature Park	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	SBM		This operations group provides extensive support and advice for the SBM

			<p>around school organisation and operations in school particularly in relation to sustainability</p>
<p>Launch project to the school community - children and families – develop vision further with their voices</p>	<p>HT/Senior Programme Lead</p>		<ul style="list-style-type: none"> • 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 <p>Emphasize:</p> <ul style="list-style-type: none"> • how OSOW 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

			<ul style="list-style-type: none"> • share termly themes • carry out parent skill audit for upcoming term
Align school values/learning attitudes with OSOW aims	Senior team		<p>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.</p> <p>Introduce the idea of Self Care, People Care, Planet Care</p>
Audit existing curriculum with yr groups against Concept Milestone document identifying where relevant OSOW curriculum concepts already exist. Agree where gaps will be taught.	Senior Programme Lead/Teachers		Staff Meeting X2

<p>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.</p> <p>See/use examples on website to promote green thinking</p>	<p>Senior Programme Lead/Teachers</p>		<p>Termly staff meeting</p> <p>Over the year, all terms will be greened then the process remains on-going during planning sessions – seeing the curriculum through a green lens</p>
<p>Develop assembly programme – See Planning and Resources template examples</p> <p>Set termly themes for two year cycle</p>	<p>HT/Senior leader in school</p>		<p>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</p> <p>Assemblies fortnightly on a single theme each term e.g. Summer Biodiversity/Autumn Energy/Spring Water</p> <p>Link to</p>

			<ul style="list-style-type: none"> • 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
<p>Complete school Zero Carbon audits and develop action plan on a termly basis for an individual theme</p>	<p>HT/SWG</p>		<p>Audit and associated action plan should link to the whole school theme for that term e.g. Biodiversity</p> <p>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</p>

			<p>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.</p>
<p>Introduce the Count Your Carbon Tool – Establish baseline. Calculate carbon emissions termly to measure and respond to progress towards targets for reduction</p>	<p>SBM</p>		<p>Establish initial baseline and set smart targets. Link to termly focuses and/or whole network targets</p>
<p>Complete Climate Action Plan. Link with Climate Action Advisors</p>	<p>HT/SBM/Site Manager/SPL</p>		<ul style="list-style-type: none"> • 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

			<p>emissions, such as becoming more energy efficient</p> <ul style="list-style-type: none">• 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
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<p>Establish methodologies for enabling on-going student voice and involvement</p>	<p>Senior Programme Lead</p>		<p>Student voice is best caught through:</p> <p>Assemblies Class discussions Votes Surveys Task groups</p>
<p>Audit the expertise of your school community and link to planned actions/curriculum modules</p>	<p>SBM/HT</p>		<p>Termly audit of parent/carer and staff skills linked to whole school theme so focussed effective support/expertise is offered</p>
<p>Plan for local organisation/community/business engagement</p>	<p>Senior Programme Lead</p>		<p>Local organisations should be closely linked with school actions/assemblies and class talks.</p> <p>Children need to see changemakers regularly</p>
<p>Establish termly plan for pupil/family sustainable pledges and actions</p>	<p>Whole staff</p>		<p>Each termly theme should include actions engaging all members of the community in behaviour change and positive action Emphasize the collective impact.</p>

			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 OSOW 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 OSOW 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
OSOW 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	HT		Use The Great Big Lesson for Climate and Nature: Live from COP26
Ensure PCTA has sustainability policy/position – see example on website 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 OSOW 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.	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/ OSOW 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 OSOW 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