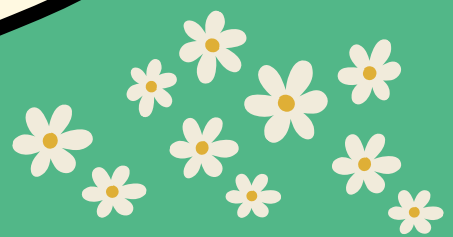
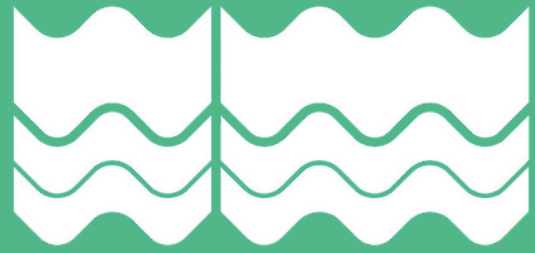


# EAST SUSSEX CLIMATE CHANGE CHARTER FOR EDUCATION SETTINGS



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# INTRODUCTION

In 2019 we declared a climate emergency. We committed to net zero emissions from our own operations as soon as possible, and in any event by 2050. We have set ourselves the interim target to cut emissions in half every 5 years. We created this charter to support schools reduce their emissions and help them create their own action plan which is a requirements of the Department of Education (DfE).

The Climate Change Charter is an East Sussex framework which will help empower education settings to help deliver our ambition of being zero-carbon by 2050. The framework was co-produced by children and young people as well as education settings. They have helped support us in creating the actions we are asking schools to deliver.

The DfE has asked all education settings to have nominated a sustainability lead and put in place a climate action plan by 2025. Creating a climate action plan will allow your education setting to take a structured and strategic route toward ensuring your setting or trust is acting toward, and educating about, sustainability.

Your schools climate action plan should cover the following 4 areas, to align with DfE's sustainability and climate change strategy:

- Decarbonisation
- Adaptation and resilience
- Biodiversity
- Climate education and green careers



East Sussex has focused on 9 areas and developed actions that schools can take forward as part of their own action plan. This charter is a living documents and will be further developed by education settings and young people. The actions are interchangeable and may fit under more than one heading. We have put the actions in the most relevant sections. If you have any ideas or comments you would like to share please email us at [cs.climatechange@eastsussex.gov.uk](mailto:cs.climatechange@eastsussex.gov.uk)

Contents of the charter:

1. Curriculum
2. Waste
3. Food
4. Air Quality
5. Travel
6. Energy
7. Outdoor Space
8. Water
9. Procurement

We recommend the first actions you take are assigning a sustainability lead / leadership within your school (a DfE requirement by 2025) and establishing a green team champion group that pupils can join.

# CURRICULUM

## WHY IS IT IMPORTANT?

Education is crucial when addressing climate change. Education empowers but also helps motivate people to take action. Knowledge regarding climate change helps young people to understand and tackle the consequences of global warming, encourages them to change their behaviour and helps them adapt to the climate emergency. It also provides knowledge to help them persuade others to choose their behaviours.

## VOICE OF YOUNG PEOPLE

“Educate us about the climate, wildlife, resources etc from a young age so we can make good decisions! People don’t know what they are buying – phones, cars, food – we need to be educated about the environment. Don’t just slot it in to tick a box. It needs to be a priority” – student from Bexhill College

“Start doing more trips to schools and explain what people can do to help stop climate change” – Student from Cradle Hill



## CASE STUDY

King's Academy Ringmer strives to ensure that climate change, sustainability and the environment is embedded into the curriculum and that students engage with these topics in many lessons and parts of school life. For example, in food technology they learn about seasonal, local ingredients, food provenance, the effect of production on the environment and the importance of sustainability. In geography students learn about different forms of energy; fossil fuels, electricity, solar and wind power, plus issues such as overfishing, the importance of trees to the planet and the UN Sustainable Development Goals. In biology the students learn about ecosystems, their interdependence, and the issues of bioaccumulation in the food chain.

We continually work to ensure we are factoring in how the environment, climate change and sustainability filters through into their studies, and how it permeates into so many aspects of their modern daily lives.

## RESOURCES

- [The Eden Project](#) has free curriculum and lesson plans from their Education Team – to help you teach primary and secondary classes everything from biology to design.
- [Green Peace](#) has free educational resources for schools, youth groups, parents, carers and young people themselves
- [British Council](#) has a range of climate resources for school teachers
- [Teach the Teacher](#) helps equip students with the skills and knowledge to engage their teachers on climate change and the need for climate education for all.
- [Better Planet Schools](#) is an online environmental education programme, created by the Young People's Trust for the Environment to engage children and teachers in the UK's primary schools



# ACTIONS FOR THE CURRICULUM

No.	DfE Link	Action	Resource	Action taken by setting
1	Climate education and green careers	Adopt/follow the whole school approach to incorporate climate change into your curriculum and school life.	<a href="#"><u>Environmental sustainability: a whole school approach</u></a>	
2	Climate education and green careers	Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, art or history.	<a href="#"><u>National History Museum Learning Resources</u></a>	
3	Climate education and green careers	Seek out good practice to get inspired and share learning with other education settings on learning about climate change.	Email - CS.ClimateChange@eastsussex.gov.uk to share best practice or join the Sustainability Lead Network	
4	Climate education and green careers	Encourage behavioural change by the students to help the environment.	<a href="#"><u>The UN Environment Programme "Little Book of Green Nudges"</u></a>	
5	Climate education and green careers	Increase integration of climate change into all subjects.	<a href="#"><u>Integrate Climate Education Into Different Subjects</u></a>	
6	Climate education and green careers	Have 4 or more assemblies a year on what schools are already doing around the environment and climate change, and how students can get involved in this work.	<a href="#"><u>BBC School Radio Climate Change</u></a>	
7	Biodiversity	Encourage the use of natural resources when working on projects in the classroom.	<a href="#"><u>Using natural materials to enhance children's learning</u></a>	
8	Climate education and green careers	Teach young people about nature in their local area, for example different types of land and habitats, how they are managed, flora and fauna and weather patterns.	<a href="#"><u>South Downs National Park Learning Zone</u></a>	
9	Climate education and green careers	Consider how to stimulate the whole school community to learn more about climate change and share the challenges or ideas in the school newsletter or on social media.		
10	Climate education and green careers	Set up refillable shop for pupils to run to teach them about employability skills .	<a href="#"><u>Pupil Profit</u></a>	
11	Climate education and green careers	Teach students about how to reduce/eliminate single-use plastics at home.	<a href="#"><u>HOW STUDENTS CAN HELP REDUCE SINGLE-USE PLASTIC TO PROTECT THE ENVIRONMENT</u></a>	

# WASTE

## WHY IS IT IMPORTANT?

Waste management is important as it saves the environment from the toxic effects of inorganic and biodegradable elements present in waste. Mismanagement of waste can cause water contamination, soil erosion and air contamination. Waste can be recycled if collected and managed efficiently.

## CASE STUDY

Kings Academy Ringmer School tries to get the staff to adapt their teaching to include sustainability, regardless of their subject. For instance, dance teachers have done performances about recycling, in Maths they can relate the questions to how much waste is being recycled instead of how many sweets Charlie and Sarah have.

## VOICE OF YOUNG PEOPLE

“Stop single use plastic because it is harming animals and the climate” – Student from Alfriston Primary School

“Add more recyclable plastic or stop using plastic altogether” – Student from Alfriston Primary

## Resources

- [Keep Britain tidy](#)
- [Sustainability and Environmental Education \(SEEd\)](#)



# ACTIONS FOR WASTE

No.	DfE Link	Action	Resource	Action taken by setting
1	Decarbonisation	Minimise your schools paper use e.g. reduce paper consumption by printing only when necessary and printing on both sides.	<a href="#">The Waste Management &amp; Recycling Blog</a>	
2	Decarbonisation	Establish an effective recycling scheme e.g. with bins clearly labelled and educate staff and pupils about all resources that can be recycled that reduces landfill waste and educate students about the value of resources.		
3	Decarbonisation	Encourage the purchase of second hand uniform or set up a second-hand uniform shop.	<a href="#">School uniforms</a>	
4	Decarbonisation	Replace paper communications with electronic channels.		
5	Decarbonisation	Run second-hand sales or swaps for popular items like books and clothes.		
6	Decarbonisation	Review your cleaning system. Reduce use of chemicals and begin using refills and reusable product bottles wherever possible" Using chemical cleaning products also has health implications, particularly for people with asthma.		
7	Decarbonisation	Purchase low energy or refurbished technology.		
8	Decarbonisation	Extend the life line of electronics.	<a href="#">Circular Electronics Day</a>	
9	Climate Education and Green Careers	Encourage students and staff to recycle electronics.	<a href="#">Electrical items</a>	
10	Decarbonisation	Improve the schools records management and apply retention to your documents to reduce the amount of information saved on network drives and the cloud.	<a href="#">Information Management Toolkit for Schools</a>	
11	Biodiversity	Instead of sending your green waste to landfill, create your own compost	<a href="#">How to compost your waste</a>	
12	Biodiversity	Organise a litter pick in and around your school.	<a href="#">Litter</a>	
13	Decarbonisation	Hold a bring and buy sale for toy and games to raise funds for an eco project in school.		
14	Climate Education and Green Careers	Hold competitions between classrooms/year groups as to who recycles the most and keeps their room tidiest.		
15	Decarbonisation	Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall and the school office.	<a href="#">Carry out a waste audit in school</a>	
16	Climate Education and Green Careers	Create a art installation only using waste materials.	<a href="#">The Art Eco Corridor Video</a>	



# FOOD

## WHY IS IT IMPORTANT?

Food system activities, including producing food, transporting it and storing wasted food in landfills produce greenhouse gas (GHG) emissions that contribute to climate change.

## CASE STUDY

Grow your own veg. Teach children how to garden and plant trees. This has shown to improve health and wellbeing, better levels of attention in class, higher achievement and stronger links with the local community. Some schools have even created mini farms.

King Academy Ringmer reclaimed their greenhouse and worked on growing food that could be incorporate into DT Food.

## VOICE OF YOUNG PEOPLE

“I want to know where the food is from in our school canteen. Is it sourced locally? How far has it travelled?” - Student for St Leonards Academy

## RESOURCES

- [Sustrans](#)
- [Living Streets](#)
- [Food and Climate Change: Healthy diets for a healthier planet](#)
- [The EatWell Guide](#)
- [Government Dietary Recommendations](#)
- [The Eatwell Guide](#)
- [Sustain](#)





# ACTIONS FOR FOOD

No.	DfE Link	Action	Resource	Action taken by setting
1	Climate Education and Green Careers	Encourage students and staff to bring plastic free packed lunches or bring their own tupperwares to the canteen to avoid single use containers. Consider a reward scheme.	<a href="#"><u>Your Guide to a Plastic Free Back to School</u></a>	
2	Decarbonisation	Work with your caterer to reduce/ eliminate single-use plastic from school meals.		
3	Climate Education and Green Carers	Educate students about the impact of food waste on the climate and encourage them to take action in school and at home.	<a href="#"><u>Food Waste Education Pack - Key Stage Two</u></a>	
4	Biodiversity	Compost any unavoidable food waste.	<a href="#"><u>Composting at School</u></a>	
5	Climate Education and Green Careers	Promote more vegetarian options and reduce the number of meat options / days.	<a href="#"><u>Five Expert tips for Driving Plant Based Change in Schools</u></a>	
6	Biodiversity	Grow food on the school grounds, even if this is mainly for educational purposes. For example, you could prepare food grown on the school site in DT Food lessons.	<a href="#"><u>Growing food at School</u></a>	
7	Climate Education and Green Careers	Create and promote appealing menus in advance to reduce food waste.		
8	Climate Education and Green Careers	Make the lunch queue more efficient to stop eating in to playtime. Lengthy queues eat into important playtime and create more waste as students don't have enough time to eat, so make the most of technology that can reduce the waiting time and prevent plate waste.		
9	Climate Education and Green Careers	Cook to order - Preparing each child's meal to order will result in minimum kitchen waste and reduced cafeteria waste, as every child has a meal they choose.		

# AIR QUALITY

## WHY IS IT IMPORTANT?

Improving air quality is essential, both for reducing contributions to climate change and for children's health. Air quality is impacted by pollutants from human activities such as transport, industry, and agriculture, which emit harmful pollutants such as carbon dioxide, nitrogen dioxide and sulphur dioxide. All of these gases and pollutants contribute to global heating.

Children are especially vulnerable to these pollutants as their immune systems are less developed than adults. Globally, air quality poses a serious risk to child health and development in early years; the WHO estimates that 93% of the world's children (1.8 billion) under the age of 15 breathe heavily polluted air. In the UK, over a third of children are growing up in areas with toxic and unsafe levels of pollutants.

Air pollution can be especially high around school sites due to heavy congestion during drop-off and pick-up times. It is essential that air quality is combated and reduced, both to lower emissions contributing to climate change and to improve, and support children and young people's health and better support their development.

## CASE STUDY

Sustrans introduced an air quality awareness programme to develop knowledge and understanding of the benefits of the School Streets trials in East Sussex.

## RESOURCES

- [Toolkits for schools to take action on air pollution](#)
- [Sustrans](#)
- [Living Streets](#)
- [Chief Medical Officer's annual report 2022: air pollution](#)



# ACTIONS FOR AIR QUALITY

No.	DfE Link	Action	Resource	Action taken by setting
1	Climate Education and Green Careers	Encourage more children to come to school on foot, bike, public transport or car share to reduce air pollution near school. This could include 'walking school bus'	<a href="#">The School run: Ideas to boost active travel</a> <a href="#">Walking School Bus</a>	
2	Climate Education and Green Careers	Encourage children to choose walking and cycling routes to school that are safer, and with less traffic and pollution.	<a href="#">Mapping Cleaner Air Sooner</a>	
3	Biodiversity	Plant more trees, shrubs and flowers to improve air quality. Plant hedges (or closely-planted lines of trees) between the road and the school playground / buildings.	<a href="#">The best trees to reduce air pollution</a>	
4	Climate Education and Green Careers	Students create road signs with air pollution information to display around the school.	<a href="#">Improve Ventilation and Air Quality in Schools</a>	
5	Climate Education and Green Careers	Educate students about air pollution - how they and their households can reduce their exposure to pollution (how much they breathe in) - how they can reduce their contribution to it.	<a href="#">Awareness Cleaner Air Sooner</a>	
6	Climate Education and Green Careers	Engage students, staff and parents/carers in citizen science activities to monitor air quality levels on the school site and in the nearby areas.	<a href="#">Green Infrastructure</a>	
7	Adaption and Resilience	Improve ventilation inside the school building to reduce the impact of air pollution on students' health.	<a href="#">Samhe</a>	
8	Adaption and Resilience	Create a clean air zone around schools by implementing 'active' solutions (encouraging parents / carers to always switch off engines outside school, relocating drop-off / pick up points away from school entrances etc.). They can reduce pollution levels in and around schools premises.	<a href="#">How to start with School Streets</a>	
9	Adaption and Resilience	Address any window repairs to help air circulate better, improving student health and reducing their exposure to air pollution.	<a href="#">Choked Up</a> <a href="#">Improving classroom ventilation at Henry Fawcett Primary School</a>	
10	Adaption and Resilience	Install a Green Living Screens offer a sustainable and effective solution. Green screens use living plants to absorb harmful pollutants from the air and release clean oxygen back into the environment.	<a href="#">A green screen improved air quality at St Andrew's CE Primary School</a>	

# TRAVEL

## WHY IS IT IMPORTANT?

Pupil and staff travel to and from school, as well as other journeys undertaken on school business, are one of the main sources of school greenhouse gas emissions. Many schools in East Sussex are in rural or remote areas which are difficult to access by public transport, walking or cycling, therefore it is not always easy to avoid or reduce these emissions. Fortunately, there is a lot schools can practically do in this area, with support from the many green travel resources and initiatives available

## CASE STUDY

Cradle Hill has signed up for a nationwide challenge to encourage more children and their families to walk to school. 'Walk on Wednesdays'-- the year-round walk to school challenge is delivered by Living Streets, the UK charity for everyday walking to help as many children as possible experience the benefits walking to school brings. WOW is a pupil-led initiative where children self-report how they get to school every day. If they travel sustainably (walk, cycle or scoot) once a week for a month, they get rewarded with a badge.

## VOICE OF YOUNG PEOPLE

We want "cycle lanes in and around college and an extra exit purely for cyclists as it's really busy at the main entrance" – Student from Bexhill College

## RESOURCES

- [Education | Sustrans – activities to reduce congestion and improve safety](#)
- [Walk to School | Living Streets – walking to school safely](#)
- [Step up | Sussex Safer Roads Partnership - advice for year 6 students](#)
- [Schools and families Brake – resources to teach road safety](#)



# ACTIONS FOR TRAVEL

No.	DfE Link	Action	Resource	Action taken by setting
1	Climate Education and Green Careers	Encourage staff to change the way they travel (e.g. car-sharing, public transport etc).	<u><a href="#">Change the way your staff travel to work</a></u>	
2	Climate Education and Green Careers	Complete the school census 'mode of travel' question to provide a baseline of mode of travel to school data.	<u><a href="#">School Census</a></u>	
3	Decarbonisation	Develop a School Travel Plan - identify travel patterns, barriers to walking, wheeling and cycling, use of Public Transport and car sharing) identify of roles and initiatives for staff and pupil/parents.	<u><a href="#">School travel plans</a></u>	
4	Decarbonisation	Deliver (School Travel Plan) initiatives to support active and sustainable travel - including national events and initiatives (Walk 2 School Week, Bike Week, Clean Air Day, or local or individual school-led initiatives.	<u><a href="#">School travel plans</a></u>	
5	Decarbonisation	School could consider the following initiatives - travel pledges, park and stride, walking buses, Bikeability training, assemblies (linking with health agenda/money saving), identifying school travel champion (staff or parent/carer), walking or cycling buddies, cycle repair workshops, cycle loans/donations or reward programmes.	<u><a href="#">Sustrans</a></u>	
6	Decarbonisation	Improve cycle and scooter storage on school site to make it safer for students to leave their bikes/scooters there during the day.	<u><a href="#">Schools can support cycling and scooting to school, not ban it</a></u>	
7	Decarbonisation	Use existing national resources for school travel - Sustrans and Living Streets	<u><a href="#">Sustrans - activities to reduce congestion and improve safety.</a></u> <u><a href="#">Walking to school safely.</a></u>	
8	Decarbonisation	Stop school trips that involve flying. Go by ferry, train or coach.	<u><a href="#">Schools must support cycling and scooting to school, not ban it</a></u>	
9	Decarbonisation	Encourage parents to give older children responsibility for getting themselves to and from school.	<u><a href="#">How schools can promote an active school run</a></u>	

# ENERGY

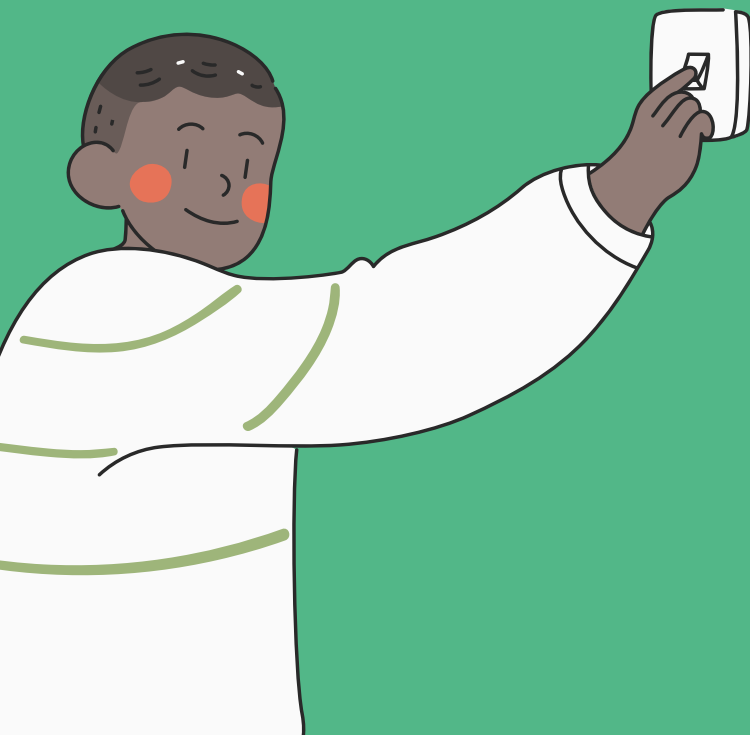
## WHY IS IT IMPORTANT?

Energy (including heating, electricity and appliances) is the main source of emissions from school buildings. It is therefore essential that there rapid and significant change in this area. New technologies such as solar panels and air source heat pumps can help schools make their energy usage more environmentally sustainable. Through education campaigns, students can become champions of reducing energy usage and preventing unnecessary wastage.

## VOICE OF YOUNG PEOPLE

The East Sussex Youth Cabinet, an elected group representing the young people from East Sussex created an energy audit survey for schools. This survey is as an amazing tool for students and decision makers in our secondary schools to move towards becoming carbon neutral and simultaneously save hundreds if not thousands of pounds on their school's energy budget

"I would like to see my school produce more of their own energy using solar power" – Student from Alfriston Primary



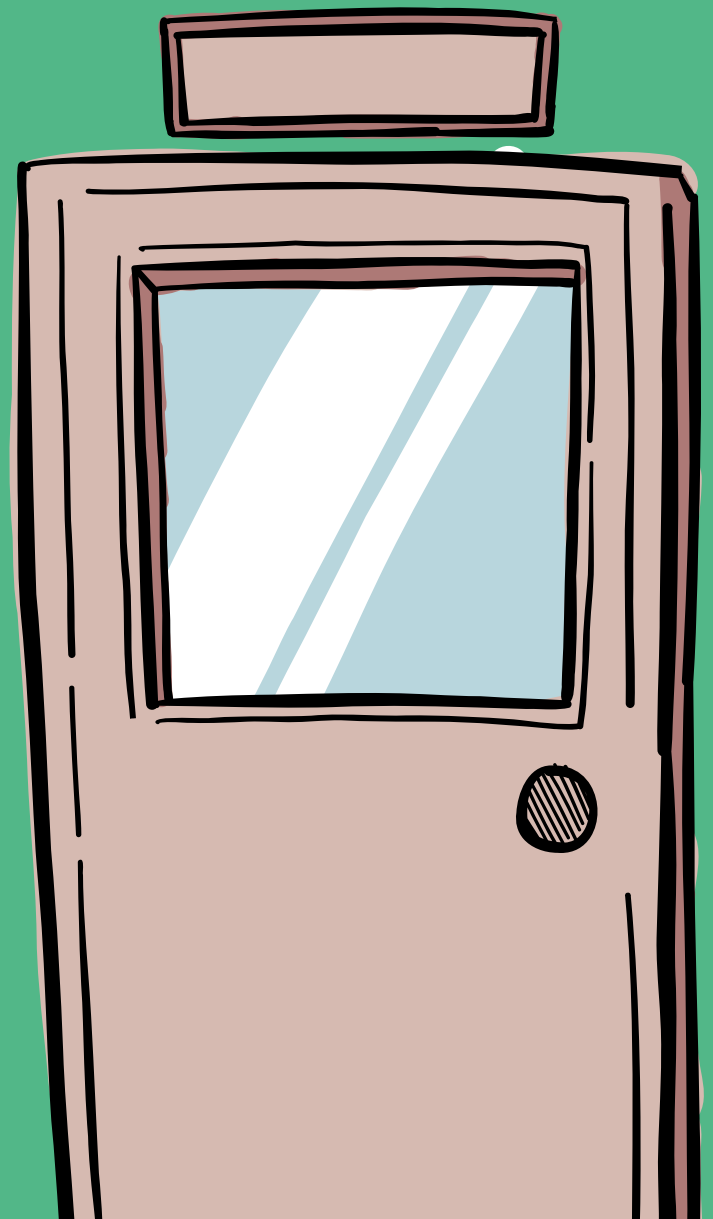
## CASE STUDY

Motcombe Primary School significantly cut energy use within their school. The school receive a Display Energy Certificate (DEC) rating of C (previously E). The school took the following actions:

- The business manager and site manager worked in partnership.
- The site manager learnt how to optimise heating controls.
- Children arriving at school bring substantial body heat so it was decided full heating wasn't needed until after this.
- Corridors were kept at a lower temperature, heating switched off at lunchtimes and playtime as doors were left open.
- During the weekend and holidays the heating is fully turned off

## RESOURCES

[School Energy Audit Survey Form](#)  
[Lets Go Zero](#)



# ACTIONS FOR REDUCING ENERGY

No.	DfE Link	Action	Resource	Action taken by setting
1	Decarbonisation	Encourage students to use the School Energy Audit Survey Form	<a href="#">School Energy Audit Survey Form</a>	
2	Decarbonisation	Form an energy team within your school	<a href="#">Top tips on starting an Eco Club</a>	
3	Decarbonisation	Ensure all lights, appliances and plugs are turned off when not being used		
4	Decarbonisation	Find out how much you are spending on energy	Email the energy team at <a href="mailto:Energy.Conservation@eastsussex.gov.uk">Energy.Conservation@eastsussex.gov.uk</a> for more information	
5	Decarbonisation	Obtain a copy of the ESCC Energy Team energy checklist and Energy Saving Guide	<a href="#">Energy Saving Guide</a>	
6	Decarbonisation	Create an energy action plan (including a switch-off policy and temperature policy)	<a href="#">Energy efficiency: guidance for the school and further education college estate</a>	
7	Decarbonisation	Conduct walk-around energy checks using the ESCC Checklist and/or involve young people using the YC		
8	Decarbonisation	Ensure all windows are closed when the heating is on to ensure maximum efficiency of insulation and warmth		
9	Decarbonisation	Measure, record and publicise savings	<a href="#">Energy Viewer</a>	
10	Decarbonisation	Use Energy Team Wall Mountable Thermometers to check areas are not being over or under heated	Email the energy team at <a href="mailto:Energy.Conservation@eastsussex.gov.uk">Energy.Conservation@eastsussex.gov.uk</a> for more information	
11	Decarbonisation	Ask the Energy Team to provide you with log in details and guidance on how to access your energy consumption data via the TEAM Sigma browser, to help spot unusual consumption pattern and track the effects of energy saving measures	Email the energy team at <a href="mailto:Energy.Conservation@eastsussex.gov.uk">Energy.Conservation@eastsussex.gov.uk</a> for more information	
12	Decarbonisation	Consider installing small wind turbines on your school site		
13	Decarbonisation	Have lights on timers or sensors		
14	Decarbonisation	Switch to an ethical bank account	<a href="#">Switch it Green</a>	
15	Decarbonisation	Consider current heating and insulation system - how could this be made more efficient? For example by installing an air source heat pump or fitting more and better-quality insulation	Email the energy team at <a href="mailto:Energy.Conservation@eastsussex.gov.uk">Energy.Conservation@eastsussex.gov.uk</a> for more information	



# OUTDOOR SPACE

## WHY IS IT IMPORTANT?

Spending time outside connecting with nature are essential both for combating the climate and ecological crises, and for children and young people's mental health. Schools can increase biodiversity and give space to nature on their grounds both on heavily built-up areas or on school fields and green spaces. Increased outside spaces for wildlife and biodiversity can simultaneously be used for learning and break time for students.

## CASE STUDY

Carden Primary School created a rainscape on their playing field. During rainfall significant volumes of rainwater would affect the surrounding areas. The School and the Aquifer Partnership created an inspirational rainscape to support education and play opportunities.

## VOICE OF YOUNG PEOPLE

"Please encourage more schools to plant trees and add more bug houses" -  
Student from Alfriston Primary

## RESOURCES

- [Learning through Landscapes](#)
- [The Wildlife Trust](#)
- [Young Green Leaders](#)



# ACTIONS FOR OUTDOOR SPACE

No.	DfE Link	Action	Resource	Action taken by setting
1	Biodiversity	Encourage spending time in nature by greening the space available at your school.	<a href="#"><u>School Grounds for Outdoor Learning and Play</u></a>	
2	Biodiversity	Plant native trees, shrubs and other plants around the school perimeter to capture more carbon with natural solutions.	<a href="#"><u>Free Trees for Schools and Communities</u></a> <a href="#"><u>What is a Seed Bank and Why is it Important?</u></a>	
3	Biodiversity	Support local wildlife by installing birdbaths, feeders, bird houses, bat houses, hedgehog homes, mini ponds, amongst others.	<a href="#"><u>How to make a bee hotel</u></a> <a href="#"><u>How to build a bug hotel</u></a>	
4	Climate Education and Green Careers	Involve students in looking after your green space.	<a href="#"><u>Urban green space for children's optimal development</u></a>	
5	Climate Education and Green Careers	Encourage more after-school clubs where students can spend time outside, such as gardening clubs or forest schools.	<a href="#"><u>Running a School Gardening Club</u></a>	
6	Adaption and Resilience	Create a rain garden in shallow landscaped depressions that can capture runoff from roofs or hard surfaces and can be planted with a wide range of plants that can survive occasional high water volumes.	<a href="#"><u>Moulsecoomb Primary School</u></a>	
7	Adaption and Resilience	Introduce shade structures to reduce heat risk and allow time outdoors in hot weather.		
8	Adaption and Resilience	If your schools is at risk of flooding ponds can reduce flood risk by storing and attenuating surface runoff, help to regulate local temperature and reduce the urban heat island effect.		
9	Biodiversity	Leave a wild patch in the lawn to encourage wildlife.	<a href="#"><u>How to grow a wild patch or mini meadow</u></a>	
10	Biodiversity	Go chemical-free in your outside space to help wildlife.	<a href="#"><u>Chemical-free organic gardening</u></a>	
11	Climate Education and Green Careers	Look into setting up a Forest School on site where trained practitioners nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts.	<a href="#"><u>Set up a forest school</u></a>	

# WATER

## WHY IS IT IMPORTANT?

From unpredictable rainfall patterns to shrinking ice sheets, rising sea levels to floods and droughts – climate change is having an multitude of impacts on local, national and global water systems. It is exacerbating both water scarcity and water-related hazards in East Sussex. During the heatwave of 2022, water levels in the county's aquifers reached record lows, effecting businesses, wildlife and households. Temperatures in East Sussex are predicted to continue to rise in the coming years and decades, especially in the summer months, which may result in growing water scarcity for the county. Schools can help reduce water wastage through education as well as take practical action.

## CASE STUDY

The playground at [Wallands Primary school](#) was renovated to create an inspirational raincape that focused on education and play opportunities. Previously large puddles sat on the surface and water eroded grassy banks in the playground.

## RESOURCES

- [Eco Schools](#)
- [Susdrain](#)
- [Wateraid Teaching Resources](#)



# ACTIONS FOR WATER

No.	DfE Link	Action	Resource	Action taken by setting
1	Adaption and Resilience	Always use a broom to clean walkways, driveways, and entrances rather than hosing off these areas.		
2	Climate Education and Green Careers	Encourage students to use refillable water bottle and educate them to pour leftover water onto the garden.		
3	Adaption and Resilience	Change taps in bathrooms to be sensor powered to avoid taps being left on.		
4	Adaption and Resilience	Encourage the team of monitors to be water vigilant, turning off running taps and fixing leaks.		
5	Climate Education and Green Careers	Increase education about local water scarcity and hazard risks to encourage a culture of saving, rather than wasting, water and to encourage creative ideas for how water can be saved at school.	<a href="#"><u>Water for Life</u></a>	
6	Climate Education and Green Careers	Share your findings and progress about water conservation with the school community to involve staff, pupils and parents , raise awareness and get them all on board with adopting water saving habits.		
7	Adaption and Resilience	Implement a school wide system for collecting grey water and using it to flush toilets and water plants.	<a href="#"><u>Reusing Rainwater and Greywater</u></a>	
8	Biodiversity	Use mulch around plants and trees to reduce evaporation and weeds. Preserve existing plants for shade and moisture retention to reduce the need for irrigation. Plant trees, drought-resistant plants and shrubs, especially on hillsides or banks.	<a href="#"><u>Mulches and mulching</u></a>	
9	Adaption and Resilience	Simple and effective savings can be also achieved by buying plugs and washing up bowls for all the sinks in classroom and art rooms. Encourage art staff and students to rinse brushes in containers rather than under a running tap.		
10	Biodiversity	Consider planting more drought-resistant plants and shrubs and use water butts for general watering or drip-feed irrigation systems for larger gardens.	<a href="#"><u>Drought-resistant plant</u></a>	

# PROCUREMENT

## WHY IS IT IMPORTANT?

Procurement of goods and services can account for in excess of 70% of an organisations carbon emissions, whilst this is likely to be lower for schools it will still potentially be the biggest source of carbon emissions. Schools can make buying decisions or influence suppliers in order to reduce this.

NOTE: Suppliers contracted by ESCC as part of Services 2 Schools are being addressed by ESCC for sustainability and carbon reduction targets.

## VOICE OF YOUNG PEOPLE

All procurement decisions have impact on sustainable development and its important young people are involved in making these decisions.

## RESOURCES

- [DfE Action Area 4](#)
- [ESPO Education Resources:](#)



# ACTIONS FOR PROCUREMENT

No.	DfE Link	Action	Resource	Action taken by setting
1	Decarbonisation	Buy "Just in Time" - review demand for items and buy based on need to reduce waste or over ordering.	<a href="#"><u>Just in time (JIT) - Inventory management</u></a>	
2	Decarbonisation	Review common purchases to identify more sustainable alternatives.	<a href="#"><u>School purchasing alternatives that go beyond single-use plastics</u></a>	
3	Decarbonisation	Identify factors causing emissions from your regular or high value purchases - consider transport, disposable commodities, energy and fuel use, packaging, primary and secondary waste.	<a href="#"><u>School purchasing alternatives that go beyond single-use plastics</u></a>	
4	Decarbonisation	Remove high impact items (single use plastic etc) from purchasing.	<a href="#"><u>School purchasing alternatives that go beyond single-use plastics</u></a>	
5	Decarbonisation	Ask suppliers for sustainability information on common purchases and sustainable alternatives.	<a href="#"><u>Schools Sustainability Guide</u></a>	
6	Decarbonisation	Consider travel emissions in the supply chain and where possible use local suppliers or request suppliers use sustainable forms of transport.	<a href="#"><u>Schools Sustainability Guide</u></a>	
7	Decarbonisation	If using purchasing organisations, ask them what sustainable criteria have been used to procure supplies.	<a href="#"><u>Services 2 Schools Webshop</u></a>	
8	Decarbonisation	Ask regular suppliers if they have a carbon reduction plan and Net Zero Target.	<a href="#"><u>Procurement Policy Note 06/21: Taking account of Carbon Reduction Plans in the</u></a>	
9	Decarbonisation	For regular suppliers ask them to provide updates (annual) on carbon reduction targets.	<a href="#"><u>Sustainability and climate change: a strategy for the education</u></a>	
10	Decarbonisation	Make use of ESCC's Services 2 Schools contracts, which will start to include carbon reduction targets from 2024.	<a href="#"><u>Conscious Choice products - for use in the public sector</u></a>	
11	Decarbonisation	Once purchases have reached end of life, is there an alternative use? Consider take back schemes offered by some of your suppliers e.g. for furniture, reclining schemes like Olio and Freecycle or donating to local charities.	<a href="#"><u>Furniture for schools &amp; public sector</u></a>	