



FORMAL ENVIRONMENTAL REVIEW

School: BROCKINGTON COMMUNITY COLLEGE, ENDERBY, LEICS

Date of Review: January 2012

Carried out by: ECO – COMMITTEE PUPILS

ENERGY

<p>Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school?</p> <p>If there is, who is it?</p>	<p>Yes</p> <p>Premises officers and Eco – committee team</p>
<p>Are the energy meters (e.g. electricity meters) easily visible to pupils?</p> <p>Are pupils involved in taking and displaying readings?</p>	<p>No</p> <p>Sometimes</p>
<p>Has your school taken any of the following low-cost steps to reduce heat loss through windows?</p> <p style="padding-left: 20px;">Draught excluding strips</p> <p style="padding-left: 20px;">Solar reflecting film</p> <p style="padding-left: 20px;">Responsible class window monitors</p>	<p>Our school is a new build (open 2007) and designed to have low energy losses.</p>
<p>Do the school windows have double glazing, triple glazing or energy-saving glass?</p> <p>If Yes, then in how many rooms? (If all, write all)</p>	<p>Yes</p> <p>All double glazing</p>
<p>Are any external (outside) doors self-closing?</p> <p>If Yes, then how many doors are self-closing? (If all, write all)</p>	<p>Yes</p> <p>All</p>
<p>Are any internal (inside) doors self-closing?</p> <p>If Yes, then how many doors are self-closing? (If all, write all)</p>	<p>Yes</p> <p>All</p>
<p>Are low-energy light bulbs and fluorescent tubes used in school?</p> <p>If Yes, then in how many rooms? (If all, write all)</p>	<p>Yes</p> <p>All communal areas and the hall and courtyard</p>
<p>Does each classroom have its own heating thermostat?</p> <p>If No, then how many rooms have a thermostat? (If none, write none)</p>	<p>Yes</p>
<p>Are lights and electrical items turned off when not in use?</p>	<p>Yes</p>
<p>Does the school have any of the following sources of renewable energy?</p> <p style="padding-left: 20px;">Wind generator</p> <p style="padding-left: 20px;">Solar water PV heating panels</p> <p style="padding-left: 20px;">Wood fuel boiler</p> <p style="padding-left: 20px;">Ground source heat pump</p>	<p>None of these.</p>

Any further comments on energy:

We have applied for the Solar panel scheme but waiting for reply.

Computers no longer automatically start-up as this was resulting in large numbers of computers being left on but unused for a significant amount of time.

Screen timeout of 15 minutes to ensure the screens of unused computers are not unnecessarily using power.

Scheduled shutdown of unused computer at 3:15, 4:30, 5:30 with a final shutdown of all computers (whether logged on or not) at 9:15. This ensures no computers are left running over night.

Reduction in the number of printers throughout the school, in particular removing older, less efficient models.

LITTER

<p>How serious is the problem of rubbish/litter in the school grounds?</p> <p style="padding-left: 40px;">Very serious, the place is a mess most of the time</p> <p style="padding-left: 40px;">Not too bad, but could be improved</p> <p style="padding-left: 40px;">The grounds are more or less litter free</p>	✓
<p>Does your school have a clear anti-litter policy?</p>	Yes
<p>Are there litter bins inside the school buildings?</p> <p>How many of these are:</p> <p style="padding-left: 40px;">Full – overflowing</p> <p style="padding-left: 40px;">About half full</p> <p style="padding-left: 40px;">Less than a quarter full</p>	<p>Yes</p> <p>None</p> <p>Most</p> <p>Some</p>
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	No
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are:</p> <p style="padding-left: 40px;">Full – overflowing</p> <p style="padding-left: 40px;">About half full</p> <p style="padding-left: 40px;">Less than a quarter full</p>	<p>Yes</p> <p>None</p> <p>Some</p> <p>Most</p>
<p>Are there any areas in the school grounds that are littered where there are no bins?</p>	No

<p>Are litter bins generally:</p> <p>Big enough</p> <p>Correct design (holding in litter when windy)</p> <p>Clean</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>Any further comments on litter bins / location of litter:</p> <p>We have increased the number of litter bins outside as the original setting was not sufficient. Pupils are not allowed to eat outside the building which reduces the possibility of littering even more as there are plenty of bins and recycling bins inside which pupils are encouraged to use. Our school serves the local community as well and some littering (as observed by our pupils) may be done by other users so therefore posters and reminders about not littering and keeping the environment tidy have been put up.</p> <p>Deliberate littering is still part of our behavior for learning policy and results in a lunchtime detention and litter picking during pupils' free time or after school.</p>	

WASTE MINIMISATION / RECYCLING

<p>Does the school carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc?</p> <p>No, there seems to be little control</p> <p>Yes, but control is not very tight</p> <p>Yes, control of these materials is very strict</p>	<p>✓</p>
<p>Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?</p>	<p>Most products tend to be sources from companies that offer environmentally friendly / recycled materials.</p>
<p>Are hand towels and other disposable paper products purchased with recycled content?</p> <p>If some, note which products are and which aren't</p>	<p>Some are (eg toilet tissues or paper hand towels)</p>

Does the school recycle any of the following items of school waste?	
<ul style="list-style-type: none"> ✓ paper ✓ inkjet cartridges 	<ul style="list-style-type: none"> ✓ cardboard vending machine cups (not allowed)
<ul style="list-style-type: none"> ✓ plastic (plastic bottles) ✓ other 	
Please describe other materials recycled Cans and tins.	
What proportion of school food waste is composted?	None (not allowed at the moment due to hygiene regulations)
Do you run any other recycling schemes to raise money for the school and / or involve the local community, e.g. mobile phones, jumble sales?	Yes Clothes/textiles bank for Firefighter charity and Kash4Kenya (run by Kenya team and all others involved in fundraising)
Does the school encourage reuse of materials, e.g. water bottles?	✓ Yes (reusing and recycling is promoted eg in Design and Tech)
Does the school have any policies to reduce waste?	Yes (Canteen) Also all stationary is ordered carefully to minimize expense and waste of resources
Any further comments on waste minimisation / recycling:	
<p>Recycling of paper, card, plastic and cans is still our big ongoing project. We aim to improve all the time (the number of recycling bins, the procedures of collecting and emptying the bins, their accessibility).</p> <p>This year, in February, Eco - committee pupils and other interested pupils went on an educational visit to Biomechanical Waste Treatment plant and landfill in Cambridgeshire to learn more about waste minimisation and recycling. We have done an assembly about it for the Year 7 group.</p> <p>Pupils are regularly reminded not to waste food in their break / lunchboxes.</p>	

WATER

Is there a water meter to record water use in school?	Yes
Is the meter easily visible to pupils?	No (it is only accessible by the premises staff)
Are pupils involved in taking and displaying readings?	Sometimes
Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?	Yes, low – volume flush
If YES, then how many of the toilets are fitted with such devices? (list, or state All)	Don't know.
Are hand-basin taps of the push-on or self-stopping type?	Yes
If YES, then how many? (list, or state All)	All
Are taps left running?	Sometimes (but the time of water flow has been reduced from the original setting when the building was opened)
Are dripping taps and other leaks fixed quickly?	No.
If NO, then approximately how long do repairs take?(circle)	2 – 3 days
How often does the school run water-saving campaigns?	Occasionally (part of the Curriculum in Geography and Activity days)
<p>Any further comments on water:</p> <p>We would like to make a better use of the rainwater so this year we are going to install a few rainwater collecting barrels around the grounds so this water then can be used to water plants around the school as well as used on the school allotment.</p>	

TRANSPORT

Do you monitor how pupils travel to school?	Yes
<p>If yes, how many pupils use the following transport to or from school – note total count of pupils _____</p> <p> <input type="checkbox"/> walk <input type="checkbox"/> bus <input type="checkbox"/> Cycle <input type="checkbox"/> share a taxi <input type="checkbox"/> share a car <input type="checkbox"/> travel as a single passenger in car </p> <p>Has this data been mapped? Yes</p>	
Does the school have dry and secure cycle storage?	Yes
If Yes, is there sufficient space for all users?	Yes
Does the school offer cycle instruction?	No
If Yes, does it include on-road training?	
If Yes, does it meet the national standard	
Does the school have a network of 'safe routes' to walk or cycle?	Yes
Does the school have any of the following: Walking bus scheme Cycle train Park and stride Other similar scheme	Yes <input type="checkbox"/> Yes No No No
Does the school organise regular 'walk to school' or 'cycle to school' events?	No
Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?	No
Does the school have a school travel plan?	Yes
Does the school have a pedestrian and cycle entrance that is separate from vehicle access?	Yes
Any further comments on transport: In Feb 2012 we had more bike sheds / stands put up and all are now sheltered too.	

HEALTHY LIVING

Does the school provide and promote healthier food at break times and lunchtimes?	Yes
Does the school include education on healthier eating and basic food safety practice in the taught curriculum?	Yes (Food tech lessons)
Is there a system for monitoring whether children eat a balanced lunchtime diet over the week?	Yes (all canteen food is healthy food), staff on duty talk to the children about their lunch pack contents too
Does the school have drinking water easily available throughout the day?	Yes (fountains and bottled water)
Is there a whole school approach to the promotion of physical activity?	Yes
Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum?	Yes
Does the school have a no-smoking policy for staff? If Yes, is this followed by all staff including carers, parents and staff?	Yes Yes no smoking is allowed on the premises or school grounds
Can classroom and other windows be opened to improve ventilation?	Yes
Are there green plants growing in pots in any classrooms? If Yes, in which classrooms?	Yes SEN classrooms, some English and Humanities classrooms, staff offices
Which of the following are commonly used by teachers? <input type="checkbox"/> chalk <input type="checkbox"/> water based markers ✓ interactive whiteboard <input checked="" type="checkbox"/> solvent based markers <input type="checkbox"/> a mixture	
Does the school use environmentally friendly cleaning products?	Some
Do the school toilets have: ✓ Locks ✓ Toilet paper No Sanitary disposal facilities ✓ Hot water ✓ Paper towels ✓ Sanitary product dispensers	
Any further comments on healthy living: School actively promotes healthy living. We have the status of Healthy schools. There is a Gardening group that grows organic fruit, veg, potatoes and herbs which are then used in school's kitchen, Food tech lessons and SEN kitchen for pupils and staff to enjoy.	

BIODIVERSITY

Do the school grounds staff use chemical pesticides and herbicides?	Occasionally												
Does the school have any plants in containers, pots or beds in the school grounds?	Yes, some												
Does the school have a wildlife, or conservation area? If Yes, is the area protected by fences or school rules, or both?	Yes (a pond) Fence with a gate without a lock. Rules for pupils also apply.												
<p>Does the school maintain any of the following?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Bat boxes</td> <td style="width: 33%;"><input checked="" type="checkbox"/> Bird boxes</td> <td style="width: 33%;"><input checked="" type="checkbox"/> Bird feeders</td> </tr> <tr> <td><input type="checkbox"/> Bird baths</td> <td><input type="checkbox"/> Woodland area</td> <td><input checked="" type="checkbox"/> Pond</td> </tr> <tr> <td><input type="checkbox"/> Squirrel feeders</td> <td><input checked="" type="checkbox"/> Butterfly-friendly plants</td> <td><input checked="" type="checkbox"/> Log piles for invertebrates</td> </tr> <tr> <td><input type="checkbox"/> Species records</td> <td></td> <td></td> </tr> </table> <p>If any of the above are ticked Yes, are pupils involved in looking after them? Yes</p>		<input checked="" type="checkbox"/> Bat boxes	<input checked="" type="checkbox"/> Bird boxes	<input checked="" type="checkbox"/> Bird feeders	<input type="checkbox"/> Bird baths	<input type="checkbox"/> Woodland area	<input checked="" type="checkbox"/> Pond	<input type="checkbox"/> Squirrel feeders	<input checked="" type="checkbox"/> Butterfly-friendly plants	<input checked="" type="checkbox"/> Log piles for invertebrates	<input type="checkbox"/> Species records		
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Does the school have links with any local or national environmental organisations? If Yes, then with whom? (list)	Yes Environ Learning South Leicestershire Sustainability group												
<p>Any further comments on biodiversity</p> <p>In the academic year 2011 – 2012 we have concentrated our efforts on improving the biodiversity around the college and are looking into projects with the National forest and how to create a conservation area.</p>													

SCHOOL GROUNDS

<p>What proportion (percentage) of the school's grounds are?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Grass playing field, short grass 60% Woodland None Conservation or wildlife area None Water or wetland area 5 % Activity play area 25% _____ _____ </td> <td style="width: 50%; border: none;"> Long grass None Tarmac/paths/roads 5% Flower/vegetable beds (off site) Seating area 5 % Other _____ _____ </td> </tr> </table>		Grass playing field, short grass 60% Woodland None Conservation or wildlife area None Water or wetland area 5 % Activity play area 25% _____ _____	Long grass None Tarmac/paths/roads 5% Flower/vegetable beds (off site) Seating area 5 % Other _____ _____	
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<p>What proportion (percentage) of the school boundaries are.....?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Hedges and trees 60%</td> <td style="width: 33%;">Wire or railing 40%</td> <td style="width: 33%;">Open</td> </tr> </table>		Hedges and trees 60%	Wire or railing 40%	Open
Hedges and trees 60%	Wire or railing 40%	Open		
<p>Does the school recycle garden or fruit/vegetable waste in a composter or wormery?</p>	<p>Never (not possible due to hygiene food standards)</p>			
<p>Do you ever hold lessons or part of lessons outside?</p>	<p>Yes</p>			
<p>Have pupils looked into the heritage of the school grounds?</p>	<p>Yes History and Geography club 'Explorers')</p>			
<p>Any further comments on school grounds:</p> <p>Schools grounds are being consistently improved on to allow pupils to have enough seating / socializing areas, recently there has been a climbing wall grips installed on the outside walls of the building. There have been more flowers and shrubs the planted than the original design presented.</p>				

GLOBAL PERSPECTIVES

<p>Do pupils consider how actions taken within the school affect people and the environment locally and globally?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Local Action</th> <th style="width: 30%;">Local Effect</th> <th style="width: 40%;">Global Effect</th> </tr> </thead> <tbody> <tr> <td>Recycling, waste minimisation</td> <td>No need for so many landfills, landfills don't fill up so quickly</td> <td>Less methane gas contributing to global warming</td> </tr> <tr> <td>Walk / cycle to school</td> <td>Decrease in traffic, less pollution</td> <td>Better environment, less harmful gasses and pollutants contributing to smog and global warming</td> </tr> <tr> <td>Reduce electricity use</td> <td>Less money spend</td> <td>Less pollution due to electricity production</td> </tr> </tbody> </table>	Local Action	Local Effect	Global Effect	Recycling, waste minimisation	No need for so many landfills, landfills don't fill up so quickly	Less methane gas contributing to global warming	Walk / cycle to school	Decrease in traffic, less pollution	Better environment, less harmful gasses and pollutants contributing to smog and global warming	Reduce electricity use	Less money spend	Less pollution due to electricity production	<p>✓ Yes</p>
Local Action	Local Effect	Global Effect											
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Reduce electricity use	Less money spend	Less pollution due to electricity production											
<p>Of the Eco-Schools topics that you may have looked at in the past, have you explored how these issues might be approached in other parts of the world?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 35%;">Eco-Schools topic</th> <th style="width: 65%;">Location(s) looked at</th> </tr> </thead> <tbody> <tr> <td>Recycling</td> <td>Kenya</td> </tr> <tr> <td>Walk, cycle, public transport to school / work</td> <td>Czech Republic</td> </tr> <tr> <td>Electricity production (hydro)</td> <td>Brazil</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Eco-Schools topic	Location(s) looked at	Recycling	Kenya	Walk, cycle, public transport to school / work	Czech Republic	Electricity production (hydro)	Brazil			<p>✓ Yes</p>		
Eco-Schools topic	Location(s) looked at												
Recycling	Kenya												
Walk, cycle, public transport to school / work	Czech Republic												
Electricity production (hydro)	Brazil												
<p>Are the opportunities for considering global environmental issues maximised through the curriculum?</p> <p>Has the school made use of materials from other organisations to help with this topic?</p>	<p>Yes</p> <p>Yes (Rainforest issue, Flooding, Industry)</p>												
<p>Have the pupils considered other issues, such as Human rights and ethics? Fair Trade? Conflict Resolution?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Yes Africa day – Fairtrade activities</p> <p><input type="checkbox"/> Yes (Geog and Hist lessons)</p>												

Any further comments on global issues:

We are establishing connection with schools in some EU countries.

There are long standing connections between Brockington College and 2 schools in Kenya.

Our College runs a day off timetable Activity day 2x a year when global environmental issues are a key element of all the activities available for pupils to participate in.

PUPIL PARTICIPATION

<p>Do any of the issues considered in this environmental review feature in school assemblies?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<p>Yes</p> <p>Year 7 Assembly on waste minimisation and recycling</p>
<p>Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<p>Yes</p> <p>Africa Day – Fair trade in April 2012</p> <p>A day trip to Biological mechanical waste treatment plant and landfill in Cambridgeshire; March 2012</p> <p>Eco – Schools conference annually in May/June</p> <p>A day trip to Leicester Eco house is planned for June 2012</p>
<p>Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc ?</p> <p>If Yes, then list some examples:</p>	<p>No</p>

Comments / Notes for Action

On completion of the Environmental Review fill in the following boxes with any comments relating to each topic and list possible actions that could be taken. Some of these actions can then be used in your Action Plan

Energy

Continue to monitor energy use.
Speak to ICT staff about any further improvements to IT systems to reduce electricity usage.

Litter

Poster Design competition to promote using litter bins (pupils, staff and wider community)

Monitor litter on more regular basis.

Waste Minimisation / Recycling

Establish recycling of glass and cans/tins for the staffroom.
Organise a waste free packed lunch.
Do a whole school assembly on waste and recycling in Sep 2012.
Create a display work promoting Reducing – recycling - reusing of materials.
Organise another Scrapheap Challenge for the whole College in 2012 – 2013.

Water

Rainwater tanks to be installed.

Transport

Organise a walk / cycle to school assembly (possibly as part of our Eco – schools assembly)

Healthy Living

Introduce Fair trade products that tally with Healthy living and Healthy Schools.

Biodiversity

Put up bat boxes.
Install logs for insects.
Look into creating a conservation area.

School Grounds

As above

Global Perspectives

Establish links with other Eco schools around the world and share good practice.

Pupil Participation

Pupils on the Eco - committee to be more involved with the SLT and the school's governors to participate in promotion of the issues of sustainable schools.