Environmental Review

2024/25

This is the printable version of the Eco-Schools' Environmental Review. You and your Eco-Committee can print out a copy, walk around your school, and note your answers and ideas with a pen or pencil. You can then scan this document as a single PDF for upload to your Eco-Schools Green Flag application.

- Give yourself a tick for every 'yes' answer, a cross for every 'no', or leave it blank if the question is not relevant to your setting.
- To calculate your score for each topic, count the number of ticks.
- At the end of every section there is a space to write down your thoughts and ideas for that topic. There is also space at the end to record any positives or negatives discovered whilst completing the Review.
- Don't worry if you have low scores on the Environmental Review, this just means you can make an even greater impact this year.
- Thank you to everyone who submitted suggestions for this year's Environmental Review, helping us to create the best one yet!

Completed By

Add Name and Year Group

Eco Committe

Biodiversity

01	Do your grounds provide habitats and/or facilities to encourage insect life, for example bug hotels, bee baths, log piles, rock piles, or leaf piles?	
02	Do your grounds provide homes and support for birds and animals, for example bird houses, bat boxes, hedgehog highways, or bird baths?	
03	Do your grounds have bird, or other animal feeders and are they checked and topped up regularly?	
04	Do your grounds have any dedicated wildflower, meadow, wildlife corridor, or rewilding areas to support biodiversity?	
05	Are plants in your grounds chosen specifically to support biodiversity, for example bee-friendly lavender?	
06	Do your grounds have a pond or mini-pond?	
07	Do young people have the opportunity to observe and record nature in your school grounds, for example using wildlife camera traps, or through schemes like RSPB's Big Schools' Birdwatch?	

08 Are there any labels or QR codes within your school grounds that highlight what plants, trees, or flowers are present or emphasize biodiversity-supporting facilities and areas?



09 In the previous twelve months, has your school fundraised for endangered animals or conservation projects?



10 During the last year, has your school provided advice to families on supporting biodiversity at home, for example looking for Rainforest Alliance certified products whilst shopping, or instructions for creating homemade bug hotels?



Total Score 2

Notes

- To create more animal friendly zones by providing habitats that do not get moved.
- bird boxes - hedgehog homes - bird baths
- animal feeders - wild meadow.

The UK has amongst the lowest biodiversity in Europe and the Western world. Canada and Finland have almost 90% of their biodiversity left intact, whereas the UK only has around 50% remaining.

CALISEN

Supporters of the Energy topic in 2024-25

Energy

01 Does your school have student energy monitors, who check lights and other electronic devices are switched off when not in use during the daytime, and an adult member of staff responsible for checking lights and devices are turned off overnight?



02 Do classrooms in your school have posters, signs, or a traffic light system that reminds pupils and staff to turn off electrical devices when not in use?



03 Does your school have any renewable energy sources on site (solar panels, wind turbine, heat pump, biomass heating), or if not does your school purchase energy from a renewable energy supplier?



04 In classrooms, are windows kept free of displays and radiators free from blockages to maximise natural light and heat distribution?



05 Are young people kept updated on your school's energy use (e.g. through a smart meter young people can access, an energy display that is regularly updated, or during assembly briefings)?



06 In the last twelve months, has your school planned an energy-free day, energy-saving week, or something similar?



07 Did your school participate in Eco-Schools' Cut Your Carbon Campaign, which happens throughout November each year?



08 Does your school encourage pupils and staff members to reduce their digital carbon footprint, for example, through unsubscribing from unwanted newsletters, decluttering e-mail inboxes, only sending necessary e-mails, or using a green internet search engine?



09 Ask your school's site/ICT manager - do computers, and the heating system, in your school have automated switch off, and is this set no later than 6pm?



10 Ask your school's site manager - has your school building infrastructure been improved to save energy (e.g., double+ glazed windows, insulation, motion-sensing lights, energy efficient lightbulbs, draft excluders etc.)?



Total Score 3

Notes

- Posters to reduce energy use.
- Assembly to introduce importance of saving energy.

Up to 30% of a school's heating costs can be saved by preventing cold air entering the building in the first place.

Global Citizenship

01 Has your school raised money for a charity or cause in the last twelve months, or donated to a local foodbank?



02 If you answered yes to the previous question, was any of this money raised for environmental, wildlife, or animal welfare charities?



03 Are young people allowed to take responsibility for planning fundraising events, or selecting which charities their fundraising supports?



04 Does your school have links with any other schools in different countries?



05 Does your school have a mentoring scheme that encourages pupils to support one another (or similar)?



06 In the past twelve months, have any young people in your school written to their local MP about an environmental issue?



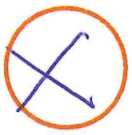
07 Does your school celebrate diversity by organising events and education around religious/cultural holidays, or celebrating events like Black History Month and Pride?



08 Does your school celebrate its own diversity through displaying languages spoken in school, or organising events, celebrations, and learning opportunities that showcase the different cultures represented by pupils and staff members?



09 Are the Sustainable Development Goals displayed anywhere in your school?



10 Go and speak to staff members in the school canteen – ask them if they can find three different items of food with green/ethical labelling e.g. Fair Trade, Rainforest Alliance, Red Tractor etc.?



Total Score

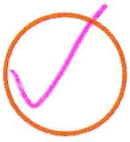


Notes

- To write to local MP to support wildlife meadow and reducing carbon footprint of our school.

It is estimated that between 68 and 130 million people could be pushed into poverty by 2030 because of climate change. Climate Justice recognises that climate change will impact some communities more than others – often those that have contributed the least to the crisis.

Water

01	Does your school have a water-butt?	
02	Does your school have any of the following water-saving devices: reduced flush toilets, water hippos, tap inserts, flush controls, self-closing/sensor taps?	
03	In the past year has your school been in touch with your water supplier to visit their sites, or invite them to deliver a water-saving assembly or online session in your school?	
04	Do your school toilets have posters reminding people to turn off the taps?	
05	Does your school include water-saving tips in e-newsletters or other communications, so pupils and families can save water at home?	
06	In the past 12 months, has your school fundraised for water-based charities like Water Aid, or participated in awareness raising events like World Water Day?	
07	Have you appointed Water Monitors, and have they worked with your site manager to check for and fix any leaks during the last six months?	

08 Do toilets in your school have hand dryers instead of paper towels?

09 Choose a class to survey - do more than three quarters of the class have a reusable water bottle in school with them at the time of survey?

10 Are reusable water bottles taken on school trips?

Total Score

Notes

- To share water saving tips to children and adults across our community.

In school the average primary pupil uses 7,000 litres of water annually, this figure rises to 11,000 litres for secondary school pupils.