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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** | HT/Senior Programme Lead |  | Use Governor presentation on the website  OSOW becomes part of Committee and FGB agendas  Governors watch ‘Great Big Lesson for Climate and Nature’ 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**  [Surveys – Our Schools, Our World](https://osow-leicester.co.uk/our-schools-our-world/surveys/)  **osow-leicester.co.uk/our-schools-our-world/surveys** | SBM/ Senior Programme Lead |  | Send out survey link for parent/carers (Accompanying letter explaining OSOW 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 ‘Great Big Lesson for Climate and Nature’ training on website**  [Presentations and Useful Documents – Our Schools, Our World](https://osow-leicester.co.uk/our-schools-our-world/presentations-and-useful-documents/)  **osow-leicester.co.uk/our-schools-our-world/presentations-and-useful-documents** | 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**  [Training – Our Schools, Our World](https://osow-leicester.co.uk/our-schools-our-world/presentations-and-useful-documents/training/)  **osow-leicester.co.uk/our-schools-our-world/presentations-and-useful-documents/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 OSOW into whole school School Improvement Plan** | 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 |
| **Align school values/learning attitudes with OSOW 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 year groups against Conceptual Milestone document identifying where relevant OSOW curriculum concepts already exist. Agree where gaps will be taught.**  [Conceptual Milestones – Our Schools, Our World](https://osow-leicester.co.uk/curriculum/conceptual-milestones/)  osow-leicester.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**  [Example documents from schools – Our Schools, Our World](https://osow-leicester.co.uk/our-schools-our-world/presentations-and-useful-documents/example-documents-from-schools/)  osow-leicester.co.uk/our-schools-our-world/presentations-and-useful-documents/example-documents-from-schools | 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**  [Assembly Resources – Our Schools, Our World](https://osow-leicester.co.uk/curriculum/assembly-resources/)  osow-leicester.co.uk/curriculum/assembly-resources  **Set termly themes for two year cycle** | HT/Senior leader in school |  | 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   Network with other schools top share resources |
| **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  Emphasize:   * 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 * share termly themes * carry out parent skill audit for up-coming term |
| **Complete school Zero Carbon audits and develop action plan on a termly basis for an individual theme**  [Carbon Zero Audits – Our Schools, Our World](https://osow-leicester.co.uk/carbon-neutral-2030/carbon-neutral-2030-audits/)  osow-leicester.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 - calculate carbon emissions termly to measure and respond to change** | SBM |  | Establish initial baseline and set smart targets. Link to termly focuses. |
| **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. |
| **Create a schedule of green events during the year e.g. Switch Off Fortnight, World Ocean Day** | HT/ Senior Programme Lead |  | E.g. Business Enterprise, Freegle, Book Swap, Clothes Swap, Power off day, No Mow May etc. Work with PTA on developing a sustainability policy for PTA events e.g. Summer Fair |
| **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** |
| **Establish methodologies for enabling on-going student voice and involvement** | Senior Programme Lead |  | Student voice is best caught through;  Assemblies  Class discussions  Votes or 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 is offered |
| **Establish 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 |
| **Establish 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. |
| **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. |
| **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 |
| **Join Lets Go Zero and UKSSN and complete Climate Action Plan**  [**www.letsgozero.org**](https://www.letsgozero.org)  [UKSSN Operations Group](https://ops.ukssn.org/)  (ops.ukssn.org) | Gov/HTSPL |  | * Lets Go Zero offer a good range of resources an 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 |
| **Significant focus on school commitment to sustainability on school website**  **e.g.** [**https://www.cottesmore.brighton-hove.sch.uk/page/eco/**](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 |
| **Ensure PTA has sustainability policy/position**  **See website (News section)** | PTA |  | 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 |
| **Plan for local organisation/community/business engagement**  [Local and National Organisations – Our Schools, Our World](https://osow-leicester.co.uk/local-and-national-organisations/)  osow-leicester.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** |
| **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 |
| **Plan for comprehensive and systematic approach to nature connection and outdoor learning.**  [Nature Connection and Outdoor Learning – Our Schools, Our World](https://osow-leicester.co.uk/nature-connection-and-outdoor-learning/)  osow-leicester.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/ OSOW website. Prior to starting 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? |
| **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 |
| **Establish a systematic annual programme of assessment/evaluation** | Gov/Senior Project 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 |
| **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 |