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# Learning for Sustainability

## *A Learning for Sustainability (LfS)* Strategy for the Royal Borough of Windsor & Maidenhead



**2008 – 2014**



**Keeping the big  
picture in mind**

**Learning to live  
with the world  
as it really is**



**Making a good  
job of our home**

**Relationships  
Responsibility  
Respect**

**Developing a Culture of Learning for Sustainability**

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## Foreword

The United Nations has declared 2005 – 2014 to be the UN Decade for Education for Sustainable Development (ESD). The World Summit on Sustainable Development (2002) concluded that 'ESD is an investment in our future' and that 'each respective country should ensure that appropriate resources are made available for its development'.

In the Royal Borough of Windsor & Maidenhead, we believe that ESD has an essential role to play and that without learning, it will be difficult for sustainable communities to develop. Everyone wants a better quality of life<sup>1</sup> and enabling local communities to improve quality of life is a responsibility we all share.

Through this Strategy, the Royal Borough and its partners are working to establish a culture of Learning for Sustainability; looking in a more coordinated way at how we generate the knowledge, values and skills to allow local people to participate in decisions about the way we do things individually and collectively, that will improve the quality of life now without damaging the planet for the future. Much of this work will involve supporting educators and trainers within the Council, schools, voluntary and community organisations and businesses.

It will not be possible to deliver any strategy, policy, plan or vision unless we take into account the unsustainable reality of the world we inhabit today and learn to adopt alternative patterns of behaviour for the future. This Strategy should be viewed as a support mechanism for all other Council Strategies and Plans. With more people understanding sustainable development issues and becoming more actively engaged in their local community, the Borough and its community partners will be helped in making their vision, values and strategic priorities a reality.

Initially this is a seven-year Strategy. We recognise that the challenge and scope of the work is significant. By working in a small way within Council services and partner organisations on specific pilot projects, the Strategy can encourage innovative approaches to ESD, and then promote these approaches to others. The aim is to slowly increase the scope of the Strategy as more organisations get involved.

This '*Learning for Sustainability*' Strategy has been developed with contributions from local Councillors, officers throughout the Council, teachers, schools, local voluntary and community groups and businesses. We value your continued support and participation in this project and look forward to welcoming new partners in the future.

*To be signed by the leader of the Council on behalf of the Council as a whole.*

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<sup>1</sup> 'Quality of life' does not equal 'Standard of living' or equate to high levels of consumption. The term 'Quality of life' relates to the reasonable expectation that every person on the planet should be able to lead a satisfying and rewarding life without exploiting others or the planet we share.

## 1. Introduction

The way we currently live our lives is not sustainable either for ourselves, our children or others around the world. We need to find new ways of doing things that can bring about a better quality of life locally and globally - now and into the future. To achieve this goal we need to integrate new concepts into everything we do.

This Strategy aims to enable these changes, through learning. It aims to better equip people to participate in decision-making processes and action that will bring about an improved quality of life. It does so by supporting schools and providers of community and business education. It seeks to enable better coordination of existing networks, expertise and resources, pulling together current and future learning activities and improving networks between various Council departments, schools, community groups and businesses. It will also help to ensure that we are in a position to address new challenges and demands.

Throughout this document the term '*Learning for Sustainability*' (LfS) had been used in the place of 'Education for Sustainable Development' (ESD). The only exception to this is where references are made to other official documents or policy. The main reason for this is that ESD is not just a responsibility of the formal education sector but is a responsibility for all those involved in learning, wherever and whenever learning occurs.

### What is Sustainable Development?

Sustainable development is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Bruntland Report, 1983)

In March 2005, a new UK Sustainable Development Strategy – Securing the Future – was launched. This is a new integrated vision building on the 1999 strategy.

Guiding principles:

- Living within environmental limits
- Ensuring a strong, healthy and just society
- Achieving a sustainable economy
- Promoting good governance
- Using sound science responsibly

Priorities:

- Sustainable consumption and production
- Climate change and energy
- Natural resource protection and resource enhancement
- Sustainable communities

Chapter 2 of the strategy, entitled 'Helping people to make better choices', explains that the Government wants to ensure that the strategy enables, encourages and engages people and communities to move towards sustainability while recognising that the government should lead by example. Two specific programmes announced in the strategy (and subsequently implemented) that contribute to LfS are:

- The launch of a sustainable development framework for schools. A web-based service, hosted within [teachernet.gov.uk](http://teachernet.gov.uk) providing a one-stop shop for teachers and school leaders ([www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools))
- The launch of Community Action 2020 – Together We Can. This programme promises to 'reinvigorate community action on sustainable development by promoting new and existing opportunities to get involved' ([www.togetherwecan.direct.gov.uk](http://www.togetherwecan.direct.gov.uk))

## What is *Learning for Sustainability*?

The Government's Sustainable Development Education Panel (SDEP) defined ESD as '... the learning people need to improve and maintain quality of life for all, now and for generations to come. It equips individuals, families, communities, groups, businesses and governments to live and act sustainably, by giving them an understanding of their decisions and behaviour for society, for the economy, for wildlife and for natural resources'

The SDEP have highlighted seven key concepts to demonstrate the breadth of ESD and it's bearing on everyday life. These can be referred to in appendix 1.

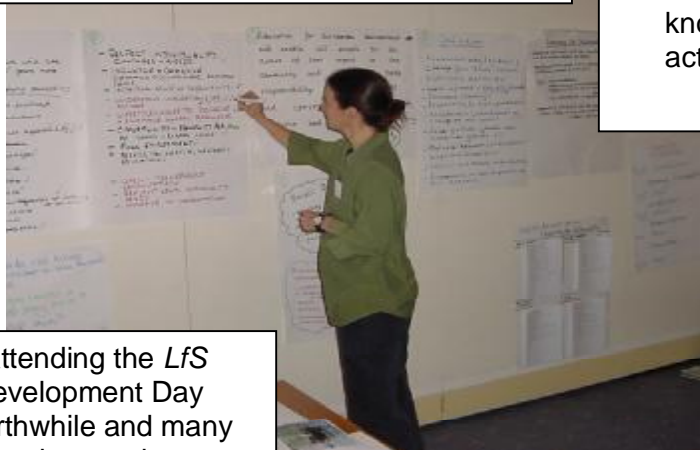
***"... sustainable development is a learning process through which we can (if we choose) learn to build our capacity to live more sustainably." Scott 2002***

Essentially *LfS* is a process that provides all people with the information, skills and resources to become more sustainable and see the links between their actions and the wider social, economic and natural environment. The aims of this Strategy are to help, support and encourage the people of the Royal Borough in this process.



Borough Officers and representatives of partner organisations attended a local *LfS* Strategy Development Day. Participants agreed upon four definitions of *LfS*. These were:

- Fostering personal and social responsibility
- Acceptance and commitment to change at all levels
- Understanding and engagement in the consequences of actions at all levels
- Empowering individuals with the knowledge about how their actions impact on others



Everyone attending the *LfS* Strategy Development Day found it worthwhile and many were surprised to see how their role relates to sustainable development and learning, a major reason for running the session.





## **Why is *Learning for Sustainability* important?**

To achieve a present and future that gives us a good quality of life we need the knowledge, values and skills that enable us to live within the natural capacity of the earth. *LfS* supports this because:

- It engages people in their community, facilitates participation and generates commitment to action
- It supports the development of healthy, sustainable communities
- It seeks to raise educational standards<sup>2</sup> by providing opportunities to address disaffection and setting learning in a real life context
- It equips people of all ages, in all walks of life to create a fair and equitable future for everyone, in a global context.

## **2. What does the *Learning for Sustainability* Strategy aim to achieve?**

There are many organisations already doing excellent work to promote *LfS* throughout the Royal Borough. This Strategy takes a strategic approach to *LfS* provision in the Borough, providing a framework for the coordination of existing networks, expertise and resources, support and action through both non-formal and formal education, to all organisations and educators capable of delivering *LfS*. Ultimately the Strategy will help create a more sustainable Royal Borough.

The Strategy will encourage more partnership working and sharing of information and resources. This Strategy will not:

- Replace or compete with any existing services already offered
- Promote some organisations over others

## **A Vision for *Learning for Sustainability***

The Royal Borough's vision for *LfS* is that it should provide schools, the Community and Youth Service, further and higher education establishments, public bodies, community groups and businesses with the opportunity and support to embed sustainable development into their programmes of learning.

*LfS* should develop within the Royal Borough...

- An understanding of the interdependence between environmental, economic, social and political issues;
- Skills in systems thinking, consensus building and decision making;
- The ability to identify unsustainable practices, find the causes and plan the solutions.

## **Who is the *Learning for Sustainability* Strategy aimed at?**

### **• Schools**

Schools can make a positive contribution towards a more sustainable future by helping pupils, staff, carers, governors and parents understand the meaning of sustainable development in everyday decision making. They can do this in three ways – through the curriculum they deliver, through the way in which the school is run and managed and through the relationships established with the local community.

The UK Education sector produces 839,905 tonnes of waste (equivalent to 5 ½ QE2s) and accounts for 10% of all carbon emissions from all commercial and public buildings.

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<sup>2</sup> Ofsted Study is underway.

- **Further and Higher education establishments**

Further and Higher education establishments have waste, transport, purchasing and energy policies for the environmental management of their campuses. The challenge is to develop within all students and staff, the ability to make choices and decisions that take account of sustainability and to carry this forward into their working lives. *LfS* should be a fundamental part of most courses and provide an excellent opportunity to apply academic skills in real life situations. This sector accounts for 27% of UK office accommodation with all its associated environmental impacts.

- **Public Bodies and Learning Institutions**

Public bodies such as this local authority, the Health Service, Police and learning organisations such as the Learning and Skills Council, can also make huge contributions by ensuring that their policies and the funding they provide encourage *LfS* and proactively support training and education providers.

- **Voluntary and Community Learning**

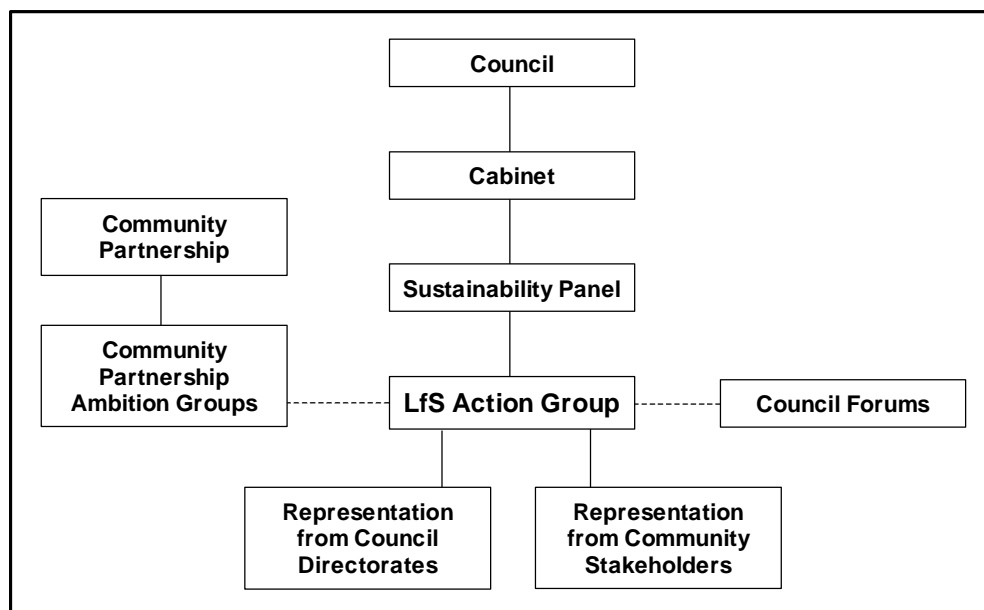
Community learning can tackle *LfS* through different mechanisms to the formal education sector. It can ensure that it provides good role models, encourages people to become more engaged in changing their community for the better and ensure people are learning in a sustainable environment.

- **Businesses**

Many businesses have energy, waste, transport and purchasing policies as part of their business management processes. The challenge is to develop within all employees, the ability to make choices and decisions that take account of sustainability and to also carry this over into their lives at home. *LfS* should be a fundamental part of the ethos of the business and incorporated into its training and awareness raising programmes.

### How will the *Learning for Sustainability* Strategy be coordinated?

On a day-to-day basis, the *Learning for Sustainability* Coordinator with the help of the *LfS* Action Group (see appendix 2) coordinates the *LfS* Strategy. The *LfS* Action Group is made up of council officers from the three council directorates and external partner organisations together covering the ten identified sustainability themes (see appendix 3). The *LfS* Action Group seeks views on their proposals from the Forums and reports to the Cabinet through the Sustainability Panel to gain approval for recommendations. The group aims to work closely with the Community Partnership. This partnership is made up of local public, private and voluntary organisations and is in an ideal position to progress many *LfS* initiatives.



## The Development Framework for Organisation Sustainability

The Council has worked in partnership with WWF and Mars UK (formerly Masterfoods) to promote *LfS* using a model based on WWF's 'Pathways – A Development Framework for School Sustainability'. The Development Framework model is a method of laying firm foundations for the future provision of *Learning for Sustainability* in a wide range of circumstances.

The outcome of the Development Framework is a 'work plan for action' and this will be used as the basis for a Partnership Agreement between the organisation and the *LfS* Action Group to ensure that both the provision and use of support services contribute to *Learning for Sustainability*. Initially the Partnership Agreements will be voluntary but this will be reviewed if the implementation of the *LfS* Strategy is deemed successful.

This method has the benefit of helping organisations to consider the long term use of support services and introduces a dynamic that will help to ensure that the support services on offer are appropriate for local needs.

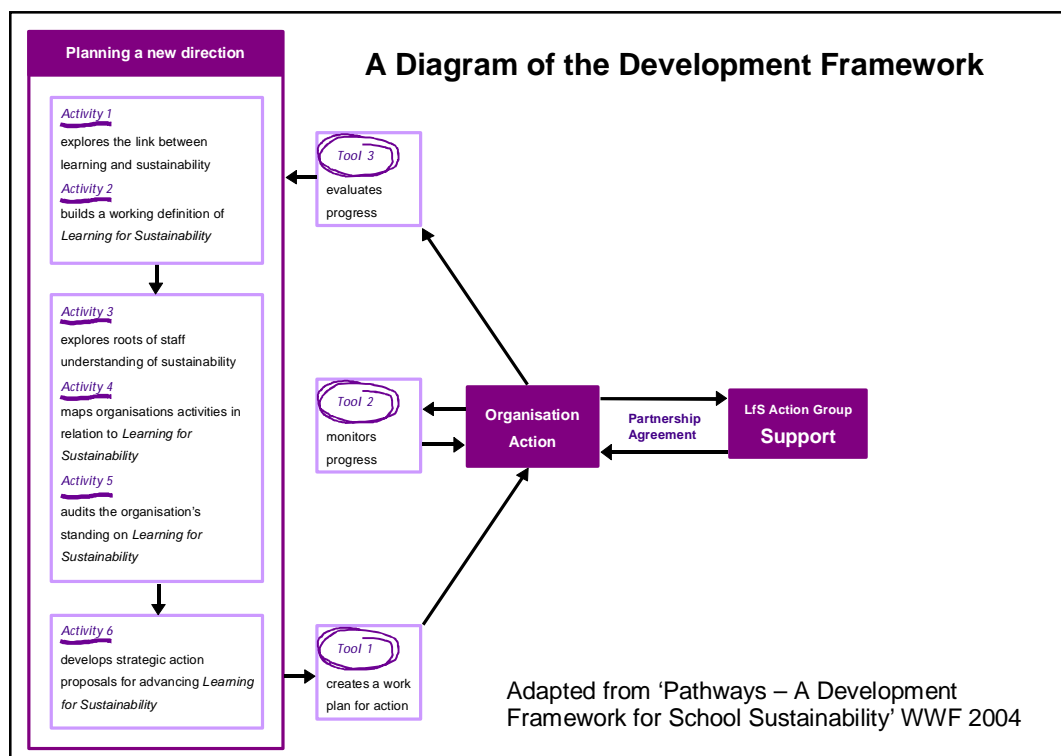
### How the Development Framework for Organisation Sustainability operates

Initially developed for schools, the Development Framework is a practical tool box for any organisations in the local community who want to develop good *LfS* practice. Indeed it has been used to promote and develop ideas for the development of this *LfS* Strategy.

Good practice is developed through a whole organisation participatory approach to *Learning for Sustainability*. It's a cyclic process that enables the organisation to learn from their experiences through planning, implementing, reflecting on and taking action to build good practice.

The Development Framework process is designed to help each organisation to:

- Understand and support the processes and practices that advance a whole organisation approach to *Learning for Sustainability*
- Engage in the cyclic learning process, taking stock of what has come before and what others have learned, creating a strategic work plan, implementing the plan, monitoring and evaluating progress, and applying learning to future endeavours
- Increase learners' capacity and motivation to engage in *Learning for Sustainability* as a lifelong process
- Strengthen itself and enhance all aspects of organisation performance

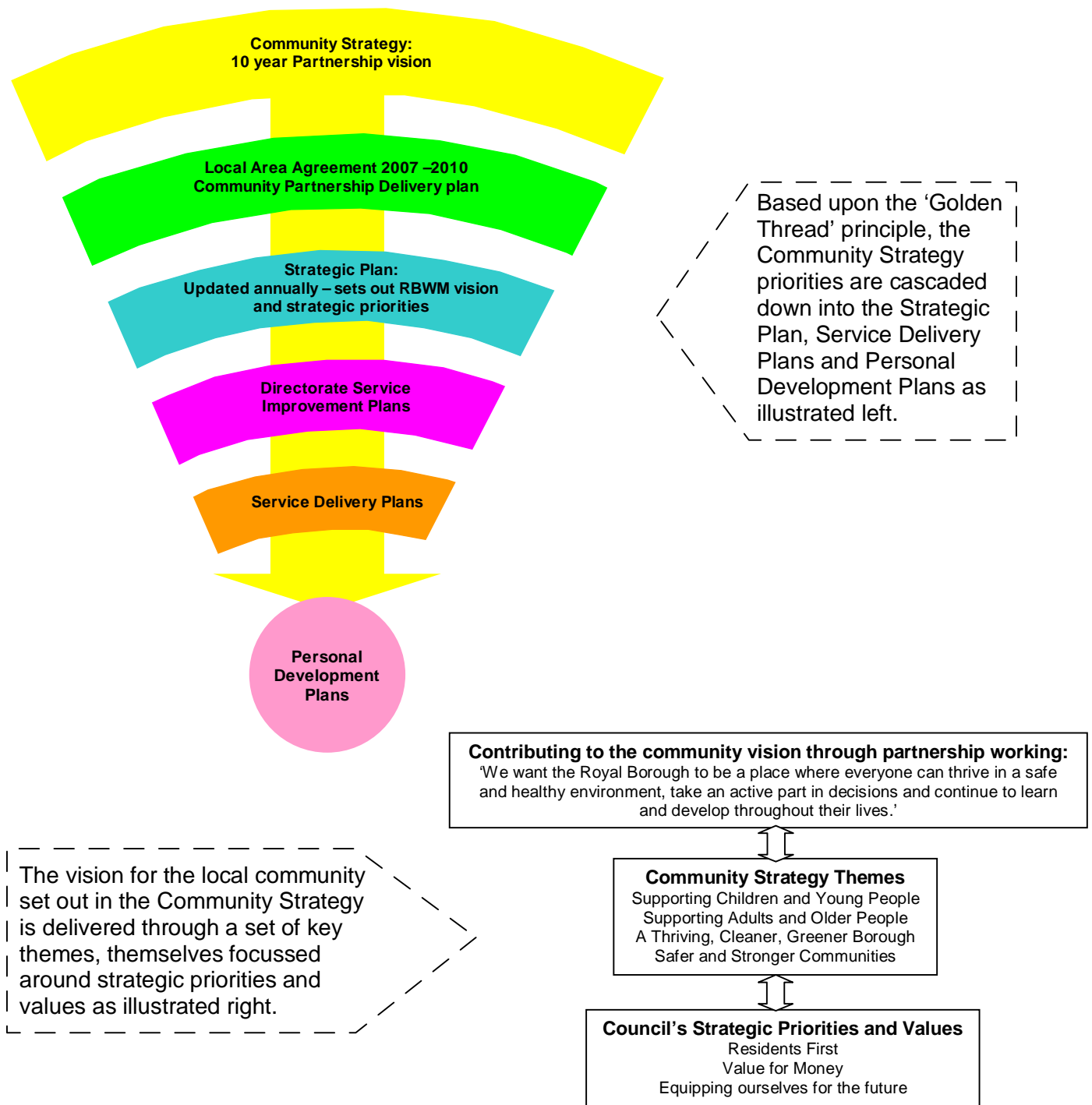




### 3. How does *Learning for Sustainability* Support Other Strategies and Policies?

The *LfS* Strategy has been developed to respond and contribute to key strategies and policies within the Borough and at a national and international level.

All Borough strategies and policies are encapsulated within the Community Strategy.



The Learning for Sustainability Strategy is designed to ensure that all these strategies, policies, plans and visions, take account of the unsustainable reality of the world we live in today and factor in the need to continually learn from our actions and adapt our behaviour into the future.

The whole community needs to understand the importance of sustainable development issues if they are to help the Borough and its community partners make their vision, values and strategic priorities a reality. *LfS* aims to improve this understanding.

## **4. Objectives and Action Plans**

### **Key Objectives**

Four objectives have been identified to successfully promote and deliver *LfS* in the Royal Borough. These are:

1. Coordinate and provide a framework for *LfS* Activities
2. Promote and raise awareness of education for sustainable development
3. Provide or facilitate *LfS* training to all relevant services and organisations
4. Enable links, partnerships and collaboration to exchange good practice, resources etc.

### **Priorities for Year One**

The priorities for year one are encompassed in *LfS* Action Group Outcome Improvement Plan 1 to be found in Appendix 4.

### **Priorities for subsequent years**

The priorities for subsequent years will be outlined in *LfS* Action Group Outcome Improvement Plans (OIPs) 2 – 4, to be completed within six, twelve and eighteen months respectively from the date of formal adoption of the *LfS* Strategy.

These OIPs will relate to the Education, Community and Business sectors and it is likely that they will include some or all of the following actions:

- Increasing provision for organisation stakeholders to be trained to take greater responsibility for key sustainability themes within the organisation.
- Enhancing the support the Council offers in relation to key sustainability themes through the training of and awareness raising amongst Council staff.
- Establishing *LfS* Standards for the Community and Business Sectors.

### **Visibility**

All *LfS* OIPs will be posted on the *LfS* website at [www.rbwm.gov.uk](http://www.rbwm.gov.uk) .

### Seven key concepts of Education for Sustainable Development (ESD)

The Government Panel for Sustainable Development Education have highlighted seven key concepts to demonstrate the breadth of ESD and its bearing on everyday life.

#### 1. Interdependence

Understanding the connections and links between all aspects of our lives and those of other people and places at a local and global level. Understanding that decisions taken in one place affect what happens elsewhere.

#### 2. Citizenship and stewardship

Recognising that we have rights and responsibilities to participate in decision-making, and that everyone should have a say in what happens in the future.

#### 3. Needs and rights of future generations

Learning how we can lead lives that consider the rights and needs of others. Understanding that what we do now has implications for what life will be like in the future.

#### 4. Diversity

Understanding the importance and value of diversity in our lives culturally, socially, economically and biologically. Understanding that all our lives are impoverished without this.

#### 5. Quality of life

Recognising that for any development to be sustainable it must benefit people in an equitable way. It is about improving everybody's lives.

#### 6. Sustainable change

Understanding that there is a limit to the way in which the world, particularly the richer countries, can develop. Understanding that the consequences of unmanaged and unsustainable growth are increased poverty and hardship, and the degradation of the environment to the disadvantage of all.

#### 7. Uncertainty and precaution

Realising that as we are learning all the time and our actions may have unforeseen consequences, we should adopt a cautious approach to the welfare of the planet.

Source: The Government Panel for Sustainable Development Education from [www.nc.uk.net/esd](http://www.nc.uk.net/esd)

### **LfS Action Group Terms of Reference**

1. The *LfS* Action Group reports to the Sustainability Panel and Cabinet.
2. The role of the *LfS* Action Group is to support the *Learning for Sustainability* Coordinator in progressing the *LfS* Strategy.
3. The group will be made up of representatives from relevant Borough Services and partner organisations who will be invited to be part of the group.
4. The *Learning for Sustainability* Coordinator will be responsible for arranging the group meetings.
5. At least 4 Meetings will be held per annum.
6. The action group will help develop the *LfS* Strategy, set action plans and targets and agree a monitoring and evaluation process.
7. All Members of the action group will be trained in the *Learning for Sustainability* Framework and help to encourage organisations to adopt this approach.
8. The group will help to set up partnership agreements between the *LfS* Action group and other organisations that adopt the *Learning for Sustainability* Framework.
9. At least four Members of the action group who provide services to schools will be trained as Eco School assessors in order to provide support to schools wishing to adopt the Eco Schools programme.
10. The group will help to develop the *LfS* database, website and resources.
11. The group will assist in allocating the *LfS* budget.
12. The group will assist in funding applications for *LfS* activities
13. Sub groups may be set up as required.

## **Sustainability Themes**

- **Health** (Including diet, physical activity, freedom from pollution etc)
- **Energy** (Reducing consumption and developing alternative sources)
- **Water** (Reducing consumption and flood risk, encouraging alternatives)
- **Transport** (Reducing congestion, pollution and developing alternatives)
- **Waste and recycling** (Reducing the production of waste and managing disposal responsibly)
- **Procurement** (Responsibility for production and supply. Reducing consumption of finite resources)
- **Planning and design** (Looking ahead to design solutions)
- **Biodiversity and Landscape** (Recognising and managing our impact on the natural environment)
- **Inclusion and participation** (Working for equity and justice, locally and globally)
- **Local well-being** (developing sustainable communities)
- **Global dimension** (grounding all activity in the reality of a finite and shared home)





2008 – 2014

## LEARNING FOR SUSTAINABILITY ACTION GROUP OUTCOME IMPROVEMENT PLAN 1

Coordinate and Provide a Framework for LfS Activities



REF	OUTCOME	ACTION REQUIRED	BY WHEN	WHO	RESOURCE IMPLICATIONS	OUTCOME TARGET(S)	RISK / OPPORTUNITY ASSESSMENT	PROGRESS TO DATE	Monitoring and evaluation
1a	Formation of LfS Action Group made up of officers responsible for leading each of the key sustainability themes and supported by sustainability champions and relevant external partners.	Establish Sustainability Themes and identify representative officers and partners.	Sept. 08 and ongoing	LfS Coordinator	Existing resources	LfS AG established	Low	In Progress	Regular agenda item with regard to membership.
1b	The LfSAG coordinates the delivery of the LfS Strategy.	LfSAG to meet at least 4 times per year.	Ongoing 4 x p.a.	LfS Coordinator	Existing resources	Group established & meeting 4 x p.a.	Low	In Progress	Against Sector OIPs
1c	Education Sector OIP	LfSAG constructs	Within 6 months of adoption	LfSAG	Existing resources	OIP for each sector	Low	None	Annual Review
1d	Community Sector OIP	LfSAG constructs	Within 12 months of adoption	LfSAG	Existing resources	OIP for each sector	Low	None	Annual Review
1e	Business Sector OIP	LfSAG constructs	Within 18 months of adoption	LfSAG	Existing resources	OIP for each sector	Low	None	Annual Review
1fa	Embed the LfS Strategy throughout the council.	Undertake an annual review, evaluation and monitoring of the LfS Strategy	Every Sept.	LfS Coordinator	Existing resources	Annual Report	Low	None	Sustainability Panel
1fb		Embed awareness raising and training throughout the council as a mandatory requirement.	Initial Sept. 08 Ongoing.	LfS Coordinator	Existing resources	Induction material updated and training programme established.	Low	None	Annual Review



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## LEARNING FOR SUSTAINABILITY ACTION GROUP OUTCOME IMPROVEMENT PLAN 1

Coordinate and Provide a Framework for LfS Activities

REF	OUTCOME	ACTION REQUIRED	BY WHEN	WHO	RESOURCE IMPLICATIONS	OUTCOME TARGET(S)	RISK / OPPORTUNITY ASSESSMENT	PROGRESS TO DATE	Monitoring and evaluation
1ga	Improved coordination of LfSAG activity	Launch, develop & maintain LfS Website	Sept. 08 and ongoing	LfS Coordinator	Existing resources	LfS Website available	Low	In Progress	Annual Review
1gb		Develop & maintain shared mechanism for monitoring and tracking relevant activities with all organisations	Dec. 08 and ongoing	LfS Coordinator / IT	Existing resources	All Council LfSAG members use the activity monitoring mechanism.		In progress	Annual Review
1ha	LfS resources and associated training available to all sectors	Launch LfS Resource Loan Scheme with Energy and Waste Resource Boxes.	April. 09	LfS Coordinator, Waste Awareness Officer and Energy & Health Officer	Existing resources	Resource loan scheme established	Low	In Progress	Annual Review
1hb		Develop LfS Resource Loan Scheme with Energy and Waste Resource Boxes.	Ongoing	LfS Coordinator	Additional financial resources required.	Resource loan scheme further developed.		In Progress	Annual Review
1ia	Additional Funding is available to support LfS work.	Seek 3 <sup>rd</sup> Party funding where possible	Ongoing 4 x p.a.	All	Existing resources	Regular LfSAG agenda item	Low	In Progress	Annual Review
1ib		Assess the feasibility of a LfS Trust to access additional funds	Dec. 09	LfS Coordinator Funding & Economic Support Manager (FESM)	Existing resources	Viability of LfS Trust established		Initial investigation conducted. Input from FESM req'd.	Annual Review
1j	LfS Standard for Schools	Develop and maintain a LfS Standard based on the DCSF S3.	Sept. 08	LfS Coordinator Workforce Development Manager	Existing Resources	Annual Awards Evening	Low	In Progress	Annual Review

## The RBWM Learning for Sustainability (LfS) Standard for Schools

### Background:

1. Development of a Learning for Sustainability Standard for Schools is a **joint initiative** between Officers from the Sustainability Team and the Learning and Care Strategy and Resources Team.

Establishing this Standard will be helpful in:

- focusing attention on the sustainability agenda and raise awareness of the wealth of training and other support available to school stakeholders.
- providing an opportunity to celebrate and share good practice, and to inform the activity of the council and its Officers with responsibility to support various elements of the Sustainable School activity.

A strategic approach to sustainability for schools contributes to improving school standards overall and the resulting increase in confidence, in the face of a threatening sustainability agenda, is empowering for all school stakeholders.

2. **The RBWM Learning for Sustainability (LfS) Strategy** aims to develop a culture of Learning for Sustainability within and between organisations as a means to encourage progress towards more sustainable communities. It advocates the use of a Learning for Sustainability Framework to guide the journey of an organisation and its stakeholders towards a more sustainable future.
3. The Department for Children, Schools and Families (DCSF) has produced the **Sustainable School Self-evaluation document (S3)** as part of the National Framework for Sustainable Schools. The S3 is an ideal basis for a school LfS Framework and as such is proposed as the **RBWM Learning for Sustainability Standard for Schools**.

The S3 document can be viewed at: [www.teachernet.gov.uk/sustainableschools/upload/s31.pdf](http://www.teachernet.gov.uk/sustainableschools/upload/s31.pdf)

### Outline of the LfS Standard for Schools:

All Borough Schools will be given an S3 grade on the basis of completed S3s submitted to the borough's LfS Action Group. Once a year there will be a celebration of good practice event and case studies of good practice will be displayed on the LfS Website. The details are as follows:

- i) Within the S3 there are 27 different aspects of school life that receive one of four grades from 'Getting started' to 'Outstanding'. These will be combined and a mean established as the basic grade.
- ii) It is proposed to announce the Standard at the LfS Update for Schools on May 15<sup>th</sup> 2008, with implementation from September 2008. If this timetable proves acceptable, the first celebration of good practice event would be held in May 2009.
- iii) Schools will be required to submit their S3 for the 2009 celebration event by February 1<sup>st</sup> 2009 and their results will be posted on the LfS website within two weeks of receipt.
- iv) The basic grade will be visible on the RBWM website listing of Borough Schools and/or there will be a link from each school to the appropriate location on the LfS website (The proposed LfS Standard website template is illustrated at the end of this report). Schools that fail to submit an S3 by February 1<sup>st</sup> will be graded as 'Getting Started' following the May celebration event. This will be revised as soon as a completed S3 is received.
- v) Alongside the launch of the LfS Standard, training opportunities will also be promoted both for whole schools and for school clusters. It is envisaged that the LfS Standard will have a positive effect on the development of related training and support for Borough schools (both internal and external provision).
- vi) The RBWM LfS Standard for Schools can be managed within existing council resources.
- vii) Celebration and dissemination of good practice:
  - There will be an annual LfS Standard for Schools event at which selected schools will receive recognition for examples of good practice (eight categories), significant improvement (in 2010) and an overall good practice school.

- The S3 is self-evaluated. As S3s are submitted, members of the LfS Action Group will assume responsibility for assessing the relevant sections (relatively small time commitment offset by increased awareness of school activity) and meet at the end of February 2009 to identify the schools with the best examples of good practice for each of the eight categories.
- The LfS Action Group will nominate a further three schools for overall good practice.
- An assessor will be required to visit each identified school and the nominations for overall good practice (a total of eleven schools) for the purposes of verifying their S3 submission.
- The recognised examples of good practice will form the basis of case studies of good practice available on the LfS website.

viii) With the development of the Borough's Learning for Sustainability Strategy, the DCSF National Framework for Sustainable Schools and the availability of national and local support, the time is right to provide clear leadership on this important issue. There is a clear expectation from GOSE that local authorities will support the DCSF Sustainable Schools agenda and the Borough's Director of Learning and Care has confirmed to GOSE the Council's commitment to providing appropriate support.

### **LfS Standard for Schools Webpage template.**

<b>RBWM Learning for Sustainability Standard for Schools</b>	
<b>School</b>	<b>Grade</b>
<b>Supporting Statement:</b>	
<b>Categories</b>	<b>Grade</b>
School Characteristics	
Stakeholders' Views	
Achievement and standards	
Personal development and well-being	
Quality of provision	
Leadership and management	
Focus on food and drink	
Focus on Energy and water	
Focus on Travel and traffic	
Focus on purchasing and waste	
Focus on school buildings and grounds	
Focus on inclusion and participation	
Focus on local well-being	
Focus on the global dimension	
<b>Supporting Achievement</b>	<b>Grade</b>
Active Mark	
Arts Mark	
Becta	
Berkshire STEP	
Eco Schools	
Energy Certification	
Impetus Award	
International School	
Investors in People	
National Healthy Schools	
Rights Respecting Award	
Sports Mark	
Other...	



## Appendices

### Appendix 3: DCSF Sustainable Schools' agenda contribution towards the National Indicators for Local Authorities and Local Authority Partnerships (draft guidance)

Doorway and Recommendation	NI Indicators
<b>Food and Drink</b> Recommendation (by 2020): For all schools to be model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising use of local suppliers	NI 52 Uptake of school lunches <i>PSA12</i> NI 55 Obesity among primary school age children in Reception Year <i>DCSF DSO</i> NI 56 Obesity among primary school age children in Year 6 <i>DCSF DSO</i>
<b>Energy and Water</b> Recommendation (by 2020): For all schools to be models of energy efficiency, renewable energy use and water conservation, showcasing efforts such as wind and solar energy, and rainwater harvesting, to pupils and the whole community	NI 185 CO <sub>2</sub> reduction from Local Authority operations <i>PSA 27</i> NI 186 Per capita CO <sub>2</sub> reductions in the LA area <i>PSA 27</i> NI 188 Adapting to climate change <i>PSA 27</i>
<b>Travel and Traffic</b> Recommendation (by 2020): For all schools to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport	NI 48 Children killed or seriously injured in road traffic accidents <i>DfT DSO</i> NI 167 Congestion – average journey time per mile during the morning peak <i>PSA 5</i> NI 177 Local bus passenger journeys originating in the authority area <i>DfT DSO</i> NI 185 CO <sub>2</sub> reduction from Local Authority operations <i>PSA27</i> NI 186 Per capita CO <sub>2</sub> reductions in the LA area <i>PSA27</i> NI 188 Adapting to climate change <i>PSA 27</i> NI 198 Children Travelling to school – mode of travel usually used <i>DfT DSO</i>

<b>Purchasing and Waste</b> Recommendation (by 2020): For all schools to be models of sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practical, and increasing value for money by reusing, repairing and recycling as many goods as possible	NI 191 Residual household waste per head <i>Defra DSO</i> NI 192 Household waste recycled and composted <i>Defra DSO</i>
<b>School Grounds and Buildings</b> Recommendation (by 2020): For all school buildings – old and new – to make visible use of sustainable design features and to chose green building technologies, furnishings and equipment as opportunities. Through their grounds, for all schools to enable pupils to learn about the natural world and sustainable living, for example, through growing food and biodiversity education	NI 50 Emotional health of children <i>PSA 12</i> NI 55 Obesity among primary school age children in Reception Year <i>DCSF DSO</i> NI 56 Obesity among primary school age children in Year 6 <i>DCSF DSO</i> NI 185 CO <sub>2</sub> reduction from Local Authority operations <i>PSA27</i> NI 186 Per capita CO <sub>2</sub> reductions in the LA area <i>PSA27</i> NI 188 Adapting to climate change <i>PSA 27</i> NI 197 Improved local biodiversity – active management of local sites <i>PSA 28</i>
<b>Inclusion and Participation</b> Recommendation (by 2020): For all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression	NI 1 % of people who believe people from different backgrounds get on well together in their local area <i>PSA 21</i> NI 4 % of people who feel they can influence decisions in their locality <i>PSA 21</i> NI 6 Participation in regular volunteering <i>CO DSO</i> NI 54 Services for disabled children <i>PSA 12</i> NI 57 Children and Young People's Participation in high-quality PE and sport <i>DCSF DSO</i> NI 69 Children who have experienced bullying <i>DCSF DSO</i> NI 86 Secondary Schools judged as having good or outstanding standards of behaviour <i>DCSF DSO</i> NI 88 Number of Extended Schools <i>DCSF DSO</i> NI 110 Young people's participation in positive activities <i>PSA 14</i> NI 114 Rate of exclusions from school <i>DCSF DSO</i>



## Appendices

<p><b>Local Well-Being</b>  Recommendation (by 2020):  For all schools to be models of good corporate citizenship within their local areas, enriching their education mission with activities that improve the environment and quality of life of local people</p>	<p>NI 2 % of people who feel that they belong to their neighbourhood <i>PSA 21</i>  NI 3 Civic participation in the local area <i>PSA 15</i>  NI 5 Overall/general satisfaction with local area <i>CLG DSO</i>  NI 22 Perceptions of parents taking responsibility for the behaviour of their children in the area <i>HO DSO</i>  NI 48 Children killed or seriously injured in road traffic accidents <i>DIT DSO</i>  NI 50 Emotional health of children <i>PSA 12</i>  NI 52 Uptake of school lunches <i>PSA12</i>  NI 55 Obesity among primary school age children in Reception Year <i>DCSF DSO</i>  NI 56 Obesity among primary school age children in Year 6 <i>DCSF DSO</i>  NI 69 Children who have experienced bullying <i>DCSF DSO</i>  NI 88 Number of Extended Schools <i>DCSF DSO</i>  NI 110 Young people's participation in positive activities <i>PSA 14</i>  NI 167 Congestion – average journey time per mile during the morning peak <i>PSA 5</i>  NI 195 Improved street and environmental cleanliness (levels of graffiti, litter, detritus and fly posting) <i>Defra DSO</i>  NI 197 Improved local biodiversity – active management of local sites <i>PSA 28</i>  NI 198 Children Travelling to school – mode of travel usually used <i>DIT DSO</i></p>
<p><b>Global Dimension</b>  Recommendation (by 2020):  For all schools to be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world</p>	<p>NI 1 % of people who believe people from different backgrounds get on well together in their local area <i>PSA 21</i>  NI 13 Migrants English language skills and knowledge <i>HO DSO</i>  NI 188 Adapting to climate change <i>PSA 27</i>  NI 185 CO<sub>2</sub> reduction from Local Authority operations <i>PSA27</i>  NI 186 Per capita CO<sub>2</sub> reductions in the LA area <i>PSA27</i></p>

### Local government and regional institutions

66. Local government's role in planning, organising and quality assuring children's services puts it in a unique position to promote sustainable schools, with knock-on benefits across its range of services. For example, thoughtful introduction of eco-efficient practices in schools can reduce spending on waste services, transport, and building and maintenance costs; and schools that contribute to local regeneration and well-being projects directly support the goal of creating safer, stronger, cleaner and greener (sustainable) communities. Local authorities have numerous opportunities to engage schools through their service provision, governor development, financial support and other functions, including the commissioning of school building projects. We urge local authorities to explore this area as a priority and seek ways to capture the many benefits.

67. More broadly, sustainable schools directly support the ideal of sustainable communities - an increasingly prominent goal in the apparatus of local government, to be featured in Local Strategic Partnerships, Local Area Agreements and Sustainable Community Strategies. It is difficult to envisage a sustainable community that is not integrally supported by its local schools.

### The view from Hampshire

"Sustainable development impacts on areas as diverse as healthy schools, energy and water conservation, school travel plans, building and landscape design, biodiversity, purchasing, waste and recycling, climate change, curriculum advice and outdoor education. In order to support schools effectively we have established a Sustainable Schools Forum which allows departments to share expertise and coordinate their activities with schools. Our aim is to help schools see beyond individual projects to the wider picture of sustainability, and we welcome government interest in this work."

Anne Green-Wilkinson,  
Hampshire County Council



### Global citizenship



### Energy



### Waste



### Transport



### Water



### Biodiversity



### Healthy Living



### Purchasing



## Educating for a Sustainable Future



### Oxfordshire's Education for Sustainable Development Strategy

*"Enabling local communities to improve our quality of life is a responsibility we all share. We need to look at sustainable development as a whole... how we generate the skills, knowledge and understanding to allow us to fulfil our duty as global citizens"*

Charles Clarke (2003)

Secretary of State for Education and Skills



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