

Award Criteria

The Seven Steps and Green Flag Award Criteria

Green Flag

The school must **demonstrate substantial progress** towards one major topic and significant involvement with two other topics. 'Demonstrate substantial progress' means that all pupils in the school have an understanding of the major topic, recognise its importance to sustainable development within the school environment and wider community, and have implemented change that can be expressed through data collected throughout the awarding period.

Step 1 - The Eco-Committee

- Pupils put themselves forward and are selected by their peers to be part of the Eco-Committee.
- Pupils are given the opportunity to approach adult members to join the committee for specific tasks.
- The committee meets at least 6 times per school year.
- Where possible, we recommend that pupils chair each meeting, keep the minutes, and detail how decisions have been made.
- Minutes are displayed on an Eco-Schools notice board or other space available to the whole school.

Step 2 - Environmental Review

- Pupils and Adults on the Eco-Committee plan and carry out a Full Environmental Review of the school in consultation with some non-committee members.
- A review document is used that covers every area of the environmental impact. A comparison of measurements year on year should be discussed and evaluated.
- The results of the review are collated into one document for display on the Eco-Schools notice board and web site (if the school has one).
- Pupil members on the committee collect suggestions for action from school classes or tutor groups.
- A Full Environmental Review is undertaken **once a year** to evaluate overall progress. A comparison of measurements collated year on year should be discussed, analysed and evaluated to map progress and show clear areas where environmental performance has been successful.

Step 3 - Action Plan

- A detailed Action Plan is developed following the findings of the Environmental Review.
- The Action Plan includes timescales and targets.
- The Eco-Committee shares the Action Plan with the rest of the school community.
- The Action Plan is updated based upon the findings of the Follow-up Environmental Review.

***Note – The Action Plan is now completed on the school's myEarth Account and populated by topic-related Action Cards that the school chooses to complete throughout the awarding period.**



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Step 4 - Monitoring and Evaluation

- The Eco-Committee ensures that evaluation of action is on-going, appropriate to the activity monitored and that some of it is carried out by pupils.
- The whole school is aware of progress of environmental action and is given the opportunity to evaluate its effect through discussion and debate.
- The Eco-Committee meets to review progress and analyse the data collected.
- They build on successes and decide on remedial action when activities are not proving successful.
- Some monitoring data is used for curriculum work.

Step 5 - Linking to the Curriculum

- The school has a named individual responsible for environmental education/sustainable development education.
- The school has a curriculum plan integrating a range of environmental issues into the curriculum across most year groups or classes in a range of subjects.
- Aspects of Eco-Schools activities are integrated into a range of subjects across the curriculum for the majority of classes or year groups.
- Issues surrounding sustainable development are explored through curriculum activities in many year groups.

Step 6 - Informing and Involving

- Eco-Schools activities are displayed in a prominent position on a notice board within the school.
- Eco-Schools activities are reported through various media e.g. website, local press, social media, newsletters.
- Eco-Schools activities are integral to the school and the whole school engages in a Day of Action (or similar activities).
- The wider community is involved in the activities going on in the school, for example local council officers, family members and members of local businesses and environmental organisations.
- Pupils write reports of activities for the local press.

Step 7 - The Eco-Code

- The whole school is given the opportunity to make suggestions for what they believe should be included in the Eco-Code.
- The Eco-Committee creates a code using suggestions. The code is then presented to the rest of the school for approval.
- The Eco-Code is displayed on the Eco-Schools notice board and in all classrooms. It is also displayed in any communal areas, offices and staffrooms and on the school's website (if the school has one).



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- The Eco-Code is reviewed by the whole school every year to make sure it remains appropriate.



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