

# Waltham Forest

Schools and  
Colleges Climate  
Charter







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## Welcome

### to the Waltham Forest Climate Charter booklet.

This charter and online toolkit have been created through a series of conversations, workshops and collaborations between teachers, The Hive environmental education officers (previously Suntrap Forest Centre), and council staff to support your school in taking climate action that is positive and forward thinking.

**Poppy Flint and Emily Purser,  
Waltham Forest Climate Action  
Outreach Coordinators**

### Message from Director of Education, Lauren Ovenden and Director of Climate Emergency, Luke Ravenscroft

Climate change isn't something that is happening somewhere else. It's happening here. We see it with the 2022 summer heatwaves and the recent local flooding, we see it in our energy bills and our air quality. For our children and young people, the long-term impact of the changes and the need to make educated decisions about their actions will directly influence their future.


Taking action to tackle the climate and environmental crises is a top priority for Waltham Forest, as our commitment to reach net zero by 2030 shows. But we need to turn ambition into action, and we are asking our schools and colleges, teachers and students to play a key part.

In the new DfE Sustainability and Climate Change Strategy in April 2022, the government emphasised the crucial role that educational institutions play on the road to net zero.

Thank you; there is already incredible action being taken in schools from plant-based meals, cycling schemes, to solar panels and educating the climate leaders of the future. We know this is a huge challenge, and one we can only address together.

Children and young people are worried about climate change. As educators and Local Authority representatives, we have a joint responsibility to lead by example, and prepare them for the challenges they face. Launching the Waltham Forest Schools and Colleges Climate Charter is one step along that journey.

As a Council, we look forward to working with all our schools and young people to make a meaningful difference to the climate emergency we jointly face.





# Introduction

## What is the charter?

This charter is a springboard that all schools and colleges can work from regardless of where on the journey to sustainability they are at now. It is not a definitive guide to the solutions or an off-the-shelf plan but a source of inspiration to catalyse climate action.

It is not a scheme to take the place of other initiatives such as Eco-Schools or teaching the Sustainable Development Goals. Instead, those programmes can be included in your Climate Action Plan and be used to compliment the goals you set.

Signing the Waltham Forest Schools and Colleges Climate Charter is a way for your school to show its commitment to climate action.

There are two components to the Charter:

- A step-by-step guide which includes suggested actions for all members of the school community along with energy and money saving tips
- An online toolkit which provides recommended resources and signposting to available support

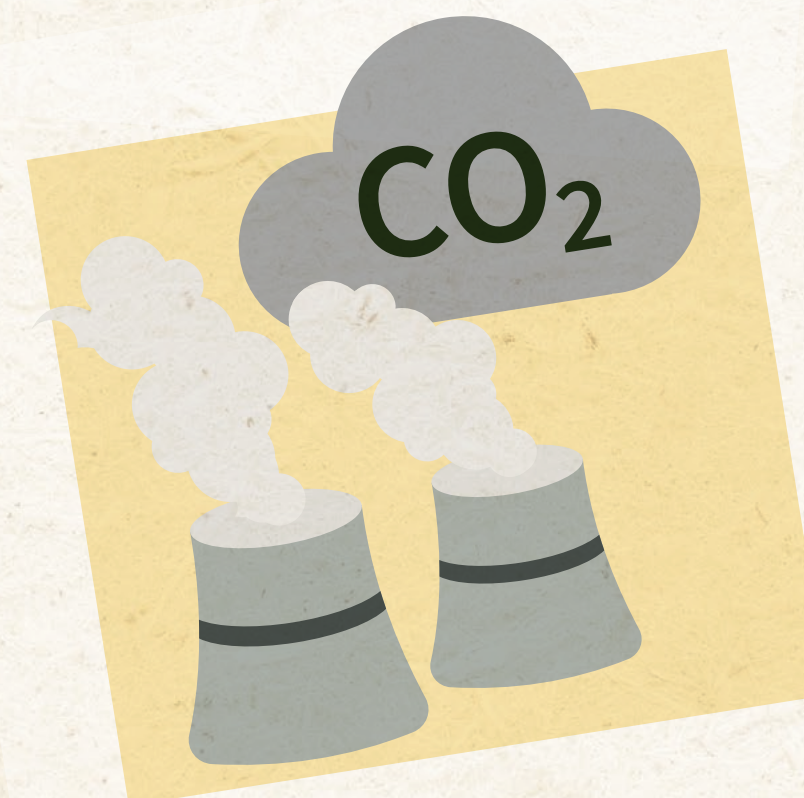
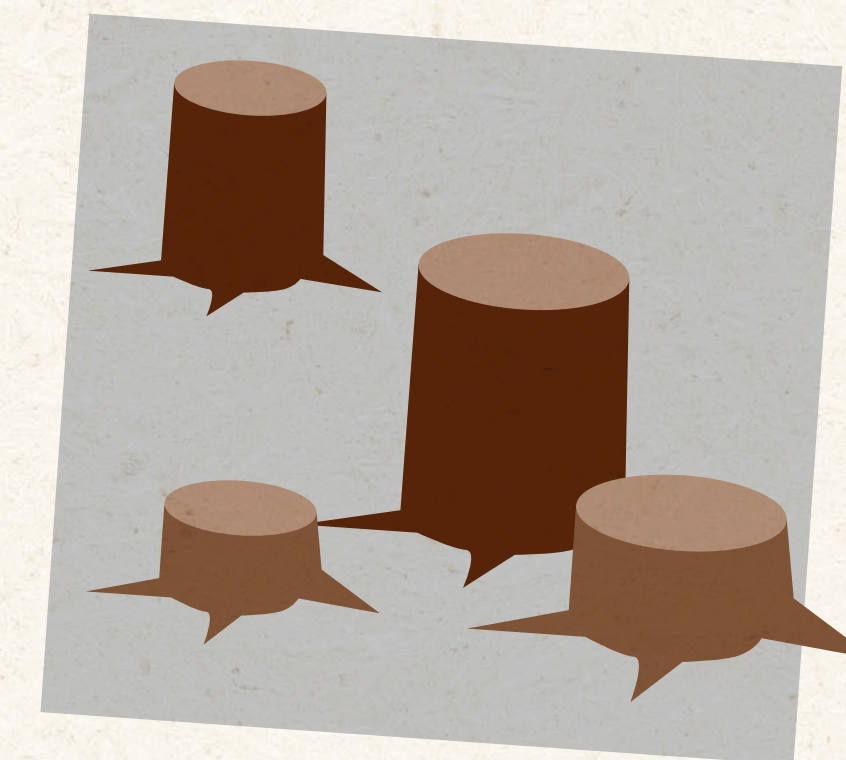
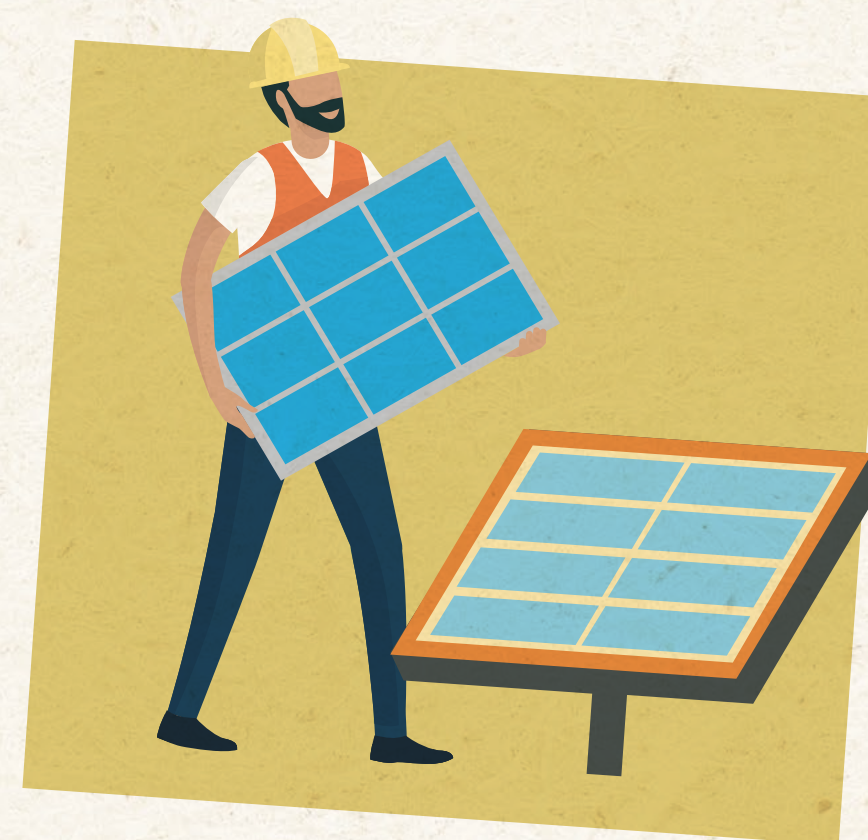
The charter provides practical suggestions and learning resources to create a climate action plan with a whole school approach, divided into 8 themes of action needed:

- **Curriculum for sustainability**
- **Buildings and Energy**
- **Water**
- **Food**
- **Circular Economy**
- **Transport**
- **Climate Justice**
- **Nature and resilience**

This is an opportunity to join in the shared ambition to tackle the climate and ecological emergency together; helping to decarbonise Waltham Forest, prioritising climate education and changing our children's future!

## Celebrating Action

Through The Hive, the council will recognise and promote the initiatives schools and colleges are running. Share what you are doing each step of the way @hiveintheforest #WFClimatCharter





# Who is it for?

Everyone in the school community can play their part: from reducing the carbon footprint of the school operations, to learning about climate change and the intersecting social and environmental issues.

To better guide everyone within the school community, action suggestions and recommendations are organised into four groups:

**Learners**

**Teachers**

**Governors and Senior Leaders**

**School Business and Estate managers**



## Learning idea



The themed pledges *don't* include actions that families could take but a student Eco-Committee could come up with suggestions for 'actions at home'. Designing a way to communicate these actions could be part of the school announcing it has signed up to the Climate Charter and could be used to get families to sign up to show their commitment.

## What is a Carbon Footprint

It is a best estimate of the total amount of greenhouse gases released by the production, use and disposal of something. It can be calculated for almost anything; a whole country or a packet of crisps.

Like financial cost, items and activities have a carbon cost. However, this cost is spread across the globe. It is essential we all get in the habit of thinking about the carbon cost of things and reducing our carbon outgoings.



## What are greenhouse gases?

The major greenhouse gases named in the Climate Change Act 2008 are carbon dioxide, methane, nitrous oxide and fluorocarbons known as F gases.

They contribute to the greenhouse effect - they absorb infrared radiation, trapping heat within the atmosphere. Without some greenhouse gases, the average temperature of Earth's surface would be about  $-18^{\circ}\text{C}$ , rather than the present average of  $15^{\circ}\text{C}$ .



# Why is this needed?



## Global

According to Professor Jim Skea, co-chair of the International Panel on Climate Change (IPCC) 2022 report, "It's now or never, if we want to limit global warming to 1.5C." Greenhouse gas emissions must peak by 2025 and reduce by 43% by 2030. We need to move swiftly to a low-carbon society, but it will require an enormous effort by governments, businesses and individuals.



## National

In April 2022 the Department for Education published **Sustainability and climate change: a strategy for the education and children's services system** [\[link\]](#). It sets out actions up to 2030 for reducing the environmental footprint of education settings through four strategic areas in the drive to achieve net zero by 2050.



## Local

Waltham Forest council has an ambitious plan to reach Net Zero by 2030. It puts the consideration of young people at the heart of decisions, as they will be the ones whose futures will be most impacted by a changing climate and emerging green economy. The Waltham Forest Climate Action Plan includes steps to reduce the carbon footprint of the borough's school estates through practical measures.

## What is net zero?

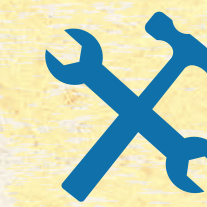
To 'go net zero' is to reduce greenhouse gas emissions as much as possible and to ensure that any unavoidable greenhouse gas emissions are balanced out by removing them from the atmosphere. The nature-based approach to this requires halting deforestation and draining of wetlands, and large-scale tree planting and ecosystem restoration.

## Why 1.5C?

Human activities since the beginning of the Industrial Revolution (around 1750) have increased the atmospheric concentration of carbon dioxide by over 50%. This is taken as the baseline for measuring global temperature increase. Keeping the temperature to less than 1.5C above pre-industrial levels aims to limit the worsening impacts of climate change.



# Waltham Forest Council Climate Commitments to Schools—summary



Find the full Council Climate  
Commitments to Schools on The Hub [\[link\]](#)

These commitments have been developed to guide the work that is happening with schools, colleges and early years settings, to reduce their climate and environmental impact. These commitments work in tandem with other key priorities like tackling the challenge of childhood obesity and safer neighbourhoods.

## The headline commitments are:

### 1. Leadership & Governance

We advocate for a whole school approach to addressing climate change that supports the learning and growth of the students, staff and wider school community.

#### Key action:

- supporting schools to produce a 3 – 5 year tailored Climate Action Plan which covers carbon emission reduction, adaptation and biodiversity.
- recommending that every school selects an eco-lead Governor to oversee the delivery of a Climate Action Plan.

### 2. Climate learning and teaching

We are committed to quality climate change education underpinning everything in the school's climate emergency response.

#### Key action:

- providing free training to all Waltham Forest teachers which includes knowledge about the climate crisis alongside building skills and confidence to use the school grounds and local green spaces for learning.

### 3. Green skills and careers

We are committed to climate learning in schools, colleges and adult learning that teaches the skills and knowledge required for careers in sustainability.

#### Key action:

- developing climate leadership training opportunities for KS4+ which includes highlighting green jobs and partnering with the Green Business Network and Economic Growth department

### 4. Education buildings and grounds

We are committed to delivering a Schools Estate Climate Change response to increase energy efficiency through a fabric first approach, reducing water consumption and making buildings & grounds resilient to flood risk and heatwaves.

#### Key action:

- providing all maintained schools with a fully funded decarbonisation survey and professional guidance on establishing a decarbonisation plan.

### 5. Supply chains and sustainable consumption

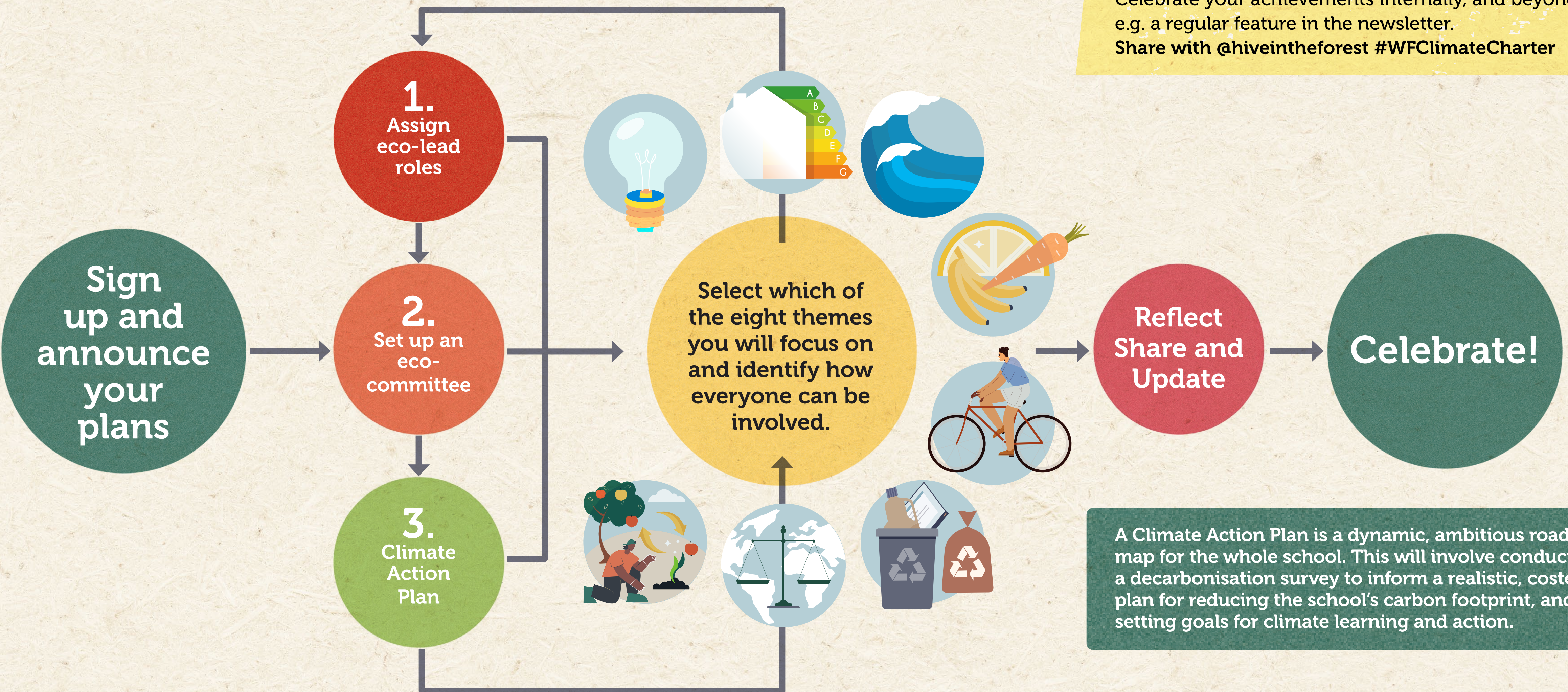
We are committed to reducing the climate and ecological impact of schools' operations and consumption with a focus on catering.

#### Key action:

- delivering a joint Climate Emergency/Public Health led programme to immediately improve the sustainability and positive health impact of meals in schools through engaging with all schools in Waltham Forest and their catering providers.



# How to use the charter





# How to use the charter



Find example Eco-Lead role descriptions, sustainability strategy and an action plan template on The Hub's Climate Action Toolkit [\[link\]](#)

## Three key steps

Three key steps once you join the charter:

**Leadership**  
Establish Eco-Lead roles. For the Climate Action Plan to have impact input and oversight from Senior Leadership and the Governing Board is required. A climate curriculum lead is invaluable for ensuring everyone learns about this subject.

**Team work**  
Create an enthusiastic team to lead on climate action. This could include teachers, senior management and young people or a separate student eco-team could exchange ideas with SLT and the Governing Board.

**Action plan**  
Decide focus themes for this year and start evolving a long-term Climate Action Plan. Look for actions which will have benefits across multiple themes as well as reduce the carbon footprint of the site and operations.

## Key milestones

Term 1

Formalise and assign Eco-Lead roles.

Set up the sustainability / climate action group and agree the process for organising.

Identify three or more activities or 'quick wins' for the academic year.

Term 2

Decide how sustainability / climate action is going to feature in strategic planning, i.e., in the school mission statement, asset management plan or other documents.  
**How will students contribute?**

**Complete two actions:** one lesson based for all students, one whole school action

Scope out having a decarbonisation survey.

Start drafting the Climate Action Plan.

Term 3

**Complete three actions:** one lesson based, one involving the community, one whole school action.

Present a sustainability strategy and draft Climate Action to the Governing Board.

Year 2

Review Eco-Lead roles.  
**Is any training required?**

Ensure there is an active process for reviewing, monitoring, evaluating and sharing.

Identify the themes and actions for this year – building on year one.

Sign off and start implementing the Climate Action Plan.



# Guiding principles

Keep these guiding principles in mind as you create your action plan and carry out the pledges. Each one provides a foundation on which to build opportunities for learning and working in a sustainable way.

## Learning in, about, and for our environment

Approaching education for sustainability by considering learning 'in, about and for' the environment ensures the development of knowledge and promotes a personal understanding of how people and nature interact. Practical experiences and time spent in nature are important for encouraging caring behaviour.

## Plan and act with care for the community and the next generation

The challenge of the climate emergency also creates an opportunity to envisage change and develop positive ambitions for the future.

Consideration for the future of people and the planet can be demonstrated in the classroom and beyond.

## Work in Collaboration with one another

Partnerships and collaboration across, departments, teachers and the student body are essential for a school, or other educational settings, to tackle the climate emergency.

Group work develops important skills and can foster understanding of different perspectives about problems we face and the solutions we need.

## Be creative, critical and playful

Enthusiasm for the subject matter and a sense of achievement builds motivation for sustained climate action. Sometimes, it's necessary just to have fun.

The future is full of possibilities; creative and critical thinking generates innovation and determination.

## Embrace complexity and emotional literacy

Learning about the climate and ecological emergency can bring up a wide range of negative emotions for both learners and teachers. This is one reason schools are encouraged to have more than one member of staff leading on climate curriculum and eco action.

Making time for deep discussion about complex topics and for students to explore their emotional responses builds confidence in their opinions, resilience and empathy for people impacted by global sustainability issues.

## Celebrate and communicate

To keep everyone motivated share achievements and climate-friendly changes as early and as often as you can. Don't be held back by trying to complete your Climate Action Plan first. Everyone in the school can be involved in celebrating the steps being taken and in communicating the actions and benefits to the wider community.



**Learn about eco-anxiety and resilience** [\[link\]](#)



# Climate action themes



Teaching resources are available for all themes.[\[link\]](#)

The following pages provide suggestions of activities and actions that can be used to inspire short and longer term commitments at all levels. Don't forget, signing up to the charter is not a pledge to undertake all these actions. Discuss the ones that work for you.

## Key



Required as part of developing and delivering a whole school climate action plan



Can reduce the schools carbon footprint



FREE to complete



Related resource available in the online toolkit



## Learning idea

The Eco-Schools Environmental Review is designed for the student Eco-Committee but the questionnaire can be used with a whole class to help them suggest actions the school can take, and to communicate what good work is already happening.



# Curriculum for sustainability



Relevant knowledge and skills will be gained through taking action on all of the following themes but learning for sustainability, and developing relevant competencies such as critical thinking, is essential for all subjects and ages.

Sequenced learning about the natural world and humans' relationship with it can deepen student's own sense of enquiry and desire to act for the environment.



# Curriculum for sustainability

## Learners will...

Have the chance to discuss ideas with their teacher and access local opportunities for outdoor learning.



## Teachers will...

Collaborate on a climate themed project-based learning scheme of work with other subject teachers.



## Governors and Senior leaders will...

Create a formal role description for climate and sustainability curriculum lead (or equivalent).



## School Business and Estates Managers will...

Enable sustainable features to be used as learning opportunities for students and local community and businesses where appropriate.



## DID YOU KNOW?

There is increasing evidence that outdoor environmental education improves educational attainment as well as social and emotional well-being. Sustainability and climate education provides a rich opportunity for students of all ages to learn with their head, hands and heart.

## CASE STUDY

### Salisbury Manor Primary – Zero Carbon Schools

#### Overview

Two year 5 classes took part in Zero Carbon Schools (available for year 4 – 8). 26 weekly lessons link to the Science, Maths, Geography, English, PSHE and Art curriculum. Time was allocated for teacher CPD.

#### Benefits

Using Green School Project's carbon calculator, pupils worked out the schools' annual emissions are 208 tCO<sub>2</sub> - equal to a car driving 20 times around the circumference of the Earth!

Students gave a presentation at an event for parents to which provided tips on reducing energy costs.

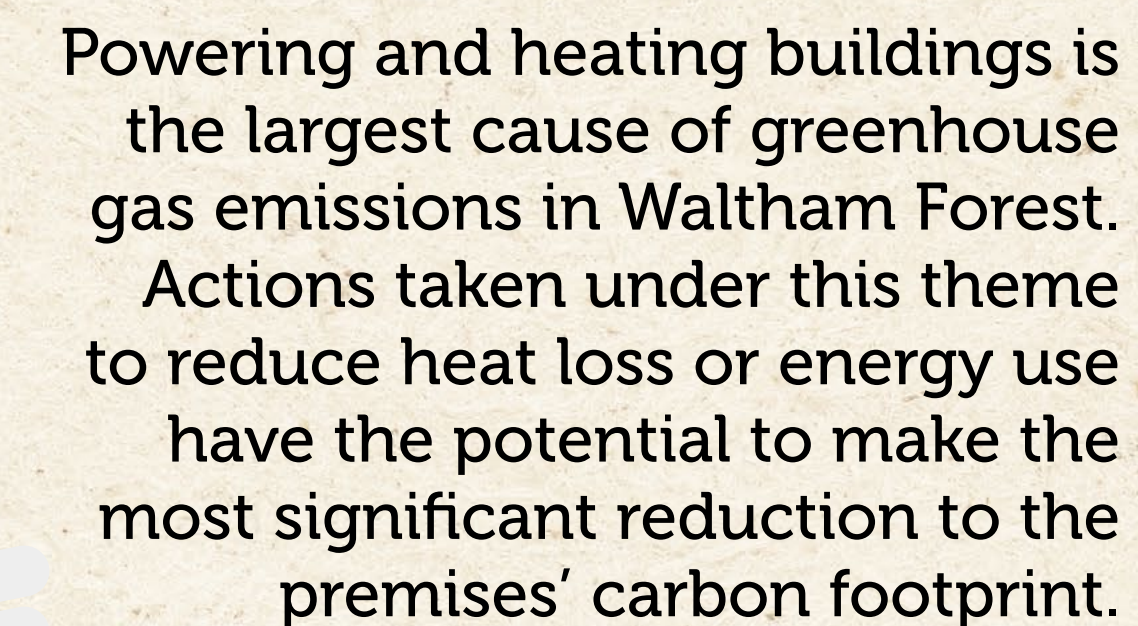
#### Impact for a student

"Before, I wouldn't step out and say my ideas, I would let everyone else do it. I would not have been confident enough to speak up, so the project has really helped"



All of The Hive lessons are listed with specific curriculum links. [\[link\]](#)







# Buildings and Energy

## Learners will...

Participate in an energy audit of the school building and be given roles to carry out daily energy saving activities, e.g. switching off lights and electronics.



## Teachers will...

Sign up to use the Energy Sparks platform with their form class or in appropriate lessons.



## Governors and Senior leaders will...

Build in energy reduction and efficiency into school planning and establish a monitoring process.



## School Business and Estates Managers will...

Carry out a decarbonisation survey, or alternative carbon audit. Prioritise and manage resulting works through the Climate Action Plan.  
(If possible) switch to a renewable energy supplier.



## CASE STUDY

### Coppermill Primary School – LED lighting

#### Overview

The school had all the regular light fittings replaced with intelligent LED lighting. This took two weeks during the summer holiday and cost circa. £38,000.

#### Benefits

Based on the electricity rate in May '21 it will save the school approximately £10,000 a year, this is about 1/4 of the sites total energy usage. It will take under 4 years to make cost savings and will save 13289 tCO2/year.

## DID YOU KNOW?

It is advised that classrooms should be at least 18°C, corridors and sports areas 15°C, and areas occupied by young pupils or those with special needs 21°C. Turning down heating by 1°C can reduce energy usage by up to 10% on energy bills so working out the right temperature for different spaces around the building could lead to big savings.



# Water



Saving water is an action everyone can get involved in to reduce the school's or college's environmental footprint. Water is also a very pertinent topic for understanding the impacts of the ecological and climate emergency which are already affecting Waltham Forest; flooding, droughts and polluted rivers.



# Water

## Learners will...

Use harvested rainwater on plants in the school grounds.  
Be involved in decisions and help fundraise for features such as a pond or new water fountains.



## Teachers will...

Create a lesson which includes visiting an example of sustainable water management in the borough e.g. rain garden or wetlands.



## Governors and Senior leaders will...

Look for ways to promote water sustainability and engage the wider community in this subject.  
i.e. taking part in World Water Day, Water Blitz CitSci or a talk from industry an expert.



## School Business and Estates Managers will...

Arrange a Thames water audit for the school and follow up on recommendations.



## CASE STUDY

### Hollickwood Primary School, Muswell Hill, London

#### Overview

Students, parents and teachers took part in designing and planting wildlife-rich SuDS (Sustainable Drainage System) in the school grounds. The SuDS features include a bog garden, swales, water retention areas planted with 500 seedlings of 22 native species. Construction cost approximately £18,000 in 2013.

#### Benefits

The SuDS create a more biodiverse environment that children enjoy learning about and flooded playing fields dry out more quickly. The scheme absorbs all run-off from a 1:10 rain event and 50% of a 1:100 rain even reducing flood risk down-stream. Surface water entering the Pymmes Brook has improved water quality.

## DID YOU KNOW?

In the South-East of England, the average annual rainfall is approximately around 500-600mm. Despite a reputation for rain this is less than South Sudan, or Perth, Western Australia. London and the Thames Valley is the UK's most populated areas and is described by the UK Environment Agency as 'seriously water stressed'.

Capturing rainwater for use in the garden reduces the need for treated tap water and can reduce flood risk during heavy rain.



# Food



Food is relevant to everybody which makes it a great topic for engaging students in considering the environmental, social and economic impacts of our day-to-day lives. It can be explored through history, geography, arts and STEM subjects and there are clear opportunities for individual and whole school changes.



# Food

## Learners will...

Have an opportunity to try vegetarian and plant-based food and discuss their views.

Grow food that they can learn to cook in simple recipes.



## Teachers will...

Have a meat free/plant-based day in the staff room.



## Governors and Senior leaders will...

Engage with the school catering provider to ensure they are offering sustainable, good quality, plant-based options.



## School Business and Estates Managers will...

Reduce food waste by setting up food waste collections or composting on site, for example in a Ridan. Embed use of compost bins into the culture of the school.



## DID YOU KNOW?

Food production globally contributes around 37% of global greenhouse gas emissions and uses an estimated 70% of extracted fresh water. Animal-based foods produce roughly twice the emissions of plant-based ones.

## CASE STUDY

### Emmanuel Community School – Plant-based meal tasting

#### Overview

The school's Waltham Forest Catering cook worked with Pro Veg to create healthy, balanced menus with less meat. Almost 50 primary and secondary schools have a completely meat-free menu on Tuesdays called 'Save the Planet Day' in primaries. They organised taste testing of new plant-based recipes for pupils and parents.

#### Benefits

There has been a large increase in the acceptance and uptake of plant-based dishes and more vegetables in students' diets.

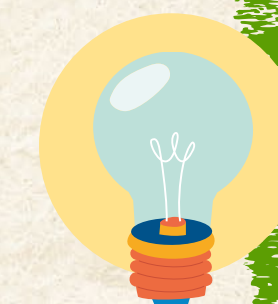
#### What the students said:

'Taster Days made eating vegetables more enjoyable.'

'Who knew that you could put vegetables in cake?'

#### Learning idea

Food is one theme in this charter that can be linked to all of the other themes. Students could be given a case study about food production to examine and map the relationships to water, transport, climate justice etc.





# Transport



Making sustainable travel choices will reduce the overall carbon footprint of the school, and has the added benefits of increasing daily exercise and improving air quality.



# Transport

## Learners will...

Walk or cycle where possible for short journeys.

Have opportunity to take part in cycle proficiency training.



## Teachers will...

Plan school trips with consideration of the impact of different travel options and discuss these with students.



## Governors and Senior leaders will...

Commit to achieving gold TfL stars in the next three years.

Develop a sustainable travel policy for school trips and staff travel.



## School Business and Estates Managers will...

Engage with the council Sustainable Transport team for support planning how students and staff can make more eco travel choices, and for signposting to funding.



## DID YOU KNOW?

An idling car engine can fill up to 150 balloons with harmful emissions every minute. This is twice as many exhaust emissions as an engine in motion.

## CASE STUDY

### Leytonstone Secondary School – TfL STARS

#### Overview

Pupils developed skills and confidence through cycling training initiatives, learnt about the impact of sustainable travel on the environment and their own health and took part in a D-Ford project to design more sustainable ways of travelling. Students participating in the borough's Climate Leadership Programme pitched their idea for increasing cycling to the local council.

#### Benefits

The vast majority of pupils understand the importance of finding sustainable ways to travel. Between July 2019 - July 2022 Leytonstone School saw a 15% increase in pupils travelling actively and sustainably to school. In July 2022 less than 5% of the School Community were travelling by private motor vehicle.

There is a positive relationship between active travel, concentration and academic achievement.

#### View from the Head teacher:

Coordinating the travel surveys was a challenge but it is really worth taking part.



# Circular Economy and Waste



The 'stuff' that is used and thrown away by schools and colleges contributes significantly to the Waltham Forest carbon footprint, almost as much as buildings.



# Circular Economy and Waste

## Learners will...

Run an upcycled fashion show or IT take back event.

It can be linked to learning skills such as sewing buttons and maintaining devices to maximise their lifespan.



## Teachers will...

Use reusable water bottles and visibly demonstrate reusing, reducing and being resourceful, for example with materials in Design Technology.



## Governors and Senior leaders will...

Initiate a 'Library of Things' or similar sharing or swapping scheme to enable families to reduce.



## School Business and Estates Managers will...

Develop and oversee a sustainable procurement policy and waste management policy.

This should include reducing single-use packaging (plastic, cans, tetra pak) in catering and ensuring water fountains have bottle fill nozzles.



## DID YOU KNOW?

Around 30% of a household bin content is compostable, for most schools and colleges this % is likely a lot higher. Separating food waste for onsite composting or for collection will reduce the cost of general waste collections. Food waste collected in Waltham Forest produces energy and fertiliser through anaerobic digestion.

## CASE STUDY

### Barncroft Primary School – compost initiative

#### Overview

The school's outdoor education has included food growing lessons for parents, having a space at the nearby allotment and learning about food waste. To reduce the carbon footprint of their food waste and to solve the problem of having too much breaktime fruit and veg waste for the school compost bin they are linking up with local allotment holders who can take it.

#### Benefits

Uncooked food waste is turned into compost which they can use to grow more crops very locally and valuable nutrients are not being driven across London to be processed.

#### Learning idea

There is more to the waste hierarchy than 3 R's. To minimise waste going in the bin we can share, hire, refurbish, repair, upcycle... how many more waste reducing verbs can students think of?





# Climate justice



Climate justice relates to the different responsibility countries have for producing carbon emissions, and the vulnerability of different people to the impacts of climate change. It is linked to human rights and ensuring that everyone, everywhere can prepare for and recover from climate change impacts.



# Climate justice

## Learners will...

Have a regular platform for discussing a campaign they care about (locally or globally) and develop literacy skills through writing letters to their MP or other relevant person with influence.



## Teachers will...

Bring real life stories of the impact of the climate emergency into the classroom and ensure it is seen as a social challenge as well as an environmental one.

Upskill themselves on how to talk about climate justice.



## Governors and Senior leaders will...

Get informed about eco-anxiety, emotional resilience and how, like Covid-19, the impacts of climate change will be experienced differently by students and staff in the school community.



## School Business and Estates Managers will...

Aim to purchase Fairtrade, ethically sourced products where feasible.



## DID YOU KNOW?

Climate change is described as a “wicked problem”, its causes are multiple and complex, its impacts are uncertain and interrelated, and some solutions to reduce climate change can cause other unintended problems – often for people. It can feel overwhelming for children and adults making it an important subject to explore through SMSC and PSHE.

## CASE STUDY

### Whitehall Primary School – SDGs and Rights of the Child

#### Overview

The school centralises Sustainable Development Goals and UNICEF Rights of the Child in topic planning and English texts. They have engaged with UNICEF articles 20 and 22. Year 6 applied their knowledge of displaced families to the current Pakistan flooding crisis. They wrote letters to promote climate justice and humanitarian support for victims involved.

#### Benefits

Pupils developed a voice as people who think critically, don't accept the status quo and show empathy to all.

#### Top tip from Whitehall

Relate all topics to current global events; this encourages positive activism and children see history as connected with current events.

The impacts of climate justice actions might not be easily visible but empowering students to connect climate to social issues and speak up about the issues they care about is vital for giving agency and hope.



# Nature and Resilience

Activities that promote care for nature create a close connection to the environment as well as improve biodiversity. Nature-based solutions also offer some important ways increase resilience and adapt to the changing climate.





# Nature and Resilience

## Learners will...

Monitor biodiversity on their school grounds.

i.e. join Cit Sci initiatives such as the Big Butterfly Count and collect data to map the school grounds biodiversity over years.



## Teachers will...

Plan an outdoor lesson or form time once a month for students to learn from local natural and urban spaces.



## Governors and Senior leaders will...

Plan for heat waves and flood events as part of the climate action plan.



## School Business and Estates Managers will...

Develop a wildlife habitat area and leave a section of grass 'No mow'

If space allows, plant trees for shade.



## DID YOU KNOW?

Most pond life thrives in water less than 30cm deep. It is possible to make a mini pond out of a large washing up bowl or plastic storage container with at least one oxygenating plant and stones or logs to form a ramp for amphibians. Urban ponds are vital for wildlife that live in water and also provide animals such as bats and hedgehogs a necessary source of water and food.

## CASE STUDY

### Henry Maynard Primary School – Eco-Team activities

#### Overview

The Eco-Team were awarded the Eco-Schools Green Flag in 2021. Students chose to focus on increasing biodiversity and bringing climate issues to the forefront in the curriculum. This culminated in a Climate Emergency Day of activities for the whole school.

#### Benefits

A local developer helped create a trail which now has a resident Montjac Deer! A group of parents were involved in transforming the 'dead' pond area and community garden, all of which are now incredible learning environments.

The whole school got behind trying new ways to teach about and celebrate sustainability; students designed and made eco-products in their Enterprise Week and the Summer Fayre was 100% sustainability focused.

#### What the students said

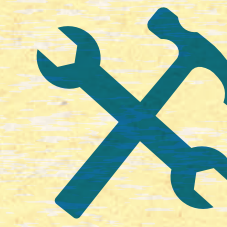
'The most fun part is knowing we were making a change - however big or small - to our planet.'



# Plan into Action

This document has hopefully started conversations, sparked new ideas and helped you recognise what amazing work is already happening at your school or college.

Now it is time to sign up to show commitment and become part of supporting Waltham Forest's net zero targets and forging a path for a healthy, greener borough for our young people, and for generations to come.



Don't forget to use the Climate Action Toolkit on The Hub which provides more in-depth information and will be updated regularly. [\[link\]](#)

## Make sustainability stand out

An off-timetable climate action day is a great way to boost everyone's knowledge about this subject especially in secondary schools where the timetable is less flexible. A student group can help programme and run activities.

## And weave it in

Don't leave all the work and opportunities to the eco-committee; learning and action can be mapped through the whole school year for all learners.



**'If you can make a difference then you should'**

Year 7 student, Kelmscott Secondary School



Produced by The Hive (formerly known as Suntrap Forest Centre) and London Borough of Waltham Forest with support of local schools, colleges and organisations, 2022.

Contact - [climate.action@walthamforest.gov.uk](mailto:climate.action@walthamforest.gov.uk)

