Green Flag Award Application Form

Welcome to the Eco-Schools Scotland Green Flag Award application form.

Please supply us with the following details:

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<tr>
<th>School Name</th>
<th>George Heriot’s School</th>
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<tr>
<td>Address</td>
<td>Lauriston Place, Edinburgh</td>
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<tr>
<td>Postcode</td>
<td>EH3 9EQ</td>
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<tr>
<td>Local Authority</td>
<td>Independent School within City of Edinburgh Council</td>
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<tr>
<td>Telephone</td>
<td>0131 229 7263</td>
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<tr>
<td>Email</td>
<td><a href="mailto:enquiries@george-heriots.com">enquiries@george-heriots.com</a></td>
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We, the undersigned, declare that the enclosed is a true record of our Eco-Schools experience, and wish to apply for an Eco-Schools Green Flag Award on behalf of our school.

We also declare that the following have been completed for this academic year and will be available for Eco-Schools Scotland’s Assessors to view when/if they visit our school:

- Environmental Review
- Eco Code
- Curricular Audit (secondary schools/secondary departments only)

<table>
<thead>
<tr>
<th>Headteacher Name</th>
<th>Mr Gareth Doodes</th>
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<tbody>
<tr>
<td>Signature</td>
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<tr>
<td>Eco-Schools Coordinator Name</td>
<td>Mrs Judith Murphy, Mrs Sara Wilken</td>
</tr>
<tr>
<td>Signature</td>
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</tbody>
</table>
| Eco Committee Names| Senior Pupils Archie Vickers, Rebecca Grant, Katia van der Heijden, Vanessa Torrico Anderson  
                                Junior Pupils Rory Tait, Elise Reid, Hannah Gribbon, Angus Ivory, William Kesterton, Eilidh Humphery, Charlotte Black, Kirsty Brownlee  
                                 Parent member Mrs Angela Reid  
                                Staff Miss Mandi Thomson, Mr Phil Swierkot, Miss Kate Shannon, Mrs Judith Murphy, Mrs Sara Wilken |
| Signatures         |                                                            |

Date of Submission


About Your Eco-Schools Experience

1. About Your Eco Committee

1a. Who sits on your Eco Committee?

- Junior School Pupil Representatives from Primary 4 to Primary 7 (Primary 1-3 Eco Club provides input via Miss Thomson)
- Junior School teaching staff
- Senior School Pupil representatives from Senior 1-6
- Eco coordinators
- Parent association reps

1b. How do they become members?

Every new session, pupils are nominated by peers and/or teachers and can also volunteer. Junior School pupils can join on a voluntary basis.

1c. How does it operate? Describe the particular roles played by pupils

Senior School: Meetings have an agenda, a chair and minutes are taken. Pupils may also sit in on other school committees as an eco-representative or where there may be common themes and action plans. E.g. The Pupil Council, Rights respecting Schools and Amnesty.

Junior School: Agenda is prepared by the JS Eco Coordinator, and pupils are invited to add items to the agenda. The minutes are taken by an older pupil. The nursery is represented by a staff member as is the Early Years Eco Club. The Early Years Eco Club meets at a separate time appropriate to their timetable and agenda. Minutes are shared with pupils and staff and displayed on the Junior School Eco Notice board.

The Junior and Senior Eco Committees try to meet up each term to share ideas and practice.

1d. How often does the committee meet?

The Senior committee meets on a weekly basis and more regularly when we are preparing for an event or an assembly.

Junior School: The P1-3 and the P4-7 Eco Clubs meet weekly. Representatives from the P4-7 Eco Club take turns to join the P1-3 Eco Club. Junior Eco Committee meetings are held termly during P4-7 Eco Club. All Eco Club pupils are welcome, alongside staff and a parent representative. The P4-7 representatives are also given the opportunity to attend and contribute to a Senior Eco committee meeting, timetable permitting.

1e. How is the rest of the school kept informed about the activities being planned and undertaken by the Eco Committees?
Information is shared in a variety of ways including the Eco Schools Notice board displayed in the Old Building Quadrangle, Junior Eco-Schools notice board in the Junior School and via the daily school bulletin which is circulated to all pupils during registration. There is also an Eco Schools Folder on the intranet available for both teachers and pupils. We hold regular assemblies, and have our Eco-code displayed in all classrooms. Any Eco developments are featured on the News Section of the school website to ensure accessibility to all members of the Heriot's community and beyond. The Junior School representatives enjoy visiting classrooms to share ideas and put up posters to raise awareness of issues or forthcoming initiatives, such as Earth Hour or Switch Off Surveys.

1f. **Who chairs or organises your meetings?**

**Senior School** Either the Eco Coordinator (teacher) or a pupil depending on the agenda and arrangements/events in progress.

**Junior School** meetings are chaired by the Eco Co-ordinator for the Junior School.

1g. **Who minutes or records the outcomes of your meetings?**

**Senior School** – A senior pupil (usually Archie Vickers) with teacher support

**Junior School** – The older members of the eco committee take turns to do the minutes with teacher support.

1h. **How do you ensure continuity of your Committee from one year to the next?** (e.g. making sure that there is a proper ‘handover’ from one Committee to the next etc.)

Usually, at the start of a session, we have a Senior School assembly which involves pupils from previous years. Thereafter they may continue or hand over to new committee members who are interested following information and ideas presented.

In the Junior School, pupils from the P1-3 Eco Club often choose to join the P4-7 club when old enough. In the P4-7 Eco Committee, the pupils from previous years tend to stay with the club, and new members are always made very welcome. New members receive certificates and Eco Badges within their first few weeks of attending. Minutes from previous meetings are always reviewed at the start of meetings.

2. **About Your Environmental Review**
2a. **How did you undertake your Environmental Review?**

The document was reviewed, discussed and updated at respective Junior and Senior Eco Club meetings and with input and feedback from appropriate members of staff and senior management.

2b. **How are the findings of the Environmental Review shared with the whole school?**

As with other Eco Activities and information, the findings are shared on the school website, the intranet and on the Eco display boards. Future plans are to have an Eco-folder available for junior and senior staff and parents.

3. **About Your Action Plan**

3a. **Which of the ten Eco-Schools Scotland topics are covered in your Action Plan?**

The Junior and Senior Eco Committees agree their own action plans, however the topics tackled in 2012-13 were:
- Litter (mandatory)
- Energy
- Sustaining Our World

The topics currently being tackled this session include:
- Litter (mandatory)
- Waste Minimisation
- Transport

3b. **How did you decide on targets for your Action Plan?**

Targets are agreed following discussions with pupils, teachers, staff and parents. Also, we aim to work in parallel with current LEA and educational initiatives. Sustainable Development Education is a current curricular focus across all subjects. In a large enterprise like George Heriot’s, Energy use and cost is at the fore of strategic planning and financial administration. We are keen to minimise our carbon footprint and promote environmentally-friendly home-school transport at every opportunity. A recent grant from Sustrans has enabled the school to increase its capacity for storing cycles thus further promoting environmentally friendly transport whilst contributing to health and wellbeing of pupils and staff.

3c. **How far have you progressed towards your targets?**
We are pleased with our progress towards our targets.

Senior School Overview
Our senior school assembly on Eco-Transport options, Litter and effective use of the waste recycling facilities was highly motivating and successful. Pupils are overtly dedicated to our whole school policy on litter and the grounds and classrooms are testimony to this. Pupils also participated in the HUSS survey and were reminded via the school daily bulletin of the importance of environmentally friendly home-school transport. We have investigated the use of solar panels as a possible contributory source of energy for the school - the committee continue to explore this with our facilities manager. At the beginning the current session members of the senior school committee addressed an assembly to raise awareness of the importance of sustainable development, and we are about to host another assembly towards the end of March incorporating Human Rights and Rights Respecting schools. The committee also plan to hold a fund raising event for an international group dedicated to sustaining our world (such as WWF). Sustainable development education is broadly embedded in the senior school curriculum and there are also resources in the library to support CPD and potential pupil careers/third level studies in this expanding field. Staff has contributed to a curricular audit (attached).

Junior School

Litter - The Eco Points system is working well and pupils are engaged by the competition element. The Early Years Eco Club have not produced their posters yet, but intend to by the end of Term 2.

Waste Reduction – A waste audit has been carried out and the findings of the report have highlighted areas where we can improve our waste reduction. We have now introduced stationery recycling pots for each Junior classroom and the Nursery to reduce the volume of stationery being discarded. The Recycling Point is used regularly by classes to recycle bottle tops and milk bottles.

Transport – The school took part in the Hands Up for Scotland Travel Survey in October. Results of the survey showed that the number of pupils travelling by bus is significantly greater than those travelling by car. The report also highlighted areas for improvement in the number of pupils cycling. We are hoping to hold our No Car day in the summer term. We have recently increased our cycle shelter provision by adding two extra bike shelters providing an extra 20 pupils spaces and 10 teacher and visitor spaces.

3d. Is Sustainable Development Education (including Eco-Schools) mentioned in your school’s Development/Improvement Plan?
In the Senior School, staff have contributed to the curricular audit (Senior School curriculum focus on Sustainable development Education - attached)
In the Junior School, Sustainable Development Education is a common theme across the curriculum and a Principal Teacher responsible for embedding Sustainable Development Education has been recently appointed. Whilst Sustainable Development is not a specific focus of this year’s Junior School Improvement Plan, aspects of Sustainable Development Education including Global Citizenship, RRSA, Healthy Early Years Accreditation and Fair Trade initiatives are included.
4. Monitoring and Evaluating

4a. Describe how you monitor actions and evaluate progress for your two chosen topics and the mandatory Litter topic. Please describe specific examples; e.g. charts/graphs showing data over a period of time, photographs etc.

The Action Plans provide a clear format for progress to be recorded and monitored generally. More specific actions are audited termly or annually. This data can be compared year on year.

The information from the Hands Up for Scotland Travel Survey is collated and organised in a table and pie chart to show the most popular methods of travel to school on a given day in September. This information can be can be analysed year on year to look for trends/areas for improvement.

Similarly, in our Energy topic, the information gathered from a sample Energy survey in the Switch Off Fortnight was compared to another survey taken two weeks later to investigate the reduction in energy use. This evidence is shared and retained to be used as a baseline for comparison in future surveys.

To monitor the impact of our waste reduction action plan, we intend to carry out another Waste Audit one year after the initial audit, to monitor the impact of our efforts. Photographs of the audit were also taken to record visually the volume and types of waste.

4b. Does your school undertake Global Foot-printing activities? If so, please tell us if you have used the calculator, materials, or a mixture of both.

Global Foot-printing has not been undertaken as a whole school task as yet, however it is something that our Finance Director is investigating.
5. Linking to the Curriculum

5a. Please give an indication of the numbers of pupils involved in curriculum work related to your Eco-Schools developments.

As we endorse a whole school approach, all pupils are actively involved via the curriculum and extra-curricular activities on an on-going basis, as either an implicit or explicit contribution to our eco-philosophy and Eco-Schools work. The current school role is circa 1600 pupils.

5b. Please highlight specific curricular areas where you have made links between the Eco-Schools programme and day-to-day classwork:

Senior School
In addition to the curricular audit for Sustainable Development Education, there are also direct links between the work of Eco-Schools and food and health technology, as produce from the school's fruit garden is used in cooking and pupil learning. Other curricular activities include links with the sciences e.g. – Biology classes often use the eco-garden and the pond as a learning and teaching resource. Furthermore, Physics pupils are working on a water saving project via the Go4 Set challenge. In Modern languages and S1 project involved using the outdoor classroom as a mechanism and environment for teaching pupils the names of flora and fauna in French.

Junior School
In the Nursery, the pupils have been learning about composting and will shortly be redesigning their garden to make space for compost bins to compost their food waste.

Primary 1 investigate different modes of transport in Term 2. They conduct a transport survey to identify how their peers travel to school. During the topic they discuss the environmental impact of the different modes of transport identified. Throughout the year the children are taught the importance of ‘reduce, reuse and recycle’ and apply their learning in practice within their classroom environment.

Primary 2 explore the topic of plants. Pupils learn to understand where our food comes from. They are responsible for the planting and care of various plants. In addition, the pupils plant daffodils in order to raise money for Marie Curie Cancer Care.

Primary 3 learn about different energy sources and the importance of saving energy and looking after our planet. They are currently rehearsing a new play to perform to the Junior School and to parents / carers called Save Our Planet.

Primary 4 investigate the topic of Scottish Food in the summer term, when they will visit a farm, learn about food miles and the benefits of eating locally produced food. They will also have the opportunity to plant and grow potatoes and herbs to be used in cooking. In Maths, pupils carry out a traffic survey of Lauriston Place.

Primary 5 have been investigating the impact of human behaviour on the natural environment, in particular in relation to natural disasters such as flooding and volcanoes.
Primary 6 are currently investigating Variety of Life, Ecosystems and Lifecycles in Science. Pupils are asked to design their own Wildlife Garden having visited the school wildlife garden in an earlier lesson. In their Rainforest study as part of their Geography course, the pupils discuss the environmental impact of human activity and suggest ways in which they can live in a more environmentally responsible way.

The Primary 7 pupils learn about Rocks and Geology. They investigate the human impact on Scottish landscapes, identify the consequences of human activity on natural environments and suggest ways of managing the impact of human activity.

5c. Curriculum for Excellence CfE

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5d. Please comment on how the experiences delivered by Eco-Schools activities support the outcomes of the ‘Curriculum for Excellence’ in your school.

Please refer to curriculum audit for Sustainable Development Education.
6. Involving the Whole School and Wider Community

6a. How has the whole school community been involved in the Eco-Schools programme?

Whilst the Junior and Senior Eco Clubs operate separately due to timetable restrictions, the whole school community comes together to take part in initiatives such as Earth Hour, Switch Off Fortnight and Hands Up for Scotland Survey. Our Parent Association is also very supportive of Eco initiatives and held a very successful Bike Sale at the recent PA Fair.

Our Eco Committee benefits from a parent member, who also attends and assists with the weekly meeting of the P4-7 Eco Club.

6b. Please describe contacts you have made with the wider community regarding your Eco-Schools experience.

The school has enjoyed working with various community partners including City of Edinburgh Council, Changeworks, WWF, N Power, Kenya Programme and Mary's Meals, Marie Curie.

Changeworks, in particular, have been a fantastic support in Junior School initiatives. They have visited our Early Years to provide an Assembly about Composting and followed this up with a workshop in the Nursery. They also worked with the P4-7 Eco Club to carry out the Waste Audit, providing the tools needed to sort and weight the waste and providing a full report on the results of the survey with suggestions for future improvement.

We are looking forward to working more with Spokes (The Lothian Cycle Campaign) this session as part of our focus on Transport.

6c. Please describe your school's 'Day of Action' or similar celebration of Eco-Schools outcomes.

In 2013, the whole school took part in Earth Hour. School pupils and their families made a pledge to switch off their lights for an hour between on 23.03.13 and as a reward, the staff of the Junior School, including the Headmaster, all wore onesies in school. We are intending to take part in Earth Hour again this year.

Furthermore, we are intending to hold a ‘No Car’ day in the summer term to encourage the whole school community, including staff and visitors, to consider alternative transport methods for the day.
7. About Your Eco Code

7a. How was your Eco Code developed?

The Eco Code was developed via a whole school competition. The Eco Daisy is a diagram reflecting the school’s approach and dedication to Eco Schools. Alongside this, the Junior School ran a competition to create a simpler Eco Code, and an Eco poem was selected. There is also a Senior School Eco Code Poem which is on display in the Eco board in the quadrangle of the main building.

7b. Where is your Eco Code displayed? Is it familiar to all pupils?

The Eco Code Daisy is displayed in all classrooms and is therefore familiar to all pupils. The Junior School posters are on display in classrooms and feature both the Eco daisy and the Eco poem. Furthermore, assemblies in both the Junior and Senior Schools at the start of each new session draw attention to the Eco Code, for the benefit of new pupils / staff and to act as a reminder for existing pupils and staff. In the Senior School there is a laminated Eco Code displayed on class notice boards. The Eco Code is also available to pupils on the pupil shared-folder on the school’s intranet facility.
7c. **Tell us about the format of your Code (e.g. if it is a poem, acrostic, song, rap etc. If possible, please write it out in full in the space below)**

**GHS Eco Code Poem**

Here at George Heriot’s School  
Eco is our number one rule!  
With Green Flags Status we are firmly on the ground  
Our curriculum and activities are environmentally sound.

We recycle and bicycle, educate and facilitate  
To global sustainability we are determined to dedicate!  
We consider our food and where it comes from  
The journey it makes and the producers’ song  
Our wastage is minimal our appreciation is great  
We value one world and the food on our plate.

Rights and lives are at the core of our code  
Eco-respect is our ethos and mode  
Our eco-school is one of care and of nurture.  
We love our planet and inspire hope for our future.

**Our Eco Code**

- **Leave your car at home**  
  Walk, cycle or take the bus to school. Encourage your friends and family to do the same.

- **Save energy**  
  Switch off your computer, TV & DVD player at the mains each night.

- **Turn off taps when not in use**  
  If it’s the hot tap, you’re saving even more energy.

- **Reduce – Reuse – Recycle**  
  It takes more energy to make products from virgin materials than from recycled materials, so use bottle banks and recycling facilities.

- **Take pride in your environment**  
  Plant a tree in your garden (it will absorb one tonne of CO₂ over its lifetime).

- **Litter – bin it!**  
  How can you say you care about the environment if you drop litter around you?
8. Future Plans

Tell us about your plans for future Eco-Schools activities

Our future plans include;

- Food recycling in the Refectory
- Redesigning the space of the Refectory
- Enhanced biodiversity (plants to encourage pollinating bees)
- Go4 set – water use (bags/ balloons for cisterns – ref to Dr Ward in Physics)
- Careers in Sustainable Development education (invite speaker to S5/S6)
- More use of fruits and vegetables form the Orchard and gardens (fruit for pupils in the Nursery and Junior school)
- Increased involvement of the Junior School pupils in the Fruit Garden, specifically P4 as part of their Scottish Food topic.
- Eco- transport projects

9. Benefits to the Whole School Community

How has the experience of Eco-Schools benefitted your school?

By embedding the Eco Schools ethos into the curriculum and into school life in general, pupils have benefitted from authentic learning experiences. For example, the nursery pupils can investigate life cycles, mini beasts, the food chain, gardening skills etc all through the introduction of food composting.

Pupils involved in the Eco Committees enjoy working with peers. Younger pupils benefit from the support of older pupils, who in turn take joy from helping others. Pupils throughout the school take enjoyment from maintaining and protecting the wonderful natural and learning resource of the extensive gardens and grounds, which also provides a pleasant and stimulating atmosphere in which to learn and develop holistically.

The school has made energy / cost savings from reducing energy use / paper use / waste charges through introducing more recycling options, including batteries, stationery, bottle tops, plastics etc. Further costs saving have been achieved via local government funding to assist with increased provision of bike shelters.

Sustainable development education promotes careers in advancing sciences and engineering which could have considerable impact on the future of the planet and the protection vulnerable communities and environments, animals and plant life.
10. Additional Information

a. Please add any additional information that you feel is relevant to your Green Flag application.

In addition to the work undertaken to achieve out targets contained within our Action Plan we have also contributed to Eco Schools via:

- Increased recycling provision within school and grounds
- Awareness Raising Assemblies
- HUSS Annual Transport Survey
- Snack food composting in the Nursery
- Nursery has achieved Level 2 accreditation for Healthy Early Years
- Citizenship programme (Senior school Award Dec 2013 )
- Rights Respecting Award (Senior School Award Level 1, Junior school in progress)
- A variety of fundraising Global Citizenship events including ‘Philippines Days’ and ‘Palestinian Boys School’
- Outdoor learning Seminar – in House-Staff CPD May 2013
- Outdoor Classroom booking system set up
- Fruit garden – Jam for Jaguars – donations from staff to WWF for Jaguar protection and conservation – raised over £38.60
- £250 awarded form the Annual Fund for Eco projects – planned enhanced biodiversity in the eco-garden/outdoor classroom
- Senior School Fair Trade Achievement Award (2013) One World Shop St John's Church – raised £116.40
- Bike sale at the school Fair in November 2013 - Senior School Eco Committee helped with this event
- Energy reducing discussions on-going
- Considerable reduction in paper usage and waste due to maximisation of e-communications to parents and staff. (There is Green Flag award disclaimer on all electronic correspondence)

b. Please outline the actions you have taken to meet the recommendations (if any) outlined in the letter sent to you following your last Green Flag Award.

It was recommended that we made a version of the Action Plan more accessible and easy to understand for our younger nursery and early years pupils. Following this recommendation, a member of the nursery staff has joined our Eco Committee and the Early Years Eco Club have been involved in redesigning a version of the JS Action Plan for a younger audience.

c. Are any of these Recommendations still outstanding? If so, please indicate how and when you hope to address them, or tell us why you have not yet taken them forward.

www.ecoschoolsscotland.org