

Award Criteria

The Seven Steps and Progression through the Awards



Bronze

Step 1 - The Eco-Committee

- A representative group of pupils and adults meet to discuss environmental action for the school.
- Meetings take place at least once per term.
- Minutes of each meeting are recorded.
- Results of group discussions, actions and proposed decisions are communicated to the rest of the school.

Step 2 - Environmental Review

- A Simple Environmental Review of the school is carried out by the Eco-Committee.
- Following the review, areas for improvement are identified and activities are planned that will change and improve the environmental performance of the school.

Step 3 - Action Plan

- A basic Action Plan is developed following the findings of the Environmental Review.
- The Action Plan is shared with the whole school.

Step 4 - Monitoring and Evaluation

- The Eco-Committee makes a note of progress towards targets.
- The group discusses success or otherwise of the action being undertaken.

Step 5 - Linking to the Curriculum

- Environmental issues are covered as part of curriculum work in most year groups across a range of subjects.

Step 6 - Informing and Involving

- The Eco-Committee has a school notice board which gives details of environmental activities being carried out.
- The school lets parents know of action being undertaken in some way.
- The wider school community learns of the environmental activity going on in the school.

Step 7 - The Eco-Code

- There is an agreement on some environmental statements for the school drawn up by the environmental group and agreed by the whole school.

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Silver

The school can **identify progress** towards one major topic and indicate involvement with two others. 'Identify progress' means that the school has an understanding of the topic and recognises its importance to sustainable development within the school environment and the wider community.

Step 1 - The Eco-Committee

- Pupils put themselves forward to be part of a decision making environmental committee.
- There is representation from the wider school community on the committee.
- The committee meets a minimum of once every half-term.
- Pupils share responsibility with adults for keeping minutes of each meeting.
- Pupil representatives ensure the dissemination of information to and from the committee.

Step 2 - Environmental Review

- Pupils and adults plan how to carry out a Full Environmental Review of the school.
- The results of the Full Environmental Review are recorded.
- Results of the review are made known to the whole school.
- The Eco-Committee plans action resulting from the review.

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.

Step 4 - Monitoring and Evaluation

- The Eco-Committee reviews progress against set targets.
- The Eco-Committee reports progress to whole school by appropriate means on a regular basis.
- The value of activities and action is understood and is committed to by the whole school - pupils and adults.

Step 5 - Linking to the Curriculum

- Some aspects of Eco-Schools activities are integrated into the school curriculum for most year groups.

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Step 6 - Informing and Involving

- An Eco-Schools notice board is kept in a prominent position within the school.
- The whole school is kept informed and involved in activities through assembly presentations or newsletters.
- The whole school engages in a number of Eco-Schools activities such as recycling and litter picking.
- Parents are involved in Eco-Schools activities and the school has informed parents and the wider community about the work being undertaken by the school in relation to Eco-Schools.
- Eco-Schools activities are reported through various media i.e. radio, local press, website.

Step 7 - The Eco-Code

- The Eco-Committee suggests an Eco-Code to the school for their agreement.
- The Eco-Code is displayed on the Eco-Schools notice board.

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Green Flag

The school must have **identified substantial progress** towards one major topic and indicated involvement with two others. 'Identified substantial progress' means that the school has an understanding of the project topic, recognises its importance to sustainable development within the school environment and wider community, and has implemented change.

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.
- Where possible, we recommend that pupils chair the each meeting, keep the minutes, and detail how decisions have been made.
- Minutes are displayed on an Eco-Schools notice board.

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.
- 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.

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.

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- 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, 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 web site (if the school has one).
- The Eco-Code is reviewed by the whole school every year to make sure it remains appropriate.

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