

**Starfish Malawi Environmental Review**

 **School: St Michaels CE Primary Tenterden**

 **Date of Review:** February 2013

 **Carried out by:** Moira Duncombe

**LITTER** Page 2/9

1. How serious is the problem of rubbish/litter in the school grounds?

The grounds are more or less litter free

 2 Does your school have a clear anti-litter policy? Yes

 3 Are there litter bins inside the school buildings? Yes How many of these are Full / Overflowing? 0

 How many are about half full? 8

 How many are less than a quarter full? 7

4 Are there any areas inside the school buildings that are littered

where there are no litter bins? No

 5 Are there enough litter bins in the school grounds? Yes

How many of these are Full / Overflowing? 0

 How many are about half full? 2

 How many are less than a quarter full? 2

6 Are there any areas in the school grounds that are littered

where there are no bins? No

7 Are the bins generally:

 Big enough? Yes Correct design? [holding litter in windy conditions] Yes Clean? Yes

 **Any further comments on Litter**

We have a regular team who recycle our paper and cardboard and place those items into a designated bin.

AS our school is on a main road we often have some rubbish from the road.

Our bins are a little dirty outside due to the weather

**HEALTHY LIVING** Page 3/9

1 Does the school include education on healthier eating and

basic food/personal hygiene practice in the curriculum? Yes

2 Does the school have drinking water easily available? Yes

3 Does the school offer all pupils a minimum of 2 hours physical

 activity / week within and outside the curriculum? Yes

4 Does the school have a no smoking policy for staff? Yes

 [if yes is this followed by all staff, parents and carers?] Yes

5 Are there green plants growing in pots in any classrooms? Yes

 [if Yes, in which classrooms – if all write ALL] \_\_Year R, Year 5

6 Do the school toilets have:

 Doors with locks Yes

 Toilet Paper Yes

 Water to wash hands Yes

 Paper Towels Yes

**Any further comments on healthy living**

We teach the children the importance of a balanced diet. We have a cookery club which helps the children learn simple dishes and also again about the basic needs of a healthy meal.

Fruit is on offer for the children in KS1 and also Milk

**BIODIVERSITY 4/9**

1. Does the school have a wildlife or conservation area? Yes
2. [if Yes, is the area protected by fences or school rules or both?] Yes

[if Yes, are the children involved in looking after them?] Yes

1. Does the school have links with any local or national

environmental organisations? Yes

Local grounds clearing

RSPB Yes No

**Any further comments on Biodiversity**

We are looking to use our outside area to develop the area for the local wildlife.

**SCHOOL GROUNDS 5/9**

1. What proportion [percentage] of the school grounds are:

Green playing field / Short Grass: 60 Long Grass: 5

Conservation or Wildlife area: 5 Woodland: \_\_\_\_\_\_\_\_\_\_

Tarmac / Path / Roads: 20 Seating: 2

Flower / Vegetable Beds: 5 Activity Play: 3

Other: \_\_\_\_\_\_\_\_\_\_

1. What proportion [percentage] of the school boundaries are:

Hedges & Trees 75% Wire or Railing 25% Open Ground 0

1. Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

 Occasionally

4 Do you ever hold lessons outside? Yes

5 Have pupils looked into the heritage of the school grounds? Yes

**Any further comments on School Grounds**

Our grounds are flanked by the village church which is celebrating its 150th anniversary this year

**GLOBAL PERSPECTIVE** 6/9

1. Do pupils consider how actions taken within the school affect people

and the environment locally and globally? Yes

If so give examples:

|  |  |  |
| --- | --- | --- |
| Local Action | Local Effect | Global Effect |
| Transport | How busy are the roads around us | Exploring countries around the world and finding out more about their physical/  |
| Litter | Litter reduction | The role of the city of London |
|  |  |  |

1. Of the Eco-Schools topics that you may have looked at in the past,

have you explored how these issues might be approached in other

parts of the world? Yes

If so please give examples:

|  |  |
| --- | --- |
| Eco- Schools Topic | Location[s] looked at |
| Recycling | Africa |
|  |  |
|  |  |

1. Are the opportunities for considering global environmental issues

maximized through the curriculum? Yes

Has the school made use of materials from other organisations t

help with this topic? Yes

1. Have the pupils considered other issues, such as:

Human rights and Ethics Yes

Fair Trade Yes

Conflict Resolution Yes

**Any further comments on Global Perspective**

**PUPIL PARTICIPATION** 7/9

1. Do any of the issues considered in this environmental review feature in school assemblies?

If so then list those topics covered in the last term:

|  |
| --- |
| YesLocal environmentWe had bat tiles fitted to our new roof and so had some input on batsLitter |

1. Are special environment-related lessons or visits undertaken by

classes or groups eg paper making, visits to environmental venues etc?

If so then list those undertaken in the last term:

|  |
| --- |
| Not in the last year but previously |

1. Are pupils involved with local waste, re-cycling or conservation projects

outside school time or via links with schools abroad etc?

If so then list some examples:

|  |
| --- |
| Recycling as part of school duties in Year 6We have been involved in small appliances and battery recycling ( county initiative)  |

**Comments / Notes for Action** 8/9

On completion of the Environmental Review, fill in the following boxes with any comments relating to each topic and list possible actions that could be taken.

Some of these actions can then be used in your Action Plan.

|  |
| --- |
| **Energy****Switching lights off and the safe switch down of computers** |
| **Litter****Awareness of keeping our site clean especially in the summer months when packed lunches eat outside** |
| **Waste Minimisation / Recycling****Year 6 monitors recycling paper and card across the school****Printer cartridges recycled** |
| **Supply and Usage of Water****Pressure taps installed in classrooms to make sure we do not waste water****Awareness of th e importance of water to drink** |
| **Any other comments** |