

**Starfish Malawi Environmental Review**

 **School: Swadelands School**

 **Date of Review: 25th March 2013**

 **Carried out by: Charlene Carney (and Starfishers Group-Year 7)**

**LITTER** Page 2/9

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

Very serious, the place is a mess most of the time

Not too bad but could be improved

The grounds are more or less litter free

 2 Does your school have a clear anti-litter policy? Yes No

 3 Are there litter bins inside the school buildings? Yes No

 How many of these are Full / Overflowing? \_\_\_\_\_\_\_2\_\_\_\_\_\_\_

 How many are about half full? \_\_\_\_\_\_\_6\_\_\_\_\_\_\_

 How many are less than a quarter full? \_\_\_\_\_\_\_10\_\_\_\_\_\_

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

where there are no litter bins? Yes No

 5 Are there enough litter bins in the school grounds? Yes No

How many of these are Full / Overflowing? \_\_\_\_\_\_3\_\_\_\_\_\_\_\_

 How many are about half full? \_\_\_\_\_\_7\_\_\_\_\_\_\_\_

 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? Yes No

7 Are the bins generally:

 Big enough? Yes No

 Correct design? [holding litter in windy conditions] Yes No

 Clean? Yes No

 **Any further comments on Litter**

Each day one form carries out litter duty during afternoon form time. School provide litter pickers for students.

Some bins have recently been removed due to the change in the schools fire procedures.

Where students sit in corridors at break and lunch this causes the biggest litter problem.

Generally litter in the school buildings is worse than outside and around the school site.

Students suggest that older pupils are worse for littering than younger year groups.

**HEALTHY LIVING** Page 3/9

1 Does the school include education on healthier eating and

basic food/personal hygiene practice in the curriculum? Yes No

2 Does the school have drinking water easily available? Yes No

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

 activity / week within and outside the curriculum? Yes No

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

 [if yes is this followed by all staff, parents and carers?] Yes No

5 Are there green plants growing in pots in any classrooms? Yes No

 [if Yes, in which classrooms – if all write ALL] \_\_\_Science\_\_\_\_\_

6 Do the school toilets have:

 Doors with locks Yes No

 Toilet Paper Yes No

 Water to wash hands Yes No

 Paper Towels Yes No

**Any further comments on healthy living**

School has a canteen that serves ‘healthy’ meals

Friday is ‘fish and chips’ day!

As Swadelands is a sports specialist school it gives high importance to healthy living/lifestyle.

**BIODIVERSITY 4/9**

1. Does the school have a wildlife or conservation area? Yes No

[if Yes, is the area protected by fences or school rules or both?] Yes No

[if Yes, are the children involved in looking after them?] Yes No

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

environmental organisations? Yes No

[if Yes, then list the organisations] Yes No

Eco-Schools

**Any further comments on Biodiversity**

Schools garden has just been re-opened and new fruit and veg being planted next term.

**SCHOOL GROUNDS 5/9**

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

Green playing field / Short Grass: \_\_\_60%\_\_\_\_\_\_\_ Long Grass: \_\_\_\_0\_\_\_\_\_\_

Conservation or Wildlife area: \_\_\_\_\_5%\_\_\_\_\_ Woodland: \_\_\_\_\_0\_\_\_\_\_

Tarmac / Path / Roads: \_\_\_\_\_10%\_\_\_\_\_ Seating: \_\_\_\_\_5%\_\_\_\_\_

Flower / Vegetable Beds: \_\_\_\_\_\_5%\_\_\_\_ Activity Play: \_\_\_\_\_\_15%\_\_\_\_

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

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

Hedges & Trees \_\_80%\_\_\_ Wire or Railing \_\_20%\_\_\_ Open Ground \_\_0\_\_\_

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

Always Occasionally

Rarely Never

4 Do you ever hold lessons outside? Yes No

5 Have pupils looked into the heritage of the school grounds? Yes No

**Any further comments on School Grounds**

School recently celebrated 60 years and so a whole school project was carried out into the history of the school.

**GLOBAL PERSPECTIVE** 6/9

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

and the environment locally and globally? Yes No

If so give examples:

|  |  |  |
| --- | --- | --- |
| Local Action | Local Effect | Global Effect |
| School Garden | Food used in cooking classes | Students develop understanding of where food comes from |
| Energy Saving | Saving the school money, develops skills in students | Helping to reduce the schools carbon footprint |
| Recycling | Fits into local policy | Students gain an understanding of what can be recycled and why it is important |

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 No

If so please give examples:

|  |  |
| --- | --- |
| Eco- Schools Topic | Location[s] looked at |
| Energy/ Water | Global and Local impacts including global warming and water scarcity in rich and poor countries |
| Global Citizenship | Africa, Malawi, China projects |
| Bio-diversity | Wildlife conservation- deforestation in the amazon |

1. Are the opportunities for considering global environmental issues

maximized through the curriculum? Yes No

Has the school made use of materials from other organisations to

help with this topic? Yes No

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

Human rights and Ethics Yes No

Fair Trade Yes No

Conflict Resolution Yes No

**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:

|  |
| --- |
| Yes, litter and global perspective have both been covered in the last 3 weeks in house assembly. |

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:

|  |
| --- |
|  |

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:

|  |
| --- |
|  |

**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** |
| **Litter** |
| **Waste Minimisation / Recycling** |
| **Supply and Usage of Water** |
| **Any other comments** |