**Eco-Schools Action Plan SCHOOL NAME\_\_Craigbank Pimary School\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Eco-Schools Topic 1: Litter Date Range of this Plan: \_\_2020\_\_\_ to \_\_2021\_\_\_**

**Your school’s Sustainable Development Goal: Goal 4 – Quality education**

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| **How will our actions contribute towards our chosen SDG?**  **By having a clean and tidy playground, the pupils will have a bigger sense of pride in their education and their school.** |

| **What?**  **What do we want to do?**  *Minimum 3 actions per topic.* | **Why?**  **Why do we want to do this? What do we aim to achieve?**  *You can have the same aim for all actions, or different aims for different actions.* | **Who?**  **Who is responsible for the action? Who else will help?** | **When?**  **When will it happen? Timescale.** | **Measuring:**  **What, how and when will we measure and/or record our progress?** | **Evaluation/Development:**  **What happened?**  **What will happen next?** |
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| **School litter campaigns** | **There is far too much rubbish in the playground** | **Whole School** | **October** | **Less litter being collected by our monitors.**  **The bins will not be as full and they will weigh less when being collected.** | **The children created posters for the windows to highlight the importance of not dropping their litter.**  **It was noted that there was a lot of rubbish in the playground on a Monday morning before the children came in to school so it had appeared from the weekend.**  **The ECO committee are going to run a competition for the litter poster champion in the school for us to have posted on our notice boards and windows. This will now be able to happen as the children are all back within our school.** |
| **Recycling bins** | **Rubbish is not being recycled properly.** | **Eco Committee** | **December** | **Recycling would be sorted and recycled correctly, which would then reduce our landfill rubbish.**  **Waste measurements will be monitored.** | **The ECO committee contacted the council and requested a range of recycling bins for us within the school.**  **We have paper, food, and general bins within the school grounds, for each level of the school, and the playground so that we are able to monitor the wastage of each class.**  **The children of the ECO committee are regularly updating the different classes with which class is our ‘Recycling Rangers’ each month. The Recycling Rangers are the class who have recycled the most but wasted the least across the month as a whole. This was seen as a good incentive by the children on the ECO committee to make sure that there is more recycling within the school.** |
| **Litter monitors** | **There is too much rubbish in the playground so we would benefit from people being in charge and reporting those who are littering.** | **Whole School** | **October** | **Jotter log book by the monitors. If the child gets three dots next to their name, speak to teacher about the litter dropping.** | **The litter monitors has had to run slightly differently than it would usually as we have had to have our breaks and lunches at differing times. There were children from each ‘bubble’ that volunteered to be our litter monitors, even though they were not all part of the ECO committee, which was great.**  **The monitors did notice that once there were more bins and the recycling incentives were in action, the litter levels began to drop. There were still a number of children dropping their rubbish but the chats with the teachers seems to be helping. The litter monitors are again back in their bubbles to keep on top of the rubbish being dropped and they want to run bubble competitions over who is the cleanest ‘bubble’. They want an extra 5 minutes a week of play time on the Friday for the cleanest bubble so this is something that the ECO committee are going to try and implement next.** |
| **Litter picking** | **Rubbish in playground is becoming a big problem.** | **Whole School** | **October** | **Eco committee would help, but classes would be on a rota with two people each day in charge of litter picking at lunch and a separate two at break.** | **As mentioned previously our playground becomes a bit of a hang out place at the weekends by some within the community. We have set up litter pickers within the older classes within the school and the children seem very happy to be able to help keep their playground nice and clean.**  **There were extra litter pickers ordered and donated to the school so we now have enough for the first and second levels of the school to have a few each that will save the children having to pass these across bubbles.**  **The amount of rubbish through the week is now becoming smaller, and the playground is now looking much brighter and much cleaner.**  **We will continue to be mindful of the litter within the school grounds and our litter monitors will keep an eye at break and lunch. Whilst on the Daily Mile, some of the classes are choosing to litter pick without being prompted so this is something that we are hoping will continue.** |

**Eco-Schools Action Plan SCHOOL NAME\_\_\_Craigbank Primary School\_\_\_\_\_**

**Eco-Schools Topic 2: Global Citizenship Date Range of this Plan: \_2020\_\_ to \_2021\_\_\_**

**Your school’s Sustainable Development Goal: Goal 4 – Quality education**

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| **How will our actions contribute towards our chosen SDG?**  **Ensuring the school grounds are somewhere that the pupils feel comfortable in, and want to play in, will develop their sense of pride in our school. This will help to lead to quality education both inside and outside the classroom.** |

| **What?**  **What do we want to do?**  *Minimum 3 actions per topic.* | **Why?**  **Why do we want to do this? What do we aim to achieve?**  *You can have the same aim for all actions, or different aims for different actions.* | **Who?**  **Who is responsible for the action? Who else will help?** | **When?**  **When will it happen? Timescale.** | **Measuring:**  **What, how and when will we measure and/or record our progress?** | **Evaluation/Development:**  **What happened?**  **What will happen next?** |
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| **Rights Respecting Schools (RRS)** | **The school has the Bronze Award from Rights Respecting Schools. We are hoping to achieve the Silver Award. The plan is to work closely with the RRS committee.** | **Mrs McAlpine**  **Mrs MacKechnie**  **ECO Committee**  **RRS Committee** | **March** | **Pupil voice and the impact that the UNCRC has for our children.**  **Written and recorded accounts of what the two awards mean to our children.** | **As the two separate committees usually work separately to achieve their goals, they both decided to come together and hopefully achieve both of our goals.**  **The ECO committee have limited knowledge of the RRS and the same can be said for the opposite usually too. The two had been thinking of ideas to bring both committees together and were able to achieve this when we were working remotely.**  **Tasks were set by both committees for every child within the school to complete, all the way through from the ELC to P7. These tasks gave the children the opportunity to have their voices heard and they were able to work towards a common goal of an awareness of global citizenship. The idea started off small and it flourished into giving both committees an insight into what their peers thought too.** |
| **John Muir Award** | **To get the children outdoors as much as possible especially after the lockdown from the beginning of the year.** | **The ECO Committee**  **Mrs McAlpine** | **April** | **Compilation of all the tasks and forms as they are completed before they are sent off to the awarding body.** | **The development so far is that there are less numbers signed up than what was initially hoped for however we are hoping that because this is the first time the school has offered to assist with the award, the numbers may increase when they hear the stories from their peers.**  **Mrs McAlpine took lead with the compilation of the tasks this year also due to us working remotely however next year the ECO Committee will be taking more of a hands on approach with this compilation.** |
| **More outdoor learning** | **The school is a very different ‘normal’ at this time due to COVID 19 so the use of our outdoor space for learning is more important than ever.** | **Whole school** | **October** | **Discussions with pupils via class teachers about the learning opportunities they have had outdoors so far, and measure it again further down the line.** | **Since the beginning of the school year, the ECO team have been working very closely with our Outdoor Learning lead, Miss Russell. We have participated in the outdoor learning day and due to the current situation, we are faced with, we have been enjoying lots more time spent outdoors.**  **We are in talks to have our Daily Mile track painted and we have also signed up to the Woodland Trust to plant some trees within the community.**  **The ELCC have been busy learning about how vegetables grow, and they have built some lovely planters in their area for some vegetables to grow in.**  **The next stages for us is to continue to use our outdoor space to enhance our children’s learning. We will also build some more relationships within the community to use the wider area for our learning too.** |

**Eco-Schools Action Plan SCHOOL NAME\_\_\_Craigbank Primary School\_\_\_\_\_**

**Eco-Schools Topic 3: Health and Well-being Date Range of this Plan: 2020\_\_\_\_ to 2021 \_\_\_\_\_\_**

**Your school’s Sustainable Development Goal: Goal 4 – Quality education**

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| **How will our actions contribute towards our chosen SDG?**  **With the actions listed below like hydration and exercise, the pupils will be feeling refreshed and ready to learn. The growth mindset action will help to build in the confidence of those who need it more than others.** |

| **What?**  **What do we want to do?**  *Minimum 3 actions per topic.* | **Why?**  **Why do we want to do this? What do we aim to achieve?**  *You can have the same aim for all actions, or different aims for different actions.* | **Who?**  **Who is responsible for the action? Who else will help?** | **When?**  **When will it happen? Timescale.** | **Measuring:**  **What, how and when will we measure and/or record our progress?** | **Evaluation/Development:**  **What happened?**  **What will happen next?** |
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| **Daily Mile** | **Health benefits from being outdoors and keeping active.** | **Whole School** | **August onwards** | **Recording whether each class has completed their daily mile and keep this data for records. Set an incentive of 100 miles each term?** | **Each class participated within the Daily Mile and we use this exercise as a way to ensure the children each have a little bit of fitness, and outdoors, each day.**  **We have been in talks with our Parent Council regarding the use of some funds towards the painting of the Daily Mile track. The Pupil Council ran a competition across the whole school to design their Daily Mile tracks and our management team and Parent Council are in talks to have this carried out in the near future.**  **We are continuing to develop the idea of completing the 100 mile challenge in each class so this is something we are hoping to develop next.** |
| **Water supply for pupils** | **Keeping the pupils hydrated and refreshed will keep the children on task and minds on their learning.** | **Whole School** | **August onwards** | **Teachers will ensure that each pupil has their own water bottle so that they can stay hydrated.**  **Tally marks for water refills with possible award?** | **The children are very used to refilling their own bottles in school however due to the situation in schools just now, they are unable to refill their bottles using the water fountains. We have asked for the parents to send pupils in with one, or two, water bottles each day so that they can be kept hydrated each day.**  **The teachers have been refilling for the pupils if required however we are trying to avoid this where possible due to us having to touch the pupils bottles etc.**  **Moving forward we are hoping to have some sort of reward for keeping yourselves hydrated, or even just a reward to those who are remembering to bring their water bottles in.** |
| **Growth Mindset** | **The power of ‘yet’ that growth mindset instils is something that a lot of children would highly benefit from. There’s a great deal of confidence issues for a lot of children and this method allows children to see it is ok to make mistakes as that is how we learn.** | **Class teachers**  **SMT** | **October onwards** | **Discussions with pupils and class teachers about the pupil’s feelings towards their work and any mistakes that may have been made.** | **Growth Mindset is key within schools and the lives of our learners in society today more so than ever before. The children have struggled to adjust to come back into the classroom aspect of school again after being at home for so long. The children had reverted back a lot to saying things like they couldn’t do it, or it was too hard etc. But they have begun to adapt back in to the power of yet. We have lots of wall displays within the school classrooms surrounding the Power of Yet, and the use of Growth Mindset within the school as a whole.**  **When looking at how we can develop this further. We are looking to develop the understanding of the concept of Growth Mindset as a whole for all staff within the school, and the terminology used within it for the learning of our children. The understanding is there for our pupils and staff, but this is definitely something that we need to further develop to continue to improve the mental wellbeing of all of our learners.** |