**Sunderland Low Carbon Charter Mark – Accreditation Application**

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| **Name of School** |  |
| **School Address** |  |
| **Sunderland Low Carbon Charter Mark Contact Name** |  |
| **Contact Phone number** |  |
| **Contact Email address** |  |

**Sunderland Low Carbon Charter Mark – Accreditation**

| **Culture and Ethos** | | | |
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| **Subcategory** | **Award** | **Suggested Evidence** | **Notes and Evidence** |
| **Leadership** | School to have a designated Sustainability and Climate Change Lead​/Team, recognised by the school and/or senior management. | 1.       Name of the member(s) of staff  2.       If there is a team approach, a named single point of contact  3.       Photo with name/s on display board |  |
| **Policy** | School to carry out a Sustainability and Climate Change audit and/or calculate the school carbon footprint. | 1. Evidence of a completed Sustainability and Climate Change audit and/or a calculated carbon footprint  2. Evidence of access to utilities data |  |
| School to develop a Climate Change Action Plan bespoke to their setting for the whole school, in line with the Department for Education's (DfE) sustainability leadership and climate action plans guidance: <https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education> | 1.       Evidence of School Climate Change Action Plan, developed from findings from audit/ school carbon footprint  2. Evidence of key themes - Decarbonisation, Adaptation and Resilience, Biodiversity, Climate Education and Green Careers |  |
| School to develop a Sustainability and Climate Change Policy bespoke to their setting for the whole school, in line with the Department for Education's (DfE) sustainability leadership and climate action plans guidance. | 1.       Evidence of Sustainability and Climate Change Policy  2. Evidence of key themes - Decarbonisation, Adaptation and Resilience, Biodiversity, Climate Education and Green Careers |  |
| Linked to the Great Active Charter. School supporting an Active Travel policy.  If achieved, this can be incorporated into the schools Climate Action Plan. | 1.       Evidence of an adopted Active Travel policy |  |
| **Process** | Implementing a whole school approach by starting to adapt school practices/processes to include sustainability and climate action, which enables access to information, resources and support for staff, students and the wider school community. | 1. Evidence of whole school approach, i.e. staff responsible for the development and implementation of a climate action plan, wider staff involvement, student involvement, governor involvement and wider community involvement  2. Evidence of Climate Change Induction/training  3. Case study of implementing the process |  |
| **Environment** | Develop an environment throughout the school to promote a whole system approach to Climate Action. | 1. Evidence of school Climate Action Plan being implemented  2. Evidence of regular meetings between head teacher, senior leadership and Sustainability and Climate Change Lead  3. Evidence of supporting pupils and staff to have access to sustainability and climate action opportunities |  |
| School to establish or develop a school Climate Action Club as part of, or following, the development of the school Climate Action Plan. | 1. Evidence of clubs i.e. session plans, session climate activities, photographs |  |
| Linked to the Food and Nutrition Charter. Ensure access to free drinking water is available throughout the setting.  If achieved, this can be incorporated into the schools Climate Action Plan. | 1.       Evidence to ensure pupils have regular fluid intake during school time, i.e. school risk assessment and photo of free drinking water |  |
| **Ethos** | Support Sunderland in reaching climate change targets. | 1.     Case study of Climate Action in Sunderland  2. Evidence of getting involved in Sunderland initiatives |  |
| **Staff Development** | The Sustainability and Climate Change Lead to attend the termly Climate Friendly Schools Network meeting regularly​ | 1.       Evidence of staff attending meeting i.e. attendance record from meeting or minutes of meeting |  |
| School Sustainability and Climate Change Lead willing to join the Charter moderation team and moderate at least one school over the course of the next academic year | 1.       Evidence of being part of the Charter moderation team |  |

| **Education and Curriculum** | | | |
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| **Subcategory** | **Award** | **Suggested Evidence** | **Notes and Evidence** |
| **Teaching & Learning** | School to teach sustainability and climate change themed lessons and deliver themed activities | 1. Evidence of accessing and teaching sustainability and climate change teaching resources  2. Evidence of delivering sustainability and climate change activities and initiatives  3. Evidence of accessing resources and teaching Green Careers |  |
| School to access and teach lessons from the Wear Sustainable Resources [Wear Sustainable Resources - MySunderland](https://www.mysunderland.co.uk/article/30373/Wear-Sustainable-Resources) | 1.       Evidence of accessing resources by gaining access to the Wear Sustainable Resources Google Drive  2.       Evidence of teaching Wear Sustainable Resources  3.       Evidence of accessing the Wear Sustainable Resources Loan Box |  |
| Linked to the Food and Nutrition Charter. Herb, fruit or vegetable growing opportunities delivered within the academic year  If achieved, this can be incorporated into schools Climate Action Plan. | 1.       Evidence of Herb, fruit or vegetable growing |  |
| Have a dedicated display board or a method of providing appropriate messages, information and posters on sustainability and climate change, utilising relevant and current sources of information | 1.       Evidence of information shared and resources used i.e. photographs of display board, social media posts, sustainable messaging, newsletters |  |

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| **Families and Communities** | | | |
| **Subcategory** | **Award** | **Suggested Evidence** | **Notes and Evidence** |
| **Parents/Carers & Local Community** | School to involve families and the wider community in the development of the sustainability and climate agenda | 1.       Evidence of regular engagement with families and wider school community i.e. meetings, workshop or surveys involving families, online journals, communications |  |
| School to involve families and the wider community in climate action | 1.       Evidence of activities delivered with families and wider school community |  |
| Linked to the Food and Nutrition Charter. School to promote donating unused items in the household to charities instead of providing staff with new gifts at Christmas and end of school year.  If achieved, this can be incorporated into schools Climate Action Plan. | 1.       Evidence of school community donating reusing items i.e. uniforms, costumes, household items |  |
| **Student & Staff Voice** | Appropriate methods are used to ensure the engagement of staff and pupils in achieving the Charter Mark | 1.       Evidence of staff and pupil engagement i.e. Notes of discussions with pupils, photographic evidence of how pupil ideas and feedback have been adopted into practice. |  |
| **Activities & Event, Citywide Involvement** | School to promote their involvement in the Charter Mark to encourage a whole school approach. | 1.       Evidence of promotion and involvement in the Charter Mark i.e. school newsletter  2.       Evidence of link to Charter Mark on school website  3. Evidence of activities in school and citywide activities i.e. Sunderland Climate Friendly Schools Summer Conference |  |