

Eco-Schools

Using School Health Research Network (SHRN) Data to Support Eco-Schools Monitoring



Y RHWYDWAITH YMCHWIL
IECHYD MEWN YSGOLION

SCHOOL HEALTH
RESEARCH NETWORK

Eco-Schools



Eco-Sgolion



cadwch keep
gymru'n wales
daclus tidy

Aims

- Example of using SHRN data to support Eco-Schools work



What is SHRN?

[About The School Health Research Network \(shrn.org.uk\)](http://shrn.org.uk)

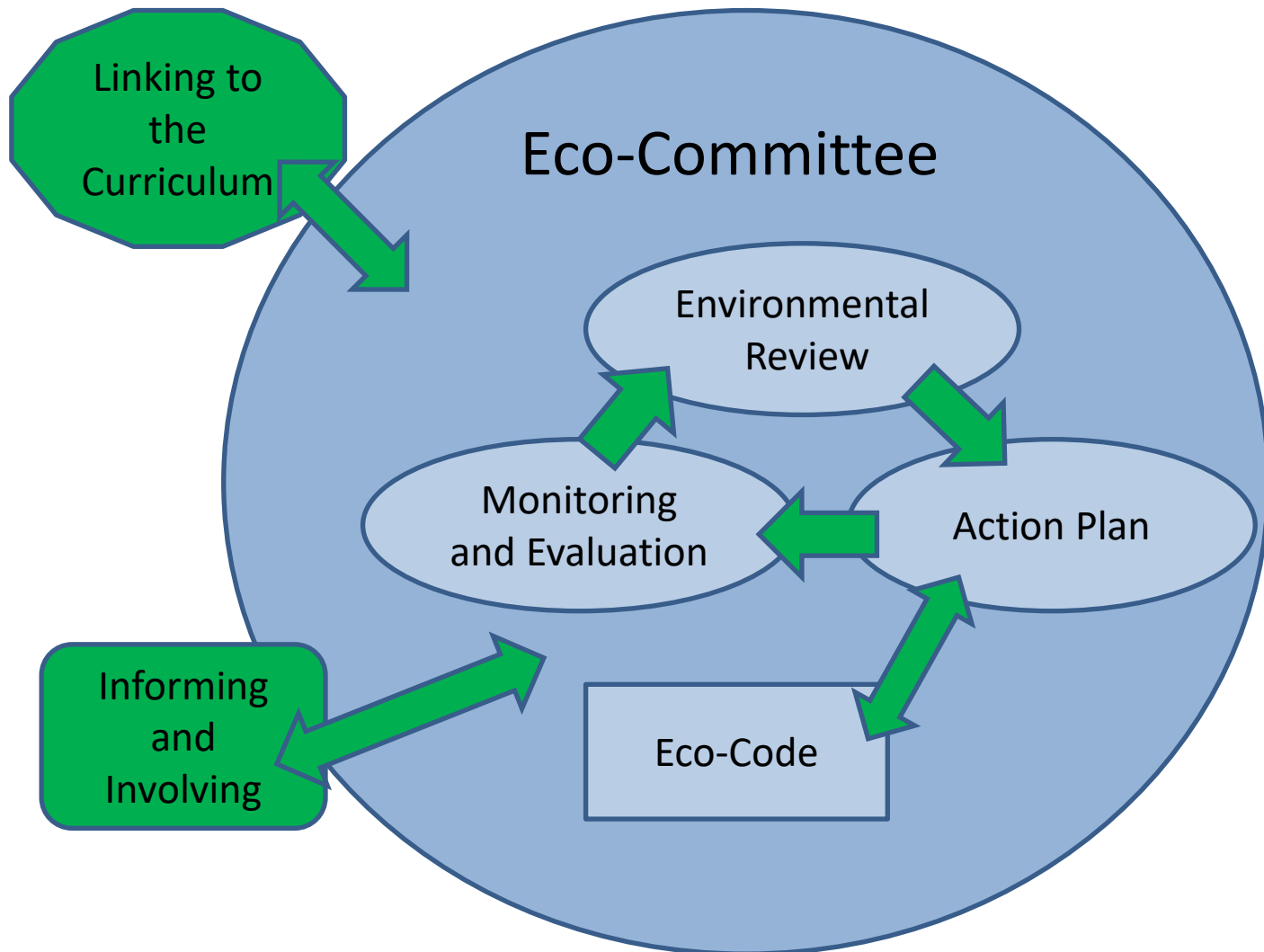
“The School Health Research Network (SHRN) brings together secondary schools and academic researchers, policy-makers and practitioners from health, education and social care to improve young people’s health and wellbeing in the school setting. It is a partnership between Welsh Government, Public Health Wales (PHW), Cancer Research UK and the Wales Institute of Social and Economic Research, Data and Methods. It is led by the Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement (DECIPHer) at Cardiff University.”

Why Being an Eco-School is Important

- Empowers young people (and staff) to make a positive environmental impact
- Facilitates change makers who leave school knowing that their voices can and do make a difference
- Develops skills including leadership and critical thinking
- Empowers our students (and staff) to take action on climate change
- Authentic links to the New Curriculum for Wales
- Builds on key skills thus supporting the LNF and DCF and encompassing ESDGC
- Compliments the Estyn Inspection Framework
- Can lead to financial savings



Eco-Schools Process



Monitoring Measuring Success and Evaluation

Monitoring is not: *'Is the action plan target being done?'*

Monitoring is: *'What difference are we making by carrying out this action?'*

This will enable us to measure our progress, evaluate the success of our activities and plan any necessary changes



A feeling of Pride.....

At the end of the school year, which of the following makes you feel the most proud?

A: We set up a second hand uniform stall.

B: We set up a second hand uniform stall and rehomed 100 items of clothing

C: We set up a second hand uniform stall and rehomed 100 items of clothing. This would have saved a whole swimming pool worth of water from being used to produce new clothes!

Linking to SHRN

Transport

Around your school

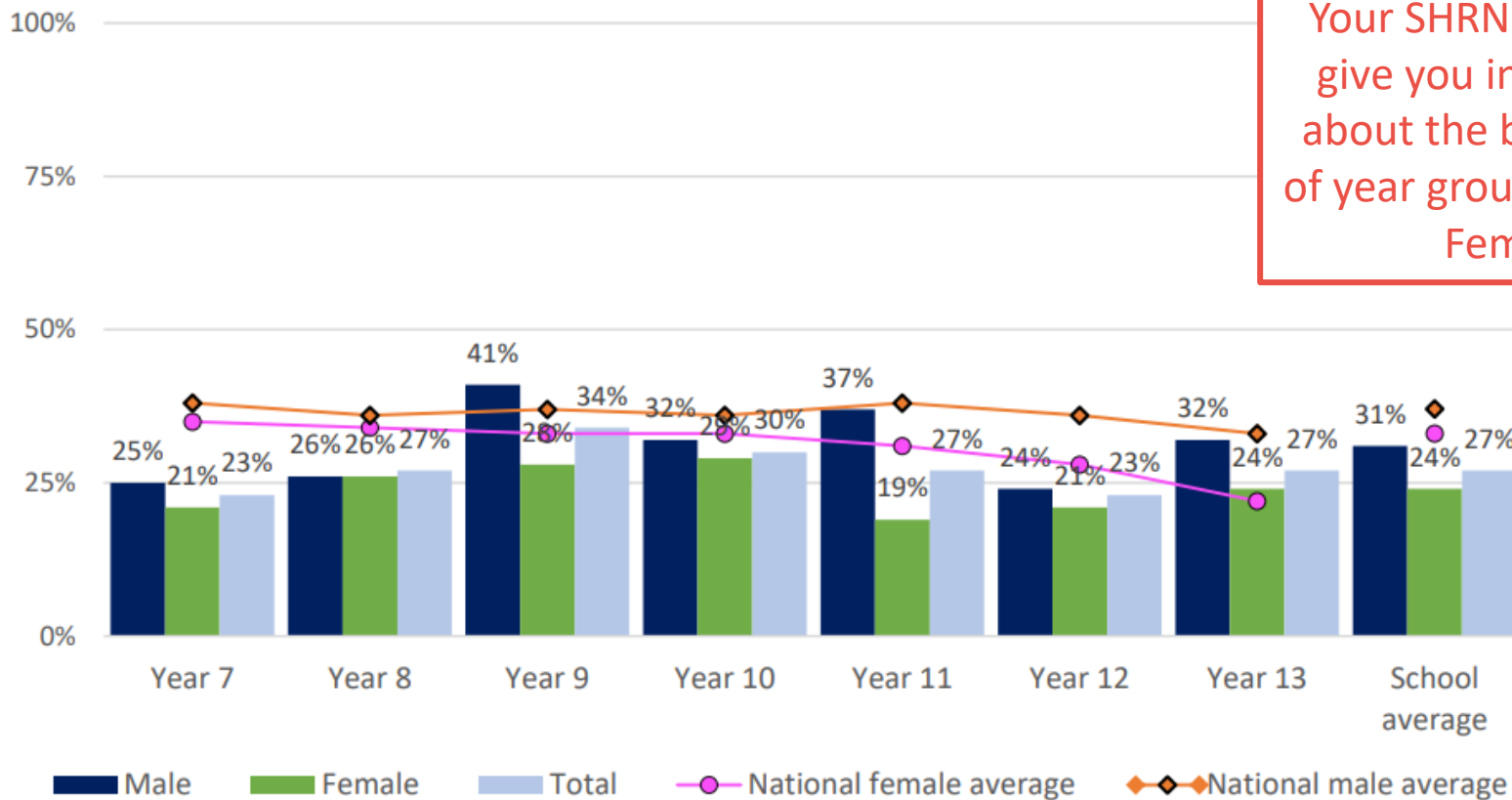
| | | |
|--|---------------------------------|--------------------------------|
| Do most students walk, cycle, scoot or catch the bus to school? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you survey how people travel to school? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Is there somewhere dry and safe to store bikes? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Does the school provide cycle safety and bike maintenance training for students? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you hold regular walk or cycle to school events/days? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Is it safe to walk or cycle to school? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do cars park legally away from the entrance to the school? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Is the school car park a safe place for pedestrians? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do the teachers share lifts wherever possible? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

After completing your Environmental Review you have some data on transport and active travel

Linking to SHRN

Active travel to school

Fig. 7 The Sheppard Academy: Students whose main part of their journey to school is walking or cycling



Your SHRN report will give you information about the break down of year groups male and Female

Linking to SHRN



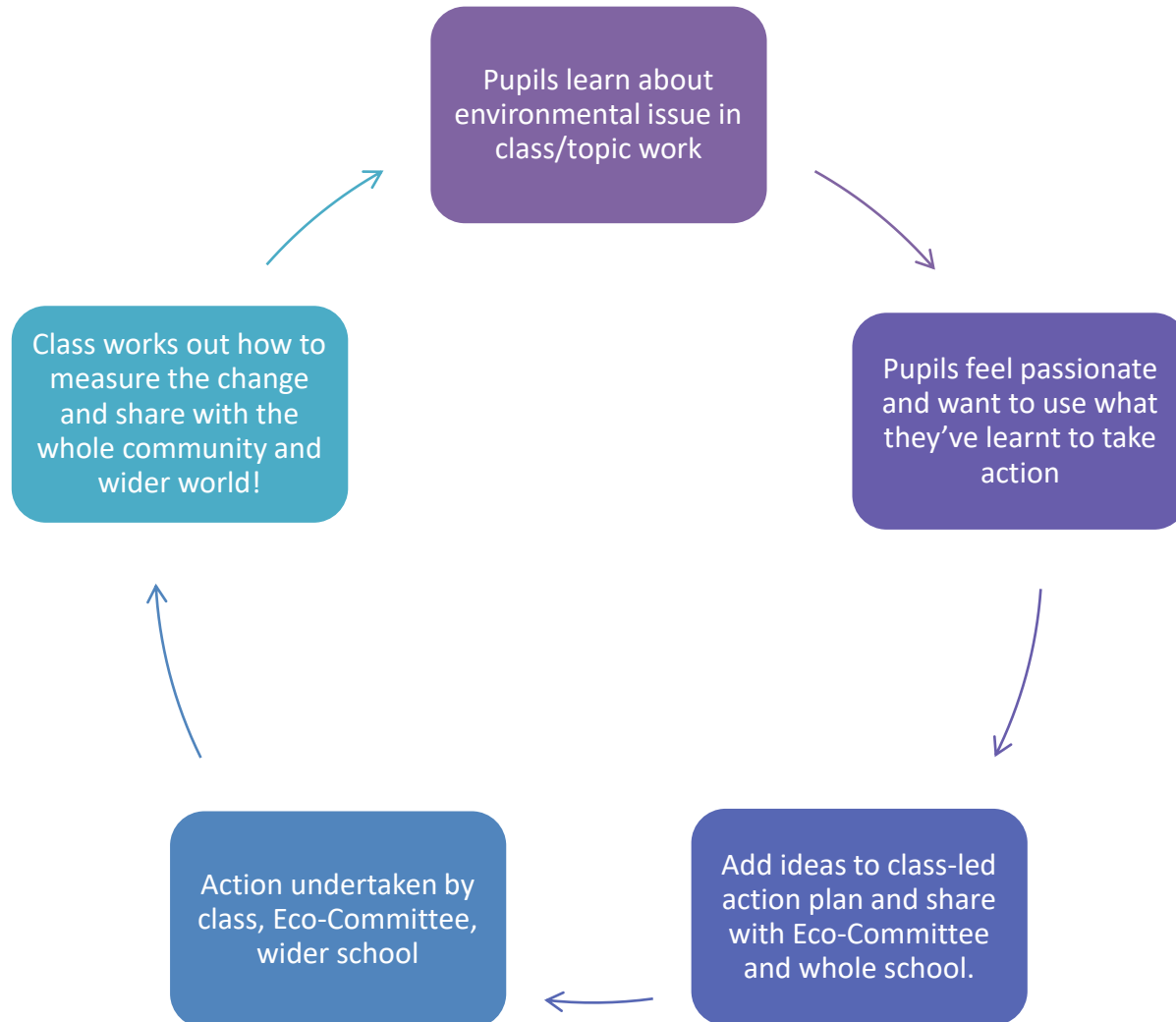
Our Eco-Schools Action Plan (Academic Year)

| Target | Action | Who's Responsible | Cost | Timescale | How will we measure progress? (Monitoring) | What difference have we made? (Evaluation) |
|---|---|--|------|---|--|--|
| Reduce climate impact by increasing active travel to school | KS 3 Curriculum project work looking at active travel benefits and barriers | H&WB <u>AoLE</u> Health benefits of active travel SciTech <u>AoLE</u> Air quality | - | Autumn term develop resources Teaching spring term | Environmental Review Progress in learning through core purpose ethical and informed application of choice to use active travel where possible. SHRN Data Active travel to School SHRN Data Wellbeing scores | In year 8 Active travel data 27% -> 34% increase of 7% 1.6kg CO ₂ e 1 mile in a car 0.7kg CO ₂ e 1 mile bike Minimum of 31.5kg of CO ₂ e not released into the atmosphere when comparing bike vs car travel over 1 mile This is more than planting 0.5m ² of broadleaf trees. For carbon sequestration. 76% of parents would support active travel if there was a cycle path to school. |
| | Sharing benefits and solutions for active travel with wider community | Eco-Committee and School Council via school social media and parent text. | - | Spring & Summer term | How many people engaged with the social <u>media</u> . Parent survey to include question on active travel and potential barriers. | |

A pupil driven approach to learning and taking environmental action



Classwork driven targets



Further Support

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Social Media



[Home - Keep Wales Tidy](#)



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Eco-Sgolion



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