

BRISTOL  
EDUCATION  
PARTNERSHIP



# Climate challenge Project report

Supported by: **OVO**  
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## BEP CLIMATE CHALLENGE PROJECT REPORT

- 03 | Executive summary
- 04 | Aim of the project
- 05 | Project activities
- 07 | Key achievements
- 11 | Challenges and lessons learned
- 12 | Recommendations and next steps
- 13 | Beneficiaries
- 14 | Concluding comments

## APPENDICES

- 15 | Appendix 1: Climate Challenge Reports from BEP Partner Schools
- 23 | Appendix 2: Income and Expenditure



“The participating students and staff are playing an important role in their schools in raising awareness of the climate crisis and the environmental breakdown which the planet is facing”

## Executive summary

Bristol Education Partnership (BEP) is a collaboration of ten schools and colleges\* from the state and independent sectors in Bristol with the University of Bristol, the University of West of England and Bristol City Council. The partnership launched in 2019 with a Climate Challenge project to address the challenges we are all facing in terms of the climate crisis and environmental breakdown. Head teachers at partner schools agreed to support this project as a response to the climate emergency declared by Bristol's Mayor, the aspiration to make Bristol carbon neutral by 2030 and the school climate strikes which have indicated the concern that children and young people feel about this issue. The partnership was fortunate in receiving a grant from OVO Foundation to carry out this project.

This report outlines the activities undertaken across the partnership as part of the project, key achievements, the challenges and lessons learned and recommendations in terms of next steps. The projects carried out in individual partner schools are included at Appendix 1. The project income and expenditure is included at Appendix 2.

The project involved:

2 days of activities in September/October 2019 including:

- Workshops with representatives from 8 organisations working in the field of environmental sustainability from across the city
- 1 workshop on presentation skills
- Campus tour of the University of the West of England including a visit to the conservation area
- Launch event with invited visitors from across the city and a range of speakers
- Market place of student projects

A final conference for students and staff from partner schools with supporting organisations to report back on progress with their projects and to plan next steps.

*\*The strategic partners are Badminton School, Bristol Grammar School (BGS), City Academy, Clifton College, Colston's School, Cotham School, Fairfield High School, Orchard School, Redmaids' High School, St Brendan's Sixth Form College, University of Bristol, University of the West of England (UWE) and Bristol City Council.*

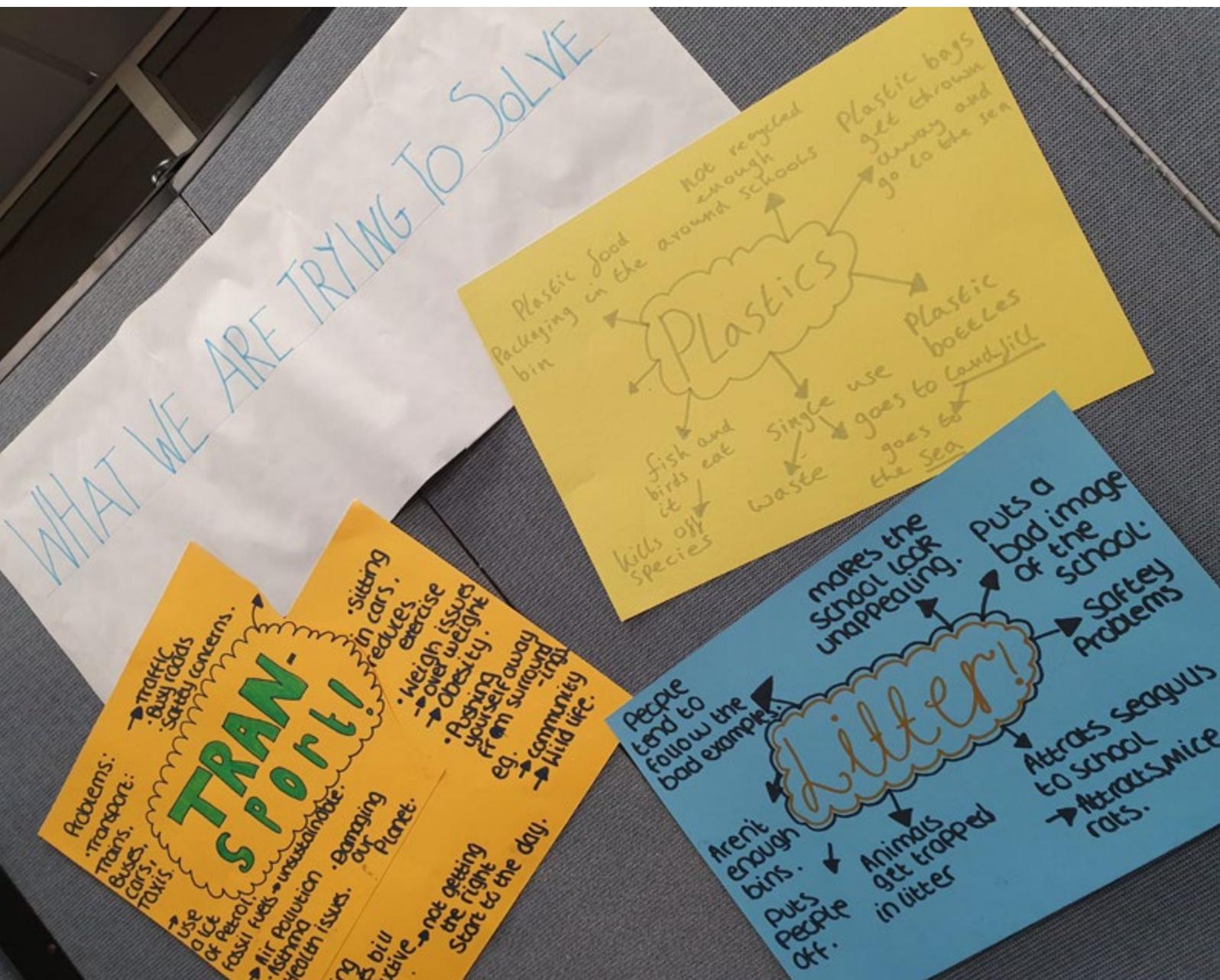
Bristol Education Partnership is grateful to OVO Foundation, OVO Energy's charity arm, for the generous grant which made this project possible. A number of environmental organisations gave their time and expertise to support students: Action for Conservation, Avon Wildlife Trust, Bright Green Future, GENeco, Resource Futures, Soil Association and Sustrans, for which we are extremely grateful. We would also like to thank MShed and University of West of England for their support.

**“Head teachers at partner schools agreed to support this project as a response to the climate emergency declared by Bristol's Mayor”**

# Aim of the project

The aim of the Climate Challenge was to bring students from all partner schools together to develop projects and activities they could do in their schools and/or communities to raise awareness and address an aspect of the climate crisis. Activities were divided into different categories and partner organisations were invited to work with the students as follows:

- Energy (Centre for Sustainable Energy – Bright Green Challenge)
- Travel (Sustrans)
- Resources - waste and recycling (Resource Futures and GENeco)
- Food (Soil Association)
- School grounds (Avon Wildlife Trust and Action for Conservation)



# Project activities

The project was divided into 3 separate days as follows:

## PROJECT WORKSHOP – DAY 1

- An activity day took place at MShed on 30 September 2019 to bring students from partner schools together
- Supporting organisations each delivered a 5 minute pitch outlining the need to address the climate crisis and environmental breakdown
- Students signed up to one theme, to work with the supporting organisations in cross-school groups, and explored different ways of addressing the chosen issue through an activity, project, event or product
- Students reconvened in own school groups to discuss and agree which project(s) they were going to take forward in their school
- Two student reps from each school attended a workshop led by Sustainable Hive to discuss the change process and how students might work with school leaders to gain support in taking forward their projects
- The remaining students attended an interactive workshop led by Unique Voice to develop their speaking and presentation skills to assist them in promoting their projects both at the forthcoming launch and back in their own schools.

At the end of the day students were tasked with going back to their own schools to consult staff and students and gather any relevant data needed in order to finalise their project plans (which were to be presented at the BEP launch). This involved meeting with their head teachers to gain support for their projects.



Activity day at MShed, September 2019

## WORKSHOP AND LAUNCH EVENT – DAY 2

A follow up event took place on 9 October 2019 at University of West of England (UWE) Conference and Exhibitions Centre. Students reconvened in their school groups in the morning to finalise their project plans and to prepare their displays and their pitches for the afternoon launch. They were supported in this by the participating environmental organisations.

- Each school nominated two students to deliver their pitch to afternoon guests and were supported in preparing an effective pitch by a representative of Business in the Community
- At lunchtime all students participated in a tour of the UWE campus, including a tour of the wildlife area
- The afternoon consisted of a launch event with guests invited from a wide range of organisations across the city
- A market place environment was created whereby each school group showcased their ideas for guests to look at. Students met guests and discussed their projects with them. Each school then delivered a 2 minute pitch to guests to describe their project
- BBC Blue Planet Cameraman, Doug Cameron, gave a talk accompanied by images from his work. The youth mayors also gave a short talk about young people’s vision in terms of the Bristol One City Plan 2050
- Fiona Carnie, Bristol Education Partnership Project Lead, outlined the aims of the new partnership to officially launch this new and exciting collaboration.

Following this event, schools were tasked with implementing their projects with a view to reporting progress and impact at an event in summer 2020



Bristol Education Partnership launch at UWE, October 2019

## FOLLOW UP CONFERENCE – DAY 3

Groups reconvened in June 2020 for students to share progress and discuss the impact of the projects in their own schools. This conference had been planned to take place again at the UWE Exhibitions and Conference Centre – however it had to be held online as a consequence of the pandemic. Four partner organisations participated to hear feedback from students and to challenge and support them to further develop their work.

# Key achievements

Participating students from each of the ten partner schools have been actively involved in projects to address the climate challenge within their own school community. A wide range of initiatives have been instigated in partner schools such as:

Fairfield High School's Eco Team has "worked closely with the school's leadership team to achieve the outcomes of our democratically decided upon proposals. We have scrapped single-use plastic from the canteen, had water refill points installed, and introduced a canteen-wide meat free day."

Cotham School is working "to ensure that food waste is reduced and disposed of in a sustainable way." They are also "focussing on recycling around the school and in everyday life as we want to eliminate unnecessary plastic."

A project at Badminton School is about saving energy "Our goal was to carry out an energy audit, present our results to the school community, and encourage more environmentally friendly behaviour."

## Energy Audit

at Badminton School

**Our school:**

- 1) LED lights - All our lights in school are energy efficient
- 2) Insulation - possibility of getting double glazed windows
- 3) Earth day - at home! (+ Upcycling challenge!)

Save Energy,  
Turn off the lights!

Friendly reminders & → encourages and reminds pupils to save energy - every little bit helps!

School Building Energy Usage

**What we can learn from this :**

We will try our best to use less energy to SAVE the Earth and try to make our school buildings as "energy efficient" as possible. We will keep all pupils aware of our school's energy usage statistics by informing them on our school's pupil page online, along with some ways the pupils could save energy in their households as well, due to the current situation with the outbreak of COVID-19.

**Interestingly;**

1) The energy usage during winter was the highest  
↳ we assume this is because of the HEATINGS.

Also, the daylight hours are shorter during winter so we turn our lights on for longer period of time.

**Room for improvement:**

1) Change the windows in Science block to double glazed windows.

Due to the nature of our project, we are not able to see a clear outcome of this project, until the end of 2020/2021. We will compare the energy usage statistics for next year to this year's and evaluate what difference we made.

Badminton School is working to reduce energy consumption

**Bristol Grammar School** has “informed people about the climate crisis and suggested methods of helping reduce their carbon footprint, like avoiding fast fashion and looking at alternative diets like veganism and vegetarianism. We have also had various talks from guest speakers and showed thought-provoking films like *Cowspiracy* in our theatre, in order to get the whole school community involved. The Headmaster agreed with the importance of stopping idling at the school gates and encouraging different methods of transport than driving.”



BGS students preparing their display for the launch

**Colston’s School** “has instigated a range of new ways in which our community can help with slowing down global warming. The school now recycles its paper and food waste with Bristol City Council.”



Students from Colston’s School getting stuck in

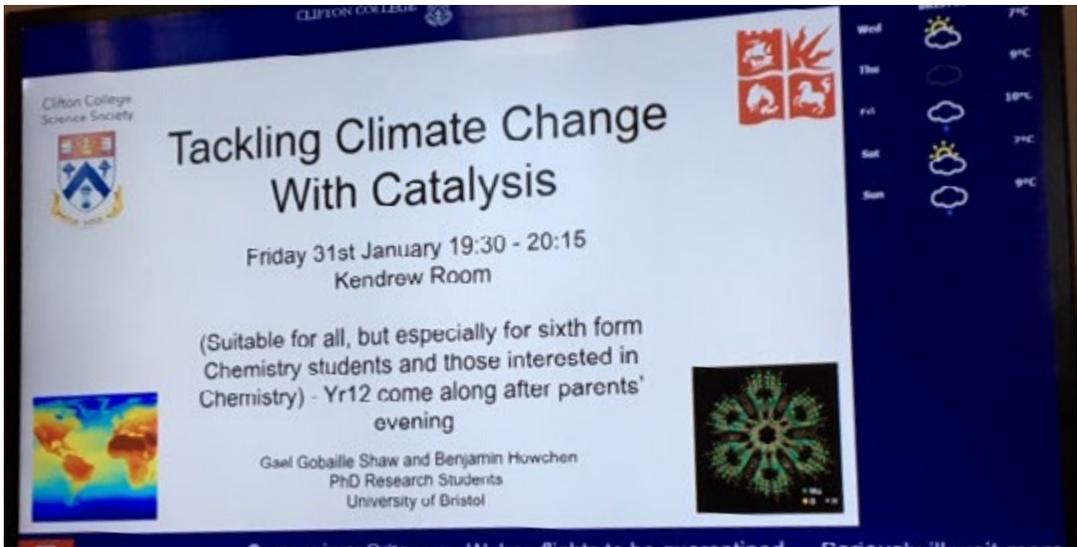
**Orchard School** students have “devised a survey with questions about transport. This was sent to all tutor groups to complete. We have been raising awareness about environmental issues with posters and a notice board.” A work experience week for students took place at GENeco.

**St Brendan’s Sixth Form College** has been involved in a rewilding project. “This was a college-wide project in which staff and students purchased a sapling to plant onsite or in agreed local plots. Their purchases went towards buying saplings for a twinned rewilding project in Brazil.”



St Brendan’s students working on their display

**Clifton College** students have been focussing on a project looking at how they can reduce their dependence on coaches to access their sports grounds. This project aims to achieve a significant reduction in carbon emissions. The school has worked with Sustrans to develop its plans.



Clifton College looking at climate issues in science

**Redmaids’ High School** is also looking at the issue of transport, particularly in terms of carbon offsetting for international flights (re school trips). A carbon fee is to be charged on all school trips and parents have received this positively.

**City Academy** has done some work with the charity Action for Conservation to look at how they can use their school grounds to increase biodiversity.

A full list of school projects can be found at Appendix 1.

During the first Climate Challenge activity day students from each partner school underwent training on how to make change happen. This is a transferable skill which can be used in other situations beyond this project.

Students also participated in a workshop to develop their presentation skills with 2 students from each school having the opportunity to demonstrate those skills to invited guests at the BEP launch. Again these are transferable lifelong skills – and fit in with the partnership’s commitment to improving oracy skills within partner schools.

#### **Feedback from participating students:**

A student from Bristol Grammar school commented that: *“The event was very engaging and I liked the fact that we met twice to be able to make sufficient progress on the ideas for our school. I learnt a lot from the event and being able to present at the second event on a stage really helped my public speaking skills. I also liked working in groups with the other schools as it gave me a chance to meet new people and share lots of ideas with each other. Having the different charities and organisations there was also great because it meant we could gain a lot of expert knowledge and help - which then helped us pitch our ideas to the school.”*

A St Brendan’s student observed that: *“The day at MShed opened my eyes to the key stakeholders based in Bristol that are determined to reduce carbon emissions and protect wildlife. This day also taught all the steps that go into planning and carrying out a project like this.”*

Following the second day of activities, another St Brendan’s student said *“The second day was when we focused in on our project, highlighting the key ideas that we had come up with. This was when the project really came together. We also shared our plans with many stakeholders and I learned valuable presentation skills.”*

#### **Feedback from participating staff:**

Natalie Turner, Link Teacher at Colston’s School sees this project as *“a fantastic opportunity for students to engage with organisations within the city.”* However she would like to see *“more representation from the Council as there were lots of unanswered questions about recycling etc.”* Kelly McDonagh, Cotham Link Teacher, appreciated the way in which *“the events exposed students to a topical and life-changing issue and gave them a real sense of ownership over the challenges we all face. This work has continued back in school.”* Gemma Hill, Link Teacher at St Brendan’s commented that *“The presentations on climate change topics, from various Bristol-based organisations, inspired our students into action. The result was lots of strong ideas, a super experience of collaboration with other schools and Bristol organisations; ultimately firing up our students to move forward with this project.”*

**“The presentations on climate change topics, from various Bristol-based organisations, inspired our students into action”**

## Challenges and lessons learned

The biggest challenge to this project has been the delay and disruption to students' plans caused by the pandemic and subsequent lockdown. Students have not been in school for a number of months and so it has been difficult for them to meet and progress their projects. In spite of this, enthusiasm has not dimmed as evidenced by the feedback from students at the follow-up conference in June 2020 and the determination they expressed to pick up where they left off as soon as the new term started.

Prior to the lockdown some schools experienced difficulty in making time for students to meet and in providing the logistical support required to help them progress their plans. Whilst some schools such as Redmaids' High School had existing student groups who could take this work forward, other schools set up new environmental teams such as the Sigma Planeteers at Cotham School and the Fairfield Eco Team at Fairfield High School. Some other schools have admittedly found it hard to fit the work into their existing structures and processes and this has inevitably impacted on the scale of the projects they could undertake and the progress made.

Some of the students were incredibly ambitious in their proposals. Students at Fairfield High School for example wanted to explore the possibility of putting solar panels on the roof of their school building in order to reduce reliance on fossil fuels. Whilst they have not given up on this worthwhile aspiration, the challenges involved in realising such a project quickly became apparent. St Brendan's students were keen to organise the separation of college food waste, so that it could be used to generate bio gas instead of rotting away in landfill. Again they encountered significant hurdles in trying to put this plan into action, not least because of the difficulties of collaborating with outside contractors. As a consequence both schools have developed a number of other smaller projects that will enable them to achieve some shorter term improvements, whilst not giving up on their initial plans. One lesson to be learned here is that the scale of the challenge involved in making the kinds of changes that are required needs to be made clear to students at the outset so they do not become disheartened when progress is slow.

Overall, organising and coordinating this project has been time consuming for a small staff team. However it is seen as time well spent as it has led to some outstanding projects in partner schools and evidenced a model of collaborative working that can be drawn on in the future.



## Recommendations and next steps

All 10 partner schools and colleges have made significant progress with their projects, as reported in the individual case studies in Appendix 1. Many of the projects are longer term projects which will take time to implement and see tangible results.

- The key recommendation for students is to keep going! This work is not easy. They will need to find opportunities to promote their work within their school communities to gain support for it from fellow students and from staff – and also to seek any help they need, internally from staff, school leaders and governors, or externally from partner organisations, to progress their projects.
- The key recommendation for supporting members of staff is to ensure that opportunities are provided for students to meet to discuss and develop their projects. Assistance may be required with logistics and these members of staff have an important role to play in enabling students to access the necessary support.
- The key recommendation for school leaders and governors is to give students the support they need to develop their projects and bring them to fruition. Making time to listen to students and being vocal in their support will be important in raising the profile of the students' work. Providing opportunities for students to report to staff, governors and to parents and the wider community is important in raising awareness about the need for everyone to take action to address the climate crisis.

Next steps will differ from school to school as the projects are so diverse. From the perspective of the partnership, it will be important to provide regular opportunities for students from different schools to continue to meet together (online or in person) and with representatives from supporting organisations to hear about progress and to discuss ways of developing the projects further. There is much to be gained from this cross-school collaboration and it is one of the strengths of the partnership that this can be facilitated.



Students talking to guests at the launch

# Beneficiaries

The direct beneficiaries of this project are the 85 students and 15 members of staff who participated from the 10 partner schools and colleges. In addition, all partner schools have benefitted from the knowledge gained by these students and staff members which they have been able to contribute in the development of projects back in their schools. The feedback received from students and staff was extremely positive with participants having welcomed the opportunity to work with experts in this field. Students also reported enjoying the opportunity to meet and work with peers from other schools in the city. *“I made friends from other schools who I still keep in contact with.”* And *“I was actually quite nervous about coming to an event with lots of private schools; I worried I wouldn’t fit in, but it was actually really great. Everyone was so friendly.”* As students came from a wide range of backgrounds it is felt that this project has made a contribution to building community cohesion.

Other beneficiaries include the 100 or so guests who attended the launch (from businesses, the city council, higher education institutions and the local community) and who had the opportunity to hear about this project, meet students and staff from partner schools and supporting organisations and to learn about the newly formed Bristol Education Partnership and its aspirations to tackle disadvantage, raise aspirations and broaden the educational experience within partner schools.

Longer term, the main beneficiaries will be the schools and communities that see positive outcomes in terms of reduced carbon emissions and environmental impact from the students’ projects. It is too early to quantify the impact of these projects but as the project continues, progress will be monitored.



Alasdair Griffett of the Soil Association helps students with their project

## Concluding comments

The Climate Challenge has been a successful launch project for the Bristol Education Partnership, tackling an issue that affects us all. All ten partner schools engaged with this project enthusiastically and all have seen a range of positive outcomes. The participating students and staff are playing an important role in their schools in raising awareness of the climate crisis and the environmental breakdown which the planet is facing. They have risen to the challenge, impressively, of trying to do something about it in their own school communities. The project has also created valuable partnerships with environmental organisations across the city, with staff from these organisations generously contributing time and expertise to support this work. We hope that the Climate Challenge can be the basis for continued collaboration and a model for future partnership working in the city.

“The participating students and staff are playing an important role in their schools in raising awareness of the climate crisis and the environmental breakdown which the planet is facing”

**Climate Challenge**

**WHAT CAN YOU DO?**

Save energy

Grow food

Walk and cycle

Plant trees

Waste less

Recycle

Go renewable

Buy local

Bristol Education Partnership  
Part of  
**BRISTOL**  
LEARNING CITY

In partnership with:









Sponsored by:

**OVO**  
**FOUNDATION**

Climate Challenge banner designed for the BEP launch

# Appendix 1 – Climate Challenge Reports from BEP Partner Schools

Following are the reports from individual partner schools about the progress of the Climate Challenge projects in their own schools, submitted after the Climate Challenge Follow up Conference in June 2020.

## COTHAM SCHOOL

We are the Sigma Planeteers, a group of enthusiastic students from Cotham School. Our team is a wonderful representation of the wider school community: we have at least one student from each year group and we all come from different backgrounds. Our aim is united: we want to make our school a better place, not just for Cotham students but for our planet.

We launched our first 3 projects several months ago and we regularly had meetings on Wednesdays to discuss our work with each other and we also had meetings with the school's business manager. These are our current projects:

### Compost Campaign

We want to ensure that the food waste in our school is reduced and disposed of in a sustainable way. We have discussed reducing portion sizes, monitoring how the waste is segregated in the canteen and installing food bins in some places around the school. Other plans are to have our own composting facility to aid our Food Technology department. This could also enable us to grow some of our own food to use in lessons. Not only will this save money and help the environment but students can gain additional learning. However, this project has been postponed since our school is hiring a new catering company in September.

### Recycling Campaign

We are focussing on recycling habits around the school and in everyday life and we want to eliminate unnecessary plastic use such as in book covers. We have started with a mini-project to install recycling bins in our staff room. We spoke to our school business manager and she asked us to send some links to recycling bins that could be purchased. We have compiled a survey for school staff to find out what their requirements are and to make sure that we purchase the right bins.

### SwitchOff Campaign

Our SwitchOff campaign is to encourage electricity saving around the school by switching off lights, smartboards and computers when they are not being used and reducing printing. We recently launched a poster-design competition for the whole school. This was a great way to get everyone involved and to raise awareness.

We are very inspired by what other schools in the partnership are doing and we are looking forward to implementing more ideas in the future. Let's talk Earthwise!

*Contributed by Cotham School students.*

**“We want to make our school a better place, not just for Cotham students, but for our planet”**

## BRISTOL GRAMMAR SCHOOL

At Bristol Grammar School, in order to make the changes, the first thing we did after the launch in 2019 was to present our ideas at a meeting with the Senior Leadership Team, which included the Heads of the Junior and Senior Schools along with the Bursar. School leaders were really receptive to our suggestions.

First of all, they wanted us to get more people involved within the school community to have an active and passionate group initiative. Therefore, there was a whole school assembly on the implications of climate change which included all year groups. This informed people about the situation and suggested methods of helping reduce their carbon footprint, like avoiding fast fashion and looking at alternative diets like veganism and vegetarianism. We have also had various talks from guest speakers and showed thought-provoking films like *Cowspiracy* in our theatre, in order to get the whole school community involved.

The number of students participating in environmental clubs has increased and this has given our campaign impetus. Also, before the pandemic, gardening clubs were being planned, especially focusing on the younger year groups, so senior school students can work with those in the Infant and Junior Schools.

In order to reduce plastic waste from school lunches the school has started using the company Vegeware. All our food packaging is made from plant-based compostable products and we have introduced meat-free Mondays.

The Headmaster agreed to the importance of stopping idling at the school gates and encouraging different methods of transport other than driving. Signs have been put up on the road outside the school asking parents to turn off their engines. There has also been an announcement about this issue in the newsletter sent home to parents. We were hoping to run a Walk to School Week in the Summer Term. Unfortunately this was not possible due to lockdown. However, one benefit of lockdown was that a massive part of our attempt to reduce resource consumption has been achieved due to a decrease in paper usage. The move online to apps like OneNote, has increased significantly.

At the meeting with the Senior Leadership Team it was mentioned that Old Bristolians (Bristol Grammar School alumni) have donated a sum of money to fund an eco project at the school and we suggested that this could be used to create more green spaces to encourage biodiversity on the school campus. This will need detailed planning and development in the future.

In terms of considering the implementation of solar energy, school leaders said that it wasn't possible to have at this time, but it was a long-term goal for the future.

*Contributed by Bristol Grammar School students.*

**“The number of students participating in environmental clubs has increased and this has given our campaign impetus”**

## FAIRFIELD HIGH SCHOOL

Fairfield Eco Team has worked closely with the school’s leadership team to achieve the outcomes of our democratically decided upon proposals.

We have scrapped single-use plastic from the canteen, had water refill points installed, and introduced a canteen-wide meat free day as a trial which was successful. In addition we had the prices lowered on veggie options and got more menus introduced - to improve choice and help break habits.

We started on our energy sustainability proposal by collecting energy data from the whole of the last school year. We pushed quite a few times to get solar panels – unsuccessfully to date - and we will make that recommendation again when we present our full energy proposal.

We also delayed the Muller Road plan by meeting with councillor Kye Dudd to raise our complaints and propose our amendments. This plan is designed to widen the road outside the school and install a cycle path, but we feel that it has many short comings such as tearing down a very substantial tree and hedge row, making an even greater cut though Purdown Valley (resulting in higher road kill rates for wild life), wasting money on land that isn’t needed and also not addressing road safety around Fairfield School. We focused our campaign on the cycle path, destruction of hedge rows and road safety since we realised that we weren’t going to be able to stop the widening of the road. (It seems to us that WECA has a lot of control over the project as they are funding it, and they appear to have little interest in the environment.)

One problem that we have faced has been in constructing a unifying eco team message and getting our more ‘radical’ proposals past the leadership team. However we will be continuing with our work in the coming year.

*Contributed by Fairfield High School students.*



Students from Fairfield High School explain their project to guests at the launch

## BADMINTON SCHOOL

Following the BEP launch we started working on a project to save energy within school. Our goal was to carry out an energy audit, present our results to the school community and encourage more environmentally friendly habits by holding competitions and other fun activities.

At the follow up meeting in June we presented a poster and reported on how we had managed to conduct an energy audit around school. Staff from Bright Green Future (who had worked with us during the launch activities) had come into school to talk to the Environmental Committee about using energy efficiently. This had been really interesting and had helped us a lot with our project.

Unfortunately, lots of our planning has been postponed due to lockdown, but when we go back to school, we will continue to think about changes such as using more energy-efficient lightbulbs and devices within some areas of the school. While we are in lockdown we still continue to meet up online every week and we are also running online environmentally friendly activities for people to take part in virtually, such as the inter-house upcycling challenge.

It was really interesting to attend the follow up meeting and we learnt a lot about how other schools were approaching the challenge, giving us lots of new ideas and a great insight into what other schools have also been doing to encourage people to be more environmentally friendly. Also, some representatives from organisations which attended the Climate Challenge days last autumn talked about what they thought of our ideas and they gave us some great advice. We learnt a lot and we can't wait to get back to school to continue thinking about implementing some energy-saving changes.

Plans from September 2020

- To continue to implement energy saving initiatives
- To continue to reduce waste - lots of work was done on this last year with tracking of waste data and liaison with the catering staff
- Meat free days have been introduced and the Environment Committee will continue to promote this
- To build a greenhouse from recycled bottles to promote gardening with junior school pupils
- Possibly take part in a beach clean if COVID-19 guidelines allow.

*Contributed by Badminton students, Julia Kim and Angharad Downing.*

**“It was really interesting to attend the follow up meeting and we learnt a lot about how other schools were approaching the challenge”**

## ST BRENDAN'S SIXTH FORM COLLEGE

Following the Climate Challenge activity days in Autumn 2019, our initial project plan was to create a process for separating college food waste, so that it could be used to generate bio gas instead of rotting away in landfill. We had planned to work with Bristol City Council and GENeco, to help us to sort and recycle our food waste.

We did some initial research by photographing the refuse collection process in the two cafes onsite. Whilst we already had bins for separating card and cans recycling, all food waste went into black bag collection, destined for landfill. We worked with the St Brendan's marketing team to design a poster which showed a mock-up of the food waste bins that could be used in our two college cafes.

First steps of our plan were to....

- Do some research on how much waste we actually produce, to help us with any costing involved
- Approach the Senior Leadership Team for project approval and finance
- Meet with the catering and premise managers
- Plan an awareness campaign, which would involve displaying information posters
- Get food waste bins in place in both cafes.
- Use the student union and/or the zero carbon group, to support us in changing the waste disposal habits of students. This would involve student representatives taking 'shifts' in the cafes to remind and direct students as they dispose of their waste. We thought that this would be the best way to support the formation of new habits

We needed to contact a range of staff to identify what we could practically do, when tackling this project. We also met with our premises manager, Sodexo catering manager and contacted the Leadership Team for their approval.

In the meeting with our catering manager, we identified some potential hurdles. Our catering contractors were about to implement a new Sodexo system which weighs all food waste produced during the catering process. This waste was much less than we had anticipated and this brought into question how viable our project would be. With small amounts of food waste, the Sodexo manager highlighted a few potential issues:

- Fewer food waste collections (we anticipated less than one per week) would be needed to make it cost effective
- With fewer collections we had a possible hygiene issue. Containers (unless used with a tightly sealed lid) would attract rodents
- Fewer collections would mean that there would be issues in the summer, when hot days create significant food waste odour.

We then met with our premises manager and our plans started to change. He highlighted a range of ways that the college already supports climate issues. We discussed some of these and came up with a new direction.

Ways we already address climate change...

- Our buildings are heated using ground source energy
- We have solar panels on two of our buildings
- We use rain water collection to flush our toilets
- Some of our lighting is on motion sensors
- We have water stations in two places in college.

Our new direction was to highlight some of the things we are already doing but also to take these a step further.

Some of our new ideas include....

- Creating posters to encourage staff and students to use the ½ flush in toilet where possible
- Creating posters above the photocopiers to challenge staff on their photocopying need or to suggest ways to reduce photocopying
- To create an eco-logo to place above light switches, to remind people to switch off when they leave a room
- To introduce more water stations
- To design and sell a reusable water bottle with a logo that identifies the support for a green St Brendan's (with the support of Sodexo).

Where we are now....

Our small group has shrunk recently, so we need to get more students on board with this. Our supervising teacher has contacted the arts and media department to ask if they would like to work on some poster designs for the college.

When we return from lockdown we need to complete costings for our water bottle idea and approach the leadership team for permission and finance, as more water stations would be needed. We are not sure how viable this idea is currently, as shared water fountains may not be appropriate when we are recovering from a pandemic. This part may need to wait until the situation becomes more stable.

### Rewilding project

During this time our college has also been involved in a rewilding project. This was a college-wide initiative, not one which was specifically part of our climate challenge project, but it is worth noting as it was so successful. Staff and students purchased saplings to plant onsite or in agreed local plots. The income from their purchases went towards buying saplings for a twinned rewilding project in Brazil. Other schools in the partnership were invited to participate – and this project is likely to be repeated next year if any of the BEP schools would like to be involved.

*Contributed by students Babi Oura, Aliza Smith & Grace Dobson with St Brendan's link teacher, Gemma Hill.*

“Staff and students purchased saplings to plant onsite or in agreed local plots. The income from their purchases went towards buying saplings for a twinned rewilding project in Brazil”

## ORCHARD SCHOOL

The environmental group meets once a week and discusses potential issues around the school. We have identified three areas of focus:

### Transport

Students have devised a survey with questions about transport. This was sent to all tutor groups to complete.

### Recycling

We have planned an assembly and a bake sale to raise money to purchase water flasks for students.

### Litter

We have devised a competition about litter. This was supposed to run from term 4 onwards with a focus on litter that can be recycled, but this has been delayed by the lockdown.

We have been raising awareness about environmental issues with posters and a notice board in the humanities department. Each term when new members are added to the group this message about 'changing habits' is retaught.

*Contributed by Orchard School link teacher, Helen Howard.*

## COLSTON'S SCHOOL

Since attending the BEP Climate Challenge launch events, Colston's School has initiated a few projects to tackle global warming.

Firstly, the school now recycles its paper and food waste with Bristol City Council. The school previously only recycled its cardboard, glass and plastic. Speaking to our facilities director he made a commitment to investigate and instigate a better way of recycling paper across the whole school site.

Secondly, the school looked into how our food waste could be recycled. Bristol City Council has helped the school recycle the food waste which is then converted by a biomass plant in Avonmouth to produce green energy. This was something the school had previously thought about, however it has now been accomplished which is a great achievement.

Thirdly, in terms of our school grounds, we were happy to find out that we now have great crested newts living in our nature garden. This is a protected species so, as well as being good to help counter their decreasing numbers, it means we will have a guaranteed nature garden for as long as they live there! Pupils had also been clearing up this space and growing a few of their own vegetables to complement the school kitchens. We hope in the future it will be possible to turn the Hilbourne garden into a thriving kitchen garden and nature garden. The school catering department currently sources all fresh produce locally. This helps local farms and prevents long distance transport, which adds to global warming.

Overall, our school has instigated a range of new ways in which our community can help with slowing down global warming.

*Contributed by Colston's School link teacher, Natalie Turner.*

## REDMAIDS' HIGH SCHOOL

Since October 2019, Redmaids' High School has implemented a number of initiatives to progress our green agenda. We initially identified biodiversity, food waste and transport as our main areas to focus on; however, as these already formed part of a whole-school initiative we have managed to achieve a number of other successes this year.

### Biodiversity

Badger monitoring on the school grounds using camera traps (links to our work with Bristol Zoo and Madagascan lemurs) was carried out by Year 7 students who are now in Year 8 and this work continues today. A wildflower garden was developed in the Sixth Form with the Environmental Captains of last year, Lucy Jones and Mariah Mourne, taking the lead. Participants in the summer school that ran for key workers, were also involved and they have upcycled palettes, painted them and made them into planters for the area. We held a "Design a bird box" competition for Year 8 pupils, with the winners having a camera installed in their bird box. Bat boxes were the focus for Year 9 pupils.

### Food waste

The school's catering company continues to monitor food waste in the canteen, and portion sizes have also been addressed.

### Transport

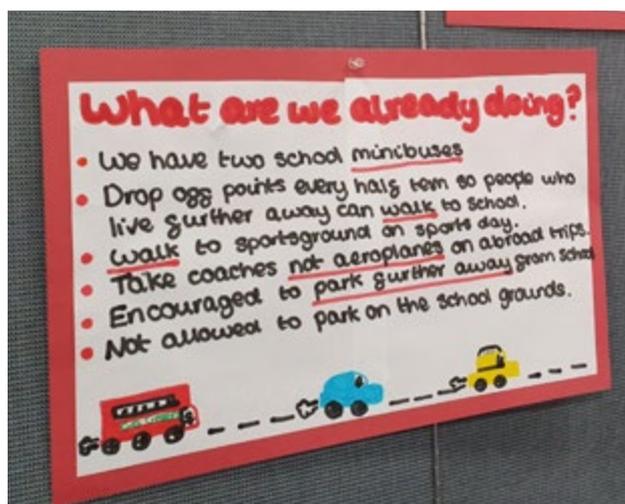
All year groups were encouraged to walk to school, an initiative that was led by the then Headmistress, Mrs Tobias. Our cycle to work scheme was extended to staff. Sixth Form students devised signage around school to encourage people to park away from site to improve air quality in the school grounds.

### Other initiatives

All students participated in a carbon footprint activity whereby students pledged to reduce their carbon footprint. The Environmental Captains met with the Bursar to discuss the possibility of renewable energy sources once old contracts had come to an end.

With the help of Year 11 green representatives, they revamped the Clothes Swap to 'Eco thrifting', which was a great success with Year 9 and 10 students. Any remaining clothes were taken to the local charity shops. The Environmental Captains have also influenced plastic recycling in classrooms, and this has had the impact of reducing landfill waste by a large lorry bin a week from the school. Energy usage has fallen by 20% by replacing standard light bulbs with LED ones.

*Contributed by Redmaids' High School teacher, Janet Neil.*



Part of Redmaids' High School's display at the launch

## Appendix 2 – Climate Challenge Budget

Income and Expenditure	Income	Expenditure	Comments
<b>INCOME</b>			
Grant from OVO Foundation	6440		
<b>EXPENDITURE</b>			
<b>Workshop day at MShed - 30 September 2019</b>			
Room hire		0.00	Gifted by Museums Service
ICT equipment and support		0.00	Gifted by Museums Service
Refreshments for staff and students		537.50	
Funding for training partners Sustainable Hive and Unique Voice		600.00	
Art resources for workshops		161.39	
Coordinator time		500.00	
<b>Workshop morning and launch at UWE 9 October 2019</b>			
Room hire		0.00	Gifted by UWE
ICT equipment and support		0.00	Gifted by UWE
AM – Refreshments for students and staff		1963.02	
PM – Refreshments for invited guests, students and staff			
Resources for displays		46.61	
Coordinator time		500.00	
Prize fund		215.28	
Voucher for speaker		25.00	
Banner design and print		284.00	
Artwork		330.00	
<b>FOLLOW UP CONFERENCE AND REPORT</b>			
Conference organisation - coordinator time		500.00	
Production and dissemination of final report		500.00	
Administrative support		500.00	
<b>No charge</b>			
Partner schools providing transport and staff cover		0.00	Gifted by a range of partner organisations including Action for Conservation, Avon Wildlife Trust, Centre for Sustainable Energy, GENeco, Resource Futures, Soil Association, Sustrans and Business in the Community
Partner organisations providing staff to support student workshops			
<b>TOTAL</b>		<b>6662.80</b>	

# BRISTOL EDUCATION PARTNERSHIP

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