



PROMOTING SUSTAINABLE DEVELOPMENT GROUP

28 September 2006 – 10.00 am

To be held in the Committee Room at Wellingborough Borough Council Offices

AGENDA

1. Welcome and Apologies
2. Notes from Previous Meeting
3. Climate Change
 - Wellingborough LSP Climate Change Tool
 - Climate Change Co-ordinator Post
4. EMAS in Leicester Schools*
5. Securing the Regions' Futures*
 - Defra Partnership and Innovation Fund
 - IRS Framework
6. Promoting SD Group Work Programme*
7. East Midlands Expo Update
8. Any Other Business
9. Date of Next Meeting:
Thursday 18 January, 10am (venue tbc)

* Report attached

EAST MIDLANDS REGIONAL ASSEMBLY

PROMOTING SUSTAINABLE DEVELOPMENT GROUP

28 September 2006

Item 4

Eco-Management and Audit Scheme (EMAS) in Leicester Schools

1. Background

- 1.1 This showcasing work was commissioned by the East Midlands Regional Assembly to build on the outcomes of the initial scoping survey of Education for Sustainable Development across the East Midlands, which was completed in September 2005.
- 1.2 The Eco-management and Audit scheme (EMAS) in Leicester Schools was one of two topics chosen for showcasing and the work started in February 2006.
- 1.3 The second project, outlining Global Perspectives work across the East Midlands, is currently being drafted.

2. The EMAS Scheme

- 2.1 The attached report outlines the EMAS scheme, the adoption of EMAS by Leicester City Council and the involvement of a range of Leicester City Schools. It identifies much good practice across the schools visited. This report will be used as the basis for determining the text for the case study(ies) to be added to the Regional Assembly web-site.

3. Recommendation

- 3.1 The Promoting Sustainable Group is asked to note and comment on the attached report.

Clark Field

East Midlands Regional Assembly.

Showcasing Good Practice.

Eco-Management and Audit Scheme (EMAS) in Leicester schools.

EMAS.

The Eco-management and audit scheme (EMAS) is a tool for organisations to use to evaluate, report and improve their environmental performance. The scheme which has been available since 1995 was initially restricted to companies in the industrial sector. Scope of EMAS was opened up to all economic sectors, including the public sector, in 2001 as a result of EU Regulation EC No 761/2001. Participation in the scheme is voluntary.

To receive EMAS registration an organisation has to comply with certain steps. These are set out below:

1. The organisation has to conduct an ‘*environmental review*’ to include:
 - all the aspects of the organisation’s work that affect the environment and how it assesses any impact on the environment
 - the legislation and regulation that applies to the organisation
 - current management practices and procedures that relate to the environment.
2. Establish an effective ‘*environmental management system*’ based on the results of the ‘*environmental review*’ and aimed at achieving the environmental improvements defined by top management.
3. Undertake an ‘*environmental audit*’ to assess how well practices conform to the established policies and procedures and the organisation’s compliance with relevant environmental regulatory requirements.
4. Provide a ‘*statement*’ of the organisation’s environmental performance.

An organisation can only use the EMAS logo once it has had the ‘*environmental review*’, ‘*environmental management system (EMS)*’, ‘*audit procedure*’ and ‘*environmental statement*’ verified by an accredited EMAS verifier. The validated statement must be made publicly available and also sent to the EMAS body, such as the Institute of Environmental Management and Assessment (IEMA) for registration.

For more about EMAS Registration and the costs and benefits go to:

www.europa.eu.int/comm/environment/emas/about/summary_en.htm

or

www.emas.org.uk

Leicester City Council.

Leicester City Council has played an active role for many years encouraging and supporting measures which protect the environment. In recognition of this Leicester became Britain's first Environment City in 1990. Since then, the City Council has adopted a number of green policies and an Environmental Strategy to ensure what it does as a Council meets the same high standards it encourages others to support.

www.leicester.gov.uk

The Council adopted EMAS to help manage and improve its own environmental performance with the ultimate goal of achieving sustainable development in everything it does. It has been registered since 1999. The public statement for 2003/04 is available on the above website.

An important aspect of the EMAS work has been to encourage schools within the City's Local Education Authority to join the Council's EMAS system. The rationale for this was, not only to look to reduce the environmental impact of the schools but also to promote the use of sustainable development learning materials within the National Curriculum.

Leicester City Council worked with Environ in Leicester to see if schools within the LEA and therefore a part of the City's 'Estate' would be able to work towards EMAS verification.

Groundwork Leicester and Leicestershire Incorporating Environ.

Environ began when two existing charities: Leicester Ecology Trust and Leicester Environment City trust merged in 1993. As an independent charity Environ works to improve the environment and the communities in Leicester and Leicestershire by providing information, advice and practical help to encourage individuals and organisations to take practical steps towards a more sustainable future.

In April 2006, Environ joined the national Groundwork federation and changed its name to **Groundwork Leicester and Leicestershire**.

As Groundwork Leicester and Leicestershire, Environ will continue its work and also develop more opportunities for community participation, for youth inclusion, and for training and employment.

Groundwork's vision is of a society made up of sustainable communities which respect the local and global environment, which are vibrant, healthy and safe, and where individuals and enterprise prosper.

Education is one of the largest commitments for Environ, working with children and adults to encourage them to reduce their impact on the environment. Thousands of

pupils have transformed their schools and communities into greener, cleaner environments with the help of Environ.

The ‘vehicles’ for much, if not all this work, are EMAS and the Eco-schools projects both recognised environmental awards. Of the 65 Leicestershire schools currently registered for Eco-schools Environ is working directly to support 39 primary and secondary schools.

www.environ.org.uk

GWLL (incorporating Environ) and EMAS work.

The EMAS scheme, outlined briefly earlier, although opened up to public sector organisations in 2001 was designed with ‘businesses’ in mind and schools. The concepts, approaches and language central to EMAS are not easily related to everyday practice in a school and can appear complex and incomprehensible. The Education team at Environ worked in conjunction with Leicester City Council’s Environment and Education Departments to translate EMAS into an approach that would be understandable and usable in schools both in terms of the everyday running of the school and the curriculum provision for the pupils.

In 1999 the first Primary School was verified and registered for inclusion within Leicester City Councils scope for approval.

Since then a variety of resources have been produced to assist schools when starting to work with EMAS in their school.

In 2004 Environ worked with Leicester City Council and the Neighbourhood Renewal Unit to produce a handbook based on the wealth of experience that had been established through the earlier work with schools. This handbook is an extensive resource containing examples and case studies exemplifying how schools can take on the ideals and ethos of EMAS. For schools that already achieved EMAS status the handbook provided invaluable Curriculum links, Teachers notes and pupil worksheets necessary when working on Environmental ideas with pupils. In particular Environ has developed curriculum resources directly linking Education for Sustainable Development into all aspects of the National Curriculum. In addition to the handbook Environ has created a website which they suggest should be used in conjunction with the handbook to provide access to the latest worksheets.

www.emasinschools.org.uk

In parallel with this there are curriculum linked resources for school’s educational visits to Leicester’s Environmental Show-home, the Eco-house.

www.environ.org.uk/ecohouse

The resources are mainly Key Stage 2 due to the nature of the funding, to date, from the Neighbourhood Renewal Unit. This funding has also determined to a large extent the schools selected to take part in the EMAS work. Many of the schools share similar characteristics and have higher than 'normal' percentages of pupils with English as a second language, Special Educational needs and free school meals.

The schools.

Environ now has almost 50% of Leicester City's Primary, Secondary and Special schools committed to EMAS registration of which 49 are now verified with EMAS, the first in the country.

The majority of schools are set out in the Tables below. Some have been involved with EMAS prior to 2003/04 and include Avenue Junior, Mayflower Primary, The Lancaster School, Willowbrook Primary, Sparkenhoe Primary and Whitehall Primary. These schools had a service level agreement with the LEA prior to the introduction of Neighbourhood Renewal Funding.

Table 1.

School and Ward.	Year
Abbey Primary Belgrave	2003/04
Beaumont Lodge Beaumont Leys	2003'04
Braunstone Frith J New Parks	2003/04
Bridge Junior Charnwood	2003/04
Catherine Junior Latimer	2003/04
Eyres Monsell P Eyres Monsell	2003/04
Marriott P Saffron	2003/04
Mowmacre Hill P Mowmacre	2003/04
Rowlatts Hill Coleman	2003/04
Rushymead P Belgrave	2003/04
Sacred Heart Charnwood	2003/04
Shenton P Charnwood	2003/04
Woodstock P Mowmacre	2003/04

Table 2.

School and Ward	Year
Barley Croft P Beaumont Leys	2004/05
Buswells Lodge P Beaumont leys	2004/05
Glebelands P Mowmacre	2004/05
Heatherbrook P Beaumont Leys	2004/05

Highfields P	Wycliffe	2004/05
Holy Cross C P	Saffron	2004/05
Medway Com P	Wycliffe	2004/05
Montrose School	Saffron	2004/05
Northfield House P	West Humberstone	2004/05
St Patricks C P	Belgrave	2004/05
Uplands J	Wycliffe	2004/05
Beaumont Leys S	Beaumont Leys	2004/05
Riverside Com C	Rowley Fields	2004/05
Ashfield Sp S	Spinney Hill	2004/05
Ellesmere C	Western Park.	2004/05

Table 3.

School and Ward	Year.
Belgrave St Peters Belgrave	2005/06
Charnwood P Wycliffe	2005/06
Coleman P Crown Hills	2005/06
Inglehurst J Non nrf	2005/06
Humberstone J Humberstone	2005/06
Parks P Western Park	2005/06
Rolleston J Eyres Monsell	2005/06
Sraptoft Valley P Humberstone	2005/06
Linden P Evington	2005/06
St Josephs Humberstone	2005/06
Taylor Road Wycliffe	2005/06
Wyvern RushyMead	2005/06
Moat Com C Wycliffe	2005/06
Rushymead Green A RushyMead	2005/06
Keyham Lodge Humberstone	2005/06.

The following schools had a short visit during late February/ early March 2006 to determine how EMAS was working in the school and to note examples of 'good practice' that were attributable to the school's involvement with EMAS.

The Lancaster School. Knighton Lane East, Leicester. 0116 2703176
Staff met. Ms Lorraine Wale. Head of Geography.

The Lancaster School is a boys urban comprehensive school with 1108 students in the 11-16 age range at the inspection in 2000. The school is situated in the South of Leicester in the West Knighton ward although 45% of its students come from beyond its immediate area. The intake represents the full range of social backgrounds from good housing to the most disadvantaged. The school received specialist Sports College status in September 2000 and draws from a wide range of feeder schools.

A key 'driver' for EMAS in the school has been Ms Lorraine Wale, current Head of Geography. She was given the responsibility as a part of her role to develop the

school's Sustainable Development Policy. This policy once drafted had to be cross referenced to the Faculties of the school in order to determine where Sustainable Development would be incorporated into the curriculum within each Faculty.

The school made a commitment to EMAS in 2000. Environ supported the school through the introductory phases, gave advice and provided a verifier for certification in 2003.

“ The earlier work with Sustainable Development pre-EMAS has really blossomed since the start of our commitment to EMAS and children are now much more aware of their school and wider environment” Lorraine Wale.

The school's continued success with EMAS requires the commitment of a wide range of staff and pupils across the school. Headteacher, Mr Craven signs the Environmental Action Plan for EMAS and has recently ensured its aims are incorporated into the School Improvement Plan endorsed by the Governors of the school for 2005/06.

“ Our school is committed to continuing to embed environmental issues into as much of our school life as possible. Our current focus of installing a wind turbine on site, will provide an excellent learning tool for all our pupils.” Paul Craven

Sue Webb, Assistant Head (Pastoral), was instrumental in putting EMAS on the agenda of the School Council which is now the Representative Body for the school in relation to EMAS. The School Council also operates as the EMAS group, it meets regularly and once a year puts the School Action Plan together prior to this being signed by both the Headteacher and a representative of the pupils.

“ I really enjoy working on environmental projects. I feel that we can actually do something to help our school. We recently had a whole day learning about renewable energy, and one of the best bits was racing our solar cars that we had made!” representative of pupils.

The Premises staff play a key role in EMAS and are involved in many of the activities listed in the Action Plan. Both the caretaker and grounds staff have undertaken training to support the requirements of the scheme. Training has been provided by Environ for the caretaker Peter Tailby on Energy Management and the importance of keeping records in particularly associated with waste and COSHH. Grounds staff were required to have training to comply with the action associated with the use of pesticides on the school grounds this was provided by Brooksby and Melton College.

What do the pupils get from EMAS, according to Ms Wale;

“It is a vehicle for making the boys aware of their own environment and the consequences there may be of not taking action now. More importantly it is making more and more of them aware that they can do something for the environment”.

Environ support this general awareness raising wherever they can and take themed assemblies in school with Year 7 as well as presentations to all KS3 year pupils. Personnel and Social Development(PSD) in The Lancaster School has a timetabled

allocation and the Teamleader for KS3 PSD, they use this opportunity to introduce topics such as Fair trade, Globalisation and energy resources.

One class in Year 9 take on the role of recycling 'officers' and undertake a weekly collection of paper from the various classrooms around the school, keeping the profile of this high across the school. At a recent prize-giving in school pupils were rewarded in recognition of their recycling achievements. The extra bonus is that as the paper is taken to the Environ recycling facility the school is credited for this through their Green Account.

A questionnaire is sent out to all Faculty Heads asking them to identify how they can contribute to the Sustainable Development Action Plan. The suggestions are considered at a meeting to determine and co-ordinate where necessary the focus across the curriculum areas. Ms Wale feels that her colleagues are very keen and generate good ideas both in curriculum terms and associated activities.

Year 7 pupils undertake a Poster Competition on a particular Environmental theme. Year 8 have undertaken River Pollution work and associated this with the brook which runs through the school grounds.

Newsletters help to tell a wider audience about EMAS and the website for the school includes reference to the school's EMAS work.

“<http://www.lancaster.leicester.sch.uk/>” Website.

Parent Governors are involved and are able to extend the knowledge, understanding and appreciation of the school's work in this area to the wider community.

The involvement of the local community was a very important element in the development of the school Travel Plan. This involved several of Ms Wales' colleagues including Sue Webb in undertaking surveys, drawing up measures all of which are designed to improve aspects of travel to school. A consultation event was held for parents and their views along with those of local residents has been particularly important when discussing the plans with the Local Authority. Through the LEA the school has secured £10,000 to help with the resources necessary such as bicycle parks. The Local Authority has helped with the traffic measures put in place including a much needed safe drop off point outside the school on Knighton Lane East. The school is now looking into the possibility of 'Bicycle Safety and Maintenance Training' alongside the provision of recycled bikes, which interestingly is a scheme that Environ provide.

“This work tied in directly to our environmental aims of EMAS and helped raise the profile of our EMAS work with parents. We have already met our current targets for increasing the number of people walking/ cycling to and from school by 10%.”

LW

This is just one of a series of targets that have been considered and agreed via School Council and set out in the Action Plan. Others include

‘Targets.

- *reduce energy use by 5% compared with baseline of 2003*
- *reduce water consumption by 5%*
- *recycle 80% of office grade paper*
- *reduce litter by 50%*
- *purchase/use of environmentally friendly goods/services increased by 5%*
- *information on EMAS made available to the whole community*
- *increase the number/variety of birds and other wildlife on the school ‘estate’ by 5%*

The school does have the facility to monitor energy use in support of looking at ways to reduce use/cost. With the large increase in energy costs over the last year a decision was taken to look into the feasibility of installing a wind turbine at the school.

Discussions are underway with consultants. Solar panels are being looked into with a view to installing some at the next opportunity for heating water.

Given the range of positive contributions the school is making towards environmental improvement they were disappointed not to be able to have a greater influence on the design of some new indoor tennis courts.

However through developing links with Groundwork Leicester and Leicestershire and the City Council, it is hoped that in the future schools will be contacted around issues such as this .

A nature reserve has been established next to the school grounds and a hedge planted. The introduction of a bird ‘cam’ and bird boxes, made by a Design Technology group, will help monitor the bird population as well as encouraging more nesting birds. Bird Feeders made by the same group have been sold to the community with the income going to charity. The interest is growing within the school and it is hoped that an after school bird watching club will be formed in the near future. A pond is being created to enhance this area funded in part by a successful bid for Leicester Investment Fund for the Environment (LIFE) funding. The shelter club have created a sculpture which is to be placed in the nature reserve. Links with the community extend to the involvement of the Glen Parva Centre helping to maintain the vegetable area in the nature reserve every second week. The school does make efforts to go into the community and supported the City Parks Cleanup scheme in the Washbrook Community.

The school was the first Secondary school in the country to achieve EMAS Certification. This work is also recognised in the community in that the school has been nominated for a Green Life Award in the Leicestershire Environment Partnership Scheme. Ms Wale was the proud recipient of a letter from the Prime Minister , Tony Blair commending the EMAS work of the pupils of the school

Despite limited consideration of this work by OFSTED at a recent inspection Ms Wale is confident that there is now such a ‘critical mass’ of interest and commitment across the school that the current momentum will be maintained. She believes that “it is now too much of a flagship with a really positive impact involving many other key staff for it to stop if I was to leave”.

Beaumont Lodge Primary School. Astill Lodge Road, Leicester. LE4 1BA

Contact. Alison March (Headteacher), Pat Newitt (EMAS Co-ordinator).

Beaumont Lodge is an average sized primary school located in a pleasant residential area on the outskirts of Leicester. At the last inspection in 2002 there were 206 pupils on roll aged 3-11. The school is a culturally diverse community with a significant proportion of pupils from minority ethnic groups including pupils from other European countries and of Asian, Caribbean and African Heritage. The percentage of pupils known to be eligible for free school meals is 28.5% and above average.

‘ The school has been working for the last three years to incorporate EMAS across the school and the work now has an impact on the majority of pupils, and importantly within the whole ethos of the school.’ C Lewis. Education Team Manager. Environ.

EMAS has helped to signpost a wide range of environmental topics for colleagues across the school and also how to develop these in relation to important curriculum delivery. Involvement with EMAS has raised awareness for everybody. The head-teacher is very supportive, not only is she committed to the Action plan and involved in the audit process, she provides cover for the EMAS Co-ordinator by taking her class when she meets with the EMAS club.

“ EMAS is a part of the whole school. The EMAS team have raised awareness across the school of recycling and conservation issues – through taking assemblies, running competitions, displaying posters.” Alison Marsh

The EMAS handbook has been very useful to determine activities linked to the National Curriculum. Different years will do different things for example some will have Science days focussed on the environment.

“ Every child is involved. The EMAS work, supported by Environ, has enabled children to think that they as individuals can make changes to the environment and make a difference.” Pat Newitt, Class teacher and EMAS Co-ordinator.

Staff meetings are often used to take a theme and develop ways in which this can be covered across the school.

The Nursery section is currently doing a project called Percy’s Garden and they are working with soil in the classroom in anticipation of being able to access the allotment area that is to be developed at the school. An application has gone to the local B&Q store seeking support for the items that will be needed in the allotment area including such things as a small greenhouse, shed, fencing, pathways and path edging. Environ’s Allotments Officer, Paul Howgill, is also providing help to the school.

“Getting youngsters involved in growing and food production is a major plus. There has developed a skill and knowledge gap as far as growing is concerned. Projects such as this will help broaden knowledge of healthy life systems.” Paul Howgill

Whilst ‘Growing things ‘ has always been covered in the curriculum this facility will give children practical experience of growing things and seeing where some of their

food comes from first hand. It will be a real opportunity to get some parent helpers involved and raise their awareness of relevant topics such as:

- small scale composting that would be possible, for some, at home to take garden waste along with fruit waste from the School Fruit and Vegetable Scheme
- collection of rainwater in water butts

Robin from Environ helps by leading sessions on environmental themes, covering topics such as energy saving, renewable energy, water saving and recycling.

They also cover a range of practical activities with the pupils that are linked to an environmental topic, for example making useful items from waste plastic bags “Making key chains and bracelets from woven carrier bags really engages the pupils because they bring in a waste material from home and go back with something they can really use and are proud of.” Robin de Carteret EMAS Education Officer, Environ

A poster competition with one year group not only focuses on environmental issues it provides an ideal opportunity for pupils to present the content of their poster to fellow pupils and to read out the important wording on the poster.

“We did posters about saving trees and animals and wrote a long list of all the rubbish that we found on our way to school.” Pupil

A group of 12-14 older pupils in years 5/6 make up the EMAS group and they meet regularly to discuss things, check on progress and consider, not only, what should be done but how it should be done. The children get involved in decision making and ‘grant applications’ They are a very active group and one of the things exercising Pat Newitt’s mind at the moment is how this enthusiasm, interest and commitment can be effectively cascaded further down to years 3 and 4. The EMAS group choose the next cohort of EMAS members

“The children wrote letters giving reasons for wanting to join EMAS, the group read them and decided through discussion on the new members” Pat Newitt

The whole school is involved in recycling paper, card and printer cartridges. Each class now has their own individual recycling bins and the EMAS club put together an assembly to let the whole school know about the importance of recycling. It is also looking into the feasibility of purchasing environmentally friendly products such as paper. Much of what is covered in class has a relevance to the home and whilst it was not possible to test the use of ‘hippos’ for water saving in school many pupils took them home to introduce the idea to their parents and to test their effect. Whilst it is not always easy to judge the impact these ideas/initiatives have on parents there are some things that the school does which involve the parents directly. An example of this would be the Walk to School day when not only can the link be made between this activity and reducing the impact of car use on the environment it helps reinforce the message to pupils and parents that every little contribution they make counts and that they do can make a difference.

The school has already added value to its grounds area through a tree planting scheme. Environ provided some useful background information on trees with wildlife potential that would be suitable to consider for the site and the children in the EMAS

club discussed this, helped put a bid for funding together and agreed the ones they wanted to plant. The trees were planted in 2005 and to date none of these newly planted trees have been damaged.

“Its nice having new trees because it makes it more shady when it’s hot and it’s good in case it rains.” Pupil

The school is looking to develop a wildlife area to complement the nature area that already exists having been refurbished with the support of funding from the Neighbourhood Renewal Unit. The photograph shows the EMAS club proudly displaying their EMAS flag in their nature area, which they were awarded after initial verification in 2004.

The school proudly presents it’s EMAS achievements on the school notice board in Reception.

The Premises Officer is instrumental in making some of the wider whole school initiatives happen, such as Energy and water use monitoring and green purchasing.

Beaumont Leys School. Anstey Lane, Leicester. LE4 0FL. 0116 2620257

Contact. Vicky Priestley. Specialist Science Status Co-ordinator, EMAS co-ordinator.

Beaumont Leys is a mixed comprehensive school for students aged 11-16 years of age. It is situated some two miles from the City of Leicester. Students generally live quite close to the school. Almost all students come from 13 primary schools in the local development group of schools. Attainment of students on entry to the school in 2002, at the last inspection, was below average. In 2002 there were 1040 students on roll making the school a little larger than average. Around 25% of pupils come from minority ethnic backgrounds, with approximately 50% of these having English as an additional language.

EMAS was a large part of the overall bid for Specialist Science School Status which the school achieved in September 2005.

The school is now starting it’s second year with EMAS. An EMAS club of approximately 35 pupils from the different year groups met every month during 2004/05 and is currently meeting less frequently. The pupils that come from Primary feeder schools already have an understanding of EMAS and are very enthusiastic about this work. In 2005/06 the pupils in the EMAS club are released from their timetabled commitment which can be problematic.

“ We are currently considering how we can link EMAS with our Duke of Edinburgh scheme which already has an established after school activity. The benefits this would bring include widening the range of interactive and real life experiences for our pupils.” VP.

The school has set a target of ‘being more environmentally friendly’ to provide a focus for the EMAS work alongside targets which it has to set for subjects such as Maths and Science.

A Citizenship module is being developed in conjunction with Dr Nigel Freestone, (University College, Northampton) to be piloted in 2006/06 with a view to this starting across year 9 from September 2006. This will tie in with EMAS work and Healthy Schools.

The Head-teacher and Senior staff are very supportive.

The school is introducing schemes for recycling paper, cans, plastic and printer cartridges. Any funds received from recycling printer cartridges are donated to Water Aid. The school is looking to achieve the Biffa Be Smart Award and is working with Biffa to look to introduce recycling of card.

The school works with the local community and will be supporting two of its Primary Feeder schools outside the Neighbourhood Renewal Funded area to commit to EMAS, covering the costs of their Certification. Litter is presently a problem in school and in the local community and the school is looking at ways it can work in school and the local community to reduce the negative impact of large volumes of litter. Pupils, sometimes up to 100, are involved in 'litter picks' in the local community, on occasion with two local churches.

The school is looking to develop its grounds to include a wildlife area and re-lay their hedges using traditional methods.

An important opportunity for the future is that the school is in Wave 1 of Building Schools for the Future and is looking to the new build to demonstrate a wide range of examples of 'good practice'. The school has included the incorporation of environmental options into their 'project' requirements.

Uplands Junior School. Melbourne Road. Leicester. LE2 0DR. 01162538407.
Contact. Colin Blowpitt. (Headteacher), Shani Kaur/Amanda Sewell (EMAS Team)

Uplands Junior is a large school serving an area of high socio-economic disadvantage. About a third of the pupils are known to be eligible for free school meals. Nearly all of the pupils speak English as an additional language and many are at an early stage of learning English. An average proportion of pupils have learning difficulties or disabilities. There is a very high level of mobility amongst families in the area, with pupils often joining from overseas. This means that a high proportion of pupils join the school in later years.

At the start of the 2005/06 academic year the school already had a good audit and Action Plan from the previous year. The school started 2005/06 with the aim of raising the awareness of as many pupils as possible and looking to get them involved. Prior to this the school had started with an EMAS Club and whilst this serves a useful purpose it meant the focus across the school was limited compared with an 'across school' approach running in parallel with the club.

“EMAS has enabled children from all year groups to share responsibility for improving the school and local environment. EMAS has given opportunity for pupils to recognise that their opinions are listened to at Uplands Junior School and help to bring about change.” Shani Kaur – School EMAS Co-ordinator

To support this new approach EMAS days were introduced whereby the children would have a tour of the house in the morning and an EMAS session back at school in the afternoon. All Year 5 classes had this day. Environ have a KS2 Resource pack with photo-copiable resources for teachers to use before, during and after pupils' visits to Environ's Eco-house to help tie into the National Curriculum

www.environ.org.uk

“ Having a whole day with the children allowed us to go into some depth about the interdependence of humans and our environment – giving the children a more fundamental understanding as to how to act in a more sustainable way” Robin de Carteret – EMAS Education Officer

The EMAS sessions included a story and game that both demonstrated the effects that we have on the environment and that we also depend on it. The children went through an exercise that compared the impact on the 'world' of producing a chocolate bar and an apple. Many interesting questions and discussions came out of this and the same exercise was then applied to their whole school. As a result of this a mind map of impacts and solutions was produced. This has influenced the revision of the Action plan for the school.

“We found that chocolate bars were expensive to produce and impacted on the environment, with factories ruining nature reserves because of our need for imported chocolate. The organic apples were grown and did not produce pollution.” YR 5 pupil

Working alongside the EMAS Club has chosen a number of things from the Action Plan to work on over the remainder of the 2005/06 academic year. These include preparing for and presenting two assemblies and monitoring water use. This will involve the pupils in learning about the use of water and restrictions on water around the world and comparisons of water usage within the UK.

“We were given lots of facts and great practical ideas which we could use throughout the school, at home and in our local community. Taking care of the environment is everyone's responsibility and can just involve little things like switching off lights and using less water in the toilets.” Pupil

The pupils in the various classes around the school have produced notices about switching lights off and not leaving taps dripping or running when not in use. Over time the notices are changed so that each pupil's notice will be displayed in their classroom. This helps engage the pupils and re-inforce the key messages about the importance of reducing energy use and trying to conserve water. In addition the club will undertake exercises to continue to enhance the school grounds from a wildlife point of view.

Headteacher Colin Bowpitt feels that:

“The transition from the first year to the second year EMAS accreditation has seen the school’s environmental work transform from simple beginnings, with the responsibility for the work resting heavily on two teachers and a small group of children within the EMAS Club, to the development of distributed management of EMAS work impacting more and more on all stakeholders throughout the school”.

A whole school team approach is facilitating a more strategic approach to the management of environmental matters throughout the school. The school is now beginning to see shared ownership throughout the school. Outlined below are examples of the work that is either already underway or planned:

Each Year group is now involved in an EMAS initiative ranging from the Yr 5 trips to the Eco-house, trips for other year groups to visit places of interest in the locality, litter activities, recycling, planting trees and bulbs in the school grounds and getting involved in planning and taking part in themed assemblies.

As these initiatives involve more and more pupils and class teachers the activities focussed on environmentally related matters increase. Projects such as the year 3 taking responsibility for the school’s environmental and active learning gardens.

“We have made our own bird feeders and bird houses. We have learnt which plants will attract different creatures. We have noticed many more birds and insects in our garden. We are growing our own vegetables and herbs which are used in the kitchens.” Yr3 Class Teacher

As children get more involved in City Parks projects encouraging wildlife into community parks the school is able to extend our work into the wider community. Recently the school has been successful in getting the support of a parent to help look after parts of the environmental garden.

The school has arranged for the power supply from St Peters to be separately supplied to infant and junior schools. This will allow the school with the support of the LEA to install monitoring equipment which will enable the school to record and utilise the data for energy use to better manage temperature control but also to involve some year groups in the use of data of this kind. The newly appointed Premises officer will play a key role in the management of this and other aspects of environmental management as outlined in the School’s Action plan. Environmental Management is a key requirement of the Premises Officer’s Job Description.

“Part of my work at uplands Junior School involves me working with staff and pupils on environmental management. This is part of my job description and means that I can include children in monitoring the water and energy used at the school.”
Premises Officer

Governors have now become more involved in the school’s commitment to EMAS and are now thinking about and planning strategically the initiatives that most need their commitment. A key development for the Governors to get involve din will be the proposed extension to the school hall such that it can incorporate a range of features

that are not only good practice from a resource point of view but provide invaluable learning resources in school.

“As part of our work on the governing body we have ensured that the school’s environmental policy includes children in monitoring the impact of school initiatives on energy/water conservation. Children make use of this data within their curriculum subjects. We have recognised that the planned extension to the school should also be part of the school’s commitment to environmental learning.” Governor

Since the start of the current academic year the Governors through their respective committees have supported an Environmental Policy review and committed resources to support EMAS activities, including school trips. In addition there is work underway to link the Environmental work with the curriculum and in particular as a key part of Every Child Matters.

“In line with the Every Child Matters agenda, the school’s commitment to EMAS has helped the school to work with outside agencies, the local community as well as with school projects. The commitment of all year groups to our work means that pupils are consulted, they are given opportunities to initiate and monitor the impact of changes. The pupil voice has been strengthened and this in turn has strengthened the ethos of the school” Colin Bowpitt - Headteacher

The head-teacher is now working with City Catering looking at ways in which they can support the school’s Action Plan and the possibility of healthier local food.

Barley Croft. Astill Lodge Road. Leicester. LE4 1BA. 0116 2359008.
Contact. Tim Foster (Headteacher), Stefan Thomas (EMAS, family learning co-ord)

Barley Croft Primary school is situated in the Beaumont Leys area of Leicester. It is an area of significant disadvantage. At the last inspection in 2004 there were 239 pupils aged between 4 and 11 on roll, which is about average for primary schools nationally. Pupils come from a range of ethnic backgrounds including pupils from families of refugees and asylum seekers. There are 18 different languages spoken in families who are at the school. A high number of pupils have special education needs. The free school meal figure of 65% is very high and pupil mobility is also very high. Over half the pupils in year 6 in 2002 did not start their primary education at the school.

Barley Croft Primary School joined the EMAS project in the summer of 2004, and were showcased as examples of best practice by the external audit in March 2005, from which point they have been verified with EMAS.

The EMAS team in school is now kitted out in their green hats and meets with the EMAS leader one afternoon a week to run a variety of projects. The core objectives have recently been defined as:

- Improve and protect our school environment
- Comply with environmental legislation
- Raise awareness of ‘environmental issues’ amongst all stakeholders
- Help us to link our Extended Service provision around our core environmental ethos.

“The family visits to the EcoHouse , which set the project in motion have been the most enjoyed and successful of any we have done. They created a momentum and awareness about what we could achieve”. Headteacher Tim Foster

The school has recently refurbished the staffroom and office area and was supported in this by Environ.

“It is fantastic to work with a school who are willing to enter into discussions not only about the learning environment for their pupils, but also for their staff. The development and refurbishment of schools is an area which can really help make significant financial savings, and motivate all members of the school through practical examples. ” CL

The Governors of the school are very supportive of the EMAS work and the achievements made possible by the work of the pupils and staff.

“EMAS work in school has helped us to focus on what we can all do now, it has been amazing and it has helped us recognise that no-one can do everything but everyone can do something. We want to encourage step changes towards a greener and more sustainable lifestyle in our school community” Sue Goodyear ,Staff Governor.

The EMAS Group’s current work involves:

- emptying the recycling bins
- monitoring energy and water consumption with the premises officer
- working with the School Council to raise awareness of environmental and conservation issues with all staff and children
- writing a School Travel Plan
- tending the school’s Organic vegetable plot, which continues to feed into the new healthy school meals
- looking after the quiet garden, willow structures and bird feeders
- supporting our new ‘Organic Potato Growing Project’ which is being supported by Walkers Crisps
- Briefing staff, parents and children in assemblies

“ The EMAS school group are like little catalysts for change who inspire and support the other children in school and teachers to take action to care for the environment and improve our communities,fantastic” Micahel Forbes Learning Mentor

“ The EMAS project has had a massive impact on the school and gaining our ‘Gold Award’ was a proud moment for us all. The EMAS team and all stakeholders are learning the true meaning of Citizenship’. Personal and Community responsibility are the lifeblood of EMAS work” Stefan Thomas EMAS Co-ordinator .

One of the most significant projects has been the set up and development of their organic vegetable garden in school. The school have run family days to Ryton Organic Garden Centre to choose their crops, worked with local garden experts to plant and develop the area, and now have progressed to owning their own allotment area in the neighbouring Leicester City Farm.

‘We really feel like we can make a difference with our gardening. We are always trying to get our children to eat more healthily at home and now that they can be involved in producing vegetables themselves, they will try anything!’ Parent

The grounds of the school have been transformed over recent years and are really valued and enjoyed by pupils, staff and parents with a commitment from all to continue their development and improvement.

“ The EMAS work has inspired my year 6 children to use their power of choice to help the environment and it has brought the outdoor learning environment into the class which has made learning so much more enjoyable and interesting”. Brian Bardsley Year 6 teacher.

The Future.

The launch of the Sustainable Schools consultation by DfES has been very timely and the Groundwork Environ team are now working with schools to deliver on this agenda alongside continued commitment to EMAS. It has been reassuring that at a time when the cost of EMAS has transferred to the individual schools above 50 primary, secondary and post 16 schools have signed up for 2006/07. A new package has been developed for schools incorporating the registration pack and a range of extended services including the provision of CPD for school staff and baseline data monitoring for such things as improved energy management. Two new staff appointments are being made to support this extended work with schools from September 2006 and increased commitment from schools from April 2007.

EAST MIDLANDS REGIONAL ASSEMBLY

PROMOTING SUSTAINABLE DEVELOPMENT GROUP

28 September 2006

Item 5

Securing the Regions' Futures: Strengthening delivery of sustainable development in the English regions

1. Background

- 1.1 In April 2006, the Government published *Securing the Regions' Futures: Strengthening delivery of sustainable development in the English regions*. It is a joint publication by DTI, ODPM and Defra and is available at <http://www.sustainable-development.gov.uk/publications/documents/securing-the-regions-futures.pdf>
- 1.2 At its previous meeting, the Promoting SD Group discussed both the future role of the Group and the application for grant funding from Defra's Partnership and Innovation Fund.

2. Defra Partnership and Innovation Fund

- 2.1 At its last meeting, the Promoting SD Group discussed and agreed the application for grant funding. As the Group will recall, the grant is being made available to part fund (up to 60%) a small programme of projects that would add value to successful regional sustainable development activities/projects. Defra specified that each region could bid for up to a maximum of £46k in 2006/7 and £72k in 2007/8.
- 2.2 The maximum grant and match funding was successfully secured. The detail of the projects and agreed allocated funding is attached at Appendix 1 for information.

3. IRS Framework

- 3.1 In *Securing the Regions' Futures*, the Government re-emphasises Regional Assemblies as the most appropriate body to take the lead with partners in establishing the high-level strategy arrangements in the regions, i.e. the IRS Framework. It states that by December 2007 all regions should have refreshed or updated their high level strategies.
- 3.2 It is emphasised that these arrangements must be fully in line with the UK Sustainable Development Strategy and incorporate a list of essential ingredients. Regional Assemblies, supported by the regional

sustainable development roundtables, are responsible for ensuring that these ingredients are fully incorporated.

- 3.3 The list of essential ingredients is included as Appendix 2 to this report. It sets out the importance of a robust evidence base; engagement of stakeholder involvement; a shared and long-term vision; clear aims and objectives; indicators, actions and targets; monitoring and reporting; links with sub regional and local levels and a sustainability appraisal in line with available best practice. The East Midlands Integrated Toolkit (EMIT) is cited in the document.
- 3.4 Each region has been invited to provide Government with a short update by the end of September 2006 on the arrangements being made to refresh the regional high-level strategies (the IRS Framework in the East Midlands). A draft of the letter as requested by Defra is attached as Appendix 3 to this report.

4. Recommendations

- 4.1 The Promoting SD Group is asked to:
 - i. Discuss the process and approach to updating the IRS Framework; and
 - ii. Discuss and endorse the draft letter to Defra, attached as Appendix 3 to this report.

Yvette Dearden
Acting Head of Regional Policy and Sustainable Development

Sustainable Development Projects and Allocated Funding

Project / Activity Heading	Outputs	Defra Grant 2006/7	Defra Grant 2007/8	Match-funding / remaining funding by provider
East Midlands Expo 2006	<ul style="list-style-type: none"> • Production and circulation of a flyer styled to attract business exhibitors • Run 'meet the buyer' sessions for three specific sectors • Speakers from industry at the event • Increased number of seminars and workshops to raise awareness of sustainable procurement issues • Report evaluating increased awareness of SD issues by the business sector 	£10,000		06/07: £5,000 emda, £5,000 EMRA, £5,000 GOEM. £5,000 in kind from GOEM, East Midlands Centre for the Built Environment (EMCBE), Envirowise, EMRA, emda and, possibly, Forum for the Future.
	<ul style="list-style-type: none"> • Outputs to be determined following 2006 Expo 		£10,000	
Climate Change Initiatives	<ul style="list-style-type: none"> • 50% of EM LAs signed up to Nottingham Declaration and committed to developing action plans • Regional relaunch of ND at Expo • 2 regional training events to improve understanding and maintain momentum • Research commissioned and carried out into risks and opportunities of CC to businesses. 	£12,000		06/07: £5k emda. £10k EA. £5k EMRA. £8k in kind from Nottingham City and County councils, UKCIP, Northamptonshire Local Authorities, GOEM, Environment Agency, emda, EMRA. Potential IKS from the construction industry, CABE and local universities
	<ul style="list-style-type: none"> • 4 promotional and training events on ND to engage remaining 50% of LAs • Report identifying key risks and opportunities for businesses from CC, including recommendations for the way forward. Actions identified to improve business consideration of, and engagement in, climate change agenda. Research used to inform the development of regional climate change action plan, to involve all stakeholders and help identify climate change priority actions for the region • Additional publicity for success stories and networks • Roll out of successful CCCF projects across region where practicable. 		£40,000	

Item 5 Appendix 1

Project / Activity Heading	Outputs	Defra Grant 2006/7	Defra Grant 2007/8	Match-funding / remaining funding by provider
Improving LSP skills and knowledge on sustainable development and embedding sustainable development into their new or refreshed Sustainable Community Strategies and Local Area Agreements	<ul style="list-style-type: none"> Series of training sessions for local authorities and partners engaged in LAA process. Includes introduction to, and hand-on training in use of EMIT to educate, appraise and further the delivery of the IRS Framework (RSDF). All 9 LAA Partnerships to receive training to improve their understanding of the cross cutting remit of sd, & to make a commitment to sustainably appraise their LAAs. 	£15,000		06/07: £2,500 from RA. £12,500 in kind from RA, RDA, GO, local authorities, Local Government East Midlands., Regeneration East Midlands
	<ul style="list-style-type: none"> Roll out of training programme to further 37 partnerships to embed sd considerations in the development and delivery of SCSs Increase in number of 'critical friends' available across the region 		£15,000	
Identifying and delivering SD priorities: increasing ownership and promoting understanding of these issues - consultation and options analysis	<ul style="list-style-type: none"> Report produced setting out regional priorities and challenges for SD as well as recommendations on the most appropriate structures to deliver the priorities and address the challenges. This will also form the basis for an updated IRS Framework and the identification of the regional challenge/'big idea' 	£9000		06/07: £10,000 from emda, £2,500 EMRA. In kind support from GOEM, emda, EMRA
	<ul style="list-style-type: none"> Action plan developed and initiated, based on recommendations in 06/07 report and focussing on the identified regional challenge. Investigate the feasibility of developing regional performance measures arising from the priorities identified in the 06/07 consultation eg nominal 'carbon target' to help mobilise public and private sector organisations around a single issue. 		£7000	

Essential Ingredients	
Evidence Base	The region's current and future challenges are clearly set out based on robust social, economic and environmental data, trends, scenarios or analysis. This includes regional data for the national sustainable development indicators and other regional sustainable development indicators.
Stakeholder involvement	In taking account of these ingredients and preparing high level strategies in the region, regional stakeholders from social, economic and environmental interests and from all sectors are engaged in the process.
Integrated Vision	A shared, overarching and long-term vision for the future of the region is clearly articulated, based on the region's challenges and opportunities, and which integrates the region's social, economic and environmental priorities. The vision is consistent with the national priorities and principles set out in <i>Securing the Future</i> .
Aims and objectives	Clear aims and objectives are identified, which will help implement the shared vision for the region's future. These attempts to reconcile strategic issues/conflicts facing the region and move the regional and national headline sustainable development indicators in the right direction. The aims and objectives make the relevant links across regional social, economic and environmental issues and have regard to the priorities and principles in <i>Securing the Future</i> . Clear links are made between other relevant regional and local plans.
Indicators, actions and targets	Targets are identified along with accompanying indicators and actions in order to address unsustainable activities/negative trends and meet the region's aims and objectives. Clear links are made to related actions, indicators or targets in other regional or local plans. Actions have owners and timescales identified.
Monitoring and reporting	Arrangements are identified for monitoring progress on implementation and for reporting to regional stakeholders and the wider public. Monitoring and reporting arrangements capture the region's contribution to delivering the priorities in <i>Securing the Future</i> .
Sub regional and local levels	Links are made between the 'ingredients' above and the opportunities offered by sub-regions, city-regions and local Sustainable Community Strategies/Local Area Agreements, to help contribute to national and regional sustainable development priorities.
Sustainability appraisal	A sustainability appraisal has been conducted on the high-level strategy/strategies in line with available best practice.

Source: Securing the Regions' Futures: Strengthening delivery of sustainable development in the English regions (DTI, ODPM and Defra, April 2006)

Draft Response to Defra

David Cooper
Defra

Dear David

Refreshing/Updating Regional High-Level Strategies

Thank you for your letter dated 12 September 2006. This response provides a short update on the arrangements and preparations being made to refresh and update the East Midlands Integrated Regional Strategy (IRS) Framework, as requested.

The following set out our response to the specific questions in your letter:

Q. When is your high-level regional strategy/s being refreshed/updated?

A. The East Midlands IRS Framework will be updated during 2007 to meet one of the commitments set out in *Securing the Regions' Futures*. Initial activity to inform the refresh will be starting shortly with more detailed examination and update during 2007.

Q. Will opportunities be taken to rationalise IRSs, IRFs and RSDFs in your region?

A. The East Midlands IRS Framework provides a single overarching framework for all other regional strategies. It already incorporates and embodies the Regional Sustainable Development Framework, helping to ensure better linkages and integration of sustainable development issues at both the policy development and implementation stage.

Q. What will be the process for refreshing/updating your high-level strategy and what work will be undertaken?

A. Regional and sub-regional partners and stakeholders will be fully involved and engaged in updating the IRS Framework. The initial stage in this process will be a focussed consultation event to help identify regional priorities and challenges, and an options analysis of the way forward, as supported by Defra's Partnership and Innovation Fund.

The details of the process and approach to updating the IRS Framework will be discussed and developed by the Promoting Sustainable Development Group, the emerging regional champion body, at its meeting on 28th September. A report will also be presented to the next Regional Assembly Policy Board meeting on 8th December to enable further discussion and development. In addition, key regional stakeholders, including the East Midlands Development Agency and

Government Office East Midlands, will be actively involved in the IRS refresh process during 2007.

The East Midlands Integrated Toolkit (EMIT) and the State of the Region work will also be refreshed and updated in parallel with the IRS Framework update.

Q. How will the essential ingredients and UK Sustainable Development Principles and Priorities be put at the heart of the refreshed/updated documents?

An initial comparison of the IRS Framework with the essential ingredients confirmed that regional activity is broadly in line with the UK SD Strategy but identified two areas for further activity:

- Identification of targets; and
- Making links between the 'ingredients' and opportunities offered by sub regions, city-regions and local Sustainable Community Strategies/Local Area Agreements.

Early action on addressing the sub regional and local levels has already taken place - for example, through increased activity on Local Area Agreements both by the Government Office and through the appointment of a climate change co-ordinator. In addition, the Regional Assembly's Policy Board is being reviewed to ensure better co-ordination with the sub regional and local levels.

A more detailed assessment of how well the existing IRS Framework fits with the essential ingredients and the guiding principles, as set out in the UK SD Strategy will be undertaken by the Promoting Sustainable Development Group. This assessment will then be compared with the consultation outcomes (to identify the key sustainable development priorities facing the region). The areas that need to be strengthened in the updated and refreshed IRS Framework will be highlighted as a result of this process.

If you would like any further information relating to this response, please feel free to contact Yvette Dearden at EMRA.

Yours sincerely

EMRA

GOEM

emda

EAST MIDLANDS REGIONAL ASSEMBLY

PROMOTING SUSTAINABLE DEVELOPMENT GROUP

28 September 2006

Item 6

Promoting Sustainable Development Group Work Programme

1. Background

- 1.1 The Promoting SD Group currently updates its work programme on an annual basis – the existing work programme covers the period September 2005 to September 2006.
- 1.2 The new work programme to September 2007 will need to be developed in light of *Securing the Regions' Futures*, the programme of projects agreed for the Defra Partnership and Innovation Fund as well as the current programme of projects led by the Group. At its last meeting, the Group also agreed that the work programme should include core performance indicators.

2. Progress 2005 - 2006

- 2.1 The current work programme is attached as Appendix 1 for information. A brief update on progress and achievements over the past year has been included for discussion and comment.

3. Work Programme to September 2007

- 3.1 A draft work programme is attached as Appendix 2 for the Group to use as the basis for agreeing a revised work programme up to September 2007.

4. Recommendations

- 4.1 The Promoting SD Group is asked to:
 - i. Discuss and comment on progress and achievements against its current work programme;
 - ii. Discuss and agree a revised work programme to September 2007; and
 - iii. Agree a set of core performance indicators.

Yvette Dearden

PROMOTING SUSTAINABLE DEVELOPMENT GROUP**WORK PROGRAMME – SEPTEMBER 05 TO SEPTEMBER 06**

Key Work Priority	Planned Activity	Progress and Achievements
<p>To showcase good practice in sustainable development to businesses and other organisations.</p>	<p>Continue to establish East Midlands Expo as the annual regional sustainable development event of the year. Continue to ensure that the Expo addresses cross-cutting issues as highlighted in the Integrated Regional Strategy, for example the promotion of inclusion and equality and climate change.</p> <p>Continue to showcase case studies from around the region, for example by considering holding an Open Day when the success stories included on the Regional Assembly website open their doors.</p> <p>Develop and hold East Midlands Expo 2006 in September.</p> <p>Continue to ensure that showcasing good practice remains an integral part of the Group's activities, for example in helping to achieve behavioural change.</p>	<p>East Midlands Expo 2005 held 29 September with the theme of climate change.</p> <p>Expo 2006 to be held on 12 October with theme of public procurement.</p> <p>Expo increasingly recognised as regional sustainable development event of year.</p> <p>Success stories on EMRA website continuing to increase – formed part of ministerial and other VIP visits.</p> <p>Supported project to showcase EMAS in schools.</p>
<p>To develop a co-ordinated approach to sustainable public procurement in the region.</p>	<p>Undertake Phase 2 of the ongoing project: Establish a comprehensive picture of sustainable public procurement activity in the region; Establish a clear understanding of the current barriers faced by the public sector in sustainable procurement; and Disseminate the results of the findings.</p>	<p>Phase 2 completed. Project findings further developed and built upon by Regional Centre of Excellence.</p> <p>Public procurement incorporated into other project work, eg. overarching theme for Expo 2006, including meet the buyer sessions - food & drink, construction &</p>

	<p>Refocus the steering group on becoming an umbrella for regional, sub regional and local initiatives and thereby providing these initiatives with a regional presence.</p> <p>Continue to build good working relationships and influence key senior officers within the public sector, for example by providing advice on model clauses to be included both at the specification and tender stages of a contract.</p> <p>Develop a new project to influence public sector clients to include sustainable construction techniques and low carbon initiatives within their Private Finance Initiative (PFI) contracts.</p>	<p>manufacturing and saving energy themes. Also, speakers and workshops at Expo to raise awareness of sustainable procurement issues.</p> <p>Next stage of sustainable design and construction project to focus on improving client knowledge.</p>
<p>To promote and co-ordinate the mitigation and adaptation to climate change in the region, including the promotion of sustainable design and construction.</p>	<p>Map the region's key sectors in terms of climate change issues and develop specific actions and briefings for individual sectors; Promote and support revision of Nottingham Declaration; Enable regional stakeholders to share good practice; and Agree the most effective model for a climate change partnership in the East Midlands;</p> <p>Continue to build good working relationships and influence key officers working within the climate change agenda.</p> <p>Ensure the region bids into the Defra climate change budget when it is announced.</p>	<p>Increased partner involvement in climate change steering group.</p> <p>Sustainable design competition completed and awards ceremony held.</p> <p>Secured funding for and appointed Regional Climate Change Co-ordinator.</p> <p>Bid submitted to Defra climate change fund.</p> <p>Successful bid for Defra Partnership and Innovation Fund to gain 50% regional local authority sign up to Nottingham Declaration by March 2006 and 100% by March 2007.</p>
<p>To contribute towards a co-ordinated</p>	<p>Undertake Phase 1: 'Scoping Stage' to identify the most effective ways of changing behaviour on an</p>	<p>Phase 1 - comprehensive literature review detailing how to successfully change</p>

<p>approach to influencing behavioural change and promote engagement in sustainable development issues.</p>	<p>individual, community and organisational basis. Include drawing together examples of activity from around the region, identifying main motivations and drivers and identifying barriers to changing behaviour.</p> <p>Initiate Phase 2: 'Devising a Regional Approach' to establish agreed principles and a common regional approach to securing behavioural change. Include identifying an appropriate set of initiatives that will add value at the regional level to help achieve behavioural change.</p> <p>Consider Phase 3: Evaluation and Review to establish what has worked well and what has worked not so well.</p>	<p>behaviour completed. A database of current projects and initiatives compiled, drawing together examples of activity from around the region.</p> <p>Phase 2 underway - references to behavioural change in regional strategies compiled. Establishing links from different regional and sub-regional groups and organisations to avoid duplication and assist in implementing behavioural change.</p>
<p>Other</p>	<p>Continue to support other activities and initiatives that contribute towards the Group's key work priorities.</p> <p>Continue to develop links with national government, the Sustainable Development Commission and European forums, where appropriate.</p>	<p>Developed links further – eg. worked with SD Commission and national government in preparing <i>Securing the Regions' Futures</i></p>

PROMOTING SUSTAINABLE DEVELOPMENT GROUP

DRAFT WORK PROGRAMME – SEPTEMBER 06 TO SEPTEMBER 07

Key Work Priority	Planned Activity
<p>To showcase good practice in sustainable development to businesses and other organisations.</p>	<p>Establish East Midlands Expo as the annual regional sustainable development event of the year. Continue to ensure that the Expo addresses cross-cutting issues as highlighted in the Integrated Regional Strategy.</p> <p>Continue to showcase case studies from around the region.</p> <p>Develop and hold East Midlands Expo 2006 in October 06 and East Midlands Expo 2007 in October 07.</p> <p>Continue to ensure that showcasing good practice remains an integral part of the Group’s activities.</p>
<p>To develop a co-ordinated approach to sustainable public procurement in the region.</p>	<p>Refocus the steering group on becoming an umbrella for regional, sub regional and local initiatives and thereby providing these initiatives with a regional presence.</p> <p>Continue to build good working relationships and influence key senior officers within the public sector, for example by providing advice on model clauses to be included both at the specification and tender stages of a contract.</p>
<p>To promote and co-ordinate the mitigation and adaptation to climate change in the region, including the promotion of sustainable design and construction.</p>	<p>Develop and deliver the next phase of the sustainable design and construction programme to focus on improving client knowledge. Undertake the first pilot phase to focus on the Building Schools for the Future programme.</p> <p>Work with the Regional Climate Change Co-ordinator to achieve 50% sign up of regional LAs to Nottingham Declaration by March 06 and to run 2 training events to improve understanding of climate change.</p> <p>Support work to research risks and opportunities of CC to businesses.</p> <p>Enable regional stakeholders to share good practice</p>

	<p>and continue to develop an effective model for a climate change partnership in the East Midlands;</p> <p>Continue to build good working relationships and influence key officers working within the climate change agenda.</p>
<p>To contribute towards a co-ordinated approach to influencing behavioural change and promote engagement in sustainable development issues.</p>	<p>Continue to deliver Phase 2: 'Devising a Regional Approach' to establish agreed principles and a common regional approach to securing behavioural change.</p> <p>Consider Phase 3: Evaluation and Review to establish what has worked well and what has worked not so well.</p>
<p>IRS Framework Refresh</p>	<p>Undertake an assessment of how well the existing IRS Framework fits with the essential ingredients and guiding principles of the UK SD Strategy.</p> <p>Support the work to refresh the IRS Framework including identifying the regional priorities and challenges for SD.</p>
<p>Sustainable Development Champion Body</p>	<p>Work to ensure the PSD Group becomes the appropriate SD Champion Body in light of the guidance provided in <i>Securing the Regions' Futures</i>. To include building upon current commitment and expertise of Group, and revising the terms of reference, structure and membership of Group.</p>
<p>Improving LSP skills and knowledge</p>	<p>Support a series of training sessions for local authorities and partners engaged in Local Area Agreement process.</p>
<p>Other</p>	<p>Continue to support other activities and initiatives that contribute towards the Group's key work priorities.</p> <p>Continue to develop links with national government, the Sustainable Development Commission and European forums, where appropriate.</p>