



# Eco-Schools Action

# Plan

SCHOOL NAME- Newmains Primary School

Eco-Schools Topic 1: LITTER

Date Range of this Plan: August 2019 to June 2021

Your school's Sustainable Development Goal: CLIMATE ACTION

How will our actions contribute towards our chosen SDG?  
 Helps make children become more responsible and respectful towards the school and its environment by reducing litter in classes, around the school, playground and local environment. Also, have a better understanding of how pollution can affect our environment and the habitat of animals, and play a role in CLIMATE ACTION.

<b>What?</b> What do we want to do?	<b>Why?</b> Why do we want to do this? What do we aim to achieve?	<b>Who?</b> Who is responsible for the action? Who else will help?	<b>When?</b> When will it happen? Timescale.	<b>Measuring:</b> What, how and when will we measure and/or record our progress?	<b>Evaluation/Development:</b> What happened? What will happen next?
1) To reduce litter in and around the school.	Raise awareness of litter in the school and local environment.	All pupils and ECO Focus Friday group.	On-going	Are children more pro-active in disposing of litter correctly? Is there less litter left around the school environment?	There is definitely less litter in the school and in the grounds. Children in infants through their Messy Magpie topic, created posters to encourage others not to drop litter and are now aware of how litter should be disposed of correctly. A parent even commented that her child is more conscious of how litter should be disposed of at home.

<p>2) To involve all pupils in reducing litter.</p>	<p>All children to help keep the school grounds litter free by ensuring all litter put in bins. Rota for each class to ensure litter disposed of correctly after intervals and lunchtimes.</p>	<p>All pupils and school janitor, led by litter wardens.</p>	<p>Daily and on-going, after intervals and lunchtimes</p>	<p>Is the playground tidier?  Pupils to keep a tally of amount of litter items found and display on ECO notice Board.</p>	<p>Each day the school janitor with the help of litter wardens, review the playground to ensure no litter is left.  Children counted litter left and created graph which was displayed on the ECO notice board. Also, plastic bottle tops, normally thrown away, were gathered, (quarantined) and used in a graph display.</p>
<p>3) Local litter pick.</p>	<p>Raise awareness of litter left in the local environment and the damage it does.  To promote positive links with our local supermarket.</p>	<p>ECO Focus Friday group, Mrs Lilly and community link at ASDA supermarket, together with parent helpers.</p>	<p>We will go to local green area near ASDA and do litter pick. Return to ASDA for photo for local press. Children will receive healthy snack from ASDA.</p>	<p>Arranged for March 2020. How many bags of litter can be collected?</p>	<p>Due to COVID 19, this event was unable to take place. New Action point added October 2020.</p>
<p>4) New Action point added, October 2020;  Research the environment through class topics.</p>	<p>Raise awareness of the impact litter has on our environment; rivers, seas, oceans, land and the plants/animals living there.</p>	<p>Class teachers through topic planning/ children-responsive/research.</p>	<p>From September 2020 to June 2021; work carried out in class and home research.  Celebrate World Habitat Day in October 2020.</p>	<p>Posts on school Twitter feed, class and school displays, jotter work. Pupils' ability to talk confidently about the subject.</p>	<p>All classes participated in world Habitat Day. Lots of photos and activities posted on Twitter. Display made from plastic to highlight danger to animals and</p>

All children by  
their actions

the environment that  
litter can have.

Continue to be mindful of  
the impact of our actions  
on our  
environment/animals'  
habitats.

## Eco-Schools Action Plan

### Eco-Schools Topic 2: SCHOOL GROUNDS

#### Your school's Sustainable Development Goal: GOOD HEALTH and WELLBEING

How will our actions contribute towards our chosen SDG?

The work we are doing to create a beautiful memorial and improve our school grounds and also the work being done in classrooms relating to the Emotionworks COVID recovery programme will impact positively on GOOD HEALTH AND WELLBEING of pupils, staff and community.

<b>What?</b> What do we want to do?	<b>Why?</b> Why do we want to do this? What do we aim to achieve?	<b>Who?</b> Who is responsible for the action? Who else will help?	<b>When?</b> When will it happen? Timescale.	<b>Measuring:</b> What, how and when will we measure and/or record our progress?	<b>Evaluation/Development:</b> What happened? What will happen next?
1) To create a memorial garden and design/create a mural, reflective area in our playground.	We want to create this special space in our playground to remember one of our wonderful pupils who very sadly passed away. We want to create a calming and bright space where pupils, staff and her family can go to remember this wonderful wee girl.	Mrs Stevenson and the boys and girls in her class, with help from Mr McCarthur our janitor.	Started 31 <sup>st</sup> August 2020 and was completed on 13 <sup>th</sup> September 2020.	Before and after photographs.  Opening day to be attended by family.  Is the garden being used as a place for remembrance and reflection by staff, pupils and family?	The children in P4/5 came up with the idea of the mural and reflective garden. They certainly rose to the challenge and created this beautiful calming space.  The opening afternoon was attended by family and close friends who commented positively on the beautiful space.  The garden is continuously used and the children encourage everyone who uses it to respect the area; dispose of litter correctly, use it as a space to remember and reflect.  We will continue to grow plants and keep this space beautiful. We would

					<p>Mr McArthur, Mrs Stevenson, P4/5 and everyone who was involved in this project.</p>
<p>2) To use outdoor space for learning.</p>	<p>To increase positive Health and Wellbeing by trying to learn in the outdoor environment as often as possible.</p> <p>Continue to participate in the Forest School.</p> <p>Enjoy outdoor learning across the curriculum.</p>	<p>All class teachers planning responsively with the children.</p> <p>Mrs Brown, our Forest School's co-ordinator.</p>	<p>On-going</p> <p>On going</p> <p>Introduced from August 2020, ongoing.</p>	<p>Is outdoor learning impacting positively on Health and Wellbeing; discussions with pupils, photos posted on school Twitter feed, children looking happy, engaged in learning, laughing and smiling!</p>	<p>Outdoor learning has been actively encouraged, and even more so since returning to learning in school after lockdown. An Outdoor Learning plan for numeracy across all levels was created and children have been engaging in outdoor learning across the curriculum.</p> <p>Due to Covid 19, all classes were unable to participate in Outdoor forest schools experiences as normal. However, our Forest School's co-ordinator, Mrs Brown, devised thinglink forest school lessons that all children could enjoy at home.</p> <p>Learning in an outdoor environment, certainly impacts positively on Health and Wellbeing and our school twitter feed shows lots of happy children actively engaged in their learning.</p>
<p>3) Create area in playground for loose parts play.</p>	<p>To increase sense of Health and Wellbeing and self-esteem through outdoor play.</p>	<p>Resources from recycled products such as tyres, crates etc.; children as</p>	<p>On going</p>	<p>Is loose parts outdoor play impacting positively on childrens' health and well being and self-esteem? Measured through</p>	<p>An area was designated in the playground for loose parts play and resources collected from donations from local business etc. The area is timetabled and pupils really enjoy the freedom, developing skills and learning that loose parts play</p>

		<p>leaders in their learning.</p>		<p>discussions with pupils, photos posted on school Twitter feed, classroom displays. Do children look happy and engaged in their learning?</p>	<p>ties in really well with Learning through Play in infants. Resilience in children has developed as they are developing problem solving skills, communication skills and they are actively involved in planning their own learning.</p> <p>Our twitter feed evidences happy children working, learning and playing together. Many parents have commented that their children really enjoy participating in loose parts play.</p>
--	--	-----------------------------------	--	---	--

## Eco-Schools Action Plan

### Eco-Schools Topic 3: GLOBAL CITIZENSHIP

#### Your school's Sustainable Development Goal: ZERO HUNGER and HEALTH AND WELLBEING

How will our actions contribute towards our chosen SDG?

We will work in conjunction with Rights Respecting School programme to achieve a better shared understanding of what ZERO HUNGER means. Also the work being done in classrooms relating to the Emotionworks programme will impact positively in bringing change in the school and wider community.

<b>What?</b> What do we want to do?	<b>Why?</b> Why do we want to do this? What do we aim to achieve?	<b>Who?</b> Who is responsible for the action? Who else will help?	<b>When?</b> When will it happen? Timescale.	<b>Measuring:</b> What, how and when will we measure and/or record our progress?	<b>Evaluation/Development:</b> What happened? What will happen next?
1) To achieve a better understanding of what <b>Zero Hunger</b> is.	<p>We know there are people in the world who are hungry, this should not be!</p> <p>Learn about and raise awareness of sustainability, global goals, hunger across the world and the impact that Covid 19 may have on this.</p>	<p>All class teachers/children, led by the pupils in P5/6 and Mrs Mckay. Planning will be responsive and take into account children's prior knowledge and what they would like to learn.</p> <p>Children from the ECO and RRSA committees.</p>	<p>On going</p>	<p>KWL Grids at start of topic, to document what the child know already, and completed grid at end of topic to document progress/learning.</p> <p>Evidence in jotters and school twitter feed.</p>	<p>We focussed on Global Goal 2 and learned about food miles and what we can do to play our part to eradicate world hunger.</p> <p>Discussions were held in classes to talk about Marcus Rashford's response to the UK government's decision to not provide meals for children during holidays.</p> <p>We used the film, The Pandemic is a Portal which inspired us to write wonderful poems, to highlight our plight.</p> <p>Our learning was displayed around the school and on our school twitter feed.</p>

<p>2) Organise Christmas foodbank.</p> <p>To contribute to local community foodbank during Covid crisis.</p>	<p>We know that there are families in our community who do not have enough food and we want to help.</p> <p>We want to ensure that families have enough food over the Christmas holidays.</p> <p>At the start of lockdown, the local community centre made a plea for food donations for the local food bank in conjunction with ASDA. Staff at Newmains want to help.</p>	<p>All children and staff will be responsible for contributing to the foodbank. We want to ensure that is will be done in collaboration with the local church and local community foodbank.</p> <p>The staff at Newmains Primary and community.</p>	<p>From November, 2019 to Christmas Eve.</p> <p>Spring 2020, during the Covid pandemic.</p>	<p>This will be measured by the amount of non-perishable food donations and the uptake by the local community.</p> <p>This will be measured by the amount of non-perishable food donations and the uptake by the local community.</p>	<p>We learned about food banks and decided that we should ply our part to address Zero hunger in our community. The response was overwhelming! The large Christmas tree in the school hall was surrounded by donations of food from our children. The local press was involved and we worked with our local church. All donations were given to the local food bank.</p> <p>Again the response was overwhelming. A plea was made on twitter and many donations were made by staff and indeed the local school community, to show that 'Newmains Cares', our school motto.</p>
<p>3) To bring about positive change in the school and wider community.</p>	<p>We know that people/organisations in our community need financial support.</p> <p>Raise funds.</p> <p>Raise awareness of caring services offered by St. Andrews' Hospice, by attending whole</p>	<p>St. Andrews' Hospice Christmas fundraiser; led by Mrs Lilly and Primary 7 pupils.</p> <p>Whole school assemblies presented by St. Andrews' Hopsice Staff.</p>	<p>December 2019 and December 2020.</p> <p>January 2019</p>	<p>This will be measured by the amount of hospice items/badges sold and funds raised.</p> <p>Are pupils more able to talk about sensitive issues?</p> <p>In conjunction with the EmotionWorks</p>	<p>The fundraising for St. Andrew's Hospice is always very well supported by pupils in the school and nursery, parents and staff. The children love the Christmas merchandise and we always have to order more, due to the popularity.</p> <p>The amounts raised have been;</p> <p>-December 2019-(sale of Christmas badges and Christmas jumper day) £440</p>



school assemblies  
presented by hospice  
staff.

programme which  
develops emotional  
literacy.

-October 2020 (wear Yellow Day)  
£229.10

-Total amount raised by the school  
community since 1999....£14,  
379.49.

In November, 2020, an on-line  
assembly/teams meeting was  
presented to senior pupils in the  
school by St. Andrews Hospice to  
provide information about the  
Christmas fundraising, which P7  
pupils organised.

Children are more confident when  
talking about sensitive issues as all  
classes now have a morning check in.  
During times of on-line learning, the  
emotional check-ins were done on  
teams.

The Emotion Works programme is  
used in all classes and staff have  
undertaken training to develop  
skills/programmes and activities.  
This has been very successful during  
lockdown and also on return to  
learning in school. (see school  
twitter feed for evidence and  
photos documented on power point  
application).

Action points that could not  
be done due to Covid 19.

Action points added into/changed in original Action Plan due to Covid 19.

--	--	--	--	--	--