

GETTING EVERYONE INVOLVED

ROLES AND RESPONSIBILITIES

To make real energy savings across the school, everyone can play a role and take responsibility for what they can change. The **Steps** section explains how this can be achieved, but it is useful to see just what each person or group can help with.

ENERGY GROUPS / SCHOOL COUNCILS

Pupil-led activities make the biggest change happen.

This is true both within the school, and beyond it to households and communities. Without pupil leadership and whole-class engagement, many of the ways of saving energy and money outlined above become much, much harder. There are many ways to involve students in energy management and all levels of school can participate. The Eco-Schools website is full of useful ideas and inspiring case studies.

In Newham we toured the **Carbon Footprint Detective Agency**, a partnership and play developed with Immediate Theatre. The CFDA encourages pupils to become "detectives" in hunting out the energy wastage in their school.

- Many Energy Group resources are found in the appendices

Energy Group resources can be used to help set up your pupil energy group, and for your school walk around. We also have **CFDA badges** for all your energy group members, just contact Newham Sustainable Schools.

Possible Pupil Commitments:

- ✓ Identify and report actual energy performance to the school and wider community
- ✓ Identify targets for future energy performance and report on progress
- ✓ Train other staff and pupils to become energy champions for the school
- ✓ Encourage energy saving suggestions from all staff and pupils
- ✓ Take day-to-day responsibility for ensuring minimal energy and water waste and encourage all school users to do the same

TEACHERS AND TEACHING ASSISTANTS

Energy efficiency can be brought into the curriculum for just about any subject. Some are straightforward - e.g. statistical analysis of energy usage figures in Mathematics, looking at energy sources and climate change in Geography, using Art classes to design energy-saving publicity materials. Others require a little more lateral thinking, but all are achievable.

Energy, either on its own or as part of a wider sustainability topic, can also make a great off-curriculum project, adding value to pupils' education and the school's energy saving work.

Curriculum Opportunities

Think how the energy saving campaign can be used to aid learning:

Maths - Using Automatic Meter Reading (AMR) data

Science - climate change/ energy production and consumption/ carbon emissions

Economic - how energy reduction saves money, looking at a carbon tax

Art/Design - design campaign material

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Media - plan and implement the campaign

Literature - hold debates around the energy campaign

- See the **Curriculum** section for lesson ideas for all key stages.

Classroom Changes

Teachers and teaching assistants can also help drive energy saving in practical ways, by ensuring heating and energy usage in their classroom is minimised, and working with pupils on energy-saving initiatives.

BUSINESS MANAGERS, SITE MANAGERS AND OPERATIONAL STAFF

School Business Managers are often active in Energy Groups, as they are the ones paying the bills which can be reduced! They are also in a position to make the business case for investment in materials (insulation, timers, push taps) which will pay for themselves by enabling energy savings and/or behaviour change.

A busy working office has the potential to consume large quantities of energy through lighting, heating and office equipment such as printers, PCs and especially photocopiers.

- See **Target Areas** for the costs attached to specific equipment

Office Staff are able to help the cause by committing to:

- ✓ Ensuring all equipment is turned completely off at the end of the day
- ✓ Efficient use of photocopiers (the largest consuming electrical equipment) by photocopying in blocks where possible
- ✓ Encouraging visitors to keep doors shut and heat in
- ✓ Replacing equipment with energy efficient models

A responsible **Site Manager** can work with the Energy Group to ensure that the building is best equipped to be sustainable.

They can commit to:

- ✓ ensuring that heating is available when and only when the building is in use;
- ✓ ensuring leaking pipes and cracked windows are spotted and fixed;
- ✓ working with cleaning and kitchen staff to use resources and equipment as efficiently as possible

Site Managers are often the first to recognise the benefits to their own work in a school which functions sustainably and so are keen to be a part of energy improvements.

Catering and Cleaning Staff

As the main users of equipment with high energy usage, kitchen and cleaning staff can have a crucial role in saving energy. With the support of senior management, they can help in a number of ways:

- ✓ Ensuring all equipment is turned off at the end of sessions

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- ✓ Reducing heat loss as much as possible
- ✓ Using equipment in the most energy-efficient way
- ✓ Maintaining equipment and ensuring replacements are energy efficient models

SENIOR MANAGEMENT

However wonderful and committed an Energy Group is, it needs a supportive, understanding and enthusiastic senior management team to ensure the success of a whole-school approach. Action plans developed by the Energy Group can then be fed into school management at all levels. Time, resources and support should be made available to develop energy savings which are themselves sustainable and which feed into sustainable forward planning, within and beyond the curriculum.

Senior Management can sign up to:

- ✓ Lead on establishing and delivering the school energy policy
- ✓ Promote the energy action plan wherever possible
- ✓ Commit management resources to implementing the plan
- ✓ Visibly support the actions within the plan, for example agreed school temperatures and lighting reviews
- ✓ Work with the energy lead and governors on long-term opportunities for energy reduction or generation.

GOVERNORS AND PARENTS

Governors are sometimes the surprise heroes of a school's journey to sustainability. Of all the roles in school theirs is about long-term planning, getting the best deal for every pupil, and striving for a school that instils sustainable values and ethos.

An informed governing body will be able to challenge and support senior management on the school's energy-saving journey. Governors are required to have an oversight on finance, curriculum, behaviour and learning. With this broad overview they are in a strong position to support and develop energy and carbon reduction in the long term.

The governing body will also have a mix of skills and experiences that you can draw on. They may undertake energy management roles in their "day jobs". They might have access to resources and experts. Some of them will be community governors with links to local organisations which could help the school with advice and/or practical materials.

As with Governors, **parents** are a huge untapped resource often with transferrable skills and industry contacts. A successful energy saving programme will inevitably reach beyond the school to households, as pupils model the energy saving practices they have learned and discussed in the home and the community. There is scope to involve parents as volunteers in many areas of sustainability, including but certainly not limited to energy saving.

ENERGY LEAD

And finally, but crucially the **energy lead** can lead energy management by:

- ✓ Identifying and implementing all cost-effective energy efficiency measures
- ✓ Feeding success and reports to governors, SMT/SLT and the whole school
- ✓ Reviewing and revising targets on a regular basis
- ✓ Championing the incorporation of carbon saving and sustainability into the curriculum