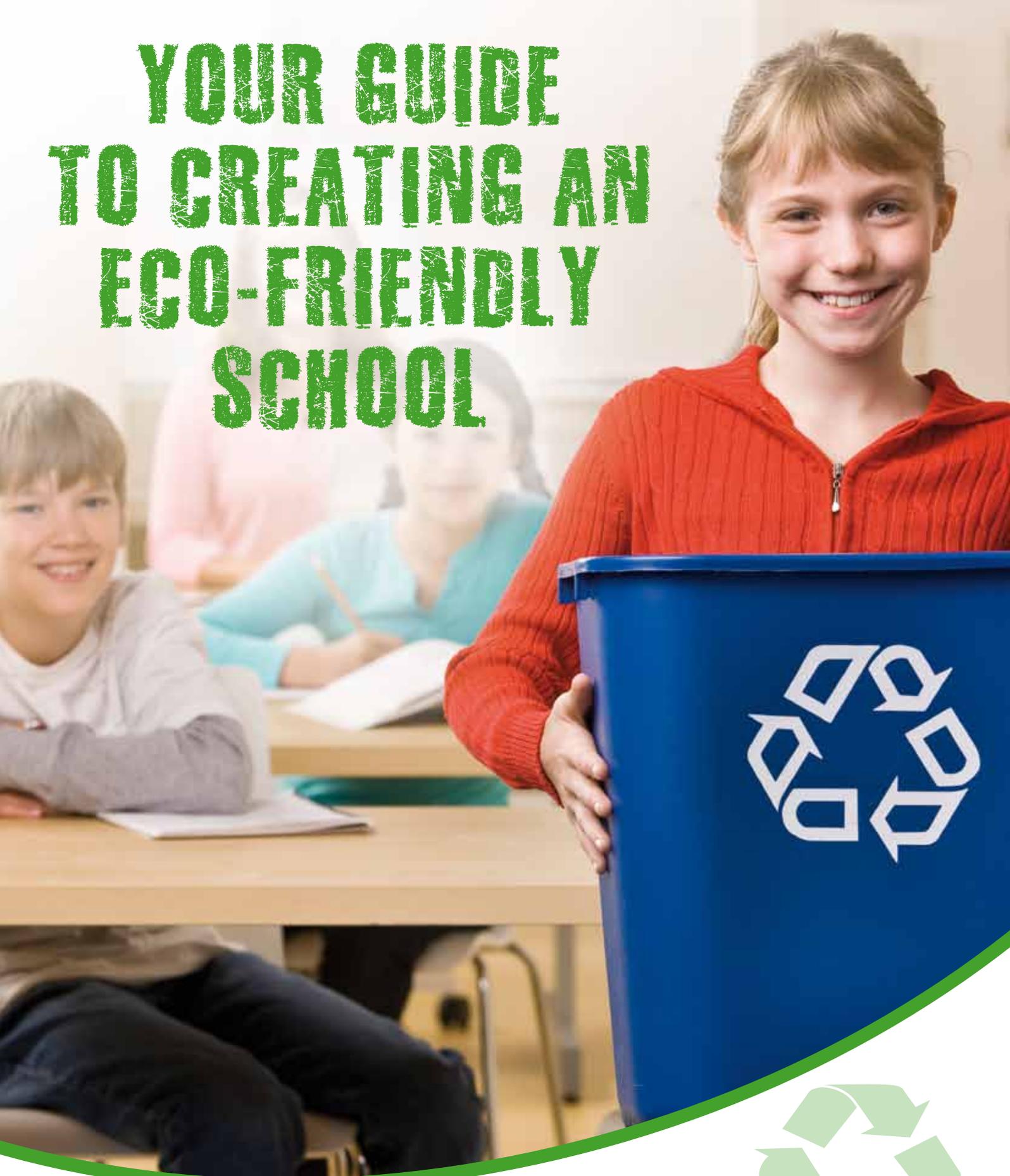


YOUR GUIDE TO CREATING AN ECO-FRIENDLY SCHOOL



NBB
School
Shelters

Call us today on **0800 1777 052**
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INTRODUCTION

The purpose of this guide is to inspire you and your school to become more eco and sustainably focused.



ABOUT US

NBB School Shelters are one of the UK's leading Manufacturers of outdoor walkways, canopies, shelters and recycled plastic furniture.

Established for 25 years NBB have designed, manufactured and project managed thousands of installations across the UK.

“Everyone has a responsibility to do as much as they can to help the environment.”

Climate change and pollution affects us all, whatever age or wherever we live in the world, it's something that we cannot afford to ignore. There is no doubt over the science – the continued release of greenhouse gases will lead to severe and potentially catastrophic changes in the earth's climate. From rising sea levels and unsustainable landfills to water-scarcity and drought – it is clear we all need to pay a lot more attention to these issues.

Everyone has a responsibility to do as much as they can to help the environment and reduce our carbon footprint.



SCHOOLS HAVE A SPECIAL ROLE TO PLAY

Schools have a special role to play in aiding in the reduction of emissions and in building a brighter future. Our **schools train and educate young people**, from nursery to senior schools and beyond. As such, they have a **tremendous reach and influence**, and can **act as 'hubs'** for learning and change within their communities. Schools can, and must, lead by example, showcasing what can be achieved and encourage and equip the next generation to take action in reducing emissions in their own homes and future workplaces. The more skills and awareness students have, the better enabled they are to live and work within more sustainable environments. **Children are the ones that inherit the legacy of previous generations and can become agents for positive change.**

**The average school throws away 38 tons of paper
- equivalent to 644 trees!**

2

FACTS AND FIGURES

In 2008, the Sustainable Development Commission published a report entitled 'Carbon Emissions from Schools', which found that England's schools system was responsible for 9.4 million tonnes of greenhouse gas emissions per year. The largest drain on our school system, says the report, is supply chain activity in the school sector, which can be anything from building materials or maintenance to the food served in the cafeteria. Heat and power used in school buildings is the next biggest offender and accounts for 37% of those emissions, while pupil and staff travel and school transport were responsible for 16%. Waste accounted for less, at approximately 2%. These are factors schools can act upon, and it's not too late to make a change.

38 Tons

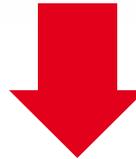


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**644
Trees**



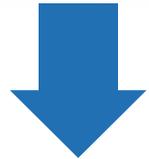
The average school throws away 38 tons of paper - equivalent to 644 trees.



3 Hours



1 x recycled plastic bottle would save enough energy to power a 60 watt lightbulb for 3 hours.



1 Ton

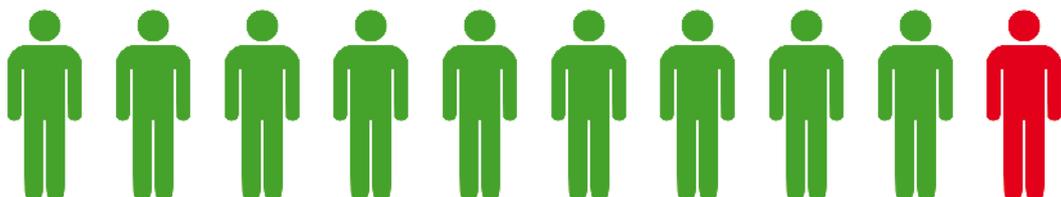


Did you know every ton of paper recycled - actually saves 17 trees.



Plastic bottles take up to 500 years to decompose.

60% of rubbish that ends up in landfill could have been recycled.



9/10 people would recycle if it were made more easier.

OUTDOOR LEARNING



Ofsted recommendations are increasingly encouraging schools to take learning outside of the classroom. In their 2008 report, 'Learning outside the classroom: How far should you go?' (2008) they state that **"Hands-on [learning outside the classroom] activities led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour."** The idea is to mirror the indoor classroom-based learning curriculum and, research shows, that paying increased attention to the effect of 'place' in students learning environments can have a direct correlation to how we expect and encourage our young people, from Nursery through Primary and all the way to High School, to interact with the outside world. This initiative is also tied in with citizenship and clearly fills a significant part of the Department for Education Children's Plan, which seeks to improve the well-being of our young students and provide them with interesting things to do outside of the classroom.

“Hands on learning activities led to improved outcomes for children”

Ofsted



ACT NOW! CREATE AN OUTDOOR CLASSROOM

Why create an outdoor learning environment?

- Enhanced appreciation for the outdoors
- Improved learning experience
- Increased retention through interaction

Although there are many ways in which schools can begin to think about how to implement more outdoor learning, one key way is **by installing outdoor classrooms or shelters**. This method allows for outdoor learning that is not weather-dependent, an important factor in a climate like the UK. There are also financial implications; prior to installing this kind of outdoor classroom architecture, many school's main opportunity for outdoor learning would be organised school trips. Such trips can be costly and a drain on precious resources. There are a great many options for outdoor classrooms on the market and they can be made from a range of materials such as wood, metal or plastic. It is possible to have seating installed and chalk or white boards, which increase the usability and versatility of the outdoor classroom space. These shelters have dual function, as they can also be used as part of general playground activity and mean more opportunities for children **to play and socialise outside during the winter months**.

“Bring learning to life!”



RECYCLING



Whether at home, the workplace or the classroom, we all know we should be recycling a lot more conscientiously and more efficiently. Schools are an important place for children and young people to learn about recycling and sustainability, and take the good habits and knowledge they learn at all school levels into their adult lives. In 2006, the Department for Education and Skills published a report, Sustainable Schools, which stated **“The government would like every school to be a sustainable school”** and that **“A sustainable school prepares young people for a life of sustainable living”**. Recycling in the school environment is, of course, more complex than just teaching our children and students to separate their paper, plastic and tin. This paper includes several case-studies of schools that are thinking beyond even their own direct environment, for example running litter picking schemes in local parks or encouraging the school to be a community recycling hub by offering services such as ink cartridge or battery recycling points.



2 Pint Milk Containers saved from landfill:

1,430

Recycling also goes beyond the confines of products that come into or are being used by the school. The very nature of the products and strategy we use to construct and manage our schools is also increasingly important. Using recycled products or natural timbers can be a positive step, as can increasing your overall insulation if rebuilding is not an option. Recycled furniture can be a good way to incorporate recycled elements into your building without renovation. There are many inexpensive recycled and high quality products on the market such as **eco-friendly, 100% recycled plastic furniture**, which is durable and portable. Whether you need benches, shelter, sports equipment or playground apparatus, there will be a product that suits your school needs and starts you on the road to a more sustainable future.

Visit www.nbbschoolshelters.co.uk to see our extensive range



GETTING TO SCHOOL



SUSTAINABILITY OUTSIDE OF THE CLASSROOM



A school is a community and ecosystem that goes beyond the classroom walls. Of the 9.4 million tonnes of greenhouse gas emissions produced by schools across the United Kingdom each year, 16% can be attributed to staff travel and school transport. Awareness of how these millions of journeys our staff and students make to and from school is important in fostering a **sustainable school environment**, where both adults and children have access to the information that will allow them to make considered decisions.

Schools, at all different levels, are changing the culture of individuals travelling separately in vehicles to their educational environment. This can be encouraged in numerous ways by schools themselves, and encouraging children to walk or **cycle to school** can be a good start. Placing ample cycle racks, shelves and **both covered and open air compounds for bicycles is very important**, showing children that they are promoting this method of travel and keeping it visible. It is also important to have staff set an example and make sure provision is put in place to **encourage more and more staff members to get on their bike**. Schemes like the UK Government's Green Transport Development Initiative, which allows staff to pay for a bicycle out of their wages and at a discount, could be worth investing in.



For those children who live near enough to the school's location to walk, there are also many ways in which schools can encourage this. **Arranging or facilitating walking groups can be an effective way to make sure that groups of children can arrive together and in safety from locations all over the area.** Most schools today have forums and online platforms where this can be organised. It is also worth investing in accessories such as high-viz jackets or arm bands, umbrellas or rain jackets that students can borrow from school for their commute home, especially in the winter months. There are numerous structures and products available such as covered walkways, porches or waiting shelters, which can be beneficial to students arriving early to school or waiting out in bad weather before their journey.

