



# Climate Action Policy

Member of leadership team with lead responsibility for oversight and update of policy	Delegated to Senior Deputy Headteacher (& Sustainability Lead)
Approved by SLT	21/04/26
Policy review cycle	Annual
Policy review date	April 2026



## Rationale:

The Polesworth School is committed to empowering students to confidently take the next steps in their lives, and in a world increasingly impacted by the climate crisis, it is only proper that we are also committed to taking the lead in promoting climate positive behaviours.

Since 2018 ‘School Strikes for Climate’ (popularised by climate activist Greta Thunberg) have flipped this hierarchy somewhat, with governments and schools alike perceived to be too slow to take-action and too slow to change. Yet they have also highlighted the growing desire from students for educational establishments to do their bit to help avoid climate breakdown.

This Policy or ‘Climate Action Plan’ will detail how we can do our bit. What is required of us, the initiatives we’ve been working on to-date and importantly our future commitments.

## Statutory Obligations for Climate Action in Educational Settings:

The Department for Education (DfE) strategy states that by 2025 “...all education settings will have nominated a sustainability lead and put in place a climate action plan”, to help embed sustainability in all that they do.

The DfE has also set a target to reduce greenhouse gas emissions by 50% by 2032 and 75% by 2037 across all education settings, from a 2017 baseline <sup>[1]</sup>.

As part of the DfE requirements all school Climate Action Plans (CAPs) must include at least one action from each of these four key areas or pillars:

### Adaptation

- Make the setting more resilient to the physical effects of climate change, such as heatwaves, heavy rain, or extreme cold.
- This involves planning to make sure your buildings, outdoor spaces and operations can cope with these challenges, while keeping staff and learners safe.

### Biodiversity

- Protect and encourage the plants, animals and ecosystems in and around the setting.
- Encouraging nature through green spaces, wildlife habitats, and outdoor learning helps learners connect with the environment, supports wellbeing, and can make outdoor space more resilient to climate events.

### Climate education & careers

- Prepare students for a world impacted by climate change through education and practice.
- Give all learners the knowledge and skills they need to understand climate change and take-action.
- Embedding sustainability topics (such as energy, waste, nature) across **all** learning and play, helps learners build confidence to make informed choices, reduce their impact, and prepare for green jobs in a sustainable future.



## Decarbonisation

- Reduce the amount of greenhouse gas emissions (such as carbon dioxide) your setting produces. This can include:
  - choosing low-carbon products and suppliers
  - reducing energy use, with LED lighting or smart controls
  - switching to renewable electricity
  - managing waste through recycling and reuse
  - encouraging walking, cycling, or public transport instead of car travel to and from your setting
  - offering more plant-based or locally sourced food
- Supporting students in being part of the setting's transition to net zero.
- The goal is to reduce the setting's emissions while cutting costs, improving comfort, and showing leadership on climate action – essentially balancing social, environmental and economic sustainability.



### GAITRRs an overview:

The CAP will take the form of an action plan that will list the specific steps needed to achieve common goals. This plan will then be reviewed annual, as part of the update of the CAP. The GAITRRs structure (as outlined below) will be utilised in accordance with recommendations from Sustainability Support for Education and Climate Ambassadors [2].

- ✓ **Goal:** Outline the clear goal and purpose.
- ✓ **Actions:** The activities that will lead to achieving your goal.
- ✓ **Items:** The 'Steps' broken up into specific, small tasks.
- ✓ **Timeline:** From start to finish, schedule every step and task [can be adapted as more information becomes available].
- ✓ **Resources:** Anything you need: staff time, funding, expertise (Low, Moderate, High).
- ✓ **Responsibility/Reporting:** To track progress and ensure the Plan becomes a reality [should include link and governor oversight].

### RAG:




Each of the actions will be rated to provide a quick overview of progress. ● Means completed, ● means ongoing and ● is unfinished/yet to commence.

Please note some of those marked ● completed prior to Spring 2026 were completed by previous members of staff who are now no longer employees of The Polesworth School or CAT.



1.0] Adaptation:








Goal	Actions	Items	Timeline	Resource Intensity	Responsibility/Reporting	RAG
Plan and complete a site survey to identify future micro-climatic risks.	New site-survey to identify microclimate risks.	Identification of potential heatwave/extreme cold risks.	Summer AY2526 & Winter AY2627	L Site map and energy certificates.	REE & L.Sweet E.Dyer (support)	
		Identification of site flood-risk areas. To be mapped.	Map completion July 2026 – to be reviewed annually.			
	Staff education.	Launched AY2627	Information Sharing bulletins, e-mail dissemination. 5mins on a training day?	REE		
	New energy review	Last completed in 2022 – annual overview of consumption/generation sources to be provided to Sust. Lead & Governor.	AY2627.	L App access. Liaison with Trust.	S.Ryan	
Phased adaptation plan produced with investment proposals.	Formally appoint a 'Climate Adaptation Officer' for site and procurement.	Discussions to be held to determine who is best positioned.	Spring AY2526 – discuss role By Autumn AY2627 – FAV to confirm?	L Meeting	E.Dyer volunteers for role Feb 2026 FAV	





	<p>Identification of priority adaptation investment areas.</p>	<p>Determine potential funding for climate resilience adaptation.</p>	<p>None as of Feb 2026</p>	<p>L Research possible opportunities.</p>	<p>E.Dyer, S.Ryan &amp; REE</p>	
	<p>Integration of climate adaptation with any building upgrades/ infrastructure/ emergency measures.</p>	<p>Determine future renewable energy opportunities → solar capacity reached, apply for applicator to sell back to the grid. Presently no site upgrades in the pipeline (other than drainage improvements alongside the main hall and hinges on Nethersole windows).</p>	<p>Monitor from Feb 2026.</p>	<p>M Research into sustainability of all products during procurement process.</p>	<p>E.Dyer, S.Ryan, L.Sweet S.Wicks</p>	
	<p>Notion of climate adaptation to be integrated into the overall estate/site/ procurement plan.</p>	<p>Seek commitment to consider 'sustainability' during procurement processes. 'Think Local, Act Global' – localism mindset.</p>	<p>Feb 2026 – verbal commitment made to add 'sustainability' into policy documents for procurement at next review. *</p>	<p>L Changing of policy language.</p>	<p>E.Dyer</p>	



2.0] Biodiversity:

Goal	Actions	Items	Timeline	Resource Intensity	Responsibility/Reporting	RAG
To build a school whole-setting awareness of biodiversity importance.	Develop a biodiversity vision and mission statement.	Mission statement to be developed following consultation with key stakeholders and SLT, to ensure conformity with culture.	Summer AY2526	L Individual subject expertise. Dissemination through SSG.	REE, MCB, QUI etc	
	Assemblies to highlight importance of biodiversity to students.	Seek opportunities to get 'biodiversity' on the mainstream SLT assembly agenda – so it's not seen as niche.	Assembly calendar AY2627.	Assembly calendar.	SLT & Assembly Calenderer	
	Social media posts to highlight to the school community.	Opportunity disseminated to staff-body via SSG to enhance social media coverage of biodiversity related content across the setting. Possible tie-in with climate literacy training opportunities (see 4.0).	Spring AY2526	Social Media output	SSG & Social Media team (presently Jo Simpson & GLV). Potentially all staff.	
	Develop the 'Climate & Sustainability' part of the school website.	Overview of all CAP biodiversity aspects for purview of all stakeholders and regulatory bodies.	On approval of CAP by governors.	Webpages	REE & JUD (Governors)	






Assess existing site biodiversity	Join the NENP and follow their guidance to determine existing state.	Join NENP. Mapping of site boundary. Mapping of existing biodiversity and uploading to system.	Summer AY2425 Summer AY2425 Summer AY2425-26	L NENP software Plant & wildlife identification guides.	REE REE REE, Eco-Com & KS3 Geog Students	 
Enhance (then monitor) site-wide biodiversity	Boost biodiversity through non-NENP dependant strategies.  Complete NENP mapping.  Identify areas for biodiversity enhancement.	Increase regulation of 'No Mow May' agenda.  Plant more trees/hedges on the site each year to boost biodiversity (and in the long-term sequester carbon).  Biodiversity (cottage) garden to encourage wildlife.  Identify and map areas for enhancement in consultation with key stakeholders.  To be developed once specific areas have been identified and created.	Spring AY2627 (New mowing company hence delay)  2018 onwards Most recently – 420 saplings Nov '25.  Summer 2023 –  Summer 2025 (expansion ongoing) Summer AY2526  AY2627+	H Saplings, canes, plastic sheathes, twine, tools.         H Tools, expertise, time.	REE & LSweet    REE (supported by DAN & students)   REE/DAN - +support staff upkeep.   REE, L.Sweet, FOR & FAV.   REE, L.Sweet, FOR & FAV	    



	<p>Create the areas.</p> <p>Determine monitoring procedures, responsibilities and timescales.</p> <p>Development of land adjacent to Nethersole for a GYO plot primarily for use by our LAC cooking groups.</p>	<p>Clearance of brambles to ensure a safe site.</p> <p>Construction of raised beds.</p> <p>Restoration of pond to boost biodiversity. Etc.</p> <p>Ongoing maintenance.</p>	<p>Autumn/Spring AY2526</p> <p>Spring AY2526</p>	<p>H</p> <p>Tools, expertise, time.</p>	<p>REE</p> <p>REE &amp; D.Hennessey</p> <p>REE &amp; DAN</p> <p>REE, Eco-Com, DofEs.</p>	<p></p> <p></p> <p></p>
<p>Enhance biodiversity in the local community.</p>	<p>Supply the local community with trees to boost biodiversity and strengthen community links.</p>	<p>Take advantage of free-tree schemes (e.g. via The Woodland Trust) and pass these onto our community links. Boosting environmental and social sustainability.</p>	<p>Ongoing (~every 6 months).</p>	<p>L</p> <p>Saplings &amp; community partners</p>	<p>GLV</p>	<p></p>




3.0] Climate Education & Careers:

Goal	Actions	Items	Timeline	Resource Intensity	Responsibility/Reporting	RAG
To embed 'Green Careers' into the setting.	Increase staff awareness of green careers	Information disseminated via information sharing and via HODs  Links to be made in-line with Gatsby benchmarks at subject level.	Short-term ongoing To be initiated prior Spring/Summer AY2526.	L Individual subject expertise Dissemination through SSG.	REE & SAT to share responsibility. Link oversight from FOR & DOW respectively. Sustainability Governor – once appointed.	
	Increase student awareness of green careers	Introduction of Unifrog <sup>[3]</sup> and roll out to all year groups.  Use of Unifrog and 'Green Careers Hub' <sup>[4]</sup> to produce lessons for tutor sessions.  'Green Careers' display board to enhance awareness. REE & SAT to read Painter (2024) 'Sustainable Careers' <sup>[5]</sup> and meet to discuss how ideas can be integrated into the setting.	Mid-term ongoing.    Late-March 2026 – tutor time sessions.	H Unifrog access to students (training?).   Display board location identified and potentially purchase of board. Printed resources for display. 'Sustainable Careers' book.	REE & SAT to share responsibility. Link oversight from FOR & DOW respectively. Sustainability Governor – once appointed.   HAI for tutor session timelines.  Facilities for display board.	          
	Establish 'green career' links with the	Initiate contacts with business in this sector: New & emerging.	Contacts to be initiated by SAT Summer AY2526,	H Businesses and activities onsite.	REE & SAT to share responsibility.	

	community and wider sector.	Enhanced Increased demand.  'Green Careers' week events/activities – to be scheduled on school calendar.  Potential future 'Green Careers' fair.	to come to initial fruition earlier in AY2627 for 'Green Careers' week.  Long-term ongoing		Link oversight from FOR & DOW respectively. Sustainability Governor – once appointed. Careers governor oversight.  N.Holland for calendar scheduling. Facilities for set-up.	 
To embed 'Sustainability' across the curriculum	Inform HODs of need to embed sustainability across all subjects.	Information disseminated via agenda item on Leaders' Meeting – followed up via e-mail to HODs.  To form part of future curriculum audits.	Short-term. Initiated Nov25.  Mid/Long-term ongoing – hopefully see improvement each year [see below].	L Individual subject expertise.  Dissemination through HODs and KS Leads.	REE to present at Leaders Meeting.  Future audit reviews assessed by ORE & DOW.	 
	Launch and completion of 'Sustainability in the Curriculum' survey. To be completed by HODs on behalf	Launched by REE Nov25. Data to be reviewed and collated Jan26 with trends to be presented to FOR.	Short-term. Initiated Nov25.  Reach-out to HODs who don't complete via links – Dec25.	L Survey to be constructed on MS Forms and distributed to HODs.	REE & HODs/KS Leads FOR	


	of all departments.	To include language review for potential future CPD.  Student Voice survey.	Summer AY2526	Survey to be constructed and distributed.	REE, WHI & Head Students.	
	Running of workshops with departments where 'sustainability is deemed 'not-present' or coverage is incomplete.	Contact made with SSG volunteers – proposal to be outlined.  HODs/KS Leads contacted with range of dates to book workshops.  Review of curricula and decisions made over tweaking/incorporating language.  Whole-school notification of the need to embed language of climate and sustainability across the setting.	SummerAY2526  Summer AY2526 – then reviewed in subsequent curriculum audits.	H Numerous stakeholders and specifications/curricula	REE, HODs/KS Leads Potentially supported by SSG.	






		Potential CPD opportunity to ensure staff are more confident in referring to such matters and using the appropriate language with students.	Autumn/Winter AY2627?	Potential whole-school CPD slot – potential external trainer.	REE (then ORE & DOW).	
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4.0] Decarbonisation:




Goal	Actions	Items	Timeline	Resource Intensity	Responsibility/Reporting	RAG
To adapt existing policy to ensure low-carbon product procurement and supplier affiliation.	Discussions with a view to consulting on changes to procurement policies.	Consultation with SBM and those involved in procurement regarding potential changes to ensure greater environmental sustainability of product procurement.	Spring AY2526	L Meetings & review of existing policy frameworks.	REE conversations with E.Dyer and S.Ryan to determine feasibility.	
	Adoption of low-carbon procurement strategies and amendment of appropriate policies.	Social and environmental value of future product procurement would require amendment of CAT procurement policies.	Ongoing	L/M Feasibility review of existing CAT policies.	E.Dyer to take to S.Wicks.	
	All long-term planning to take GHG emissions and water use etc into consideration in the planning	Items to consider at next renewal: Renewable energy sources (air source heat pumps >50% of site – but boilers still in Drayton, Bramcote	Long-term Ongoing	H	E.Dyer, S.Wicks, FAV, L.Sweet, S. Ryan, N.Edwards & J.Simpson etc	





	stages.	<p>&amp; Nethersole).  Paper &amp; stationary supplies (deliveries now limited, paper to be sustainably sourced from a more local provider than presently)  Selection of trip/coach companies (LA procurement process).  Review of energy supplier (presently West Mercia).  Electrification of mini-bus fleet (presently, problems with infrastructure and driving licences/seat reduction).</p>				
Reduction of on-site energy usage.	Site Carbon Footprint report to be compiled annually.	Carbon footprint reporting process to be made more rigorous – ensuring we are collecting all the data needed to calculate footprint accurately.	Ongoing – began Spring AY2425.	M Rigorous data collection required.	REE, E.Dyer, N.Edwards, S.Clarke, L.Sweet, J.Harris, S.Ryan. S.Wicks, L.Hennessey etc.	




		<p>Annual completion of carbon footprint report.</p> <p>Future proposals to reduce footprint include:          Light switch/projector campaigns to staff?          Automatic lighting?          LED lighting?          Improvement in heating timer accuracy.          Review of plastic use in the canteen.          Review of school uniform.          Carbon sequestration calculations.</p>	<p>Spring/Summer</p> <p>Long-term ongoing</p>	<p>M</p> <p>H          Dependant on changes.</p>	<p>REE</p> <p>E.Dyer, S.Ryan, L.Sweet, FOR, FAV, S.Wicks, Governors etc</p> <p>REE, Geog. Department &amp; KS3 students.</p>	 
<p>Complete switch to 100% renewable electricity.</p>	<p>Review of present position – identification of opportunities to increase renewable generation.</p>	<p>Energy Review [see above]</p> <p>Improvement of gas boiler efficiency and eventual replacement of boilers by renewable energy.</p> <p>Problem of gas</p>	<p>Long-term ongoing.</p> <p>Long-term ongoing.</p>	<p>H          Dependant on changes</p> <p>H          Retrofitting of existing buildings.</p>	<p>E.Dyer, S.Ryan, L.Sweet, FOR, FAV, S.Wicks, Governors etc</p> <p>S.Ryan, MCB &amp; MLJ</p>	  

		supply to Bramcote for Science and Technology lessons.				
Ensure a sustainable waste management and recycling strategy.	Review of 'Briers' - waste contractor provision.	Visit 'Briers' site in Amington to clarify what happens to our waste off-site.	Autumn AY2425	M Liaise with 'Briers' contacts to determine visit.	REE & L.Sweet	
	Dissemination of findings to reduce perceived misconceptions amongst staff body.	Clarification of waste-chain to staff with misconceptions and the student body, via conversations, meeting and year group assemblies.	Spring AY2425	L Assemblies slot and PowerPoint.	REE (& FOR)	
	Search for a more economically sustainable alternative to Briers.	Waste contractor's position out for tender before final decision.	Summer AY2425 'Fortress' selected.	M CAT procurement process followed.	J.Ryan & S.Ryan	
	Prioritise student involvement in waste management.	Attempt to secure funding for recycling bin provision for site.	Ongoing	M Proving tricky to find grant provision.	REE, Tutors, Eco-Com & student body.	
		Encourage staff to have 'general' and 'paper recycling' bins	Autumn AY2627 CPD	L	REE & Facilities	

		<p>in classrooms.</p> <p>Reduce single-use plastic sold on site (see Canteen section).</p> <p>Teach students the importance of waste management in a sustainability context.</p> <p>Determine feasibility and opportunities for on-site composting of some organic waste.</p> <p>Develop and educate sustainable food waste systems in Technology classrooms.</p>	<p>Summer AY2526 at earliest as part of Canteen outsource tender contract?</p> <p>Potential student assemblies or Tutor sessions Late AY2526/Early AY2627.</p> <p>Summer AY2526</p> <p>Autumn AY2526</p>	<p>H As well as tender contract would need available alternative – plumbed in perhaps?</p> <p>L Assembly slot/tutor time lesson creation.</p> <p>M Construction of sustainable compost bin, positioning of-, turning rota etc.</p> <p>M Food-waste caddies and biodegradable bags.</p>	<p>Canteen staff, Facilities, future catering contractor, plumbers, SBM etc.</p> <p>REE, Tutors, Eco-Com &amp; student body.</p> <p>REE, Technology department &amp; L.Sweet.</p> <p>REE, WIL, DUN &amp; MLJ.</p>	<p></p> <p></p> <p></p> <p></p>
Development of 'active travel' opportunities for students.	Consultation of transport improvement for Dordon Road.	Meet with WCC LA and National Highways to discuss solutions to congestion along Dordon Road – raising of safety for students,	Start Spring AY2627	M/H Meetings to be arranged between all stakeholders, potential highways improvements	S.Ryan, Warwickshire County Council & National Highways.	

	<p>Planning-, construction- and advertisement of new bike sheds.</p> <p>Programmes to encourage active travel amongst staff and students.</p>	<p>including notion of a Pelican Crossing. Submit outline proposal for procurement of new bike sheds to encourage more active travel from students.</p> <p>Devise a plan to encourage more active travel to/from school for students and staff – infrastructure to largely be in place prior.</p>	<p>Spring AY2526</p> <p>Dependant on bike shed provision and ramp access.</p>	<p>depending on outcome.</p> <p>M Awaiting response to proposals from Ground Control.</p> <p>M Potential addition of a sloped entry to main school site (not via car access gate) – plus social media and promotional campaigns etc.</p>	<p>S.Ryan &amp; Ground Control</p> <p>REE (GLV)</p>	          
Development of catering provision.	<p>Review of existing canteen provision from a healthy-eating standards, economic and environmental sustainability perspective.</p>	<p>Determination of how many of the 'Revised Standards for Foods in Schools' (2014) are met.</p> <p>CBA report to determine economic sustainability. Review of provision regarding sustainability of diets and provision of local, Fairtrade,</p>	AY2324-AY2526	<p>L Relevant documents. Observation of provision.</p>	N.Holland, QUI & REE	

	<p>Research into alternative models that would be more socially, economically and environmentally sustainable.</p> <p>Adoption and integration of alternative canteen provision system.</p>	<p>vegetarian and vegan options.</p> <p>Visit Wilnecote School to see canteen provision elsewhere within the trust. Meet with Head Chef and discuss sustainability of provision.</p> <p>Meeting to discuss outcome(s) of research and suggestions moving forwards.</p> <p>Contact with trust to procure outsourced provision for the canteen. Temporary provider to be installed prior to Easter.</p> <p>Discussions to be had during procurement process regarding environmental and social sustainability</p>	<p>Autumn AY2526</p> <p>Autumn AY2526</p> <p>Spring AY2526-Autumn AY2627</p>	<p>L Visit to be arranged with M.Stevenson.</p> <p>L</p> <p>H Rigorous CAT-wide procurement process to be followed.</p>	<p>REE, Head Student EA &amp; M.Stevenson</p> <p>N.Holland, QUI (FAV) &amp; REE</p> <p>QUI &amp; S.Wicks</p> <p>S.Wicks &amp; E.Dyer</p>	<p></p> <p></p> <p></p> <p></p>
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	Proposal for plumbed in water fountains on site.	(inc. Fairtrade produce, local sourcing, meat-free options etc)  Researched again at Wilnecote school and via potential suppliers. To be discussed with SBM.	Autumn AY2526  Spring AY2526 [Rejected by FAV]			
Develop student leadership on climate action.	Creation of Eco-Com. within new house system.	Launching of eco-com positions by HOH's once new house system is formally launched. Meet once/half-term, with staff chair.	Was to be Autumn AY2526 (now delayed until new house system launch).	L Time to meet and venue & badges.	REE, DAN & Eco-Com	
	Eco-Ambassador roles to promote environmental community partnership projects.	Eco-ambassador posts promoted, and candidates selected from existing eco-committee body.	Approx. 1 year after launch of eco-com.	L Badges.	REE & Eco-Am	
	Embedding of sustainability into house competitions and activities. So, it is embedded and	Liaison with a range of departments and HOHs to identify how sustainability can be embedded across all promotional activities and events (e.g. have	Was to be Autumn AY2526 (now delayed until new house system launch).	M Dependant on house competitions and activities launched.	REE, HOH & relevant staff	

	accepted as the normal way of working/thinking.	already discussed a House Chef competition promoting, balanced diets and sustainably sourced produce with Tech department).				
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NB: once a 'Sustainability Governor' is appointed they can have oversight of all aspects of the CAP.



## Acronyms & Abbreviations:

**Active Travel** – Any form of travel that doesn't involve vehicles – for instance, cycling, walking or scooting.

**CAP** – Climate Action Plan – the policy document, setting out short and long-term goals and actions etc that drive the setting towards compliance.

**CAT** – Community Academies Trust – The educational trust of which The Polesworth School is a member. Sometime referred to here as “Trust”.

**CPD** – Continued Professional Development – essential teacher/staff training provision.

**DofE** – Duke Of Edinburgh

**Eco-Am** – Eco-Ambassador – students selected from the eco-committee who represent the school within the community and potential nationally with regards to our sustainability journey and credentials.

**Eco-Com** – Eco-Committee – a student led body, that tries to implement aspects of the CAP across the setting and drive further change.

**GYO** – Grow Your Own – the growing of edibles on one's own plot/allotment.

**LAC** – Looked After Children – the definition derived from the Children Act (1989) - <https://www.legislation.gov.uk/ukpga/1989/41/contents>

**NENP** – National Education Nature Park - The National Education Nature Park is a nationwide programme, launched in 2023, led by the Natural History Museum and partners, that enables educational settings in England to participate in free curriculum-linked resources and a five-step cycle to embed nature-based learning, improve biodiversity, and empower young people to take-action for the environment.

**RAG** – Red, Amber, Green.

**SSG** – Sustainability Steering Group – a staff body focusing on the adaptation and adoption of sustainability measures across the setting.

\*Sustainability already being utilised in product procurement process since meetings – S.Ryan has updated REE on it being a parameter in consideration of new site-wide photocopier procurement, with **Blue Angel** accreditation or equivalent now being a necessary part of any bid.

## References:

[1] <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems#vision-and-aims>

[2] <https://www.stem.org.uk/climate-ambassadors-resources>

[3] <https://www.unifrog.org/teacher/home>

[4] <https://www.greencareershub.com/>

[5] Painter, L. (2024) 'Sustainable Careers' Trotman, Bath.

## **Blue Angel**

[detail provided by S.Ryan]

The Blue Angel is a German federal eco-label certifying over 70,000 products for high environmental, health, and performance standards across their lifecycle.

Key certified categories include:

recycled paper, office equipment, furniture, construction materials, paints, cleaning agents, and textiles

. Products must meet stringent, independent criteria to bear the label.

Key Blue Angel Certified Categories

- Paper & Stationery: Recycled paper, cardboard, printing paper, and stationery made from 100% waste paper.
- Office Equipment & Electronics: Printers, telephone systems, VOIP phones, and computers.
- Furnishings & Textiles: Furniture, slatted frames, and textiles with reduced emissions.
- Construction & Living: Low-emission paints, varnishes, sealants, floor coverings (wood, panels), and insulation.
- Household & Cleaning: Washing detergents, cleaning agents, and sanitary additives.
- Recycled Materials: Products made from recycled plastics (e.g., office accessories, transport packaging).

Benefits and Standards

- Stringent Standards: Products must meet high standards for protecting human health and the environment.
- Life Cycle Assessment: Covers the entire life cycle, including production, usage, and disposal.
- High Recycled Content: Certification for plastic products requires at least 80% post-consumer recycled material.
- Low Emissions: Many products, especially in construction and furniture, must have low emissions of harmful substances.