

Public Bodies - Climate Change Reporting

This form is your annual report, required under the Climate Change (Public Bodies' Reporting Requirements) Regulations 2022 (as amended by the Climate Change (Public Bodies' Reporting Requirements) Amendment Regulations 2023).

This report relates to compliance with the climate change duties set out in Section 21 of the Climate Change Act 2021.

The climate change duties are:

- (1) *A public body, in performing its duties, must act in the way that it considers best to contribute to —*
- (a) *the meeting of the net zero emissions target by*
 - (b) *the meeting of any interim target;*
 - (c) *supporting the just transition principles and the climate justice principle;*
 - (d) *sustainable development, including the achievement of the United Nations sustainable development goals; and*
 - (e) *protecting and enhancing biodiversity, ecosystems and ecosystem services.*

Please complete this form and submit it to: publicbodiesclimate@gov.im along with any supporting documents.

Public bodies' climate change reporting does **not** feed into the national GHG inventory.
 It is intended to provide an overview of climate action within the public sector and ensure that the climate change duties are understood and being implemented.
 The report therefore focusses on a small number of high-level indicators.
 It is not a full-scale, detailed emissions report, which would need to be undertaken by a suitably experienced emissions auditor.

Guidance is included throughout and FAQs are included on a separate tab.
 However, if you have any queries about how to complete this form please email: publicbodiesclimate@gov.im

>>>> In each section relevant to your public body ONLY complete the GREEN fields <<<<

Only complete the sections (tabs) relevant to your category of public body, as follows:

Category A	Category B	Category C
More than 150 fte stationed employees	Between 16 and 150 fte stationed employees	Inactive or 15 or fewer fte stationed employees
Introduction	Introduction	Introduction
Reporting Period	Reporting Period	Category C
Baseline (if baseline year different to reporting period)	Governance & Behaviour	
Governance & Behaviour	Missing & Estimated Data (if applicable)	
Missing & Estimated Data (if applicable)		

Q-11

PUBLIC BODY INFORMATION

Name of public body (choose from drop down)	Department of Education, Sport and Culture
Contact phone number	
Contact email address	
Number of fte stationed employees	1960.89 (Inclusive of vacant posts) as of 31st July 2023

CATEGORIES A & B ONLY
REPORTING PERIOD DATA

In this tab enter the data for the period 1 April 2022 - 31 March 2023

>>> Only fill in the GREEN fields <<<<

Your emissions will be automatically calculated and appear in the BLUE fields

Q-R1

TRANSPORT

Both category A and B public bodies must complete this question.

Enter the total amount of each vehicle fuel used during the reporting period, in the units listed.

	Amount used	Emissions	
Petrol (litres)		0	kgCO ₂ e
Diesel (litres)	9,597.07	25,901	kgCO ₂ e
Coal (tonnes)		0	kgCO ₂ e
Total transport emissions:		25,901	kgCO ₂ e

If you have used a fuel that is not listed, for the purposes of powering a vehicle, please contact CCTT

Q-R2

BUILDINGS (HEATING)

Both category A and B public bodies must complete this question.

Enter the total amount of each heating fuel used during the reporting period, in the units listed.

	Amount used	Emissions	
Natural gas (kWh)	13067432	2,385,329	kgCO ₂ e
Heating oil (litres)	351110	891,865	kgCO ₂ e
Coal (tonnes)	0	0	kgCO ₂ e
LPG/Propane (litres)	2359	3,673	kgCO ₂ e
Wood - Logs (tonnes)		0	kgCO ₂ e
Wood - Chips (tonnes)	141	5,610	kgCO ₂ e
Wood - Pellets (tonnes)		0	kgCO ₂ e
Total buildings emissions:		3,286,477	kgCO ₂ e

If you have used a fuel that is not listed, for the purposes of heating a building, please contact CCTT

Q-R3

ELECTRICITY GENERATION

Both category A and B public bodies must complete this question.

Enter the total amount of each fuel used to generate electricity during the reporting period, in the units listed.

	Amount used	Emissions	
Petrol (litres)		0	kgCO ₂ e
Diesel (litres)		0	kgCO ₂ e
Total electricity generation emissions:		0	kgCO ₂ e

If you have used a fuel that is not listed, for the purposes of generating electricity for the public body's own use, please contact CCTT.

Q-R4

ELECTRICITY USE

Both category A and B public bodies must complete this question.

Enter the total amount of electricity used during the reporting period, in kWh.

	Amount	Emissions	
Electricity used (kWh)	8500310.76	3,587,131	kgCO ₂ e

TOTAL FOR REPORTING PERIOD

This section will show the public body's total emissions, for the reporting period, based on the data entered.

NOTE: This report is limited to a small number of high level indicators and therefore does not cover all GHGs or GHG emitting activities.

Total reported emissions:	6,899,509	kgCO ₂ e
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Q-R5

LAND AND HABITATS

Both category A and B public bodies must complete this question.
 Enter details of any parcels of land of over 1 hectare owned by the public body during the reporting period.

Parcel reference / address	Area (hectares)	Habitat type	Gas exchange (pa)	
Field 316065 Cowley Field, Peel Clothworkers School	1.02	Grassland (pasture, rough grassland, heath etc.)	-1,346	kgCO ₂ e
Field 311714 Cowley Field, Peel Clothworkers School	1.15	Grassland (pasture, rough grassland, heath etc.)	-1,518	kgCO ₂ e
Villa Marina Gardens	1.3	Grassland (pasture, rough grassland, heath etc.)	-1,716	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
			0	kgCO ₂ e
Total gas exchange:			-4,580	kgCO ₂ e

IMPORTANT
 Some habitat types are EMITTERS (ie. they release CO₂ into the atmosphere).
 Habitat types that remove CO₂ will return a minus value in the blue column, habitats that release CO₂ will return a positive value.

PLEASE NOTE
 This section is designed to give only a rough indication of the carbon removed by the land owned by the public body and, in future reports, to track land use change.

If you have more detailed information or would like to improve the level of detail relating to removals by land owned by the public body, please contact the Climate Change Transformation Team.

Please see 'Guidance Notes' for assumptions.

NET REPORTED EMISSIONS FOR REPORTING PERIOD

The public body's net emissions (ie. emissions minus carbon stored) for the reporting period are:	6,894,929	kgCO ₂ e
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Q-R6

BASELINE SAME AS REPORTING PERIOD?

Only Category A public bodies need to complete this question.

Is the reporting period also the public body's baseline year?	Yes - reporting period and baseline are the same
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CATEGORIES A & B ONLY

GOVERNANCE & BEHAVIOUR

In this tab enter the data for the period 1 April 2022 - 31 March 2023

Only fill in the GREEN fields

Q-G1

DECISION MAKING

Only category A and B public bodies should complete this question.

	Description	Name of supporting document (if applicable)
Please describe any processes or mechanisms by which the public body has included the climate change duties in its decision making processes. See guidance notes if you are not sure how to answer.	Climate Change Impact Assessment used when devising new policies and procedures, where appropriate	Climate Change Impact Assessment template provided by CC Team
	Climate Change Impact Assessment used when initiating any new projects including capital projects, where appropriate	Climate Change Impact Assessment template provided by CC Team
	As part of any paper submitted to SLT and Department meeting Climate Change Implications must be considered and demonstrated in the paper	SLT and Department Paper template

Q-G2

AWARENESS

Only category A and B public bodies should complete this question.

	Description	Name of supporting document (if applicable)
Please describe any ways in which the public body has raised staff awareness of the climate change duties. See guidance notes if you are not sure how to answer.	Provide training for the Global Teachers Award provided by DESC and the One World Centre in order for each attending primary and secondary teacher to achieve the Global Teacher accreditation.	This action will be part of the DESC Department Plan 2023/24
	DESC Climate Change Plan - in progress	Will be published on DESC website once finalised - https://www.gov.im/media/1381069/desc-climate-change-plan-2324-final_compressed.pdf
	In the year from 1st August 2022 to 31st July 2023 TSW staff recycled 1.875 tonnes of 'waste'.	Email received
	Working with strategic stakeholders to support students with employment in the low carbon economy of the future.	This action will be part of the DESC Department Plan 2023/24
	Sustainability Forum to be created to deliver the DESC Climate Change Plan	This action is part of the DESC Climate Change Plan being devised

Q-G3

EMISSIONS REDUCTION PLANS

Only category A and B public bodies should complete this question.

Has the public body prepared a climate change/emissions reduction plan? Please choose from the drop down list and enter the name of the document.	Status	Name of document (if applicable)
	Preparation of plan in progress	DESC Climate Change Plan - in progress

Q-G4

OTHER RELEVANT DOCUMENTS

Only category A and B public bodies should complete this question.

Has the public body prepared any other documents, in relation to the climate change duties, during the reporting period?	Yes - see below		
	Name of document	Relevant climate change duty	Status
Please enter details of any plans, strategies or other similar documents relating to the climate change duties. Please refer to the guidance if you are not sure how to answer.	Environmental Survey - for schools and Divisions	All	Complete
	DESC Climate Change Plan	All	In progress/under development
	Sustainability Group to be created to deliver the DESC Climate Change Plan	All	In progress/under development
	Sustainability Policy in place for UCM and MSR Division	All	Complete
	developed for DESC - to be undertaken by the Climate Change and Sustainability	All	In progress/under development
	Signage for school carparks to discourage leaving engines running	Emissions reduction	In progress/under development
	DOI for energy efficiency measures across some of our estate - funding depen	Emissions reduction	In progress/under development

Only category A and B public bodies should complete this question.

Has the public body taken any action to reduce its emissions, or in relation to any other aspect of the climate change duties, during the reporting period?	Yes - see below/attached
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Please complete the table below with details of any actions taken.
If multiple actions are contained within a supporting document please feel free to refer directly to the document, rather than listing the actions individually.

Description of action/s	Relevant climate change duty	Status	Name of document
Use of Energy Eye data to inform schools of their current usage - baseline data with encouragement to reduce this usage in 12 months time	Emissions reduction	In progress/under development	Energy Eye Reports
Putting in place Eco-school and sustainability training for primary and secondary school teachers specific to the Isle of Man	All		
Providing training for the Global Teachers Award which is delivered by DESC and the One World Centre	All		
All schools continuing to be UNESCO IOM Biosphere Partners	All		
Working with strategic stakeholders to support students with employment in the low carbon economy of the future	All		
Reducing the use of single use plastics across our estate in line with the Isle of Man Government's Single Use Plastics Reduction Policy	All		
Promoting Active Travel initiatives as determined by the DOI	All		
Producing guidance documents for schools planning trips, both on and off island	All		
Continuing to raise awareness and understanding of climate change and sustainability at all stages of education	All		
Exploring the potential for climate change and sustainability to be included in a more structured way as required content in a "revived modern curriculum"	All		
Supporting the Department of Infrastructure's (DOI) review of possible energy saving options in order to reduce emissions for our buildings	Emissions reduction		
5 Schools have achieved Green Flag Status	All		
Currently working with MUA identifying locations where solar panels can be located across our estate	Emissions reduction	In progress/under development	

Only category A and B public bodies should complete this question.

Are there any actions or initiatives taken by the public body over the reporting period, in relation to the climate change duties, that you would like to highlight?

If so, please describe the action, project or initiative:

An environmental survey was undertaken with schools and the following information was found:

The main environmental/sustainability priority for schools appears to be reduce/reuse/recycle and reducing single use plastic. The next priority seems to be reducing waste (including food). In relation to the level of understanding students have of climate change/environmental issues, 23.8% is very good, 47.6% is good and 28.6% is a little. In relation to the level of concerns students have of climate change/environmental issues, 20% is very good, 55% is good and 25% is a little.

In terms of the 10 Eco School topics covered by schools the following was noted:

The majority of schools use recycling as a method to cover waste.

The majority of schools cover energy usage by using 'switch off' initiatives.

The majority of schools cover transport by promoting 'walk to school' days, followed closely by 'Active Travel'.

The majority of schools cover litter by having bins in playgrounds, followed closely by litter picks.

The majority of schools cover water usage by having taps that turn off automatically, followed closely by having water butts.

The majority of schools cover school grounds by having bird feeders, outdoor learning areas and school gardens/veg plots.

The majority of schools cover healthy living by using reusable water bottles/jugs/cups, followed closely by promoting healthy snacks and having fruit (or other healthy items) as a snack option and through PSHE lessons.

The majority of schools cover biodiversity by having bird feeders, bug hotels and planting wildflowers/pollinator patches.

The majority of schools cover global citizenship by promoting Fairtrade, using sustainable development goals in schools, followed by having global teacher trained staff.

The majority of schools cover marine by working with Beach Buddies and having links to local beaches.

The majority of schools use the SDGs by linking them to the curriculum and having a global trained teacher.

In terms of the 6 UNESCO Biosphere pledge actions the following was noted:

The majority of schools cover 'protect our natural resources' by trying to reduce waste, followed closely by reduce/reuse/recycle.

The majority of schools cover 'develop our economy in a sustainable way' by using Junior Achievement, followed by promoting Fairtrade.

The majority of schools cover 'support and promote or cultural heritage' by teaching the Manx language, followed closely including Manx heritage and culture in the curriculum and attending Manx National Heritage workshops.

The majority of schools cover 'make our environmental impact positive where possible' by undertaking the reduce/reuse/recycle initiative, followed by saving energy and promoting active travel.

The majority of schools cover 'engage with the local community' by having local visitors to school, followed by working with local commissioners and having nursery links.

The majority of schools took part in the UNESCO Biosphere week which promotes our outstanding living landscape and seascape through active involvement with the UNESCO Biosphere IoM.

The majority of schools have eliminated, as far as possible, the single use plastic items listed in the survey.

When asked what single use plastic items schools still use, drink bottles was the most common answer given.

When asked about other environmental successes, developing school fields to support the environment seemed to be a popular success, together with working with local charities such as Manx Wildlife Trust and Manx Bird Life to support environment education.

Common barriers to any environmental or sustainable work include budget and funding, transport costs, together with having access to a facility for recycling.

A Divisional Survey was also undertaken across DESC (i.e. not schools) and these results can be found in the document provided.

Business Case for air source heat pump to provide energy to the NSC as an alternative energy source has been devised by DOI and submitted to the Climate Change Board.

To which aspect of the climate change duties does the action, project or initiative relate?

All

Please briefly explain why you have chosen to highlight this action, project or initiative:

By undertaking these surveys it has allowed DESC to better understand what schools/Divisions are already doing to support the Climate Change duties and what some of the barriers are. By gathering this information it will allow DESC to put in place further actions to support the Climate Change duties where possible.

CATEGORIES A & B ONLY

MISSING AND ESTIMATED DATA

Only complete if any of the data on the 'Reporting Period' or 'Baseline' tabs was missing, incomplete or estimated.

Only fill in the GREEN fields

Q-M1

MISSING AND ESTIMATED DATA

Complete the table with details of any missing, incomplete or estimated data.

Table with 8 columns: Is the data missing for the baseline year, the reporting period or both?, Section, Description (eg. fuel type), Is the data missing, incomplete or estimated?, Reason why the data was missing, incomplete or estimated., If estimated, how was the estimate calculated?, Action planned to improve data?, Do you expect the data to be available in respect of the next reporting period? (1 April 2023 - 31 March 2024). Includes rows for Transport (Petrol usage), Buildings (Gas usage), and Electricity use.

CONTINUATION SHEET

If necessary please use this sheet to add additional information.
Please chose the relevant question number from the drop down list.

Question Number

Additional Information

Q-R2 (Reporting Period - Buildings)	Please note heating fuel used by tenants in our estate has not been included and is not information we hold or could access.
Q-R2 (Reporting Period - Buildings)	The information provided in relation to fuel use and electricity use covers 73 properties across our estate
Q-R2 (Reporting Period - Buildings)	Heating oil data relates to the amount purchased during the reporting period, not necessarily the amount used.
Q-R2 (Reporting Period - Buildings)	Some of the gas/electricity usage data provided is based on estimated bills not actual readings.
Q-R5 (Reporting Period - Land and Habitats)	Please note that school playing fields have not been included in the Land and Habitats section of the report. We hope to include these from next year.

Link to final Plan: https://www.gov.im/media/1381069/desc-climate-change-plan-2324-final_compressed.pdf



Isle of Man
Government
Reillys Ellan Vannin

Department of Education, Sport and Culture's Climate Action Plan 2023/24



Our Organisational Values: Respect, Integrity, Caring, Fairness & Trust

Background

In May 2019, the Chief Minister recognised a global climate emergency and the need for urgent climate action in the Isle of Man and a commitment was made for the Isle of Man to be “Net Zero Carbon” by 2050.

Since then, ‘climate change duties’ have been created by the [Climate Change Act 2021](#).

Public bodies have a legal obligation under the Climate Change Act 2021, as follows:

- (1) A public body, in performing its duties, must act in the way that it considers best to contribute to —
 - (a) the meeting of the net zero emissions target by the net zero emissions target year;
 - (b) the meeting of any interim target;
 - (c) supporting the just transition principles and the climate justice principle;
 - (d) sustainable development, including the achievement of the United Nations sustainable development goals; and
 - (e) protecting and enhancing biodiversity, ecosystems and ecosystem services.

By creating this Climate Action Plan it will enable the Department of Education, Sport and Culture (‘DESC’) to fulfil these obligations efficiently and monitor its progress.

This Action Plan details how DESC will contribute to the Isle of Man becoming “Net Zero Carbon”.

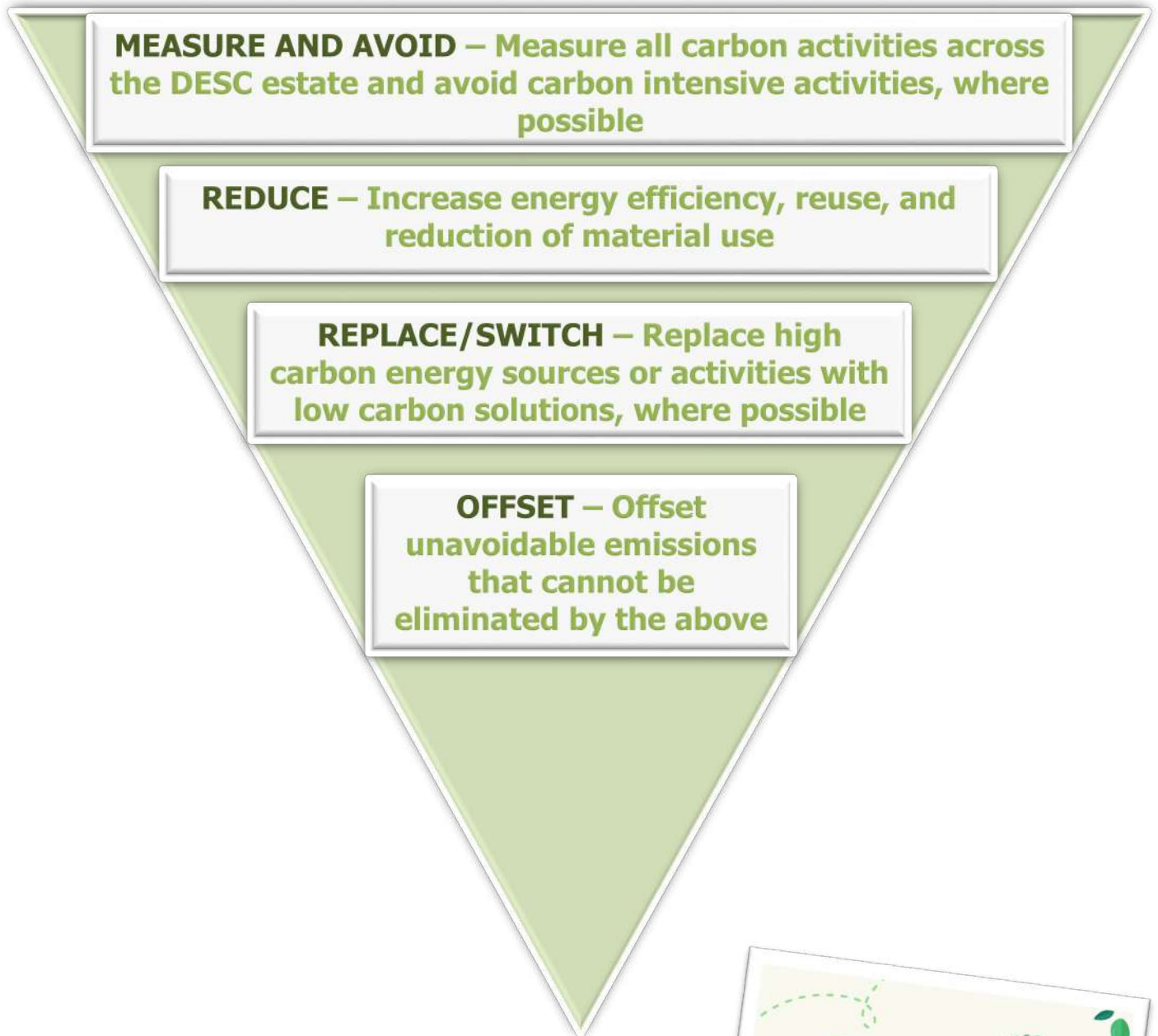
This Plan is a living document and will be reviewed and updated annually.

The DESC estate varies in age, covers all parts of the Island and consists of:

- All maintained schools including University College Isle of Man (UCM), Education Support Centre (ESC) – Glencrutchery Complex, Pre-School Assessment Centre (PSAC) and Yn Ynydd Chengey (YYC)
- NSC and the associated buildings
- Villa Marina, Gaiety Theatre and Kensington Arts Centre
- Thie Slieau Whallian, St Johns (shared building with DEFA)
- Youth Clubs and Ardwhallan Outdoor Learning Centre
- Santon Professional Development and Resource Centre



Our efforts to reduce carbon output will follow a carbon management hierarchy, which prioritises carbon avoidance and reduction, to inform decisions and drive carbon management across our estate:



Our Principles

The following principles will be adopted and refined during the life of this plan:

- Work to refine understanding of emissions data, gaps and confidence level;
- In the absence of data, good estimates may be sufficient;
- Don't re-invent the wheel; use good models that already exist;
- Actions can proceed with incomplete data, where possible;
- Review progress regularly and refine plan where required;
- Identify and review risks and issues;
- The various climate change and sustainability resource documents for DESC should be available to access in one place;
- Prioritise actions that give the greatest reduction in CO2 emissions;
- Increase staff and pupil awareness about emissions reduction and climate change; and
- Share progress with Climate Transformation Team and other Government Departments.

How we propose to work towards achieving net zero carbon by 2050

This Climate Action Plan will primarily focus on our Scope 1 carbon emissions (our directly generated emissions – buildings and vehicles) and our Scope 2 carbon emissions (indirectly generated emissions - purchased energy) and has the following aims to:

1. Identify and understand our emissions.
2. Reduce our energy and water consumption.
3. Reduce our waste and increase our recycling.
4. Adapt our buildings and operations to climate change.
5. Assess our operations for potential carbon savings.

This document and these aims should be seen as a starting point and will be improved, expanded and refined as our knowledge, abilities and technology evolves.



How this Plan links to DESC's Department Plan

This Plan also links to DESC's Department Plan which sets out the Department's Climate Change objectives, which include:

- Working with Government Department's to deliver the Isle of Man Government Action Plan for Achieving Net Zero Emissions by 2050 and raising awareness of climate change and sustainability in schools by: -

Putting in place Eco-school and sustainability training for primary and secondary school teachers specific to the Isle of Man;

Providing training for the Global Teachers Award which is delivered by DESC and the One World Centre;

All schools continuing to be UNESCO Biosphere IOM Partners;

Working with strategic stakeholders to support students with employment in the low carbon economy of the future;

Reducing the use of single use plastics across our estate in line with the Isle of Man Government's Single Use Plastics Reduction Policy;

Promoting Active Travel initiatives as determined by the DOI;

Producing guidance documents for schools planning trips, both on and off Island;

Continuing to raise awareness and understanding of climate change and sustainability at all stages of education;

Exploring the potential for climate change and sustainability to be included in a more structured way as required content in a "revived modern curriculum"; and

Supporting the Department of Infrastructure's (DOI) review of possible energy saving options in order to reduce emissions for our buildings.

The Department Plan is updated annually and will continue to include specific actions relating to climate change and supporting the Isle of Man Government to work towards achieving net zero carbon by 2050.

Our Aims and Proposed Actions

Aim - Identifying and understanding our emissions

The carbon footprint (Net reported emission for the DESC estate has been estimated at 6,894,929 KG Co2 for the period 1st April 2022 – 31st March 2023. This has been sourced using available energy data and calculated by the Climate Change Team's Reporting Spreadsheet.

We will make decisions and target resources where we have a high level of confidence in our energy data and until we have confidence in our energy data and have broken down our carbon footprint by building and by source.

ACTION: Identify and better understand our carbon data to show building and heating sources to inform our decisions – work with the Department of Infrastructure (DOI) and Manx Utilities Authority to obtain and understand this information.

Aim - Reduce our energy and water consumption

Identify any excess energy being used across the DESC estate and take immediate steps to give a carbon and financial saving. Energy Eye records are kept for all our school buildings and the data / trends with this data will be used to try to reduce excess energy being used schools.

ACTION: Work with DOI Estates Shared Services to carry out low level energy audits of all our operational buildings – identify potential savings and set KPIs.

ACTION: Further develop longer term plans from these audits, for works from Minor Capital and Climate Change funding.

ACTION: Work with DOI Estates Shared Services to carry out building fabric surveys of selected buildings.

Aim - Reduce our waste and increase our recycling

To reduce our waste and expand our recycling will contribute to the overall reduction in carbon emissions and set a good example to the public. Savings on our general waste collections may also be seen as a financial saving in revenue budgets.

ACTION: Better understand our waste streams and opportunities for reduction, including food waste in our schools.

ACTION: The 'avoid, reduce and reuse' principles should be a priority, followed by recycling when looking to reduce our waste.

ACTION: Increase the opportunities for recycling across the DESC estate, where possible.

ACTION: Promotion of the existing DESC uniform policy which states schools should assist parents in relation to the cost of uniforms, such as offering pre-loved uniforms and uniform swap shops being available across schools.

ACTION: Avoid disposable items, such as plastic bottles, where possible.

Aim - Adapting our buildings to climate change

It is important that our buildings become more energy efficient and that any new builds seek to maximise every opportunity to collectively reduce our carbon footprint.

Information obtained during energy audits and building surveys will allow data to be used to justify new builds and ways of working.

ACTION:	Seek carbon reductions with any new builds.
ACTION:	Support the DOI Estates Shared Services review of possible energy saving options in order to reduce emissions for our buildings.
ACTION:	Support the DOI Estates Shared Services in carrying out condition and sustainability surveys of our key buildings.

Aim - Adapting our day to day operations to climate change and improve staff and pupil awareness

When looking at opportunities to reduce carbon from our estate, it is important that we begin to understand the carbon footprint of our day to day operations and improve staff and pupil awareness.

ACTION:	Begin to understand the carbon footprint of our day to day operations by using data which is available.
ACTION:	Purchase local produce where possible to reduce food miles and improve our carbon footprint, as well as supporting local suppliers.
ACTION:	Carry out more assessment for opportunities for remote working, IT solutions and different ways of working including home working (for central staff) and encouraging holding meetings online, where possible.
ACTION:	Working with strategic stakeholders to support students with employment in the low carbon economy of the future.
ACTION:	Enhance biodiversity in school settings through UNESCO Biosphere Isle of Man pledge aims; protect natural resources & make a positive environmental impact and support of external organisations such as, Manx Wildlife Trust.
ACTION:	Embed thinking and action on emissions via climate change awareness training for DESC personnel.
ACTION:	Continue to raise pupil awareness and understanding of climate change and sustainability at all stages of education.
ACTION:	When undertaking procurement, include sustainability requirements.
ACTION:	Schools to consider their emissions and sustainability options when planning trips; both on and off Island with the possibility of reducing emissions and ensuring the trip is sustainable, where possible. Future policy and guidance documentation to be provided for schools through Educational Visits Coordinator training.
ACTION:	Complete a Climate Change Impact Assessment as part of the policy development, project initiation (including capital projects) and decision making process, where appropriate.
ACTION:	Undertake annual environmental surveys with our schools, UCM and Department Divisions to obtain vital information to help inform our annual Climate Change Report.
ACTION:	Develop a high level Environmental/Sustainability Policy for DESC which could be adapted by all business areas, including schools.

DESC Climate Change and Sustainability Forum

To assist in delivering the DESC Climate Action Plan, a Climate Change and Sustainability Forum will be created with the following draft Terms of Reference:

The membership for this forum will be drawn from across the operational areas of DESC including schools and UCM.

The draft terms of reference will be to:

- Coordinate the identification and management of Climate Change and Sustainability actions across DESC;
- Continually seek to improve and review the DESC Climate Change Action Plan;
- Coordinate training needs and develop guidance in terms of Climate Change and Sustainability;
- Share best practice across DESC; and
- Communicate information as necessary to other operational meetings.

The role of members will be to:

- Apply their skills, knowledge and experience to benefit all the operational areas of DESC;
- Participate in and contribute to the meetings actions;
- Act as a representative of their Division, business area, school or UCM;
- Disseminate any information as necessary across their operational areas;
- Share good practice from their operational areas; and
- Advise the meeting of any identified shortfalls in their areas.

Once the membership has been determined, the Terms of Reference for the Climate Change and Sustainability Forum will be finalised.

Measuring Success

DESC plans to measure the success of this Plan after 12 months and will consider progress made against each action listed and will produce a summary of what has been achieved so far.

Any action not completed, will carry forward to the next annual Plan and will continue to be delivered.



Location	Heating Source	Supplier	Supplier Customer Number	Natural Gas KWh usage Apr22-Mar23	Heating Oil litre usage Apr22-Mar23	Coal in tonnes usage Apr22-Mar23	LPG/Propane litre usage Apr22-Mar23	Wood logs in tonnes usage Apr22-Mar23	Wood chips in tonnes usage Apr22-Mar23	Wood pellets in tonnes usage Apr22-Mar23
DESC TSW	Oil / Wood chip				3,303				18	
Anagh Coar Primary School	Gas			102,647.56						
Andreas Primary School	Oil				12,011					
Arbory Primary School	Oil				13,844					
Ardwhallan Outdoor Pursuits Centre	Oil				1323		2359			
Ashley Hill Primary School	Gas			206,284.71						
Ballacottier Primary School	Gas			486,944.54						
Ballakermeen High School	Gas			1,327,634.42						
Ballasalla Primary School	Gas			66,638.15						
Ballaugh Primary School	Gas			64,992.55						
Braddan Primary School	Gas			154,637.06						
Braddan School Lodge (vacant)	Oil?		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Bunsoill Ghealgagh (St John's Old School)	Oil				5,161					
Scoil Jubilee (Ballaquayle Infants' School)	Gas			119,395.24						
Scoil Jubilee (Murray's Road Junior School)	Gas			136,975.12						
Bunsooil Rhumsaa (Auldyn Infants School)	Gas			283,422.93						
Bunsooil Rhumsaa (Scoil Ree Gorree)	Gas / Elec (GSHP)									
Camera Obscura	Any?		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Castle Rushen High School	Gas/Oil			10434.03	77832	n/a	n/a	n/a	n/a	n/a
Castletown Youth Centre (Odd Fellows Hall)	Oil				3,057					
Cronk-y-Berry Primary School	Gas			488,518.68						
Dhoon Primary School	Oil				12007					
Douglas Youth Centre (Cafe Laire)	Electric		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foxdale Primary School	Oil				19,976					
Henry Bloom Noble School	Gas / Elec (ASHP)			199,527.80						
Gaiety Theatre	Gas			116,723.02						
Glencrutchery Education Support Centre (ESC)	Oil									
Glencrutchery Hall (Gym)	Oil				44,358					
Glencrutchery swimming pool	Oil									
Thie Ushtey (University College Isle of Man)	Oil		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elmwood House (University College Isle of Man)	Oil				11,319					
Advanced Manufacturing Training Centre (University College Isle of Man)	Gas			225,767.42						
University College Isle of Man Main Campus	Gas			1,680,756.91						
William Kennish Engineering Buildings (University College Isle of Man)	Gas			71,819.73						
Jurby Primary School	Gas (LPG)			157,218.53						
Kewaigue Primary School	Oil				5992					
Laxey Primary School	Oil				17011					
Laxey Youth Centre	Oil				1,161					
Manor Park Primary School	Gas			148,265.50						
Marown Primary School	Gas			184,814.18						
Michael Primary School	Oil				12700					
NSC Grandstand	Gas									
NSC Sports Halls, Café, Swimming Pool	Gas / PSWH									
NSC MSR Office	Gas									
NSC MSR Store	Gas									
NSC Outdoor Changing Block	Gas									
NSC Outdoor Store	Gas									
NSC Sports Development Unit	Gas									
NSC Sports Institute	Gas									
Bowl Entrance Building/Site Office	Gas									
Onchan Primary School	Oil / Gas			26,554.18	7,188					
Peel Clothworkers' Primary School	Gas			372,884.24						
Peel Youth Centre	Gas			20,095.61						
Port Erin Youth Centre	Gas			2,450.92						
Pre-School & Pulrose Youth & Community Centre	Gas			79,171.42						
Queen Elizabeth II High School	Gas / Wood chip			376,642.31					123	
Ramsey Grammar School (East)	Oil				38996					
Ramsey Grammar School (West & South)	Gas			537,716.48						
Ramsey Youth Centre	Oil				3,402					
Rushen Primary School	Oil / Gas			186,677.68	10648					
Santon Professional Development and Resource Centre	Oil				8,775					
Scoil Phurt le Moirrey, Station Road	Gas			226,028.93						
Scoil Vallajeilt / St Thomas' C E Primary School (Meadow Campus)	Gas			202,154.03						

NOTES

Info marked red obtained from DOI Heating oil data relates to the amount purchased during the reporting period, not necessarily the amount used.

We are missing a gas bill from March. We have

St John's Primary School	Oil				25483					
St Mary's R C Primary School	Gas			200,277.65						
St Ninian's High School, Lower School	Gas			1,016,928.22						
St Ninian's High School, Upper School	Gas / Elec (GSHP)			956,971.45						
Sulby Primary School	Oil				13001					
Victoria Road Primary School	Gas			258,033.47						
Villa Marina Royal Hall	Gas			207,120.35						
Villa Marina Arcade	Gas									
Willaston Primary School	Gas			113,768.05						
Yn Ynnyd Chengey (Marown Old School)	Oil				2562					
TOTAL USAGE				13,067,432	351,110	0	2,359	0	141	0

Location of vehicle/s	Petrol in litres usage Apr22-Mar23	Diesel in litres usage Apr22-Mar23
TO BE SUPPLIED BY DOI	N/A	9,597.07

NOTES

- This data is only for diesel – there is also a small amount of petrol use for the 1x petrol car used by DESC, which could not be split out from the data set this year

Location	Electricity usage in KWh Apr22-Mar23	Supplier Customer Number
DESC TSW	57,346.00	
Anagh Coar Primary School	31,097	
Andreas Primary School	44,339	
Arbory Primary School	50,746	
Ardwhallan Outdoor Pursuits Centre	4,971	
Ashley Hill Primary School	89,822	
Ballacottier Primary School	127,090	
Ballakermeen High School	843,562	
Store, Ballakermeen High School (Former Swift Motors)	n/a	
Ballasalla Primary School	58,820	
Ballaugh Primary School	28,560	
Braddan Primary School	44,399	
Braddan School Lodge (vacant)	n/a	
Bunscoill Ghealgagh (St John's Old School)	16,909	
Scoil Jubilee (Ballaquayle Infants' School)	33,604	
Scoil Jubilee (Murray's Road Junior School)	40,105	
Bunscooil Rhumsaa (Auldyn Infants School)	88,555	
Bunscooil Rhumsaa (Scoil Ree Gorree)	178,719	
Camera Obscura	n/a	
Castle Rushen High School	365,979	
Castletown Regional Pitch	n/a	
Castletown Youth Centre (Odd Fellows Hall)	7,563	
Cronk-y-Berry Primary School	131,795	
Dhoon Primary School	28,222	
Douglas Youth Centre (Cafe Laire)	14,380	
Foxdale Primary School	36,927	
Henry Bloom Noble School	154,015	
Gaiety Theatre	95,359.66	
Glencrutchery Education Support Centre (ESC)	39,210	
Glencrutchery Hall (Gym)		
Glencrutchery swimming pool		
Thie Ushley (University College Isle of Man)	578,394	
Elmwood House (University College Isle of Man)		
Advanced Manufacturing Training Centre (University College Isle of Man)		
University College Isle of Man Main Campus		
William Kennish Engineering Buildings (University College Isle of Man)		
Jurby Primary School	49,983	
Kewague Primary School	45,962	
Laxey Primary School	47,176	
Laxey Youth Centre	3,286	

house
attached to Laxey
Club used by DESC

Info marked red obtained
from Energy Eye Data
Info marked as blue
obtained from DOI

Manor Park Primary School		43,601
Marown Primary School		46,775
Michael Primary School		56,964
NSC External Areas & Lighting		1,809,166
NSC Grandstand		
NSC Sports Halls, Café, Swimming Pool		
NSC MSR Office		
NSC MSR Store		
NSC Outdoor Changing Block		
NSC Outdoor Store		
NSC Overspill Car Park		
NSC Sports Development Unit		
NSC Sports Institute		
Bowl Car Park		
Bowl Entrance Building/Site Office		
Bowl Stands & Seating		
Public Toilets		
Onchan Primary School		68,539
Peel Clothworkers' Primary School		134,139
Peel Youth Centre		4,214
Port Erin Youth Centre		2,624
Pre-School & Pulrose Youth & Community Centre		17,655
Queen Elizabeth II High School		354,860
Peel Regional Pitch	n/a	
Ramsey Grammar School (East)		70,250
Ramsey Grammar School (West & South)		324,962
Ramsey Regional Pitch	n/a	
Ramsey Youth Centre		7,280
Rushen Primary School		104,136
Santon Professional Development and Resource Centre		28560
Scoill Phurt le Moirrey, Station Road		58,419
Scoill Vallajeelt / St Thomas' C E Primary School (Meadow Campus)		54,072
St John's Primary School		74,245
St Mary's R C Primary School		66,441
St Ninian's High School, Lower School		677,985
St Ninian's High School, Upper School		332,127
Sulby Primary School		45,338
Victoria Road Primary School		64,485
Villa Marina Royal Hall		631,274.10
Villa Marina Arcade		
Willaston Primary School		78,522
Yn Ynnyd Chengey (Marown Old School)		6782
TOTAL		8,500,310.76

Parcel Reference/address (only enter land which is 1 hectare or more)	Area in Hectares	Habitat Type
Leighany Field, Ramsey		
Land adjacent to Onchan School		
Field 316065 Cowley Field, Peel Clothworkers School	1.02	Grassland
Field 311714 Cowley Field, Peel Clothworkers School	1.15	Grassland
Somerset Road Playing Field		
Tromode Playing Fields (leased to Cronkbourne Cricket Club)		
Villa Marina Bowling Green		
Villa Marina Gardens	1.3	Grassland
TOTAL	3.47	

Environmental Survey Results – Divisions within DESC

Introduction

The environmental survey was launched on 28th April 2023 and ran until 26th May 2023 and a representative from each Division was invited to complete it.

The purpose of the survey and its results, is to inform the Annual Report that DESC, as a Public Body, must produce as part of the Climate Change Act 2021 by August 2023, and will help ensure resources and support for climate change and sustainability remains relevant.

Responses

6 Divisional representatives responded to the environmental survey.

Three were from the Sport, Recreation and Youth Division (they represented the NSC and the Youth Service).

One was from the Policy, Strategy and Governance Division (they represented Thie Slieau Whallian).

One was from the Culture Division (they represented the Villa Marina, Kensington Arts and the Gaiety Theatre).

One was from the Education, Advice and Support Division (they represented PCI, VI, Manx Language Unit - Yn Ynnud Chengey).

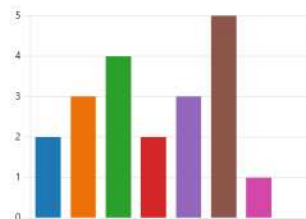
Response Summary

The following information is a summary of the responses received.

3. What are the current environmental/sustainability priorities within your Division?

[More Details](#)

Climate change	2
Reducing Carbon footprint	3
Reduce / reuse / recycle	4
Reducing waste (including food)	2
Reducing single use plastic	3
Reducing energy	5
Reducing vehicle use	1
Other	0



The main environmental/sustainability priority for Divisions appears to be *reducing energy*, followed by *reduce/reuse/recycle* and *reducing carbon footprint* and *reducing single use plastic*.

4. Do you have a designated member of staff with responsibility for environment/sustainability within your Division?

[More Details](#)

Yes	2
No	4



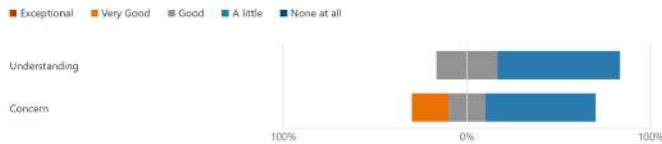
6. Does your Division have an environmental/sustainability policy?

[More Details](#)



7. What level of understanding / concern do you believe your Divisional staff have of climate change/environmental issues?

[More Details](#)



In relation to the level of understanding staff have of climate change/environmental issues, 33.3% is *good* and 66.7% is *a little*.

In relation to the level of concerns staff have of climate change/environmental issues, 20% is *very good*, 20% is *good* and 60% is *a little*.

8. How does your Division promote the reduced use of transport with your staff?

[More Details](#)



The majority of Divisions promote the reduced use of transport by promoting *Active Travel*.

9. How does your Division promote the reduced use of energy with your staff?

[More Details](#)



The majority of Divisions promote the reduced use of energy by utilising *'switch off' initiatives* and using *low energy bulbs*.

10. How does your Division promote reducing litter with your staff?

[More Details](#)



The majority of Divisions promote the reducing litter by having *bins in accessible locations*.

11. How does your Division promote the reduced use of water with your staff?

[More Details](#)

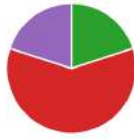


The majority of Divisions promote the reduced use of water by having *taps that turn off automatically*.

12. How does your Division promote biodiversity with your staff:

[More Details](#)

Bird feeders	0
Planting wildflowers / pollinator...	0
Contact with UNESCO Biospher...	1
Outside working spaces	3
Other	1



The majority of Divisions promote biodiversity by having *outdoor working spaces* and having *contact with UNESCO Biosphere IoM*.

13. How does your Division promote reducing food waste with your staff:

[More Details](#)

Composting	0
Support sustainable caterers	1
Other	1



The majority of Divisions promote reducing food waste by *supporting sustainable caterers*.

14. Are you aware of the IoM Governments ban on the sale or supply of specific single use plastic items (SUP) in government buildings? (these are listed in question 13)

[More Details](#)

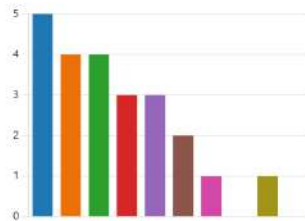
Yes	4
No	2



15. Click on any of these single use items your Division has (as far as possible) eliminated or found a sustainable alternative for:

[More Details](#)

SUP straws (with the exception ...)	5
Polystyrene cups	4
SUP plates and bowls	4
SUP cutlery (including chopsticks)	3
SUP drinks stirrers	3
SUP carrier bags	2
SUP balloon sticks	1
SUP stemmed cotton buds	0
Polystyrene food containers	1
Other	0



The majority of Divisions have eliminated, as far as possible, the single use plastic items listed in the survey.

16. What other single use plastic items does your Division still use that may not be on the list, but that you would like to eliminate or find a sustainable alternative for, e.g.; plastic drinks bottles?

plastic drinks bottles and SUP cups

Plastic drink bottles in the vending machines (The NSC Cafe is managed by an external catering company)

Plastic drinks bottles is the most common answer provided to this question.

17. What other environmental successes would you like to feedback on that you haven't been able to so far?

Water fountains in the building encouraging hirers to bring own refillable bottles
--

Promoting circular economy within KA and Soundcheck, second hand clothing rails and reclaimed furniture

Promoting circular economy appears to be an environmental success.

18. Are there any barriers to any environmental or sustainable work that you would you like to feedback on that you haven't been able to so far?

Budget - to switch to more economical / environmentally friendly options for energy to heat the building / pool (e.g. ground source heat pumps/ solar etc.)

Funding for specific initiatives

Opportunities / lack of time are barriers.
--

Common barriers include *funding and budget* and *lack of time*.

19. Is there anything else related to any environmental issues that you would like to share and haven't had chance to anywhere else?

The use of electric bikes as an alternative to pool cars for meetings in and around Douglas.
--

Further guidance and funding support

Environmental Survey Results – Schools and UCM

Introduction

The environmental survey was launched on 28th April 2023 and ran until 26th May 2023 and all schools were invited to complete it.

The purpose of the survey and its results, is to inform the Annual Report that DESC, as a Public Body, must produce as part of the Climate Change Act 2021 by August 2023, and will help ensure resources and support for climate change and sustainability remains relevant.

Responses

21 schools (including UCM) responded to the environmental survey.

18 primary schools responded.

Two secondary schools responded.

The UCM responded.

Response Summary

The following information is a summary of the responses received.

2. What are the current environmental/sustainability priorities at your school?



The main environmental/sustainability priority for schools appears to be *reduce/reuse/recycle* and *reducing single use plastic*. The next priority seems to be *reducing waste (including food)*.

3. Do you have a designated member of staff with responsibility for environment/sustainability?



5. Does your school have an environmental/sustainability policy?



6. Is environment/sustainability included in your curriculum?

[More Details](#) [Insights](#)

Yes 15
No 6



7. Does your school have an eco/environmental student group?

[More Details](#) [Insights](#)

Yes 12
No 9



8. What level of understanding/concern do you believe your students have of climate change/environmental issues?

[More Details](#)

Exceptional Very good Good A little None at all



In relation to the level of understanding students have of climate change/environmental issues, 23.8% is *very good*, 47.6% is *good* and 28.6% is *a little*.

In relation to the level of concerns students have of climate change/environmental issues, 20% is *very good*, 55% is *good* and 25% is *a little*.

9. Do you follow the Eco Schools programme?

[More Details](#) [Insights](#)

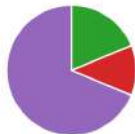
Yes 7
No 14



10. If yes, what is your current Eco Schools status?

[More Details](#)

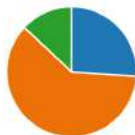
Bronze 0
Silver 0
Green Flag 3
Unsure 2
N/A 11



11. There are 10 Eco Schools topics.
How do you cover: WASTE

[More Details](#)

N/A 6
Recycling 14
Composting 3
Waste auditing 0
Other 0

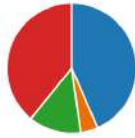


The majority of schools use *recycling* as a method to cover waste.

12. How do you cover: ENERGY

[More Details](#)

N/A	10
Energy Eye	1
Low energy bulbs	3
Switch off initiatives	9
Other	0

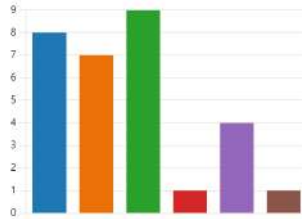


The majority of schools cover energy usage by using 'switch off' initiatives.

13. How do you cover: TRANSPORT

[More Details](#)

N/A	6
Active Travel	7
Walk to school days	9
Walking buses	1
Shared buses for trips	4
Other	1



The majority of schools cover transport by promoting 'walk to school' days, followed closely by 'Active Travel'.

14. How do you cover: LITTER

[More Details](#)

N/A	2
Bins in playground	16
Litter picks	13
Other	2

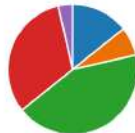


The majority of schools cover litter by having bins in playgrounds, followed closely by litter picks.

15. How do you cover: WATER

[More Details](#)

N/A	4
Blocks in cisterns	2
Taps that turn off automatically	12
Water butts	9
Other	1

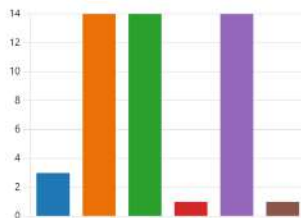


The majority of schools cover water usage by having taps that turn off automatically, followed closely by having water butts.

16. How do you cover: SCHOOL GROUNDS

[More Details](#)

N/A	3
Bird feeders	14
Outdoor learning area	14
Hens or other school animals	1
School garden/veg plot	14
Other	1

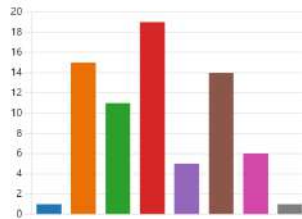


The majority of schools cover school grounds by having bird feeders, outdoor learning areas and school gardens/veg plots.

17. How do you cover: HEALTHY LIVING

[More Details](#)

N/A	1
Healthy snacks	15
Fruit (or other healthy item) as a...	11
Reusable water bottles / jugs / c...	19
Daily mile	5
Through PSHE lessons	14
Milk at break	6
Other	1

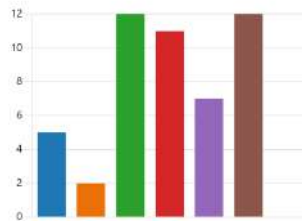


The majority of schools cover healthy living by using *reusable water bottles/jugs /cups*, followed closely by promoting *healthy snacks* and *having fruit (or other healthy items) as a snack option* and through *PSHE lessons*.

18. How do you cover: BIODIVERSITY

[More Details](#)

N/A	5
Hedgehog houses	2
Bird feeders	12
Planting wildflowers / pollinator...	11
Contact with UNESCO Biospher...	7
Bug hotels	12
Other	0

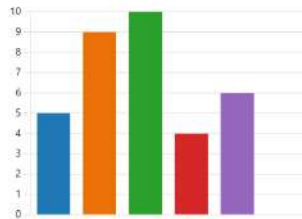


The majority of schools cover biodiversity by having *bird feeders*, *bug hotels* and *planting wildflowers/ pollinator patches*.

19. How do you cover: GLOBAL CITIZENSHIP

[More Details](#)

N/A	5
Sustainable development goals ...	9
Fairtrade	10
Work with One World Centre	4
Global teacher trained staff	6
Other	0

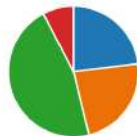


The majority of schools cover global citizenship by promoting *Fairtrade*, using *sustainable development goals in schools*, followed by having *global teacher trained staff*.

20. How do you cover: MARINE

[More Details](#)

N/A	6
Links to local beach	6
Beach Buddies	12
Other	2



The majority of schools cover marine by working with *Beach Buddies* and having *links to local beaches*.

21. Did you know that DESC funds the Eco Schools Green flag costs?

[More Details](#)

[Insights](#)

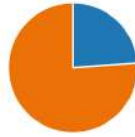
Yes	6
No	15



22. Do you use the new Manx Scoillyn Eco website that supports Eco schools in a Manx context? <https://scoillyneco.sch.im/>

[More Details](#) [Insights](#)

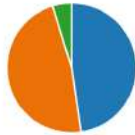
Yes	5
No	16



23. Do you use the Sustainable Development Goals (SDGs) at your school?

[More Details](#) [Insights](#)

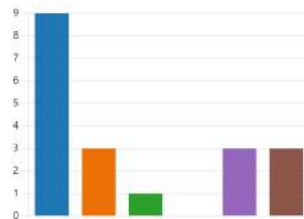
Yes	10
No	10
Unsure	1



24. If so, how do you use the SDGs?

[More Details](#)

N/A	9
Linked to the curriculum	3
Through Eco Schools	1
Through visits from UNESCO Bl...	0
Global trained teacher	3
Other	3

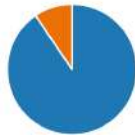


The majority of schools use the SDGs by *linking them to the curriculum* and having a *global trained teacher*.

25. Do you know you are a UNESCO Biosphere IoM partner as all schools have signed up to the UNESCO Biosphere IoM Pledge?

[More Details](#) [Insights](#)

Yes	19
No	2



26. There are 6 UNESCO Biosphere IoM pledge actions. How do you cover: Protect our natural resources?

[More Details](#)

Buy sustainable alternatives whe...	8
Reduce / reuse / recycle	17
Try to reduce waste	18
Growing your own produce	7
Other	0



The majority of schools cover 'protect our natural resources' by *trying to reduce waste*, followed closely by *reduce/reuse/recycle*.

27. How do you cover: Develop our economy in a sustainable way?

[More Details](#)

n/a	0
Junior Achievement	16
Fairtrade	9
Other	0

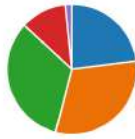


The majority of schools cover 'develop our economy in a sustainable way' by using *Junior Achievement*, followed by promoting *Fairtrade*.

28. How do you cover: Support and promote our cultural heritage?

[More Details](#)

Attend Manx National Heritage ...	14
Include Manx heritage and cultu...	19
Teach Manx language	20
Work with advisory teacher for t...	7
Other	1

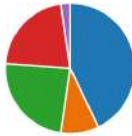


The majority of schools cover 'support and promote or cultural heritage' by teaching the *Manx language*, followed closely *including Manx heritage and culture in the curriculum* and *attending Manx National Heritage workshops*.

29. How do you cover: Make our environmental impact positive where possible?

[More Details](#)

Reduce / reuse / recycle	18
Saving water	4
Saving energy (eg: turning light...	10
Active Travel	9
Other	1

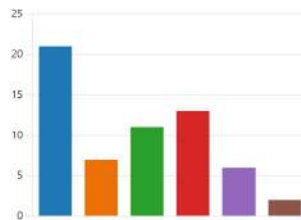


The majority of schools cover 'make our environmental impact positive where possible' by undertaking the *reduce/reuse/recycle initiative*, followed by *saving energy* and promoting *active travel*.

30. How do you cover: Engage with the local community?

[More Details](#)

Local visitors to school	21
Nursing home links	7
Nursery links	11
Work with local commissioners	13
Work with local heritage trust	6
Other	2



The majority of schools cover 'engage with the local community' by having *local visitors to school*, followed by *working with local commissioners* and having *nursery links*.

31. How do you cover: Promote our outstanding living landscape and seascape through active involvement with UNESCO Biosphere IoM?

[More Details](#)

UNESCO Biosphere IoM team h...	2
Took part in UNESCO Biosphere ...	10
Other	2



The majority of schools *took part in the UNESCO Biosphere week* which promotes our outstanding living landscape and seascape through active involvement with the UNESCO Biosphere IoM.

32. Are you aware of the IoM Government's ban on the sale or supply of specific single use plastic items (SUP) in government buildings? (these are listed in question 33)

[More Details](#)

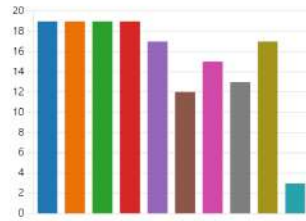
Yes	21
No	0



33. Click on any of these single use items your school has (as far as possible) eliminated or found a sustainable alternative for:

[More Details](#)

- SUP straws (with the exception ... 19
- Polystyrene cups 19
- SUP plates and bowls 19
- SUP cutlery (including chopsticks) 19
- SUP drinks stirrers 17
- SUP carrier bags 12
- SUP balloon sticks 15
- SUP stemmed cotton buds 13
- Polystyrene food containers 17
- Other 3



The majority of schools have eliminated, as far as possible, the single use plastic items listed in the survey.

34. What other single use plastic items does your school still use, that may not be on the list, but that you would like to eliminate or find a sustainable alternative for, e.g.; plastic drinks bottles

plastic cups - kitchen \ laminating pouches / glue sticks
Plastic drink bottles
drinks bottles
Drinks bottles
water sold in bottles
Food packaging - delivered to kitchen staff.
Most single use plastics are food containers in packed lunches. These are rinsed and placed in recycling bins
Just using up pre bought stocks
glue sticks, craft supplies, whiteboard pens, felt tip pens, we are using far too much plastic (not all single use but readily disposable)
plastic drinks bottles
quite a few children bring in plastic drinks bottles but the fact that they bring in a bottle is positive at the moment
pritt sticks
Glue sticks
laminating pouches
Drinks bottles, the boxed water proved more expensive.

6 respondents (40%) answered **drink bottles** for this question.



Drink bottles is the most common answer for this question.

35. What other amazing environmental successes would you like to feedback on that you haven't been able to so far?

Curriculum links to sustainable goals. Development of the school field in line with biosphere IOM pledge
We have developed our school field to include a micro forest. We work with local charities to support environmental education, such as, Manx Wildlife Trust and Manx Bird Life. We do school initiatives to promote changing to single use plastics (water bottles and snack boxes). Held a 'Green Day' to celebrating our Eco School Award where every class took part in eco activities and we raised money for Manx Wildlife Trust.
Beginning to grow food sources, recycled milk carton, crossroads recall bin for clothing, preloved school uniform bank to stop waste and passing on clothing, bike racks and scooter racks installed to promote active travel
KS 1 topic by the global teacher features a nature / growing focus. Other topics focus on our local area with local historians giving a tour of the Village
We have been running an optional John Muir Award group, where we have done some work looking after manor Wood - litter picks, pruning, and surveys.
Substantial garden restoration in progress 'Peter Rabbit's Patch' and we have consulted with MWT, UCM, IOM Woodland Trust and others so far...
Weekly visits to local woodland to look at environmental change throughout the seasons. Farm visits with a focus on sustainability and biodiversity.
New School field has ground source heating capability.

Developing school fields to support the environment seems to be a popular success, together with working with local charities such as Manx Wildlife Trust and Manx Bird Life to support environment education.

36. Are there any barriers to any environmental or sustainable work that you would you like to feedback on that you haven't been able to so far?

Budget - building things - keeping animals etc. Trips - transport costs. Trees - cost of planting and digging the holes!
packed lunches from home contain lots of SUP - need to work with parents more
Struggle to recycle from school site. Recycle paper but don't recycle plastic or glass. This makes teaching this hard when we can't model at school.
Transport costs is an issue to access sites beyond the immediate environment. We would like to recycle more food and packaging waste i.e. Terracycling but a lack of access to do this
having a dedicated member of staff to keep the rest of the team abreast of developments and initiatives is challenging with such a small team
Funding
Financial impact of stopping selling bottled water
just fitting it all in and having it as a priority - find lots of children don't always have reinforcing messages at home; or conflicting messages
No facility (that we can find) to recycle in the south of the island. We have tried!

Common barriers include budget and funding, transport costs, together with having access to a facility for recycling.

3 respondents (33%) answered **recycle** for this question.



37. Is there anything else related to any environmental issues that you would like to share and haven't had chance to anywhere else?

UCM are developing a five year sustainable development plan which we hope to launch in September
Our Caretaker is an absolute star when it comes to reduce, reuse, recycle at ** - deserves an Eco Award!
Our response sounds negative but things happen in classes but not necessarily whole school
Cost implications to reduce plastic. We would like to encourage more active travel, the roads around the school are narrow and have no cycle paths.