

# Schools Waste Recycling Advisors Project

Teacher Resource Pack



# Foreword

In my previous role as Executive Member for Children & Families I was challenged, at a Schools Green team summit, to advocate on behalf of Leeds' pupils and students, for action on their 3 key priorities and asked to report back. I was very happy to accept the challenge in recognition that, as an aspiring child friendly city, the views of our children and young people must influence our decision making. Now, as leader of Leeds City Council, with a remit for all Leeds citizens, I am equally determined to work towards Leeds becoming the best city in the UK which means having the best local environments.

## **The top three priorities from the Schools Green summit were;**

- more sustainable travel such as walking, cycling, scootering and public transport;
- more food growing in schools and the community, and
- reducing the amount of graffiti and litter in our local areas.


I am delighted to be able to report positively on all of three of these priorities. Firstly, the success of cycling in the city tells its own story as hot on the heels of the amazing Tour de France came the Tour de Yorkshire and we even hosted our very own junior Tour in the shape of the Leeds School Cycle Challenge. Complementing our regular 'walk to school' weeks, bike weeks and first ever 'scoot to school' week is the child friendly parks pilot providing safe spaces for children learning to cycle and for all people to enjoy traffic-free cycling.

Supporting local food growing in schools and the community was the very reason for the creation of the Leeds Edible Schools Sustainability Network which, in collaboration with Children's Services colleagues

is making a contribution to healthy lifestyles and sustainability in Leeds schools and communities. Another good example is our Parks and Countryside Edible beds initiative that encourages food growing in public spaces.

The final of the three priorities; reducing the amount of graffiti and litter in our local areas, requires effort to change attitudes to move away from a 'throwaway' culture, that uses up the planets natural resources, to a more circular economy where "one person's waste is another person's treasure". Achieving such a cultural shift is a long-term process, more likely to succeed the earlier we engage our children and young people. That is why I am delighted to be able to commend to you this Schools waste recycling advisors project (and associated pupil toolkit), as it provides all you need for your own team of school Recycling Champions. Not only will this allow children and young people to practice what they learn in lessons but they will also convey messages home to impact on recycling in the community as well as in their school.

I wish you well with this project and urge you to encourage colleagues in other schools to get on board so we can all look forward to a time when I can confidently report all of our primary schools have their own dedicated team of Recycling Champions.



**Councillor Judith Blake,  
Leader, Leeds city council**



# Contents

Foreword.....	2
Introduction.....	4
School waste education resources .....	5
Teaching and learning about waste and recycling.....	6
Educational visits .....	7
A step by step guide to undertaking a whole school waste audit.....	8
Pupil recording sheet .....	11
Developing a school waste action plan .....	12

## Appendices

Risk assessment: school and classroom waste audit activities .....	14
Wanted poster.....	18
Job description .....	19
Job application .....	20
Job contract .....	21
ID badge template.....	22
Achievement certificate .....	23
Template parents/carers letter .....	24



# Introduction

In countering today's throwaway culture schools have an important role to play especially in contributing to Leeds' ambition to be a 'zero waste' city. Waste from English primary and secondary schools currently totals around a quarter of a million tonnes each year, the equivalent of 185 double decker buses every school day (35,150 each year)

Lots of this waste ends up buried in landfill sites with the resultant loss of valuable resources and avoidable energy use e.g. a drinks can made from recycled aluminium requires 95% less energy than that needed to make a drinks can from new as it avoids the energy intensive stages of mining and extraction. Similar examples show how greater recycling can bring additional benefits such as saving money and reducing climate change.

Achieving a cultural shift is a long-term process and one that is most likely to succeed the earlier we engage our children and young people so that they develop the necessary skills, knowledge and attitudes to take ownership of this important issue and make an important and useful contribution to minimising waste. Such skills will be even more critical in their future role as effective environmental stewards.

A focus on school waste education will support schools with this cultural shift as well as helping to reduce the amount of material sent to landfill.

In Leeds recent recycling figures indicate a move in the right direction with a 7.2% increase in recycling in 2014-15 compared to 2013-14. However, there is still some way to go and the size of the challenge cannot be underestimated as currently, across the country, more than 22 million tonnes of waste is thrown away each year. In Leeds, the average amount thrown away by every household each year is just over 500 kilogrammes, or the equivalent of 5 baby elephants!

The following pages contain current information, support and available resources.



# School waste education resources

**A one stop resource shop** for waste topics supporting awareness-raising. Tailored PowerPoint presentations are available with teacher's notes and case studies focussing on good practice in school waste management. The one stop shop signposts to **local organisations** that can visit schools and/or host educational visits. A list of regional and national supporting organisations is also available. All resources can be accessed via: [www.schoolwellbeing.co.uk/pages/school-waste-education](http://www.schoolwellbeing.co.uk/pages/school-waste-education)

**Pupil voice and participation.** One approach in Leeds to achieving a cultural shift in attitudes is through 'Takeover Days' which provide schools an opportunity for their pupils/students to be trained as Waste Recycling Advisors with the potential to become Recycling champions in their own school. Pupils learn about the role of Leeds City Council's Waste Recycling Advisors and hear how this role has been implemented in other schools.

**Teacher's e-resource pack.** This comprehensive resource pack dedicated to supporting schools with everything to establish a team of school Recycling Champions including;

- step by step guide to undertaking a whole school\ classroom waste audit
- pupil recording sheet for results of whole school\ classroom waste audits
- school waste action plan template, and
- risk assessment for school and classroom waste audit activities

The following appendices are also included in the pack;

- Wanted poster
- Job description
- Job application
- Job contract
- ID badge template
- Achievement certificate, and
- Template Parents/carers letters

The teacher's e-resource pack evolved from the *Office of the Children's Commissioner's (OCC) Takeover Days* to provide a practical set of resources aimed at supporting teams of pupil Recycling Champions whose role is to provide a focus on waste and recycling through helping everyone at school **"understand why it is important to reduce, reuse and recycle our waste and to make sure that everyone knows about what can be recycled in school as well as at home"**.

(School Waste Recycling Advisor Job description)

Specifically, the e-resource pack supports school colleagues to;

- establish teams of pupil Recycling Champions, and
- guide pupil Recycling Champions in their awareness-raising role

The e-resource pack is designed in an editable flexible format, allowing for individual tailoring of resources to facilitate greater schools' ownership, so although reference throughout is to 'Schools Waste Recycling Advisors', schools are encouraged to edit the resources to reflect their own job titles.

Enhancing the role of pupil Recycling Champion is an associated **pupil toolkit** that includes 12 sets of branded hi-visibility waist jackets, ID badge holders, recycling information cards, model green recycling bins and flip notepads with top-tip guidance for pupils doing a classroom waste audit.

The target audience of the pack is Key Stage 1 and 2 pupils who volunteer to be part of a team of Recycling Champions in school with a view to providing a dedicated focus on waste and recycling to raise awareness as well as make an impact on the amount of waste produced in school and increase the amount sent for recycling.

# Teaching and learning about waste and recycling

Learning about waste and recycling supports a range of National Curriculum subjects, with the following illustrating some of the possibilities. From September 2015 onwards, greater flexibility in providing a curriculum that meets local need means schools can address topics of most relevance to their pupils, drawing on good practice, guidance and advice from professional organisations.

**Numeracy** - pupils can measure volumes and weights of waste produced by the school/class in a day and use the results to calculate typical weekly and annual waste totals for the whole school. Graphs, bar/pie charts and/or percentages can be used to represent and compare the amount of waste produced in different parts of the school.

**Literacy** - pupils can discuss their responsibilities for creating and dealing with waste, either at school or at home or both. During discussions they can learn to talk effectively as members of a group, qualifying or justifying their views after listening to others' questions or accounts and dealing appropriately with opposing points of view.

**Science** - pupils should explore examples of human impact (positive and negative) on environments as well as investigating materials and their properties by grouping and classifying different types of waste materials considering why they are used for specific purposes e.g. different types of plastic, paper and card. The concept of non-renewable and renewable resources, reuse and recycling can be used to explore ways in which changes in materials are either reversible or irreversible. Pupils can learn about the role of micro-organisms in the breakdown of waste e.g. through work on composting.

**Geography** - waste, recycling and litter provide a useful focus when seeking pupils' views about local places or identifying how people can improve the environment e.g. reflecting on their level of resource use and damage caused through fly tipping and over-reliance on landfill. Waste can be used as a good example when identifying

and explaining different views that people hold about topical geographical issues.

**ICT** - use the internet to research and present findings about particular aspects of waste, for example, the origins and uses of specific types of materials and how it is dealt with as a waste product.

**Art, Design & Technology** - challenge pupils to make things using largely, or only, waste materials. When designing and constructing packaging consider the issue of waste and seek to minimise the amount of waste produced or use materials that are reusable or recyclable.

**History** - study changes in packaging when identifying differences between ways of life at different times. A good topical starting point might be the charge on single use plastic carrier bags recently introduced to reduce waste, litter and protect wildlife.

**Music** - challenge pupils to create interesting musical sounds through using waste materials either in their own right or combined with other materials to form 'musical instruments'

**PSHE, Citizenship & SMSC** - consider how resources are/can be allocated in different ways and how these choices affect individuals, communities and sustainable development of the environment. Waste and recycling can be used as a rich example when identifying and explaining the different views that different cultures hold about topical issues.

**Religious Education** - consider the issue of waste when talking about attitudes towards people and places considering how they can show respect for them. How do different religious beliefs influence individual attitudes to waste.

# Educational visits

To enhance and further extend school waste and recycling education a number of valuable 'real world learning' opportunities, are available to Leeds schools as follows;

Name	Description	Target	Contact	Considerations
East Leeds Household Waste Recycling Site (HWRS) and Re-use shop	Tour of site. Typically classes will be divided into 2 groups; one touring the Re-use shop whilst the other visits the recycling site	Cross phase	Janice Frost. LCC Waste Strategy Officer. email: <a href="mailto:janice.frost@leeds.gov.uk">janice.frost@leeds.gov.uk</a> Tel: 0113 3786364	Teachers must accompany classes at all times on the tour. At least 1 months' booking notice is required. Where pupils can bring up to £1 they will go home with a bargain!
HW Martin Waste Ltd.	Tour of Materials Recovery Facility (MRF). Typically classes are split into 2 groups; one touring the MRF whilst the other engages in class based recycling activities	Cross phase	Kim Auckland. HW Martin. email: <a href="mailto:kaukland@hwmartin.com">kaukland@hwmartin.com</a>	This visit is only available for pupils in years 4,5 and 6 (8 years and older). Please note that, as a busy working site, there may be times when tours are unavailable. Your understanding is appreciated.
Veolia Environmental Services	Tour of the Recycling and Energy Recovery Facility (RERF) including recycling, energy generation and sustainable construction through features including the green wall and timber frame	Cross phase	For more information please contact Sarah Dawson Education and Communications Manager. Email: <a href="mailto:sarah.dawson@veolia.com">sarah.dawson@veolia.com</a>	School tours are available from summer term 1 (18th April 2016)

# A step by step guide to a whole school waste audit

## Introduction

This guide is for school staff co-ordinating a whole school waste audit and can also be used as a basis for pupils to audit waste from each classroom.

## What is a waste audit?

A waste audit provides an opportunity to focus on what is currently thrown away at school and considers whether improvements can be made. For example, could some items currently thrown away be recycled or even avoid ending up as waste in the first place? Can you for example reduce the amount of waste by using both sides of white paper?

Conducting a school waste audit is a hands-on way that students/pupils learn about reducing waste at school. A waste audit can be useful for many things such as:

- creating a baseline on school waste against which, at some future point, improvements can be measured.
- awareness raising - promotional campaigns, using the results of the audit to create messages for the rest of the school to encourage recycling.
- checking the effectiveness of existing recycling systems - an audit will show how much material goes into which bins identifying if recyclable waste is going in the wrong bins.
- saving money - an audit can help to identify if you are paying for too many bins e.g. are the bins only half full when collected? would a recycling contractor work out cheaper than a company that takes everything to landfill?

## Materials required

- bags of rubbish;
- old carrier bags (8 per group);
- 10-20 large bin bags;
- spring balances or Newton meters;
- ground sheet/floor covers;
- clipboards with copies of the pupil recording sheet;
- rubber gloves (one pair for each adult and child);
- overalls, or old clothing.

## Preparation

1. Identify a 'typical' school day to audit your school's waste (not during special events, end of term clear-outs or when groups are out of school).
2. Communicate to all staff when the audit will take place and undertake a risk assessment for the activity. See 'Appendix 1: Risk Assessment for Children's Services (Schools). School Waste Audit Activities'. Most school waste will have a fairly low risk and, if stored in lidded wheelie bins, there is only a slight risk of vermin. Strong rubber gloves should be worn and it is advisable to look into each bin bag before emptying to check the contents before allowing pupils to sort. Some things to watch out for:
  - used nappies where there is a nursery attached to the school
  - medical waste such as needles should not be put into general waste but be alert – pause the activity immediately if there is any sign of medical waste
  - used plasters, paper towels from toilets
  - food wastes from kitchens – do not handle raw meat or eggs
  - sharp objects e.g. from DT rooms
  - outside bins, if open to public, may contain dog faeces
  - other potential hazards include slips and trips





3. Send a letter home informing parents/carers about the activity. Consider asking for adults to support the activity on the day and make sure suitable clothing is provided.
4. Ask your Site manager/Superintendent to save 1 day's waste from the entire school, including from non-teaching areas such as staff rooms, offices and external areas, e.g. the playground. Also ask them to look through the bags removing any sharp objects and labelling each bag with the area of the school the waste originated (e.g. Reception class, classroom 1, playground, staff room, etc.). Ensure that any bags of food waste are clearly labelled and stored separately. Store all bags of waste safely overnight.
5. Groups should have a separate carrier bag for each waste type. Sort the waste into these bags and weigh them using an appropriate spring balance or Newton meter. Write down the results on the pupil recording sheet.
6. Once the contents of the carrier bags in each group have been weighed and recorded, empty them into larger bin bags and re-use the carrier bag.
7. When all bags have been weighed and the results recorded, dispose of the waste and recyclables in the usual manner.

### The audit

1. Explain health and safety issues to the students/pupils e.g. gloves **must** be worn before touching any waste underlining that they must call an adult if they see any sharp objects in the rubbish, etc.
2. Weigh all bags containing food waste (e.g. from the dining hall), log the results on the **pupil recording sheet** and dispose of the waste in the normal way.
3. Working in small groups each group should have a ground sheet to work on, a pupil recording sheet, a pencil and a set of spring balances or Newton meters.
4. Each group should empty the contents of one bag of rubbish at a time onto the ground sheet and sort it into different types of waste as shown on the pupil recording sheet.
5. The results of the waste audit can be used to calculate the typical daily, weekly and annual waste totals for the whole school. (Multiply the daily totals by five for the weekly results, and the weekly totals by 38 weeks, the average number of weeks per year spent at school).
6. Work out the proportion of different types of waste produced and compare the waste data from different areas around your school to identify waste 'hot-spots'.
7. Discuss your findings; what are the most common types of waste? Is any waste recyclable? Which type of waste would make the biggest difference if it was recycled?
8. Use the information from your waste audit to further improve your current recycling scheme and inform your 'Action plan' (see Example Action Plan template).



### Adapting and/or extending the activity

- If you don't have the necessary equipment, the pupil recording sheets can be attached to each bin the night before the audit. Ask everyone to record what they throw in the bin which avoids the need for sorting the waste by hand (particularly suitable in smaller schools). The results can then be used to estimate the relative proportions of materials in each area.
- Ask the students/pupils to note down at least 5 action points that could reduce the school's waste. As a group, decide the top 5 actions and break them into smaller, achievable steps.
- Whilst sorting the waste, ask students/pupils to note down the most common waste items and consider how this type of waste could be reduced?
- Present your findings to the whole school through e.g. whole school assembly or newsletters.
- Repeat the audit after you have set up, or improved, your recycling scheme to show if your recycling system and action plan is effective. This will also identify any areas that need further work.
- Interviewing key people is an effective way of finding out how things are done in practice and for researching information on costs, etc. The following key people may be involved in handling school waste:

**Site Manager/Superintendent** - responsible for collecting waste from around the school and managing contracts with waste collection companies. They will know how much waste is collected from the school each year and how it is managed. Ask them about the size of bins and how often they are emptied – you will be able to estimate the total amount of waste collected per year and compare this with the results of your waste audit.

**School business manager/bursar** - responsible for school finance and administration and will have information about how much it costs to have school waste collected each year.

**Kitchen staff** - prepare school meals resulting in food and packaging waste. Some school kitchens have sink disposal units, some use rubbish bins and others may have a composting scheme. Kitchen staff will be able to advise where waste goes and how much they produce.

**Cleaning staff** - responsible for emptying classroom bins. If there is a recycling scheme their help will be needed to reduce the amount of contamination in the recycling bins.

**Design and technology staff** - working with wood, metals and food materials produces specific types of waste. How are the classrooms set up to manage this? What systems are there for re-using materials such as metal or fabric scraps? Are there any composting facilities for food?

**Other staff and students** - everyone in school produce some waste most days. How easy do they find it to recycle in school? What do they think? You might like to prepare a questionnaire to collect this information in an organised format that allows you to work out percentage responses. As well as finding out facts and figures, ask their opinions. For example do they know what can be recycled? Do they think the school recycles enough? Why do they think reducing waste is important? Are there any problems with trying to recycle? What would they like to see in the future?

# Pupil recording sheet

Date/s of waste audit:

Area of school	White paper (g)	Coloured paper (g)	Card-board (g)	Plastic (g)	Metal (g)	Glass (g)	Food waste (g)	Other (g)	Total (area)
<b>Example:</b> Classroom 1	200g	140g	80g	40g	0g	0g	100g	40g	600g
<b>Example:</b> ITC suite	800g	100g	40g	0g	0g	0g	20g	40g	1000g
<b>Total (material)</b>									

Total amount of waste produced by school based on waste audit

Material	School Total (kg) per day	School Total (kg) per week (x5 days)	School Total (kg) per year (x38 weeks)	%
White paper				
Coloured paper				
Cardboard				
Plastics				
Metal				
Glass				
Fabric				
Food waste				
<b>Total</b>				<b>100%</b>

# Developing a school waste action plan

## Preparation

1. To inform this activity you will have already carried out a waste audit (see above).
2. Consider the data collected from your waste audit and liaise with your bursar, site manager/superintendent and/or senior leadership team to find out about existing collections, costs and frequency.
3. If necessary contact your local authority for further information on recycling collections for your school.  
E mail: [FacilitiesManagement@leeds.gov.uk](mailto:FacilitiesManagement@leeds.gov.uk)

## Action plan

### 1. Waste audit review

- Consider the data from the waste audit to identify any school waste 'hot spots' and the most common types of waste and discuss why certain locations and materials present greater problems than others. Agree the likely explanations.
- Discuss the environmental benefits of recycling – environmental, financial, ethical. Consider landfill sites and recycling centres; numbers locations, transport of waste (see Lets Recycle together.ppt)

### 2. Group brainstorming

- With these explanations agreed, and working in smaller groups, try to identify solutions to the school's waste issues. Groups could be assigned specific hot spots or materials to address. Alternatively, all groups could focus on the same prominent waste issues to achieve a greater range of solutions.
- Discuss and agree which proposed solutions will be most effective and collate these into a final action plan (using the Action Plan template example).
- Assign tasks and agree realistic timescales by which these tasks will be completed.

### 3. Execute the tasks

- Assign some time for your students/pupils to carry out the activities they have been allocated and to notify other staff and students/pupils of these responsibilities. The tasks will depend on whether you already recycle at school or are about to set up a new recycling scheme.

Some examples of action plan tasks are listed below:

- Provide training to staff and students/pupils about what materials can be recycled at school and where. Engage students in preparing a training session for classmates covering issues such as contamination (putting the wrong material into the wrong bin) and explaining the benefits of recycling.
- Distribute recycling containers and clearly label them. A source of labels is available at [www.recyclenowpartners.org.uk/schoolmaterials](http://www.recyclenowpartners.org.uk/schoolmaterials).
- Clearly mark recycling areas, for example by putting up posters (available at [www.recyclenowpartners.org.uk/schoolmaterials](http://www.recyclenowpartners.org.uk/schoolmaterials)), so everyone knows where the containers are and what should go in them.
- Let everyone know about the new recycling scheme and prepare an assembly or newsletter introducing the system.

### 4. Follow up

1. Set a review date when you will revisit your action plan as a group to see how far you have come and identify what else you can do.
2. Schedule a follow up waste audit after a few months to measure the effectiveness of your scheme.



### 5. Adapting and/or extending the activity

- Add a section on recycling to your school's website. This could include details of key people involved and regular recycling news.
- Develop recycling training sessions for the classroom.
- Prepare a regular assembly to share your recycling results, achievements and development plans for the future. Use spreadsheets to record recycling information, draw graphs and analyse the data.
- Prepare a school notice board showing graphs of results and recycling achievements.
- Involve the local press and radio to let everyone know about the school's scheme.
- Team up with another school in the area to share ideas.

### Action Plan template example

Issue	Action	Responsibility	Timescale
Large amount of paper in ICT Room	Put up posters reminding students and staff to print only when absolutely necessary and print double-sided	Eco group	Beginning of October
Recyclable items in general rubbish bin	Label recycling containers	Eco group	End of October
	Arrange (additional) recycling containers.	Site manager/caretaker	End of October
Wrong materials in recycling bin	Organise a training event or assembly	Recycling Co-ordinator	

# Appendices overleaf

## Risk Assessment for Children's Services (Schools).

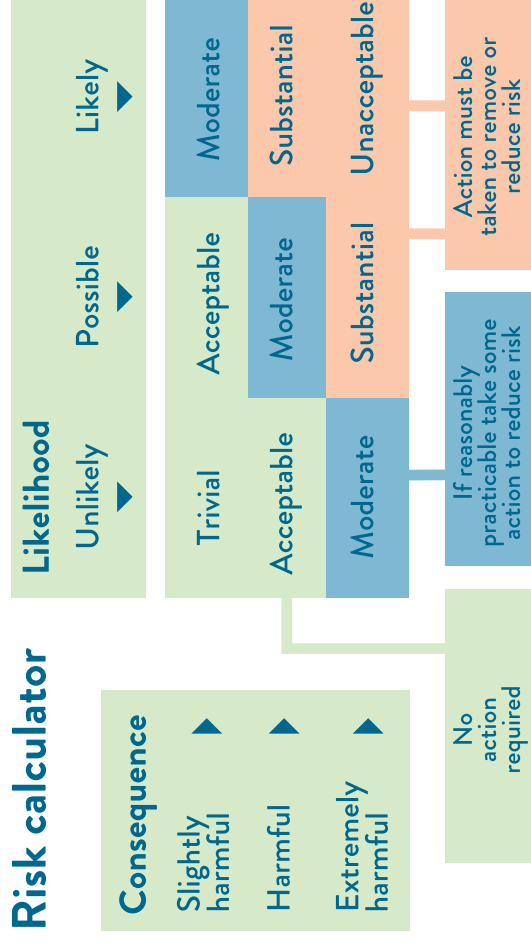
Assessment title:		School and classroom waste audit activities		Ref. number:
School name:		School address:		
Date assessment undertaken:	Name of assessor (print):	Assessor signature:	Assessment review date:	
Name of head teacher / centre manager (print):		Head teacher / centre manager signature:		
Main legislation and/or information source: <ul style="list-style-type: none"> <li>- Health &amp; Safety at Work Act 1974.</li> <li>- Management of H &amp; S at Work Regulations 1999.</li> </ul>				

### Guidance:

This is a **sample** risk assessment and will remain so unless the following criteria are satisfied:

1. The boxes highlighted in grey above must be completed with the required details.
2. The Ref number can be the EVOLVE visit number if this is for Educational Visits.
3. The signature boxes may be typed if this is to be uploaded to EVOLVE.
4. The control measures identified below must be either complied with or altered to reflect the establishment's control measures.
5. The initials of the person responsible for implementing the control measures must be entered into 'Control Measures' column.
6. Once criteria 1-5 have been satisfied, you should remove the 'Sample' watermark. **FORMAT-BACKGROUND-PRINTED WATERMARK** and choose the option that says 'No Watermark' or 'Page Layout' – 'Watermark' – 'Remove Watermark'.

### Risk calculator



Hazard observed	Who may be harmed	Risk rating before controls Consequence x Likelihood =	Control measures	Risk rating after controls Consequence x Likelihood =	Control measures by: Initial
1. General risk of infection from handling waste	Staff, pupils volunteers	Unacceptable	<ul style="list-style-type: none"> <li>All adults and pupils will wear appropriate gloves.</li> <li>Cover any open wounds/cuts/broken skin.</li> <li>All adults and pupils to wash hands thoroughly after handling any waste and before touching their mouths, eating, drinking etc.</li> <li>Examine waste as far as possible before allowing pupils to access it. See below for more specific details for different types of waste.</li> </ul>	Moderate	
2. Contact with medical waste (i.e. needles/sanitary products/ bandages and other sharp objects).	Staff. Pupils. Parents/ Carers.	Unacceptable	<ul style="list-style-type: none"> <li>All adults and pupils will wear appropriate gloves.</li> <li>Cover any open wounds/cuts/broken skin.</li> <li>Pupils must be instructed to call an adult if they see any medical waste or other sharp objects mixed in the waste.</li> <li>Cease the activity immediately if there is medical waste. Contact LCC Environmental Services on 0800 1386227 for removal and disposal (preferred option) or ensure staff: <ul style="list-style-type: none"> <li>are trained in personal hygiene techniques and in the correct removal/disposal procedures.</li> <li>wear appropriate protective gloves and safety footwear.</li> <li>use disposal units, (i.e. Sharps Boxes).</li> </ul> </li> <li>If the Site manager/Superintendent collects the waste for the audit ask them to carefully examine the bags to remove any sharp objects.</li> <li>Ensure each bag is examined as far as possible before the contents are emptied onto the floor and again before allowing pupils to begin sorting the waste.</li> <li>Any adults or pupils who sustain cuts/needlestick injuries should seek immediate first aid, including running clean water over the cut. They should be advised to seek the advice of a GP for any needlestick injuries/cuts.</li> <li>Staff will be provided with heavy duty gloves to handle any medical waste/sharps found.</li> </ul>	Moderate	

Hazard observed	Who may be harmed	Risk rating before controls Consequence x Likelihood =	Control measures	Risk rating after controls Consequence x Likelihood =	Control measures by: Initial
<b>3.</b> Slips, trips and falls	Staff. Pupils. Parents/ Carers.	Substantial	<ul style="list-style-type: none"> <li>The activity will take place in an area that has good access and egress and adequate space in which adults and pupils can safely move around.</li> </ul> Ensure staff: <ul style="list-style-type: none"> <li>have knowledge of, and have checked, the area where picking/sorting will take place.</li> <li>remove obstacles where possible.</li> <li>wear appropriate footwear that has covered in toes.</li> </ul>	Moderate	
<b>4.</b> Contact with bodily waste (incl used nappies where nursery is attached to school)	Staff. Pupils. Parents/ Carers.	Substantial	<ul style="list-style-type: none"> <li>Only staff should remove this waste and pupils instructed that they must call an adult if they see any bodily waste in the rubbish.</li> </ul> Ensure staff: <ul style="list-style-type: none"> <li>are trained in personal hygiene techniques and in correct removal/disposal procedures.</li> <li>wear appropriate protective gloves.</li> <li>cover any cuts/open wounds or broken skin before beginning session.</li> <li>use disposal units or double bag the waste and place it in the bin.</li> </ul>	Moderate	
<b>5.</b> Contact with dog faeces and vermin where outside bins remain open	Staff. Pupils. Parents/ Carers.	Substantial	<ul style="list-style-type: none"> <li>Use lidded bins where possible</li> <li>Wear appropriate protective gloves</li> <li>Cover any cuts or abrasions before beginning session.</li> <li>Wash hands thoroughly if in contact with outside bins and before handling food and drink.</li> </ul> Ensure staff: <ul style="list-style-type: none"> <li>are trained in personal hygiene techniques.</li> <li>have had appropriate immunisation &amp; issued with Leptospirosis card.</li> </ul>	Moderate	
<b>6.</b> Contact with kitchen food waste	Staff. Pupils. Parents/ Carers.	Substantial	<ul style="list-style-type: none"> <li>Wear appropriate protective gloves</li> <li>Ensure food waste is clearly labelled and kept in separate bags</li> <li>Do not handle raw meat or eggs unless wearing gloves and ensuring thorough hand washing occurs after handling.</li> </ul>	Moderate	



Hazard observed	Who may be harmed	Risk rating before controls Consequence x Likelihood =	Control measures	Risk rating after controls Consequence x Likelihood =	Control measures by: Initial
7. Manual handling	Staff. Pupils. Parents/ Carers.	Substantial	<ul style="list-style-type: none"> <li>Pupils will not lift/carry heavy bags. If unavoidable pupils will be shown how to safely move bags etc.</li> </ul> Ensure staff: <ul style="list-style-type: none"> <li>receive Manual Handling training.</li> </ul>	Moderate	
8. Disposal of waste	Staff. Pupils. Parents/ Carers.	Substantial	Ensure staff: <ul style="list-style-type: none"> <li>have received training in waste segregation – i.e. sharps, broken glass, etc.</li> </ul>	Moderate	
9. Child Protection	Pupils.	Substantial	Ensure the following: <ul style="list-style-type: none"> <li>appropriate levels of supervision are maintained throughout the session.</li> <li>all staff hold a current DBS certificate.</li> </ul>	Moderate	

# WANTED

Are you a good communicator?

Are you well organised?

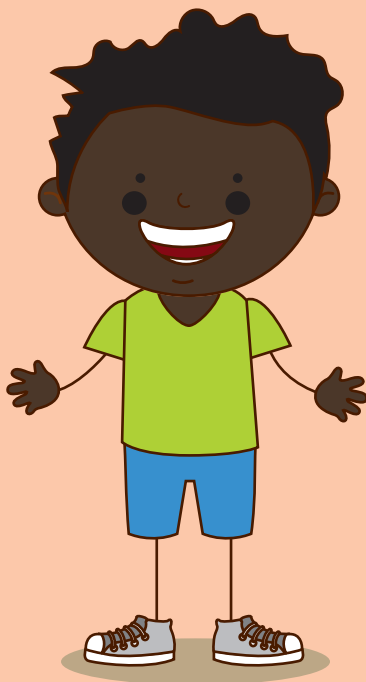
Are you willing to work hard?

If the answer is 'yes' to all of these, then this could be just the job for you!

Do you care for the environment?

Can you encourage and lead others?

Do you have a 'can do' attitude?





# Job description

## Job purpose

To help everyone at school to understand why it is important to reduce, reuse and recycle our waste and to make sure that everyone knows about what can be recycled in school as well as at home.

## Main duties

- To give good information on the types of things that can be recycled in school and at home.
- To help to present in assemblies about recycling aimed at:
  - other pupils
  - parents / carers to encourage them to recycle more at home.
- To visit each class to talk about how much waste they make and what they can do to help to reduce the amount of waste they produce. Give them the chance to ask questions about recycling.

- To talk to each class about how they can find out about how much waste they make.
- To talk to family and friends and encourage them to reduce, reuse and recycle more waste.
- To help to present at local events to reduce, reuse and recycle more waste.

## Important attitudes, skills and knowledge

- Well organised
- Care for the environment especially about waste and recycling
- Able to encourage and lead others
- Good communicator
- Willing to work hard
- A “can do” attitude



# Job application form

Name: ..... Class: .....

Why do you think it is important to reduce, reuse and recycle waste? .....

.....

.....

.....

Why would you like to do this job? .....

.....

.....

.....

What qualities do you have that you think would make you the right person for this job? .....

.....

.....

.....

**Thank you for your application.**

Please forward your completed form to: ..... by: .....

Successful applicants will be invited to a meeting to discuss their duties.



# Job contract

I (pupil name): ..... agree to:

-  Give good information about things that can be recycled in school and at home.
-  Help to present in assemblies about recycling aimed at:
  - Other pupils
  - Parents / carers to encourage them to recycle more at home.
-  Visit each class to talk about how much waste they make and what they can do to help to reduce the amount of waste they produce. Give them the chance to ask questions about recycling.
-  Talk to each class about how they can find out about how much waste they make.
-  Talk to my family and friends and encourage them to reduce, reuse and recycle more waste.
-  Help to present at local events to reduce, reuse and recycle more waste.

Signed: ..... Date: .....

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# Congratulations

You have successfully applied  
for the post of:



Signed: *Lucinda Yeadon*

Date: .....

Councillor Lucinda Yeadon, Leeds City Council's  
Executive member for Environment and Sustainability

 **recycle for Leeds**





# Dear parent / carer

I am writing to inform you that your child will be taking part in a waste education programme at school.

The aim of the project is to increase knowledge and understanding of waste both in the school and at home, and identify opportunities where the overall amount of waste can be reduced.

This will be achieved through a series of assemblies and school based workshops using the four R's: reduce, reuse, recycle and recover. The children will be set homework that you will be encouraged to support them with.

If you have any questions or concerns, or are interested in receiving further information about this project, please contact:

Thank you

Yours faithfully





