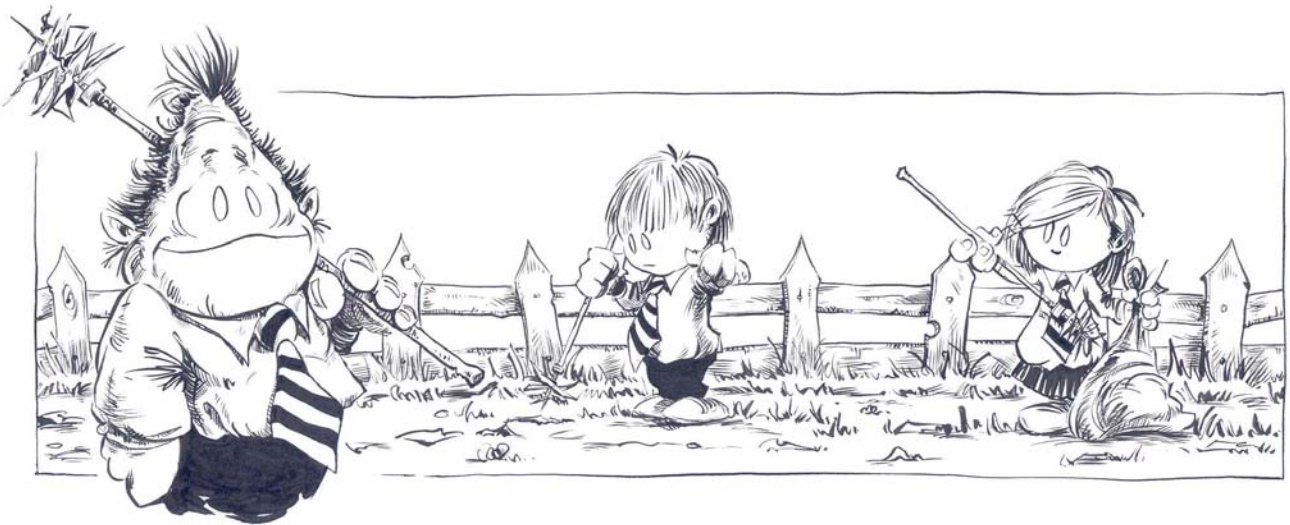


Secondary School Litter Pick and Survey Pack



Contents:

- Organising a Litter Pick
- Instructions for Litter Pick
- Litter Pick Record
- Local Environmental Audit and Management System (LEAMS)
- Copy of Council Risk Assessment
- Litter Pick/ Clean Up resource Request Form

- Organising a Litter Pick

A litter pick can be carried out in conjunction with a survey or independently. While organising a litter pick is not difficult this will give you all the information you need to get you started.

- Litter Pick Record

Once you have completed your litter pick use the record sheet to record the numbers and weights of your rubbish bags and whether they were recyclable or not.

- Local Environmental Audit and Management System (LEAMS)

LEAMS is the monitoring system used by all Local Authorities across Scotland to measure litter. By using this system you can monitor your own litter levels and compare yourself against the national statistics.

- Copy of Council Risk Assessment

It is your responsibility to fill out your own risk assessment however I have included a copy of the risk assessment we have for community litter picks as this will help you get started on your own.

Organising a Litter Pick

A litter pick can be carried out in conjunction with a survey or independently. Even if a simple litter pick is carried out it should still be possible to generate some discussions with pupils about particular problem areas or types and sources of litter. They might also be able to come up with some potential solutions to try.

One-off, larger scale litter picks involving the whole school are a great way of raising awareness across the school and can be widened to involve members of the community and cover areas outside the school if appropriate.

Before the Litter Pick

Choose the area to be litter picked. This could be part or all of the school grounds or a local litter hotspot like a play park or sports field.

A risk assessment should be completed for the activity - this is the responsibility of the teacher/school undertaking the litter pick. A generic risk assessment is available which provides a useful starting point and more assistance can be provided by the Litter Education Support Officer.

Permission slips and/or advice to wear suitable clothing should be issued to pupils before the litter pick.

If there is a chance that there might be dangerous items like broken glass, dog mess or needles in the litter pick area contact the Litter Education Officer beforehand to arrange a check of the area by street cleansing staff. They will remove dangerous items but leave the litter.

Decide if you are going to recycle any of the rubbish that you collect. It should be possible to recycle whole glass bottles (not broken glass), drinks cans and plastic bottles (must be empty). Anything that is to be recycled must be collected separately (blue bags are available). All waste for recycling should be segregated during or after the litter pick so that cans, plastic bottles and glass bottles are all in separate bags ready for recycling.

Recycling is to be encouraged to support other work being undertaken by the school in terms of waste prevention/minimisation, however, depending on the area being cleaned

the recyclate may not be of a suitable quality to enable recycling, e.g. if bottles are full of mud and nobody is prepared to clean them out first.

The Litter Pick

Divide the class into small groups of about 4-6 pupils -each group can cover a different area. Each group will need the following equipment:

- Gloves to be worn by everyone
- Tabards to be worn by everyone if available
- Litter pickers to be issued to everyone
- Handihoops and bin bags to be issued. Either 1 per person if your area is heavily littered or can be one between 2-3 pupils for cleaner areas. (Handihoops make it easier for the bags to be held open, particularly in the wind.)
- Blue bags to be issued to 1-2 people for collection of recyclates if necessary

It is important to check that adequate supervision is available.

Before starting the litter pick agree a time and location for the groups to return.

Pupils should be instructed to stay on pavements and to respect other people's property. It may be Ok to pick litter from someone's hedge but pupils should not be allowed into private gardens

Take photos during the litter pick for your eco schools folder and any other displays or newsletters.

Once all of the litter and recyclates have been collected make sure you keep a record of how much litter was found and if possible weigh it. The results can be presented to others in the school or community using notice boards, assemblies and newsletters. If regular litter picks are done you might be able to record an improvement over time.

Health and Safety

The following health and safety advice should be followed:

- Everyone must wear gloves. The gloves are not protective gloves and are only designed to keep hands clean.
- Wear strong, sensible shoes, boots or wellies
- Litter must only be picked up using the litter pickers to avoid being injured by dangerous litter.
- Do not attempt to pick up any dangerous items such as dog mess, broken glass or needles. Information about dangerous litter should be passed on to the appropriate person (janitor for litter in school grounds, street cleansing for litter outside school grounds or 24 hr control centre for needles)
- Do not pick up heavy or sharp items of rubbish.
- Groups must stay together.
- Bags should only be half filled to avoid them getting too heavy and should be held away from the body to avoid injury from sharp items.
- After the litter pick everyone should wash their hands before eating or drinking.

Litter Pick Record

Date _____

School _____

Location _____

Group (Team Leader)	No of Bags Litter	Weight Kg	No of Bags Recylate	Weight Kg	Total Weight
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
Total					

How to Organise a LEAMS Survey

1. Introduction

The purpose of a litter survey is to gain an accurate picture of levels of cleanliness and the environmental quality of your school. The methodology shown below has been adapted from the Local Environmental Audit and Management System (LEAMS) used by local authorities across Scotland to meet their cleanliness obligations.

Using this methodology will allow you to carry out a structured survey, the results of which will allow you to:

- compare how you are doing with other schools and against the national statistics
- identify areas that are in need of special attention
- help you plan further action
- monitor improvements
- meet your requirements as set out in the Environmental Protection Act 1990

Environmental Protection Act 1990 - Part IV Provisions relating to litter

Under the Environmental Protection Act (EPA) 1990 part IV schools are defined as 'Duty Bodies' which means that they have a legal responsibility to keep all areas under their control free from litter and refuse as far as reasonably practicable and within reason.

In basic terms this means that when schools grounds become littered, hard surfaced areas must be returned to a litter free state within 24 hours and grassed areas should be returned to a predominantly litter free state (some small items allowed) within 24 hours.

It is worth noting that while the grassed areas may be litter picked by grounds maintenance prior to grass cutting they have no responsibility to do this at any other time. **Therefore if there is no regular maintenance programme for grassed areas the school is breaking the law and can be liable for large fines.**

2. Tools needed to undertake a litter survey

- A working group to co-ordinate all activities
- A team of enthusiastic volunteers
- Map of your school
- Clipboard
- Survey results forms
- Pencil
- Camera

3. Survey preparation

First of all you need to decide where to survey. If your school grounds are small you could survey them all, which would provide you with some really useful data. If, however, you have large grounds you should aim to sample a percentage of the ground - do not make it too big or you will be out for several days surveying.

To help with this you can define zones around the school. Most schools can be split into at least three zones e.g. hard surfaces, grassed surfaces and car parking. You may want to break it down further e.g. playing field, rough ground, public accessed land, school garden etc.

4. Survey methodology

Use a map of your school grounds to identify the areas to be surveyed, ensuring that they are representative of all your grounds. The actual areas of study are called transects. A transect will be about 50 meters long and approximately 2 meters wide however, these may vary according to the area being surveyed. Your transects will traditionally follow the line of a wall or path, however, if you are surveying a site without a defined boundary e.g. football pitches each transect should be 50 meters long by 2 meters wide around the perimeter of the site.

Try to make your survey transects as fair as possible - perhaps you can use the toss of a coin or dice to help select the sectors to be surveyed.

The survey is carried out by simply walking through the transect looking at the ground for litter and the surrounding area for other 'nasties' such as graffiti and vandalism. Results are recorded on the survey record sheet.

5. Observations within each transect

Each sector should be graded using the grading system which is outlined in the Code of Practice on Litter and Refuse, in Part IV of the Environmental Protection Act 1990. This grading system is used by every Scottish Council to allow them to assess their cleanliness levels.

Remember...

Use your overall impression and allocate the grade only once you have completed your walk through the entire sector/transect.

Grades of Cleanliness

Grade A (Absence of Litter)

Litter free.

Grade B (Bitty)

Mainly litter free, some small items (cigarette ends, bus tickets).

Grade C (Crummy)

Many small items and some larger ones (cans, fast food packaging).

Grade D (Disgusting)

Heavily littered with large and small items, accumulations along the boundaries.

'The Nasties': Adverse Environmental Quality Indicators (AEQIs)

AEQIs are used as indicators of how untidy/dirty an area is. These are recorded by simply ticking the relevant box. These include:

Dog Fouling
Weeds

Vandalism
Detritus

Graffiti

Definitions

- **Dog fouling**

Dog fouling should be noted if it is present within the sector. Dog fouling is classed as refuse, therefore a sector free from litter and refuse but containing dog fouling cannot attain a Grade A. It may be present where the cleanliness of the area has fallen to grade B, C or D and must be considered alongside other litter and refuse.

- **Vandalism**

This is defined as deliberate and thoughtless damage of property often owned by the Council or other public authorities, which lowers the quality of the life for local people and spoils the environment. Examples of vandalism include wall-mounted bins pulled off, windows smashed, or broken furniture. Please note that this does not alter the cleanliness grade of the sector.

- **Graffiti**

This is defined as unauthorised drawing or writing on surrounding buildings or street furniture such as benches, litter bins, etc. Please note that this does not alter the cleanliness grade of the sector.

- **Weeds**

This is unsightly vegetation located within a sector, which is of low botanical importance. Weeds are only recorded with reference to hard surfaces/pavements etc. Please note that this does not alter the cleanliness grade of the sector.

- **Detritus**

Accumulations of dust, mud, soil, leaf and blossom fall. Please note that this does not alter the cleanliness grade of the sector.

Additional items to be observed within each sector

Litter bins - litter bins are defined as school bins provided for use by pupils. Do not count wheelie bins used by the school for the disposal of refuse. Count the total number of bins that occur in every transect surveyed and then record the number which are overflowing. In the comments section note problems with bins such as bin required, lid required, bin damaged etc.

Types of litter

The presence of the four most commonly found types of litter should be recorded. These are normally:

Code 1: Smoking related e.g. cigarette ends, matches, matchboxes, cigarette packaging.

Code 2: Drinks related e.g. cans and bottles, cups, straws and lids.

Code 3: Sweet wrappers including chewing gum wrappers and crisp packets.

Code 4: Fast food packaging e.g. fish and chip wrappers, polystyrene cartons, burger wrappers, plastic cutlery.

You can choose more appropriate categories for your school e.g. chewing gum if this will make the results more useful to you.

Sources of litter

Each transect containing litter should have the sources of litter identified. A transect may contain more than one source of litter. If a litter item does not fit into one of the first three categories below, the 'other' category should be circled and a description made in the comments section.

Code 1 - Pupil: e.g. drinks cans, straws, confectionery wrappers, fast food packaging.

Code 2 – Public: litter that is more likely to have been dropped by members of the public e.g. cigarettes, alcohol cans and bottles and dog fouling.

Code 3 – Refuse: large waste items not dropped by pedestrians e.g. black bin bags, cardboard boxes

Code 4 – Other: any other litter that does not fit into the above categories

If a B, C or D grade is given to a transect then at least one source of litter **must** be identified. If a grade A is achieved no sources of litter should be identified.

Comments -

The comments section can be used to add any details not already covered. In particular you can highlight problems with certain types or sources of litter, and can add comments about bins being required or needing to be re-sited.

6. Completing the survey form

On every survey form you need to fill in the following information:

- School name and location
- Surveyors names/initials
- Date and Day
- Sheet Number
- Location of Sector/ Transect
- Time
- Transect number
- Film and Photo Number
- Dog Fouling (✓ if present)
- Vandalism (✓ if present)
- Graffiti (✓ if present)
- Weeds (✓ if present)
- Detritus (✓ if present)
- Number of Bins
- Number of Overflowing Bins
- Grade (A,B,C,D)
- Types of litter (1,2,3,4)
- Sources of litter (1,2,3,4)
- Comments

...And Remember

Surveyors should be consistent in their grading throughout the survey and not change their views on what determines each grade.

When considering the grade, be careful not to include litter or other environmental problems that are on adjacent land and not in the transect (however if there is a significant amount of litter just outside your survey area you can note this in the comments section).

7. Photography

Whilst you are surveying use your camera to record 'grot spots' in your area. It is important also to highlight particularly clean locations to allow a picture of good and bad areas to be built up in your area. Perhaps you could display these photos to raise awareness of litter issues. This display could be used to recruit volunteers to help clean up the 'grot spots'.

8. Health and Safety

- Always survey in pairs.
- Take particular care in car parks and when surveying other areas where car movements are likely.
- Do not pick up any litter, unless an organised litter pick is being undertaken and the necessary precautions are being taken.
- If you spot any hazardous items, for example, syringes, broken glass and clinical waste, etc, make a note of their location and contact the 24 hr control centre.

9. Survey Results

The data collected can be used in a variety of ways. A cleanliness index can be calculated to allow comparisons over time or with other sites. Bar charts and pie charts can be used to illustrate the different types and sources of litter found and can be further divided by zone. The information gathered should be helpful in deciding what further action needs to be taken to reduce the litter problem. More bins may be required, or existing ones may need to be moved. Litter picks may need to be concentrated in known grot spots and additional support may be required from the community or the Council.

It is important to be absolutely clear about the purpose of your survey before you start. If you want to get some really useful data that can be

used for planning further action think carefully about the categories used for types and sources of litter and adapt these to suit your school. If you want to be able to compare your results with other schools/council areas and national standards it would be important to stick to the standard format. If you want to use the survey to monitor improvements over time make sure that your survey methodology is constant.

10. Other Information

For more information on various aspects of surveys or for help at any stage please contact the Litter Education Support Officer.

Litter Survey Record Sheet

School _____

Date _____ Surveyors _____

Sheet No. _____

	Location	Time	Film/ Photo no.	Adverse Environmental Quality Indicators (Tick)					Litter Bins		Grade (A,B,C,D)	Types of Litter (Circle all)	Sources of Litter (Circle all)
				Dog Fouling	Vandalism	Graffiti	Weeds	Detritus	No.	No. Over flowing			
Results												1 2 3 4	1 2 3 4
Comments													
Results												1 2 3 4	1 2 3 4
Comments													
Results												1 2 3 4	1 2 3 4
Comments													
Results												1 2 3 4	1 2 3 4
Comments													
Results												1 2 3 4	1 2 3 4
Comments													

GRADE

A	<u>A</u> b ^s ence of litter	no litter or refuse
B	<u>B</u> itty	almost litter free, only small items
C	<u>C</u> rummy	widespread litter with minor accumulations
D	<u>D</u> isgusting	heavy littering with significant accumulations

ADVERSE ENVIRONMENTAL QUALITY INDICATORS (AEQIs) (No counts needed, just record presence with a tick)

Dog Fouling	Grade A not achieved if dog fouling is present even if litter free
Vandalism	deliberate damage to property e.g. smashed bus shelter windows, damaged bins, broken street furniture
Graffiti	unauthorised drawing on buildings or street furniture
Weeds	unsightly vegetation
Detritus	grit, twigs and leaves

LITTER BINS

Record the total number of litter bins in the transect. Also record the total number of litter bins overflowing

TYPES

1	Smoking related	cigarette ends, matches, matchboxes, cigarette packaging
2	Drinks related	drink cans & bottles, cups, straws, lids
3	Sweet wrappers	including chewing gum wrappers and crisp packets
4	Fast food	fish & chip wrappers, polystyrene cartons, burger wrappers, plastic cutlery etc.

SOURCES

1	Pupil	e.g. drink cans, straw, sweet wrappers, fast food packaging, mobile phone top up cards
2	Public	litter that is more likely to have been dropped by public e.g. cigarettes, alcohol cans & bottles, dog fouling
3	Refuse	large waste items not dropped by pedestrians e.g. black bin bags, cardboard boxes
4	Other	any other litter that does not fit into the above categories

LITTER SURVEY RESULTS

Calculating the Cleanliness Index

Collate the results of the grading exercise in the form of a table as in the example below.

The total number of transects given each grade (n) is multiplied by a weighting (w):

$$A = 3 \quad B = 2 \quad C = 1 \quad D = 0$$

GRADE	NUMBER (n)	WEIGHTING (w)	SCORE (n x w)
A	1	3	3
B	2	2	4
C	1	1	1
D	0	0	0
Total	4		8

A Maximum Possible Score is calculated by multiplying the total number of transects surveyed by the weighting for Grade A

NUMBER (n)	WEIGHTING (w)	SCORE (n x w)
4	3	12

$$\text{Cleanliness Index} = \frac{\text{Actual Score}}{\text{Maximum Possible Score}} \times 100$$

$$\text{In this example the cleanliness index} = \frac{8}{12} \times 100$$

$$= 0.66666 \times 100$$

$$= \underline{66\%}$$

The results for your school grounds can be compared with national and local standards. The legally acceptable standard is 67 (if all areas were Grade B) and the most recent result for Falkirk was 70 (January 09).

Other results

Calculate the percentage presence of the different Adverse Environmental Quality Indicators as follows:

e.g. for Vandalism
$$\frac{\text{Total counts of vandalism}}{\text{Total number of sectors surveyed}} \times 100$$

Percentage presence of AEQI's

	Dog Fouling	Vandalism	Graffiti	Weeds	Detritus
Total No of Transects	4	4	4	4	4
Total Counts	0	1	1	2	3
Percentage	0%	25%	25%	50%	75%

Litter Bins

The number of bins overflowing can be recorded and used to calculate percentage of overflowing bins in exactly the same way as the AEQI's above. It might also be possible to calculate the number of areas requiring a bin (probably from the comments field).

Sources of Litter

Source of Litter	Pupils	Public	Refuse	Other
Total no of Transects	4	4	4	4
Total Counts	3	1	0	0
Percentage	75%	25%	0%	0%

Types of Litter

Type of Litter	Smoking	Drinks	Sweet Wrappers	Fast Food
Total no of transects	4	4	4	4
Total Counts	2	2	2	1
Percentage	50%	50%	50%	25%

LEAMS Summary Sheet

Area Inspected _____

Inspection Date _____

Surveyors _____

Cleanliness Grades

Grade	A	B+	B	C	D
Count of sites					
Percentage of sites					

Adverse Environmental Quality Indicators

AEQI	Dog fouling	Vandalism	Graffiti	Weeds	Detritus	Flyposting
Count of sites						
Percentage of sites						

Litter Bins

Count of bins	Count of overflowing bins	% of bins overflowing

Sources of litter

Source of litter	1	2	3	4	5	6
Count of sites						
% of sites						

Sources are:

- 1 = Pedestrian / Individual 2 = Business Waste 3 = Domestic Waste
 4 = Construction Waste 5 = Animal Faeces 6 = Other

Types of litter

Types of litter	1	2	3	4
Count of sites				
% of sites				

Types are:

- 1 = Smoking related litter 2 = drinks related
 3 = sweet wrappers 4 = fast food



FALKIRK COUNCIL
Corporate and Commercial Services

RA LS002

Issue date:
May 2005

Risk Assessment Control Measure

TITLE: School and Community Litter Picks	POTENTIAL HAZARD: Slips and trips, cuts and abrasions, manual handling injury
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SEVERITY	LIKELIHOOD	RISK LEVEL
Injury or major infection or illness causing long term disability.	Unlikely.	Low risk

PERSONS AT RISK

- School pupils, parent helpers, teachers and other volunteers

CONTROL MEASURES

1.	Use Litter Pickers provided – do not touch anything with your hands.
2.	Only light items to be collected and black bags half filled. Do not collect heavy or sharp items of litter. Handihoops to be used to carry black bags and hold them away from the body.
3.	Dangerous items such as broken glass, dog mess, hypodermic needles to be reported to leaders who will arrange uplift by trained Falkirk Council employees. Do not attempt to pick up such items.
4.	All children should be supervised by an adult. Ratio of adults to children will depend on local conditions e.g. age of pupils, location, other hazards such as vehicles, water etc
5.	Participants to wear strong and supportive footwear and high visibility jackets or bright yellow KSB tabards
6.	Gloves are provided for cleanliness purposes - they are not protective gloves. All participants should wash their hands after litter picking and before eating or drinking.

Site Specific: Mention traffic hazards, other hazards from location e.g. steep/uneven ground or water course. First aid provision. Any special arrangements for contacting charge hands for uplift of dangerous litter etc.

PRODUCED BY:

MANAGER:

Litter Pick / Clean Up Resource Request and Feedback Form

Name of School: _____

Contact Name: _____

Contact Address: _____

Contact Tel No: _____

Contact E-mail Address: _____

Date(s) of Clean Up(s) : _____

Requested time and place for uplift of rubbish collected (if required):

Estimated number of participants _____ Adults _____ Children

Age range or Class _____

Resources required:

Adults Litter Pickers _____

Child Litter Pickers _____

Tiny Litter Pickers _____

Men's Gloves _____

Ladies Gloves _____

Children's Gloves _____

Black bags _____

Handihoops _____

Adults tabards _____

Childrens tabards _____

After your litter pick

Amount of general litter collected: _____ bags or _____ kg

Amount of recyclable litter collected: _____ bags or _____ kg

Any comments about your litter pick

Please complete and return to the Litter Education Support Officer