

St Brides Major CW Primary School



Love Learning for Life
Caru Dysgu am Oes

Sustainable Development Policy

This policy relates to the following legislation:

- Environmental Protection Act 1990
- Clean Air Act 1993
- Environment Act 1995
- Pollution Prevention and Control Act 1999
- Air Quality (England) Regulations 2000
- Pollution Prevention and Control (England and Wales) Regulations 2000
- Sustainable Energy Act 2003
- Climate Change and Sustainable Energy Act 2006
- Climate Change Act 2008
- Energy Act 2013

The following documentation is also related to this policy:

- Against the Tide: Challenges of Leading a Sustainable School (NCTL)
- Schools and Sustainability: A Climate for Change? (Ofsted)
- Top Tips for Sustainability in Schools (DfE)

The main purpose of sustainable development is to preserve, maintain and improve the quality of the environment both now and for the future. We recognise that we have a major role to play in introducing and developing it into the curriculum and to enable pupils to become more environmentally aware.

As a sustainable school we want to empower and educate children for a sustainable future, placing care at the heart of their ethos, enabling them to care for themselves, for each other and for the environment. We want to be at the centre of our local community acting as promoters of sustainability for local people.

We will establish and develop sustainable development through the curriculum by using the following themes:

- | | |
|-------------------------|-------------------------------|
| ▪ Buildings and Grounds | ▪ Inclusion and Participation |
| ▪ Energy and Water | ▪ Local Well-being |
| ▪ Food and Drink | ▪ Traffic and Travel |
| ▪ Global Dimension | ▪ Purchasing and Waste |

We have joined the Eco-Schools programme which provides a framework to help entrench sustainable principles into the centre of school life. This programme makes tackling sustainable issues manageable and easy by following a simple seven step process which deals with a variety of environmental themes such as litter, waste, healthy living and biodiversity.

We wish to become an Eco-School by all stakeholders working hard to attain Green Flag status.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

It is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To encourage everyone in school to care for themselves, for each other and for the environment.
- To empower everyone in school to lead and promote sustainable lifestyles.
- To promote and practice the principles of social equality both in school, locally, nationally and globally.
- To encourage our children to become ambassadors for sustainability in the wider community.
- To work with other schools and the local authority in order to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Coordinator for Sustainable Development;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy and the way in which sustainable development is integrated into curriculum planning
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- make effective use of relevant research and information to improve this policy;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- consider sustainable development being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of Class Teachers

Class teachers will:

- comply with all aspects of this policy;
- develop sustainability through the curriculum and all planning will show a curriculum delivery emphasising skills development;
- undertake appropriate training;
- report any concerns they have on any aspect of the school community

Food and Drink

The school supports:

- learning about healthy foods through the curriculum;
- locally produced food and drink to be used in school

Energy and Water

The site manager works to:

- conserve energy and water;
- find more efficient use of energy and water;
- monitor energy use and develop ways of reducing consumption

Traffic and Travel

The school supports:

- walking and cycling to school;
- Bike4Life;
- Walk to Schools Week;
- Greener Travel.

Purchasing and Waste

We have a policy to:

- reuse and recycle;
- switch off equipment and lights when not in use;
- dispose of equipment in an ecological way

Buildings and Grounds

We have developed:

- a school garden;
- a woodland area;
- a litter free environment

Inclusion and Participation

Through the School Council & Eco Committee we encourage our children:

- to participate in decision making;
- to feel confident about finding solutions;
- to enjoy making positive contributions to society.

The coordinator will organise an eco committee that will:

- establish the importance of and make everyone in the school aware of the Eco-Schools programme;
- be composed of pupils and with representation both key stages;
- organise an Environmental Review of the school;
- devise an Eco-Schools Action Plan;
- work towards achieving Eco-School Green Flag status

Local Well-being

We believe we have a very good relationship with the local community as we:

- encourage local groups to use the facilities of the school;
- purchase goods and services locally;
- invite them to school events

Global Dimension

We take part in many activities linking us to the wider world by:

- contributing to development projects in several countries;
- holding several international awards;
- finding out about the countries that many of our pupils come from

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website

- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Education for Sustainable Development & Global Citizenship
 - School Environment
 - Eco-Schools
 - Energy Management
 - Recycling and Waste Minimisation
 - Food
 - Anti-Litter
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed every 5 years or when the need arises by the coordinator, the Headteacher and the nominated governor.

Monitoring and Review	
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Signed Chair	