

# SUSTAINABILITY POLICY



## SEPTEMBER 2022

Approved at committee

Date: 28/9/22

Adopted & ratified by full governing body

Date: 28/9/22



# **SUSTAINABILITY POLICY**

## **MISSION STATEMENT**

**St. Thomas' Leesfield C of E Primary School promotes Christian values through the experiences it offers to all children. As an intrinsic part of the community we aim to provide high quality teaching and learning where each and every child matters. We endeavour to create an atmosphere in which excellence and quality are paramount because everyone is encouraged to be the best they can in the sight of God.**

## **AIMS**

This policy encompasses the aims of the School Development Plan and Every Child Matters.

1. (Standards) To ensure that each child achieves their highest standard and makes good progress in all areas of Sustainability.
2. (Teaching and Learning) To provide pupils with high quality teaching in order to meet each child's learning needs in Sustainability.
3. (Environment) To provide a secure, well resourced, high quality learning environment for the teaching of Sustainability.
4. (Management) To support the work of the school by effective management of the Sustainability budget.
5. (Ethos) To create a happy, inclusive school culture in which to promote our children's spiritual, moral and cultural development and in which all children feel valued.
6. (Partnership) To promote a mutually supportive learning partnership with governors/parents and to extend children's skills and interests to the wider community. Parents of children with AEN will be kept informed of their child's progress as outlined in the policy.

## **RATIONALE**

Our future is dependent upon how we care for ourselves, each other and our environment. Education for sustainable development will be an important part of our ethos and we will ensure that it is embedded in our management and our teaching, learning and curriculum. We will enable learners to understand the economic values of sustainable development and its potential impact on the environment.

## **OBJECTIVES**

- To increase learners' awareness, knowledge and understanding of the importance of sustainable development.
- To give learners opportunities to explore local and world issues about sustainable development within the curriculum, teaching and learning.
- To ensure that wherever possible the school uses healthy, ethically sourced food and drink that supports local producers and suppliers.
- To ensure that the school conserves energy and water and that learners understand the importance of the development of sustainable sources of power.
- To educate learners about the importance of sustainable travel.
- To establish purchasing and waste recycling models to promote sustainable development. We will encourage learners and staff to minimize waste.
- We will promote an understanding of learners as 'global citizens'.

## **STRATEGIES**

- Wherever it is appropriate we will seek the views of learners, parents, the community and wider groups to help us set our priorities for sustainable development.
- We will use sustainable development to enliven teaching, learning and the curriculum to increase learners' enthusiasm, enjoyment and motivation and to raise standards by introducing them to real world issues.
- The core themes of sustainable development will be promoted across the school and linked to the wider community.
- We will conserve energy and water and we will minimize waste. Material waste will also be minimized by our strategy to reduce, repair, reuse and recycle as much waste as possible.
- We will encourage the use of healthier, less polluting and less dangerous modes of travel.
- We will promote healthy eating and drinking and wherever possible we will use ethically sourced food and drink that supports local producers and suppliers.
- We will establish a sustainable model of design for our outdoor environment and its management.
- We will promote learners' understanding of corporate citizenship by engaging in local projects to improve the quality of the community and its environment.
- We will enrich our learning experiences by engaging in activities that improve the lives of people in other parts of the world.

## **TEACHING & LEARNING**

Sustainability is an integral part of our broad and balanced curriculum at St. Thomas' Leesfield C of E Primary School. Throughout our curriculum, Sustainability is now continuously taught in a cross-curricular manner from Reception to Year 6.

A vision for sustainable development will be shared with all members of the school community so that it permeates everyday life.

All staff understand that they have a role in promoting sustainability, for example by ensuring that the school becomes more effective in recycling and reusing waste materials and in using energy and water efficiently.

We currently have our Eco-schools Silver Award, but are working towards our Green Flag Award and the 9 topics of Energy, Water, School Grounds, Waste, Biodiversity, Litter, Healthy Living, Transport and Global Citizenship will all be addressed within our Creative Curriculum.

**Healthy Eating** is promoted through curriculum learning and assemblies. We already have our Platinum Healthy School Status, Platinum Tooth Award, Achievemark, Silver Eco and the school kitchen has Five Star Food Hygiene Rating. We work with the kitchen staff to develop a range of different incentives to encourage pupils to eat a balanced meal and to try new foods. During the summer and autumn months produce grown in our allotment by the Garden Gang is used for school lunches.

**Walk to School** weeks are incorporated into the school year, to encourage pupils and staff to walk or park and stride which promotes exercise and helps reduce traffic and pollution around the school.

**Our School Allotment** is a major resource accessible by all pupils either via class connected activities or the Garden Gang club. We currently hold Level 3 of RHS Campaign for School Gardening and are currently working towards levels 4 and 5.

**Energy and Waste** in the school will be carefully monitored. Pupils and staff are already involved with recycling and will be reading meters on a regular basis.

We have pupil representation on our Eco committee from all year groups who meet on a regular basis.

## **DIFFERENTIATION**

Children with special educational needs are involved in all curriculum learning at an appropriate level which will help each child achieve their best. Teachers' weekly plans show how the activities have been adapted or extended for children of different abilities, including challenge and extension for the more able.

## **EQUAL OPPORTUNITIES**

All children have equal access to and opportunities within the teaching and learning in sustainability, regardless of race, gender, faith or ability. We aim to ensure that all children are given equal opportunities and that teaching and resources are relevant and suitable for all. ALL pupils are given access to the school allotment either through the weekly Garden Gang club or via their class learning. ALL children in school are given opportunity to comment, monitor and contribute.

## **Whole School Planning and Delivery**

Each year group allocates one week for their Eco Topic. Planning will specify the skills/techniques being taught and give a brief outline of the activity. All topics from Year 1 to Year 6 begin with a question session to assess prior learning (What they know now) and as a tool to encourage children to think. Pupils are then required to display questions in the classroom about what they want to learn in the topic (topic questions / pupil voice). The aim is that the questions are answered during their learning. At the end of the topic the questions and their answers are revisited so that pupils can show their individual progress. This whole system encourages pupils to take responsibility and engage in their own learning. Alongside this and new to 2022/23 the children are asked to learn some 'Sticky Learning'....this comprises of approximately six to nine important facts/statements regarding the topic and subject area of learning (see Curriculum Offer).

## **ASSESSMENT & RECORDING**

### **Topic Books**

Teachers ensure that every child's Topic Book contains topic questions and examples of work from their week-long topic area linked to Sustainability. This can then be evaluated and then feedback can be given and changes made where applicable. The children will be assessed on their 'Sticky Learning'

## **OUTCOMES**

This school will do all it can to provide economic sustainability. We will build sustainable development into our everyday management and practice and into the curriculum teaching and learning and life of the school.

## **MONITORING & EVALUATION**

### **Sustainability Topic Grid**

This is a plan of what each Year Group is covering within the area of Sustainability. The Subject Leader can monitor at a glance.

### **Sticky Learning**

This is a medium term plan which the Subject Leader can monitor and evaluate the criteria being taught.

The Subject Leader also has a file to collect evidence which reflects the "Nine topics": Energy, Water, School Grounds, Waste, Biodiversity, Litter, Healthy Living, Transport and Global Citizenship.

**CROSS-CURRRICULAR LINKS**

Through our New Curriculum, Sustainability is now continuously taught cross-curricular from Reception to Year 6.

**ROLES & RESPONSIBILITIES**

The school has a Sustainability Subject Leader. All staff (including our site manager, cook, lunch time supervisors etc) have a responsibility to promote sustainable living within the school.

**LINKS WITH OTHER POLICIES**

This policy links with:

- Science ie: learning about plants and animals/materials/habitats/healthy lifestyle
- Geography study of our immediate locality and the changes within that locality
- RE ie: study of religions throughout the world ie Islam, Judaism

**RESOURCES**

Resources for Sustainability are kept in the cellar of the main building.

The school is registered with many websites which supply a variety of resources including Eco Schools, Keep Britain Tidy, 'ThePod", the Co-operative's Green Revolution websites and RHS Campaign for School Gardening.

The school website also shares important websites with pupils and parents alike such as:

- Oldham Local Gov Waste Reduction & Recycling
- Recyclezone -Education Resources from Wastewatch
- Ollie's World Recycles

**MONITORING & REVIEW**

The Head teachers monitor procedures in school and the policy is reviewed regularly by Governors – 3 years unless earlier if deemed necessary.

Policy reviewed – SEPTEMBER 2022

Sustainability Subject Leader: Mr James Whittaker

Headteacher.....

Mr James Whittaker

Chair of Governors .....

Mr Rebecca Ashton

Date approved (committee): 28/9/22

Date adopted (full governors): 28/9/22

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit For The Sustainability Policy</b>					
<b>What ?</b>	<b>Probable Content</b>	<b>Why ?</b>	<b>Who ?</b>	<b>Where ?</b>	<b>When ?</b>
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identify next steps  Well-Being of Your Child	All Staff  (as necessary)	Staff electronic records  Paper tests are stored in locked filing cabinets in each classroom / basement  Data is deleted / shredded as necessary	Held on File throughout a child's time at school  Key data is passed onto a new School when moving on  Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level Of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.