



IncludEd Learning

Independent Specialist Education Provider



ENVIRONMENTAL SUSTAINABILITY POLICY

Contents

1.	STATEMENT OF INTENT
2.	LEGAL FRAMEWORK
3.	ROLES AND RESPONSIBILITIES
4.	WASTE RECYCLING
5.	LITTERING
6.	TRANSPORT
7.	SCHOOL GROUNDS
8.	COMMUNITY
9.	HEALTHY LIVING
10.	SUSTAINABLE FISHING AND FARMING
11.	ENERGY
12.	REDUCING CARBON EMISSIONS
13.	SUSTAINABLE PROCUREMENT OF GOODS
14.	THE CURRICULUM
	ECO SCHOOLS ACTION PLAN

→ 1. Statement of Intent

IncludEd Learning is committed to educating our students about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that students have the necessary skills and knowledge to understand environmental concerns, so that they can apply this to their lives and adopt an eco-friendly lifestyle.

→ 2. Legal Framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Climate Change Act 2008
- The Ozone-Depleting Substances Regulations 2015
- Environmental Protection Act 1990
- Control of Pollution Act 1974
- DfE (2012) 'Top tips for sustainability in schools'

→ 3. Roles and Responsibilities

The Head of School and the Advisory Panel are responsible for:

- Reviewing the environmental and sustainability policy;
- Consider environmental impacts where any new buildings or refurbishments are being planned;
- The overall implementation of this policy;
- Ensuring that teaching staff have the necessary knowledge to teach students about environmental concerns;
- Ensuring that staff and students understand the importance of energy conservation, for eg; ensuring that they turn lights off when not in use;
- Communicating with disposal companies regarding the disposal of recyclable and non-recyclable waste, so that the school can implement a waste disposal procedure for all staff and students to follow;
- Ensuring that catering staff understand the importance of recycling and disposing of waste sustainably;
- Ensuring that all staff and volunteers understand their responsibility to maintain the cleanliness of the school grounds;
- Ensuring that outside lights are switched off when they are not needed;
- Monitoring the cleaning staff and advising them on good energy practice;

The Advisory Panel and the Proprietor are responsible for:

- Monitoring and reviewing the school's energy usage;
- Identifying, with the Head of Centre, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights;
- Ensuring where possible that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic;

SLT is responsible for:

- Developing a curriculum which promotes the need for environmental sustainability;
- Including and engaging staff, the Advisory Panel, students, parents/carers and the local community to improve and sustain the world today for future generations.
- Sharing good practice with students, parents/carers and the community, and encouraging them to adopt the initiatives outlined within this policy;
- Promoting awareness of climate change through cross-curricular activities;
- Sharing the responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment.

Teaching staff are responsible for:

- Promoting the need for environmental sustainability in their lessons;
- Ensuring their classrooms are using energy sustainably, for example, ensuring that computers and lights are turned off when not in use;

The Sustainability Lead and ECO Council will aim to meet each half term to discuss ideas and campaigns. Minutes from each meeting are to be recorded by the ECO Council Representatives and ideas fed back to the rest of the school and the wider community.

ECO Council Representatives are responsible for :

- Monitoring any litter problems in the wider community and address any problems;
- Promoting a litter free environment to other students;
- Reviewing and promoting sustainability throughout the school;

Students are responsible for:

- Applying learning at home and aim to be sustainable outside of school;
- Walking or cycling to school, when possible;
- Using energy sustainably, for example, not leaving taps running;
- Be responsible for keeping the school and grounds clean and tidy;
- Eat healthy, natural fruit and vegetable snacks, which don't come in paper or plastic packaging;
- Use the right bins so that we can recycle and compost our waste;

Parents/Carers are responsible for:

- Promoting an eco-friendly lifestyle at home;
- Encouraging children to walk or cycle to school, when possible;
- Recycling at home and ensuring that their children understand how to recycle;
- Reinforcing the learning that the school implements in regard to the environment;

→ 4. Waste and Recycling

We will reduce the amount of waste we produce by:

- Writing and printing on both sides of paper wherever possible;
- Using emails as much as possible, to reduce paper waste;
- Using emails, the school's website and parent/carer text messaging procedures when communicating with parents, to reduce paper waste;
- Composting food waste, both from the kitchen and food brought into school by students;
- Putting used paper in a scrap paper drawer and re-using it whenever possible;
- Only printing documents when it is essential;
- Making sure that all waste office equipment is correctly disposed of via re-use or recycling schemes;
- Where possible, encouraging students to share worksheets;
- Where possible, laminating frequently used documents, protecting them from damage and prolonging their use;
- Students will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles;
- Any disposable plastic bottles brought into school will be recycled;
- We will display posters explaining important environmental considerations, for example, what sort of waste can be recycled and how litter can be detrimental to the environment;
- Any paper containing personal or sensitive information will not be re-used and will be disposed of in accordance with the school's Data Protection Policy;
- Staff will encourage students to partake in weekly litter picking around the school grounds as well as a monthly litter pick in the local area;
- Litter picking volunteers will be in groups no larger than 4 and will be accompanied by a member of staff at all times;

→ 5. Littering

The school understands that, under the Environmental Protection Act 1990, littering is a criminal offence. It also understands that fines may be incurred where individuals deliberately litter the premises.

Every member of the school community has a duty to dispose of waste properly. Specifically, individuals are responsible for:

- Putting litter in a bin
- Using the appropriate recycling bins
- Using resources thoughtfully
- Reusing resources where possible
- Assisting the school with the cleanliness of the premises.

The Head of the Centre takes overall responsibility for the overall cleanliness of the school premises.

The Head of Centre arranges and coordinates waste disposal from the premises and ensures that items are disposed of correctly;

The school appoints an eco-committee consisting of staff members and students, who are responsible for:

- Promoting awareness of anti-littering throughout the school;
- Monitoring the school's anti-littering procedures;
- Listening and responding to questions from the whole school;
- To mitigate risks of littering, the school implements the following procedures:
- Designated eating areas – students and staff are only permitted to eat in these areas to prevent unwanted litter;
- Waste disposal – bins are provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal;
- The school raises awareness of anti-littering amongst students and staff through PSHE lessons, staff training days and additional resources, such as leaflets and posters;
- Any individual known to have littered the premises will be required to dispose of the litter correctly;

→ 6. Transport

- Students and staff will be encouraged to walk to school, where possible;
- The benefits of daily exercise, such as walking to school when possible, will be promoted throughout the school;
- We will encourage all staff to car share whenever possible, for example, when travelling to external training days;
- We will produce informative material, such as posters and leaflets, regarding the impact of the carbon emissions produced by personal vehicles and public transport on the environment, which will be displayed and distributed around the school;
- We will have suitable and safe storage for staff and students to store bicycles;
- We recognise that there are risks involved when individuals choose to walk or cycle to school; therefore, we will organise road safety lessons in PSHE;

→ 7. School Grounds

- The Advisory Panel and the Head of School will monitor the consumption of energy within the school, recognising where the school is wasting energy and implementing measures to reduce energy consumption, e.g. introducing motion sensitive lights;
- Energy saving light bulbs will be used throughout the school when lighting is being replaced;
- When new buildings or refurbishments are being planned, we will always consider any environmental impacts and consult an expert.

→ 8. Community

IncludEd Learning is based in an area of diverse and multicultural communities. Our aim is to establish as many links within the area that would be beneficial to our young people and the community at large.

Examples of this approach in practice include:

- Offering our services to local schools;
- Setting up community links with local groups;
- Setting up links with local parks and community gardens;
- Work experience opportunities with local businesses and schools;
- Volunteering opportunities for local people;
- Working with local business on Eco-Friendly projects;

→ 9. Healthy Living

We will promote an ethos of environmental understanding. students will be taught to understand that their actions have a direct impact upon the environment;

- We will discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment;
- We will encourage staff and students to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving;
- We will encourage students to complete the daily mile exercise each day;

→ 10. Sustainable Farming and Fishing

- We will teach students where food comes from as part of the PSHE lessons, including giving them first hand experience of growing their own fruit or vegetables;
- School meals will be designed with due regard to seasonal produce and locally sourced food;
- Where possible, we will approach local food suppliers for their produce to be used in school meals;
- Students will be taught about the importance of sustainable fishing and farming, and where possible any fish products used in school meals will be sustainably sourced;

→ 11. Energy

We will reduce our energy usage by:

- Switching off lights when they're not in use;
- Keeping doors and windows shut in cold weather and installing draught excluders so that warm air is retained;
- Turning off energy-draining appliances, for example, computers, projectors and interactive white boards, when they're not in use;
- Monitoring the temperature and frequency of heating in the school and adjusting it accordingly;
- Insulating hot water pipes to reduce water waste when running a tap, as well as reducing the likelihood of frozen pipes in winter;
- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority;
- Auditing the amount of energy used each term;

- Upgrading the school's heating system to a modern, more efficient system, including a smart metre, to reduce emissions;
- Displaying information around the school and in classrooms to ensure that students understand the importance of switching off lights, computers and taps when they're not in use.
- Monitoring the environmental sustainability of suppliers and adjusting procurement arrangements accordingly;
- Making all members of the school's community aware of the link between energy use and financial costs;

→ **12. Reducing Carbon Emissions**

We are committed to reducing our overall carbon emissions.

Emissions will be reduced by:

- Implementing renewable technologies that export surplus energy to the national grid;
- Implementing a rewards system for students and/or staff who reduce carbon emissions by walking, cycling or taking public transport to school;
- Advertising the benefits of being environmentally friendly around school;
- Promoting the benefits of recycling;
- Sourcing school supplies from UK suppliers as much as possible;

We will communicate with our LA and other schools to enhance our provisions and continue to develop and implement best practice within the school.

→ **13. Statement of Intent**

- We will devote time to ensuring product procurement is done in the most sustainable way;
- Our purchasing team will ensure that produce bought is cost efficient and sourced from within the UK or locally where possible;
- We will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy;

→ 14. The Curriculum

- We aim to provide students with knowledge, skills and understanding in biodiversity and sustainability, by embedding the topics within many areas of our curriculum.
- Individual school curriculums will outline how the topics are embedded into the school's curriculum;

We are part of the Eco-Schools Programmed. This is an international initiative that encourages students to engage with environment and sustainable development issues. It provides a highly structured system for the environmental management of schools. (www.eco-schools.org).

The structure of the Eco-Schools process is made up of seven steps and this forms the basis of the programme. The seven steps include:

- Eco Committee
- Environmental Review
- Action Plan
- Linking to the curriculum
- Monitoring and Evaluation
- Involving the whole school and the wider community
- Eco Code

Eco-Schools Action Plan 2026-2028



Our mission:

- To train and support school staff to share knowledge and expertise when teaching and supporting children to understand sustainability and climate change.
- To develop a shared language about what climate change and sustainability is.
- To increase awareness of the environmental impact of climate change within the school and local community.
- To engage the school community to care about the environment and act to reduce the impact of climate change.

This plan sets out our targets to show how we, as a school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a school, we aim to reduce our environmental footprint and work towards net zero, giving all stakeholders the knowledge and skills to thrive in the green economy and help protect and restore nature. We aim to engage our pupils so that they are passionate about the world around them and enthused to pro-actively protect it whilst influencing others to do the same.

Overview

Our targets are categorised into 4 areas:

- Decarbonisation
- Biodiversity
- Adaptation and Resilience
- Climate Education and Green Career Goals

Eco-Schools Action Plan 2026-2028



Eco-Schools Topic 1

DECARBONISATION

Aim: Improve energy efficiency across the school to reduce the carbon footprint

Action(s):

- Discuss how to reduce energy consumption as a whole school initiative.
- Start 'switch off' campaign to encourage all of the school community to close windows/doors, switch off lights and computers and all electrical equipment when they're not in use, tighten taps to ensure they are not dripping. Energy monitors in all rooms.
- Eco council meetings to look at new ways to reduce energy consumption and what we can do without.
- Monitor heating levels across the school - reducing the time the heating is on for and reducing maximum temperature.
- Plan opportunities to teach outside in order to reduce electric and resource usage.
- Register school for 'Count your Carbon' carbon footprint calculator to help track and reduce carbon usage.

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Responsibility:

Eco Community and to actively involve the whole school - which is about 30+ people.

PDN (site manager) to reset heating through the winter months in line with weather conditions. Maximum temperature to be reduced by at least 1 degree.

Planning scrutiny identifies opportunities for learning across the curriculum.

Monitoring:

The site manager will allow us access to the smart meter and year on year energy bills.

Part of Eco-Council checks.
Eco Schools website

PDN (site manager) to reset heating through the winter months in line with weather conditions. Maximum temperature to be reduced by at least 1 degree.

Planning scrutiny identifies opportunities for learning across the curriculum.

Evaluation:

We will evaluate what we have saved over the term and invest that money in other eco projects.

Aim: To reduce the number of families using cars to travel to school**Action(s):**

- Continue use of shared taxi scheme.
- Pupils share class outcomes and celebrate successes.

Duration:

Will revisit at the end of each school term.
Eco Community and all staff.

Monitoring:

Continued monitoring of Home to school Transport and number of pupils in cars.

Responsibility:

SLT to liaise with Home to School Transport

Pupils engaged in brainstorming ideas for reducing car travel to school.

Evaluation:

Pupils will be part of a car share scheme via Home to School Transport

Aim: To identify areas of waste and consumption that can be reduced through use of the reduce, reuse, recycle initiative**Action(s):**

- Ensure meat-free days are available (and enticing) on the weekly school dinner menu.
- School to stop using single use plastic cups, cutlery or plates.
- Encourage use of Rewear used clothes initiative run by staff and students.
- Put clothes and accessories on the rails for pupils and staff to see clothes available.

Duration:

Will revisit at the end of each school term.
Eco Community and all staff.

Monitoring:

Lunch team to work together and to look at options on menu and increase uptake on meat-free days..

Responsibility:

SLT/Whole school approach

Monitor and regularly add new items - ensure that there is a range of sizes and choices available. Check the condition of items brought in.

Evaluation:

Local lunch options
Items brought in for rewear

Aim: Reduce litter in and around school grounds**Action(s):**

- Students take part in a litter campaign poster competition.
- Discuss as a whole school how to reduce litter.
- Everyone to be actively involved in keeping the school litter free.

Duration:

Will revisit at the end of each half term.
Eco Community and all staff.

Monitoring:

Frequent walkaround to check grounds to see if there is less litter.
Continue to promote litter free school.

Responsibility:

Eco Community and to actively involve the whole school - which is about 25 people.

Evaluation:

We will see less litter around the school grounds and will be able to identify key areas and what are the most littered items.

Aim: Increase knowledge of biodiversity within school grounds and the local community**Action(s):**

- Engage with local groups to share knowledge and support local biodiversity projects.
- Eco council to meet with local council to share targets and actions regarding Sustainability.
- Survey of school grounds to establish suitable areas for rewilding, planting and habitats.
- Develop a gardening club to enable pupils to grow and use their own produce.

Duration:

Will revisit at the end of each half term.
Eco Community and all staff.

Monitoring:

Set up an Eco council to share with rest of team to work on solutions for protecting local biodiversity.

Responsibility:

SLT and Eco Community

Evaluation:

Arrange a trip with pupils to investigate Manchester's biodiversity.
Make links with WR4Wildlife
Arrange visit from National Trust.

Aim: To increase biodiversity through rewilding and planting**Action(s):**

- Create a calendar for gardening club to ensure seeds are sown at the correct time of year.
- Develop a 'shop' stall area to sell cut flowers and produce.

Duration:

Will revisit at the end of each half term.
Eco Community and all staff.

Monitoring:

Ensure careful planting and that there is enough produce.

Responsibility:

SLT and Eco Community

Evaluation:

Gardening club calendar displayed in the communal area for the whole school to check.

Aim: To redevelop the garden area to provide refuge for a range of plants, herbs and animals and increase biodiversity in the grounds**Action(s):**

- Reestablish clear paths to enable access to the back area throughout the year.
- Introduce plant and herb life to encourage wildlife. Set up a gardening club to research plant selection so that there is a balance of plant types leading to a healthy ecosystem.
- Ensure easy classification materials available for pupils to monitor plant life. School Council to look at redevelopment of signage around the school grounds to help pupils recognise and protect wildlife.

Duration:

Will revisit at the end of each half term.
Eco Community and all staff.

Monitoring:

Eco Community and gardening club to monitor and collate wildlife in different areas of the back area.

Responsibility:

Named staff to take on Sustainability Lead and create a gardening group.

Evaluation:

Sustainability Lead and Eco Community to feedback to the whole school and pupils re: plant health and management.

Aim: Increase knowledge of resilience and adaptation by raising awareness and educating**Action(s):**

- Ensure climate education shares explicit links to our school and community.
- Use website to increase parental knowledge and share pupil learning to encourage individual action both in and out of school.

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Monitoring:

Subject leaders to monitor as part of planning monitoring.

Responsibility:

SLT and Eco Community
Whole school approach

Evaluation:

Sustainability lead to collate examples of best practice.

Parent / pupil survey.

Aim: To build sustainability and climate resilience in the school**Action(s):**

- Identify climate friendly learning spaces within school grounds and redevelop into usable spaces.
- Engage in 'outdoor learning' training and initiatives - working with external agencies.

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Monitoring:

The Sustainability Lead to work alongside site manager and team of pupils to plan and develop outdoor spaces for curriculum use.

Responsibility:

SLT and Sustainability Lead

Evaluation:

Staff trained in relevant areas

Outdoor spaces for learning developed.

Aim: Promote water conservation through increasing efficiency of use**Action(s):**

- Research and introduce water efficient features throughout the school where possible and appropriate.
- Replacing taps with 'self closing' models;
- investigate safe and efficient rainwater harvesting ideas.

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Monitoring:

Monitor water usage and waste.

Responsibility:

NKN and H&S lead

Evaluation:

New taps fitted
Rainwater harvested efficiently.

Eco-Schools Topic 4**CLIMATE EDUCATION and GREEN CAREER GOALS****Aim:** Design a dedicated curriculum that develops children's ability to nurture, innovate and aspire to a more sustainable future**Action(s):**

- Appoint sustainability lead and pupil team to support. Invite local climate groups into school to inspire children and develop understanding of local needs.
- Add sustainability/Climate Action page to school website to share updates, improvements and projects (in school and as part of the community).
- Sustainability Lead to speak to local councillors to investigate opportunities for sharing local projects with school community. Invite local businesses to share produce at events such as summer fayre.

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Monitoring:

Appoint Sustainability Lead to speak to local councillors and local groups to investigate opportunities for sharing local projects with school community.

Responsibility:

SLT and Sustainability Lead

Evaluation:

Links made with local groups such as:
Friends of Manley Park
St Margaret's Centre

Aim: Develop school communal areas to enhance knowledge of and celebrate biodiversity in the local area**Action(s):**

- Create display to show children the local area during the different seasons: trees, weather, animals, plants to look out for.
- Celebrate pupils work/participation in local area events that tackle climate change and improve biodiversity - photos, information on website.

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Monitoring:

All teaching staff to ensure events and projects are shared with the wider school community.

Responsibility:

Whole school approach

Evaluation:

Pupils knowledge is increased and are active in tackling climate change.

Aim: Increase knowledge of how to live greener sustainable lifestyles**Action(s):**

- Deliver sessions around living greener healthier lifestyles.
- Create an action plan focusing on reducing consumption (less waste, buying less), adopting eco-friendly habits (plant-based diet, walking/cycling, energy efficiency), and supporting sustainable systems (repairing, buying second-hand, choosing eco-friendly brands) to lower your environmental footprint.
- Start small, set achievable goals, and expand your actions from reducing plastics and energy at home to greener transport and conscious food choices, incorporating community involvement for greater impact.
- Pupils attend lessons on climate change.

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Monitoring:

Staff to monitor impact of curriculum and on how pupils respond.

Responsibility:

Whole school approach

Evaluation:

Evaluate curriculum
Pupil surveys
Staff surveys

Aim: Increase knowledge of sustainability through being part of national awareness days/weeks/month

Action(s):

- November - Cut Your Carbon month
- March 13th - 29th - The Great Big School Clean
- Thursday, May 21, 2026 - Outdoor Classroom Day
- Wednesday, November 5, 2026 - Outdoor Classroom Day

Duration:

Will revisit at the end of each school term.

Eco Community and all staff.

Responsibility:

Sustainability Lead and SLT to organise school participation events alongside Eco Council.

Monitoring:

<https://www.eco-schools.org.uk/cut-your-carbon/>

<https://www.keepbritaintidy.org/our-work/eliminating-litter/great-big-school-clean>

<https://outdoorclassroomday.com/>

Evaluation:

Pupils participate in events

Approval and Adoption

This policy has been reviewed and approved by:

Noreen Khan / Advisory Panel

Head of School / Advisory Panel

(Date): 09.01.26