

includEd Learning

Independent Specialist Education Provider



ENVIRONMENTAL SUSTAINABILITY POLICY

Contents

1. STATEMENT OF INTENT	p.3
2. LEGAL FRAMEWORK	p.4
3. ROLES AND RESPONSIBILITIES	p.5
4. WASTE RECYCLING	p.8
5. LITTERING	p.9
6. TRANSPORT	p.10
7. SCHOOL GROUNDS	p.11
8. COMMUNITY	p.12
9. HEALTHY LIVING	p.13
10. SUSTAINABLE FISHING AND FARMING	p.14
11. ENERGY	p.15
12. REDUCING CARBON EMISSIONS	p.16
13. SUSTAINABLE PROCUREMENT OF GOODS	p.17
14. THE CURRICULUM	p.18

→ 1. Statement of Intent

IncludEd 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.

We encourage both students and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

Effective use of this policy will ensure students are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself is as sustainable as it can be.

→ 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 Centre 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 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;

The school 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.

The Head of Centre is responsible for:

- 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 example, 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;

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

Student 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 their learning at home and aiming 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 our classrooms, 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 Centre 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 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

Date of Adoption: December 2021

Date of Review: December 2023