



**Batchwood School**  
make every day count

# **Sustainable Schools Policy**

## **Next review November 2017**

Adapted from HCC Model Policy 2013  
Reviewed: April 214, November 2015,2016  
Next review: November 2017  
Signed: Kerry Pollard  
Chair of Governors  
Date

# Sustainable Schools Policy

## 1 Introduction

- 1.1 Batchwood School believes that a fundamental part of our role is to prepare our students to be able to meet the demands of the future. They need to be equipped with the knowledge and skills necessary to manage the challenges of their future. We are well aware that one of the biggest challenges we face is related to care for the environment. Consequently, we place great importance on our work on education for sustainability. We want our school to be an example of a community that demonstrates its respect for the environment and wishes to promote measures that will promote sustainability in all we do. We will aim to be an “Eco” school - meaning our approach to environmental education will enable us to be recognised for environmental awareness. This approach will have an impact on many aspects of our work including our approach to the curriculum, our teaching methods, our care for the school environment, our approach to food and drink and our vision for our role in an interdependent world.

## 2 Aims and objectives

- 2.1 At Batchwood School we aim to prepare young people for a lifetime of sustainable living, through our teaching. We believe in the core principles of sustainable development and so we will encourage the following:
- care for oneself - our health and well-being;
  - care for each other - across cultures, distances and generations;
  - care for the environment - near and far.
- 2.2 We place a high value on the well-being of our students and the school environment. Our classrooms are welcoming, clean and reassuring places to learn. We have a zero-tolerance approach to litter, graffiti and bullying, reinforced by staff demonstrating positive, caring, responsible behaviours.
- 2.3 We look for all ways we can to care for the environment. For example, waste food is added to the school compost; plastic and glass bottles/jars are collected and recycled; computer printer ink cartridges are recycled, paper is recycled and only cleaning agents that do not harm the environment are used.
- 2.4 The school takes health seriously and therefore we will only use good-quality food. **We recognise the importance of meeting the health and wellbeing, as well as the academic needs of our children and young people as there is a well-established correlation between health and educational achievement. The Hertfordshire Healthy Schools materials help schools to “plan, do and review”, their whole schools approach to health and wellbeing.**
- 2.5 We aspire to be a school that is an exciting and progressive place to learn, where students develop self-esteem and, despite their significant special educational needs, reach high standards of achievement. Care is demonstrated in ways which open students' eyes to the future possibilities of sustainable living.

## 3 The school environment

- 3.1 Our starting point is that it is the duty of everyone, adults or students to care for their environment. This means that we will keep our classrooms clean and tidy. We do not

tolerate litter or graffiti. We will reduce waste as far as possible. For example, we will pay attention to heating and lighting by turning lights off when they are not needed and not wasting heat by leaving doors or windows open. The school has been successful in a bid for double glazed windows

- 3.2 When planning any future capital projects we will always have regard to environmental factors when deciding on final plans. For example, we will consider energy efficiency and sustainability in all projects.
- 3.3 We care for our school grounds and value them as a resource for learning. We make maximum use of the grounds available to us. For example, we are developing a Forest Schools area which will include a conservation area, a sensory garden and vegetable plot. We have set aside areas for quiet reflection. The school playground are used for a variety of sports and physical activities. We ensure that the hard-surface areas are used positively by all students, and not just a minority. We have a number of garden tables and benches that the students can use when the weather is appropriate.

## **4 Recycling**

- 4.1 We support the recycling of waste as much as possible. There are several areas in the school equipped with containers to collect a variety of waste including paper, food, plastic, glass and general waste. We use homemade compost in our grounds maintenance. In acting in this way we aim to model the importance of recycling routinely on a day to day basis.

## **5 The curriculum**

- 5.1 An important theme of our curriculum design is that of interdependence. By this we mean that we aim to teach students how their way of life affects others and that we all have a responsibility towards each other and the environment. For example, we will study where our food comes from and emphasise the importance of local products. In PSHCE and the House system, we will look at life in a developing country in such as India or Africa. In science, we will introduce the concept of global warming and its causes and consequences. In land based studies, we will study the need for conservation and look at the challenges for wildlife both in this country and across the world. We will provide opportunities for students to learn about endangered species of animals and what might be needed to protect their future.
- 5.2 We are also aware that a sustainable school cares for all members of the community as well as its environment. Consequently, we will place great emphasis on the emotional development and well-being of our students. We will take time to discuss the causes of conflict, arguments and disputes. We will try to help our students to work and play together cooperatively showing sensitivity towards others and support for others when required. These issues will be a recurring theme in school assemblies – and in PSHCE - where we will reward students who have demonstrated positive behaviour in caring for other members of the school community or the environment.

## **6 Community partnerships**

- 6.1 For our school to be a successful Eco school we need to work in partnership with other key members of our community. We make significant effort to forge and develop these partnerships. Examples of such partnerships include:
  - local school forums;

- local environmental and conservation groups;
- local council environmental representatives;
- local community centres such as the library, swimming pool, churches;
- parents of students in the school;
- local shops and suppliers.

6.2 What we are striving to do is to influence not only members of our school but our local community so that, together, we can help our young people learn how they can build the skills necessary for their sustainable future.

## **7 Roles and responsibilities**

7.1 All school staff (teaching and non-teaching), governors and students are responsible for helping to achieve our aims, since this is a whole school policy.

- The governing body is responsible for the implementation and monitoring of the Framework.
- The Headteacher is responsible for the overall management and implementation of the Sustainable Schools Policy.
- The DT and Forest school teachers will liaise with all staff, students, parents, and the local community and partner organisations, to coordinate the implementation of agreed activities.
- The Middle leader and School Caretaker and are responsible for managing energy, water, waste, buildings and grounds and contributing to the achievement of energy, water, purchasing and waste reduction targets.
- The school council will also put forward ideas from the House members. They contribute to the creation of development projects. The school council is chaired by the Head of Care

## **8 Monitoring and review**

8.1 We want to use the national Eco Schools accreditation programme to help us achieve our objectives.

8.2 Report on progress to the governing body will be on an annual basis.

8.3 This policy will be reviewed by governors every three years or sooner if necessary.