



Greenfylde Church of England First School

SUSTAINABILITY POLICY

SCHOOL ETHOS- Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.

Rationale

Sustainable living is a way of thinking about how we organize our lives, work and education system so that we don't destroy our most precious resource – our planet. It is about helping people to find solutions that improve their quality of life without storing up problems for the future or impacting unfairly on other people's lives. It is about reshaping the way we think about the future.

Aims

- To prepare young people for a lifetime of sustainable living, through teaching, and example in day-to-day practices.
- To encourage care for oneself - our health and well-being
- To encourage care for each other - across cultures, distances and generations.
- To encourage care for the environment - near and far

Whole School Approach

At Greenfylde, we take a holistic approach to sustainability. It is not seen as something extra to tag onto the curriculum but rather an approach which permeates all that we do. It is embedded in our school vision, it is part of our school ethos and woven into all areas of teaching and learning. It is a way of thinking that we seek to share with all stakeholders and the local community.

Caring for Oneself - Well-Being

At Greenfylde we put a high value on the well-being of our pupils and the school environment. We have a zero-tolerance approach to bullying which is reinforced by staff, who demonstrate fair, positive, caring, behaviour. Inclusion is integral to our approach to teaching and learning to ensure all pupils develop high self-esteem and achieve good standards. Health and well

being are deemed to be high priority. Pupils have many opportunities within the curriculum to take part in PE activities and after school clubs provide a wide range of sporting activities throughout the year and the school has obtained in 2017 the Gold School Sports Kitemark.

All pupils take part in **PSHE** activities regularly and have opportunities to discuss feeling, relationships and emotions. They also have an annual visit from the Life Education mobile classroom and a follow up PSHE curriculum, SCARF.

Caring for Each Other - Inclusion and Participation

Pupils spend time each week through curriculum work and worship/assemblies developing a sound understanding of interpersonal relationships. Our aim is to adopt a family model to caring for each other. Older pupils act as helpers to the younger pupils in school and on the playground. On some occasions, pupils have the opportunity to work across stages in mixed age groups.

There are many opportunities to develop Citizenship as pupils engage with the local community and other primary and secondary schools. We also seek to develop an understanding of global issues. Awareness of other countries and peoples is further developed through assemblies and charity work.

Every effort is made to include all pupils in all activities, and this is explained to the children as being very important. The curriculum is designed to be motivating, promoting of curiosity and fun- encouraging participation. There are a wide range of extra-curricular activities for pupils which extend and complement the curriculum.

The school is very active in the local and wider community, placing an important emphasis on educational visits, visitors to the school and to supporting organisations and events.

Food and Drink

Healthy Eating is promoted through curriculum work, assemblies and open days. 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.

We have a Healthy Eating Policy in place which only allows healthy snacks at playtimes and promotes healthy lunches with a commitment to the Government's School Food standards. Water is freely available for pupils to drink, both from water fountains and bottles, during lessons, if needed.

Caring for the Environment: Buildings and Grounds

The school has developed the school grounds to increase the biodiversity and habitats available for wildlife. There is a pond and environmental area within the Forest School classroom and in the last year an outdoor gardening classroom has been developed.

We value the use of the outdoor environment and make maximum use of our school grounds to enhance learning. We seek to develop a passion and

understanding for environmental issues. We work with local groups to develop this work e.g. The Town Council, Wessex Water.

The building is old and difficult to maintain. However, we do all we can to ensure that the classrooms are welcoming, clean and interesting places to learn. This applies to the hall and other communal areas.

Energy and Water

The age and nature of the buildings makes energy conservation difficult- an old Victorian main building, several hutted rooms and a single block construction classroom. The uncertainty of the future of the school on this site and the fact that the site is leased, also mean that work to improve energy efficiency is not straight- forward. Within these limitations we do all that we can.

Energy and water use is carefully monitored by staff and readings taken monthly to endeavour to make as efficient use as possible.

Press top taps are fitted in children's toilets to minimize the amount of water wasted. Children are appointed as energy monitors to ensure that lights are switched off when rooms are not in use.

Travel and Traffic

Traffic and parking are particularly difficult around the school site. The majority of families live in the town of Ilminster and are able to walk/cycle to and from school. The school actively promotes lower car usage and has provided parent shelters and cycle racks to help with this. This aspect is carefully linked to our work on healthy lifestyles and the promotion of more physical activity.

Purchasing and Waste

Pupils are involved with recycling and composting. Water butts are used to conserve water and taps are checked regularly. All waste paper and cardboard are recycled. Staff also aid the recycling of plastic bottles, metals and glass. Pupils are taught to use resources wisely and avoid waste.

The ethical and environmental issues surrounding purchases are considered whenever possible. The school tries to purchase from local suppliers and to repair, reuse and recycle goods, if appropriate, before considering replacement. This aids achieving value for money.

The Global Dimension

Curriculum work and assemblies develop knowledge of environmental issues such as Climate Change and pollution to help raise awareness of important global debates. Such aspects are built in to studies of other parts of the world.

We believe that by fostering positive attitudes about sustainable issues and developing awareness and critical thinking skills in our pupils and the wider community, future generations will be better equipped to manage the challenges that lie ahead for our planet.

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