



## Oxford Diocesan Bucks Schools Trust (ODBST)

### ODBST Sustainability Policy

<b>ODBST Level 1 Statutory Policy:</b>	<b>ALL</b> Schools require this policy with <b>no changes</b> allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, <b>except</b> where a school contact is required as identified in the content of the policy. LGBs will <b>note</b> adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
<b>Other related ODBST policies and procedures:</b>	
<b>Committee responsible:</b>	FRAPP
<b>Approved by:</b>	FRAPP
<b>Date Approved:</b>	30 <sup>th</sup> April 2024
<b>Review Date:</b>	Summer term 2027

In reviewing this policy the Trust Board has had regards to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged.

## **1. Statement of intent**

The Oxford Diocesan Bucks School Trust is committed to educating pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and that we teach them about practical, reasonable solutions that they can be involved in. We also recognise our responsibilities on a larger scale to ensure our school buildings and ethos follow best environmental practices and that we encompass the true meaning of sustainability into our decision-making processes. Effective use of this policy will ensure pupils are taught about environmental sustainability, that all students and staff promote an eco-friendly attitude and that our schools are as sustainable as possible.

## **2. Legal framework and linked policies**

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'
- The Waste Electrical and Electronic Equipment Regulations 2013
- DfE (2022) 'Sustainability and climate change: a strategy for the education and children's services systems'

## **3. Roles and responsibilities**

**The Trust Board is responsible for:**

- Reviewing the Sustainability policy
- A commitment to making progress towards Trust carbon neutrality
- Reviewing the Trusts progress towards carbon neutrality
- Ensuring that the pupils within the Trust have an awareness of sustainability.
- Consider environmental impacts where any new buildings or capital refurbishments are being planned.

**The Local Governing Board is responsible for:**

Following their 'Go Green Governor Charter' which states:

- To listen to and champion pupils' voices
- To put in place a lead governor for Sustainability
- To ensure sustainability is a standing agenda item.
- To monitor and implement sustainable change
- 'Think Community' and reflect on the ways sustainable practices can benefit all around us.
- Conscious thinking – promoting a culture and mindset shift in line with best environmental practices, including raising the question of 'do we need this' with regards to school consumables.
- Keep parents informed and use your 'Governor's voice' in newsletters or similar to promote sustainability awareness and change.
- Ensure that the school is checking the green credentials of contractors and suppliers.
- Promote the use of technology to reduce their carbon footprint.

**The school is responsible for:**

- Developing a curriculum which promotes the need for environmental sustainability.
- Including and engaging staff, governors, pupils, parents and the local community to improve and sustain the world today for future generations.
- Sharing good practice with pupils, parents and the community, and encouraging them to adopt the initiatives outlined within this policy.
- Promoting awareness of climate change through cross-curricular activities.
- Preparing pupils for a world impacted by climate change through learning and practical experience
- Actively seeking sustainable procurement opportunities
- Ensuring where possible that equipment purchased is made from sustainable resources.
- Encouraging parents to promote an ecofriendly lifestyle.

**The Headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring that teaching staff have the necessary knowledge to teach pupils about environmental concerns.
- Ensuring that staff and pupils understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use.
- Ensuring that catering staff understand the importance of making progress towards carbon neutrality including recycling and disposing of food waste sustainably
- Ensuring that the Site Manager understands their responsibility to making progress towards carbon neutrality.
- Identify and communicate ways to reduce energy wastage
- Identifying, with the site manager, ways to reduce waste by increasing re use, recycling and reduce landfill waste
- Supporting pupils to cycle or walk to school.

**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.
- Ensuring their classrooms are recycling, reusing, and reducing.
- Engaging with any training offered.

**The Site Manager and/or School Business Manager is responsible for:**

- Recording data – including gas, electricity and water use to be sent to The Trust at the end of each full year.
- Encouraging and supporting staff and pupils to ensure classrooms are using energy sustainably
- With the support of the headteacher, monitor shared spaces ensuring these are using energy sustainably
- Ensuring that all lights are switched off when they are not needed.
- Monitoring the cleaning staff and advising them on good energy practice.
- 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 pupils to follow.
- Coordinating waste disposal from the premises and ensuring that all waste is disposed of correctly.
- Consider, with the Headteacher, the development of the school grounds to develop biodiversity, outdoor learning opportunities and support our progress to carbon neutrality

**The Eco Lead is responsible for:**

- Organising the Eco Club/Council and arranging regular meetings
- Liaising with the ODBST and keeping them informed of the progress and plans within their school
- Championing pupil voices and working with the head teacher to promote sustainability
- Arranging eco-focused activities and action plans
- Leading on work required for Eco Accreditation
- Leading on one new sustainable activity per term.

An Eco Council will consist of pupils from all year groups, to be elected or chosen at the Eco-Lead/SLT's discretion, to meet each half term to discuss ideas and campaigns. Minutes from each meeting are to be recorded by the Eco Lead and ideas fed back to the rest of the school and the wider community.

**The Eco Council is responsible for:**

- Taking an active approach in helping pupils understand a variety of issues such as climate change and waste. This could include:

- ❖ Reviewing and promoting sustainability throughout the school and class.
- ❖ Supporting school actions to reduce energy use and waste.
- ❖ Monitoring any litter problems in the wider community and address any problems.
- ❖ Promoting a litter free environment to other pupils.

**Pupils 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.
- Use paper and resources responsibly. For example, not wasting paper towels and using both sides of paper in lessons.
- Reducing single use plastic in packed lunches and snacks with support from their families.
- Use the right bins to allow for recycling and composting of waste if possible
- Respecting nature and wildlife in and outside of school

#### **4. Reducing Waste and Recycling**

Implementation and Curriculum Focus:

- Writing and printing on both sides of paper wherever possible, ensuring we use a scrap paper drawer to reuse, promoting the reuse principle of paper in classrooms, staffroom, and office.
- Avoid printing where possible and using recycled paper for printers and photocopiers.
- Using emails, the school's website and parent text messaging procedures when communicating with parents, where possible, to reduce paper waste.
- Composting food waste, both from the kitchen and food brought into school by pupils if possible.
- School sign up to 'Plastic Free Schools' to eliminate single use plastic.
- Switching to reusable products, such as reusable glue sticks where possible.
- Use correctly labelled recycling bins in school
- Display environmental posters discouraging littering and plastic use
- Consider our paper towel and toilet roll usage and aim to decrease the waste caused by these.
- Assigning pupils to monitor rubbish free lunches and each term award the class who has the most rubbish free lunches.

#### **5. Reducing Energy Use**

Implementation and Curriculum Focus:

- Switching off lights when they're not in use by promoting a 'switch off and save' policy for electrical equipment, lighting, heating and cooling.
- 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. Ensuring temperature detection devices are not located in doorways or other cold areas.
- Conserving water by installing systems that reduce waste such as cistern dams and flow restrictors where possible
- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority by the site manager.
- Auditing the amount of energy used each term.
- Upgrading the school's heating system to a modern, more efficient system, including a smart meter, to reduce emissions, when possible.
- Displaying information around the school and in classrooms to ensure that pupils 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.
- Appointing an individual, e.g. the site manager, to ensure that these measures are carried out.
- To proactively work towards the aim of putting renewable energy sources such as solar panels into schools when the option arises.
- Pupils to engage in units of work relating to energy.
- Pupils will have the opportunity to investigate the best ways to conserve energy.

## **6. Curriculum:**

We aim to provide pupils 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 teaching.

- Each school is a member of the Eco Schools programme. This is an international initiative that encourages pupils to engage with environment and sustainable development issues. It provides a highly structured system for the environmental management of schools. ([www.eco-schools.org](http://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.
- Each school has environmental sustainability under section 5 of their school development plan and will ensure they work towards these aims within agreed time frames.
- Assessment of teaching and learning to see where environmental sustainability can fit into lessons, rather than requiring individual and additional lessons to be taught.

## **7. Biodiversity and nature:**

To improve biodiversity and nature within our school grounds and equip our children with the knowledge and desire to protect the planet.

Implementation and Curriculum Focus:

- To ensure that Forest Schools or equivalent outdoor learning opportunities are set up and used regularly.
- To plant allotments, allowing children to grow fruit and vegetables and to eat what they produce.
- To plant wildflower gardens and bee friendly areas, to encourage biodiversity.
- To reduce litter on site to ensure wildlife are not negatively impacted by our waste.
- To encourage gardening clubs or similar, to keep our school grounds well maintained and hospitable to wildlife.
- To promote best eco practice within our grounds, with bird boxes and bug hotels.
- Consult local community organisations on ways to improve our garden (e.g. Where to plant, what to plant).
- Involve community members in planting and maintaining our gardens.

## **8. Catering and Sustainable Food:**

We will work with our suppliers to ensure they are following best practice with regards to sustainable food choices. Where possible, our school meals must:

- Be sourced as sustainably as possible.
- Contain no single use plastic in transportation or delivery.
- 'Meat Free' meal options to be available every day.
- Low food miles and locally sourced food should be available.
- All fish served in schools is to be Marine Stewardship Council Certified
- To reduce food waste, caterers, senior leaders and lunch time supervisors should monitor meal choices, identifying occasions where there is a large amount of waste and looking to rewrite menus and options to combat this.

## **9. Reducing Water**

To encourage the school community to reduce water usage; to appreciate water as a precious natural resource; educate the community on ways to reduce water usage indoors and outdoors; conduct a water audit and maintain records of water consumption.

Implementation and Curriculum Focus

- To reduce the water consumption within the school.
- To use resources and equipment as efficiently as possible.
- To involve pupils and staff in the planning of water conservation initiatives.
- Assigning pupils to monitor water usage and report wastage.
- To promote a 'water-wise turn off' policy.
- Pupils are given opportunities to engage in units of work relating to water conservation.
- Assigning pupils to monitor water usage and report wastage.
- Planting trees and plants that require minimal watering.

## **10. Community Involvement**

We will encourage community participation in environmental projects undertaken, as well as invite parents with expertise to help maintain and improve our school environment. We will also promote sustainable living through educating the school community through our pupils.

## **11. Green Procurement**

We understand that our suppliers and partners approach to being green is also important to consider and we are committed to sustainable practices. We will check new suppliers environmental policies prior and background prior to making a decision and green credentials will be a key consideration during any tender process.

We will seek to buy green products and use existing products in an ethical way to reduce the environmental impact. To assist with this, we will:

- Purchase 100% recycled paper for printers and photocopiers.
- Set printers to double sided print as default.
- Limit the amount of advertising materials sent home to pupils.
- Purchase equipment made from recycled materials and furniture when they need to be replaced.
- Source recycled products for book orders.
- Source resources and products from local and ethical businesses
- Not waste the products we do have and ensure we are utilising them fully prior to recycling them.
- Work as a Trust to gain insights into sustainable alternatives to products we are using.