

Woodland Academy Trust
Environmental Sustainability Policy

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Woodland Academy Trust is committed to inclusion, diversity and promoting equal opportunity for all. All schools within the Trust share this commitment, providing an inclusive environment. This objective applies to all policies and procedures and the Trust will at all times adhere to the requirements of the Equalities Act 2010 and any other associated guidance.

Statement of intent

At the Woodland Academy Trust we are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils 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 pupils 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 pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself is as sustainable as it can be.

1. Legal framework

1.1. 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 (as amended)

1.2. This policy operates in conjunction with the following school policies:

- Adverse Weather Policy
- Behaviour and Restrictive Physical Intervention Policy
- Data Protection Policy
- Data Retention Policy
- Environmental Plan
- Health and Safety Policy
- Premises Management Policy
- Pupil and Parent Code of Conduct
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The school is responsible for:

- Developing a curriculum which promotes the need for environmental sustainability.
- Including and engaging staff, governance groups, 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.
- Sharing the responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment.

2.2. 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.
- 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.
- Ensuring that catering staff understand the importance of recycling and disposing of waste sustainably.
- Ensuring that the site manager understands their responsibility to maintain the cleanliness of the school grounds.

2.3. The SBM is responsible for:

- Monitoring and reviewing the school's energy usage.
- Identifying, with the site manager, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights.
- Checking the environmental standards of suppliers and contractors.
- Ensuring equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic.
- Ensuring the heating systems are monitored daily by the site manager to ensure the school remains at a comfortable temperature but does not exceed 23°C.

2.4. 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 are turned off when not in use.

2.5. The site manager is responsible for:

- Ensuring that outside lights are switched off when they are not needed.
- Recording energy use and reporting any waste to the SBM.
- Monitoring the cleaning staff and advising them on good energy practice.

2.6. 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.

2.7. Parents 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.

3. Waste and recycling

- 3.1. 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 text messaging procedures when communicating with parents, to reduce paper waste.
 - Composting food waste, both from the kitchen and food brought into school by pupils.
 - Ensuring selective waste collection and organic waste treatment for composting and mulching.
 - 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 pupils to share worksheets.
 - Where possible, laminating frequently used documents, protecting them from damage and prolonging their use.
- 3.2. We will ensure that there are water fountains available for pupils to drink from and refill their water bottles.
- 3.3. Pupils will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles.
- 3.4. Any disposable plastic bottles brought into school will be recycled.
- 3.5. There will be clearly labelled bins located throughout the school for recycling, food waste and general waste.
- 3.6. 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.
- 3.7. 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.
- 3.8. Teachers will encourage pupils to partake in regular litter picking around the school grounds and the local area.
- 3.9. Litter picking volunteers will be in groups no larger than 10 and will be accompanied by a member of staff at all times.

4. Waste electrical and electronic equipment (WEEE)

- 4.1. WEEE is regulated to reduce the number of devices and equipment that is incinerated or sent to landfill sites. To reduce the school's carbon footprint and

minimise the impact on global warming, the necessary steps are taken to ensure WEEE is disposed of properly.

- 4.2. The types of electrical and electronic equipment (EEE) the school will safely dispose of include, but are not limited to, the following:
 - Desktop computers
 - Servers
 - Laptops
 - Monitors
 - Printers
 - Projectors
 - Scanners
 - Interactive whiteboards
- 4.3. The SBM, in collaboration with the ICT manager, will find a suitable local partner, e.g. a producer of EEE that manufactures and sells EEE under their own brand, to dispose of WEEE safely.
- 4.4. Before choosing a partner to dispose of WEEE, the ICT manager and Internal DPO review the potential partner's risk assessments and procedures to determine whether the school's WEEE and any data stored will be handled and disposed of correctly.
- 4.5. Once a partner is selected and WEEE is ready to be removed from the school, the ICT manager will undertake a risk assessment in collaboration with the partner to ensure all EEE is removed safely and securely from the school.
- 4.6. WEEE which hold personal data, or data the school needs to fulfil legal obligations, e.g. relating to safeguarding, are reviewed by the ICT manager to ensure the data is no longer needed or has been backed-up. Data is securely deleted or backed-up in accordance with the Data Protection Policy and Data Retention Policy.
- 4.7. The ICT manager displays the WEEE symbol in their office and around the school to remind themselves and other members of staff that all EEE should be properly disposed of.

5. Littering

- 5.1. 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.
- 5.2. 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 site manager with the cleanliness of the premises.
- 5.3. The site manager takes overall responsibility for the overall cleanliness of the school premises.
- 5.4. The site manager arranges and coordinates waste disposal from the premises and ensures that items are disposed of correctly.
- 5.5. The school appoints monitors consisting of staff members and pupils, 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 school committee.
- 5.6. To mitigate risks of littering, the school implements the following procedures:
- Waste disposal – bins are provided throughout the school, with additional bins provided in parent waiting areas, to ensure sufficient availability for waste disposal.
- 5.7. The school raises awareness of anti-littering amongst pupils and staff through dedicated assemblies, PSHE lessons, staff training days and additional resources, such as leaflets and posters.
- 5.8. Any individual known to have littered the premises will be required to dispose of the litter correctly.

6. Transport

- 6.1. Pupils and staff will be encouraged to walk to school, where possible.
- 6.2. We will organise a 'walking bus', where pupils will be asked to convene at a specified location and then walk to school, accompanied by teachers.
- 6.3. The benefits of daily exercise, such as walking to school when possible, will be promoted throughout the school
- 6.4. We will encourage teachers and other members of staff to car share whenever possible, for example, when travelling to external training days.
- 6.5. 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.
- 6.6. We will have suitable and safe storage for staff and pupils to store bicycles.
- 6.7. 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.

- 6.8. For those pupils and staff members who are unable to walk or cycle to school, we will organise more sustainable modes of transport whenever possible – such as organising a school bus rather than using personal vehicles.

7. School grounds

- 7.1. The relevant board appointed committee and the site manager 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.
- 7.2. Energy saving lightbulbs will be used throughout the school.
- 7.3. The relevant board appointed committee will monitor heating within the school, assessing whether it is at an appropriate temperature and frequency and adjusting it accordingly.
- 7.4. When new buildings or refurbishments are being planned, we will always consider any environmental impacts, consulting with experts as required and reporting to the Board of Trustees.

8. Healthy living

- 8.1. We will promote an ethos of environmental understanding. Pupils will be taught to understand that their actions have a direct impact upon the environment.
- 8.2. We will discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment.
- 8.3. We will encourage staff and pupils to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving.
- 8.4. We will ensure pupils get at least 60 minutes of moderate exercise a day, in line with NHS recommendations.

9. Sustainable farming and fishing

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

10. Energy

10.1. 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.
- Conserving water by installing systems that reduce waste such as cistern dams and flow restrictors.
- 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 by the site manager.
- Auditing the amount of energy used each term.
- Implementing reward systems for staff and pupils who comply with the school's energy saving ethos – to raise awareness and prevent wasteful energy usage.
- When appropriate, upgrading the school's heating system to a modern, more efficient system, including a smart meter, to reduce emissions
- Where possible, switching to high efficiency combined heat and power (CHP) (HE CHP) or CHP based on renewable energy sources, or gas-fired CHP only.
- Increasing the share of electricity from renewable energy sources or biomass.
- 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.

10.2. We will display our Display Energy Certificate in plain sight, for example, in the school foyer.

11. Reducing carbon emissions

11.1. 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 pupils 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.
- 11.2. We will publish a carbon emissions plan of action on the school website so that parents and other stakeholders can be informed of our current ethos towards reducing carbon emissions.
- 11.3. We will communicate with our LA and other schools to enhance our provisions and continue to develop and implement best practice within the school.

12. Sustainable procurement of goods

- 12.1. We will devote our time to ensuring all product procurement is done in the most sustainable way.
- 12.2. The purchasing team will ensure that produce bought is cost efficient, sourced from within the UK where possible and bought from a company with an energy efficient ethos.
- 12.3. We will avoid buying branded products where quality is not compromised.
- 12.4. We will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy.

Paper

- 12.5. The school is committed to:
- Purchasing paper that is 100 percent recycled and eco-certified.
 - Purchasing paper that is produced through a process of low energy consumption and emissions.
 - Avoiding certain substances in paper production, e.g. bleach.
 - Purchasing paper based on recycled paper or paper based on sustainability harvested virgin fibre.
 - Ensuring that manufacturers state 'ecological responsibility' wherever possible.
 - Ensuring that paper is, at a minimum, Elementary Chlorine Free (ECF) or Totally Chlorine Free (TCF).

Lighting

- 12.6. The school is committed to:
- Using lighting controls to reduce energy consumption.
 - Replacing light bulbs with low energy alternatives.
 - At the installation stage, ensuring the system works energy efficiently.
 - Promoting the use of lamps with low mercury content.
 - Recycling all waste products appropriately.

Office equipment

12.7. The school is committed to:

- Buying energy efficient models.
- Buying products which have a low impact on the environment through their life cycle.
- Buying recyclable products with a long lifespan and recyclable packaging.
- Buying products with a restricted amount of hazardous material.
- Buying products with restricted noise emissions.

Furniture

12.8. The school is committed to:

- Buying furniture that is produced with environmentally friendly material and processes.
- Using materials which are partly or wholly made from recycled/renewable materials.
- Making sure that all furniture purchased is repairable and recyclable.
- Purchasing timber from legal and sustainable managed forests.
- Ensuring that packaging material is based on renewable raw materials and can be suitably recycled.
- Avoiding possibly hazardous substances in both production and surface treatment.

Food and catering

12.9. The school is committed to:

- Purchasing organic food or food from partly organic sources.
- Purchasing livestock products with high welfare standards.
- Purchasing seasonable products.
- Purchasing marine products which are sustainably produced.
- Making sure the cutlery, crockery, tablecloths and glassware used are recyclable.
- Purchasing locally produced products and promoting local purchasing to parents.
- Making sure the kitchen appliances procured are water and energy efficient.

Cleaning products

12.10. The school is committed to:

- Using products produced in the UK.
- Using the recommended amounts of products and minimising use where possible.
- Using products which can be used at lower temperatures.

- Minimising the use of hazardous chemicals in cleaning and dishwashing products.
- Avoiding phosphorous and limiting biocides.
- Making sure that packaging made from recyclable materials is recycled.
- Purchasing sprays without propellants.
- Ensuring that no substances in products are identified as 'volatile organic compounds'.

Gardening products

12.11. The school is committed to:

- Buying peat-free products.
- Buying products which come in packages which are compostable, recyclable or biodegradable.
- Buying organically produced plants.
- Using alternative methods of pest control to pesticides.
- Using low-noise, low-emission and low-consumption machinery.

Textiles

12.12. The school is committed to:

- Buying materials with an EU organic logo or the international gold standard for organic textiles.
- Buying fair trade textiles.
- Ensuring that clothes or materials purchased contain natural fibres or organic cotton.
- Buying textiles with lower residues of substances harmful to human health.
- Buying textiles with a reduced use of environmentally harmful substances in production.
- Buying textiles/materials that can be reused or which have been previously used.
- Reusing purchased items, e.g. uniforms, ties, and school bags.

13. 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.

Science:

- Pupils will be taught about how animal extinction can impact ecosystems.
- Pupils will be taught about how deforestation and loss of habitat can impact species.

Geography:

- Pupils will engage in discussions about windmills and other sustainable energy sources, outlining the advantages and disadvantages.
- Pupils will be taught about waste and pollution, and the impact of these on flora and fauna.

English:

- Pupils will be study core texts which consider aspects such as the impact of pollution and extinction.

14. Monitoring and review

- 14.1. This policy is reviewed bi-annually by the Executive Officer
- 14.2. Any changes made to this policy will be communicated to all members of staff.
- 14.3. All members of staff are required to familiarise themselves with this policy.
- 14.4. The scheduled review date for this policy is Autumn 2023.