



Environmental Policy

Revised – September 2018
Reviewed – May 2021
Reviewed – Jan 2025

Statement of Intent

At Woodlawn School 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 teach pupils about environmental sustainability, promote an eco-friendly attitude and ensure that the school itself is as sustainable as it can be.

By efficient management of resources, Woodlawn School aims to:

- Minimise expenditure and environmental impact
- Maintain Health and Safety Standards
- Maintain an acceptable comfort level for staff, pupils and other building users.

1. Framework

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- Climate Change Act 2008
- The Environmental Protection (Controls on Ozone-Depleting Substances) Regulations 2011
- Environmental Protection Act 1990
- Control of Pollution Act 1974
- DfE (2012) 'Top tips for sustainability in schools'

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

- Physical Education Policy
- Whole School Food Policy
- GDPR Data Protection Policy
- Staff Code of Conduct
- Home School Policy
- Health & Safety Policies

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, 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.
- 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 Caretaker, Building Maintenance Assistant and Landscaping Contractor understands their responsibility to maintain the cleanliness of the school grounds.

- 2.3. The governing body is responsible for:
- Monitoring and reviewing the school's energy usage.
 - Identifying, with the Business 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 to ensure the school remains at a comfortable temperature.
- 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. Pupils are responsible for:
- Applying their learning at home and aiming to be sustainable outside of school.
 - Using energy sustainably, for example, not leaving taps running.
- 2.6. Parents are responsible for:
- Promoting an eco-friendly lifestyle at home.
 - Recycling at home, and ensuring that their children understand how to recycle.
 - Reinforcing the learning that the school implements in regards 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.
 - Putting used paper in a scrap paper draw and re-using it whenever possible.
 - Only printing documents when it is absolutely essential.
 - Where possible, laminating frequently used documents, protecting them from damage and prolonging their use.
- 3.2. We will ensure that there is a plumbed water outlet available for pupils, staff & visitors 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. We will not tolerate littering.
- 3.8. Any paper containing personal or sensitive information will not be re-used and will be disposed of in accordance with the school's GDPR Data Protection Policy.
- 3.9. Teachers will encourage pupils as part of the curriculum and as a class team with staff to partake in a litter pick in the local area.

4. Transport

- 4.1. The benefits of daily exercise, will be promoted throughout the school.
- 4.2. We will encourage teachers and other members of staff to car share whenever possible, for example, when travelling to external training days.
- 4.3. 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.
- 4.4. We will have suitable and safe storage for staff to store bicycles.
- 4.5. 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.

5. School grounds

- 5.1. The governing body and Business 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.
- 5.2. Energy saving lightbulbs will be used throughout the school.
- 5.3. When new buildings or refurbishments are being planned, we will always consider any environmental impacts and the governing body will consult an expert.

6. Healthy living

- 6.1. We will promote an ethos of environmental understanding. Pupils will be taught to understand that their actions have a direct impact upon the environment.
- 6.2. We will discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment.
- 6.3. 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.
- 6.4. We will ensure ambulant pupils get at least 60 minutes of moderate exercise a day, in line with NHS recommendations.

7. Sustainable farming and fishing

- 7.1. We will teach pupils where food comes from as part of the PHSE lessons, including giving them first-hand experience of growing their own fruit or vegetables.
- 7.2. We will organise educational visits to food suppliers and producers to aid their understanding as to where food comes from.
- 7.3. School meals will be designed with due regard to seasonal produce and locally sourced food.
- 7.4. Pupils will be taught about the importance of sustainable fishing and farming, and any fish products used in school meals will be sustainably sourced.

8. Energy

- 8.1. We will reduce our energy usage by:
 - Switching off lights when they're not in use.
 - Switching off lights when daylight levels are adequate
 - Keeping doors and windows shut in cold weather and installing draught excluders so that warm air is retained.
 - Ensure internal doors are kept closed between areas of different temperatures, such as an office and corridor. This will keep the heat in and reduce draughts
 - Ensure windows and doors are closed whilst the heating is on. If a room is feeling stuffy; renew the air by opening a door or window for 10 minutes and promptly close
 - Where appropriate adjust blinds to keep out direct sunlight and reduce space temperature.
 - Turning off energy-draining appliances, for example, computers, projectors and interactive white boards, when they're not in use.
 - Switch off all equipment when leaving at the end of the day
 - Monitoring the temperature and frequency of heating in the school and adjusting it accordingly.
 - Conserving water by installing systems that reduce waste.
 - 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.
 - Implementing reward systems for staff and pupils who comply with the school's energy saving ethos – to raise awareness and prevent wasteful energy usage.
 - 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.
 - Use the cover for the hydro-therapy pool when not in use to reduce heat loss

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

9. Reducing carbon emissions

- 9.1. We are committed to reducing our overall carbon emissions. Emissions will be reduced by:
- Implementing a rewards system for pupils and/or staff who reduce carbon emissions.
 - Advertising the benefits of being environmentally friendly around school.
 - Promoting the benefits of recycling.
 - Sourcing school supplies from UK suppliers as much as possible.
- 9.2. 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.
- 9.3. We will communicate with our LA and other schools to enhance our provisions and continue to develop and implement best practice within the school.

10. Sustainable purchasing of goods

- 10.1. We will devote our time to ensuring all product purchasing is made in the most sustainable way.
- 10.2. The School business manager is responsible for creating an inventory of current stock and ensuring that orders are not processed with unnecessary purchases listed on them.
- 10.3. The School business manager 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.
- 10.4. We will commit to buying food and drink that has low 'food miles', and local purchasing will be encouraged and promoted to parents.
- 10.5. We will avoid buying branded products where quality is not compromised.
- 10.6. We will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy.

11. 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 by key-stage and appropriate differentiation, including:

Science:

- Pupils will be taught about how animal extinction can impact eco-systems.
- 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.
- Pupils will be given case studies to analyse, such as looking into the effectiveness of sea defences.

English :

- Pupils will be given nature poetry to read, assessing how the environment is depicted and the implications of these depictions.

12. Monitoring and review

- 12.1. This policy is reviewed by the Headteacher, business manager and the governing body.
- 12.2. Any changes made to this policy will be communicated to all members of staff.
- 12.3. All members of staff are required to familiarise themselves with this policy.