



Dorothy Barley Junior Academy Sustainability Policy

Created: July 2024

Next review: July 2026

This policy is linked to all other Teaching & Learning policies held at our school including but with particular reference to the following policies:

- Curriculum Policy
- PSHE and Citizenship Policy
- Teaching and Learning Policy

1. Aims and Objectives: What is the purpose of this policy?

The purpose of this policy is to outline how we aim to enable every pupil to take positive action to help make our school a sustainable and caring community. Our school values of **kindness** and **respect** apply to our efforts to look after our environment and our sustainable approach aims to foster pro-environmental behaviour across our community and to prepare our children for a lifetime of sustainable choices.

Climate Change Education is cross curricular, and opportunities are provided for learning **about, in, through,** and **for** the environment in the following ways:

- **Education about** the environment - to develop a sound and reliable base of knowledge, understanding and skills that children will need to make sense of environmental issues and how to support the environment for our future. This includes ensuring that our children are taught ways to adapt and mitigate around issues of climate change and to feel a sense of constructive hope about the part they can play in making a difference.
- **Education in** the environment - to give children first-hand experience of various local environments, including strategic development and use of our school grounds, including a focus on education outdoors.
- **Education through** the environment - to provide stimulus for learning a wide range of skills.
Education for the environment - focusing on sustainable solutions to environmental problems, using reliable sources and recognising that there are conflicting interests and different perspectives.

We are proud to have outdoor education opportunities at Dorothy Barley Junior Academy that support us in allowing our children to explore learning outside the classroom, giving them the opportunity to explore some topics first-hand. We also endeavour to source opportunities to learn from the wider world beyond our local environment.

2. Acting Responsibly

It is important that our school community has an awareness and understanding of the effects of its actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions, and we need to have a sense of duty and care for the world in which we live. We encourage both staff and pupils to think about their environment and how their actions impact upon the local, national and global picture. To this end we encourage and reinforce climate change education in all aspects of everyday life and the wider community, and our goal is to evaluate all our actions through the lens of sustainability.

We will work towards our goals by focussing on 5 strategic approaches. These being; to **reduce** the number of materials we use and reduce the waste we produce, to **recycle** and **reuse** materials wherever possible, to **restore** what is deemed to have been destroyed and to **respect** our neighbours, our environment and the wider world.

To this end we will encourage and reinforce climate change education in all aspects of everyday life and the wider community.

3. Reduce

Energy

- We will switch off lights when they are not in use. The school has automatic light sensors in most areas of the school and LED lights which contain no toxic materials and are 100% recyclable.
- We will not leave electrical items on stand-by overnight or over longer periods of time.
- We will keep outside doors shut in cold weather (whilst maintaining good ventilation and air circulation).
- We will make sure we turn off taps when they are no longer needed and not waste water in the toilets.
- Our pupil voice representatives will audit the amount of energy used with the support of our site manager through our Carbon Calculator/other means.
- We will support and participate in nationwide initiatives to reduce the amount of energy that is used e.g. Earth Hour.

Paper

We will reduce the amount of paper we use in our school by: -

- Reducing the need for paper-based resources in lessons when scaffolding can be done through modelling/other means.
- Writing and printing on both sides of the paper whenever possible.
- Filing photocopies for use at a later date.
- Using text messaging services, Class Dojo and Forms where possible to inform parents and gain educational visit consents etc .

- All classes and offices having and using a labelled paper recycling bin.
- Printing things two to a page where able.
- Printing in black and white where possible to reduce waste from toners and cartridges.
- Changing display paper only if necessary or ensuring it is taken down carefully and re-used wherever possible.
- Moving to hessian backing for all displays
- Reducing paper use at key 'waste hotspot' times of the year e.g. Christmas
- Reusing within the classroom and offices

Transport

- Through ongoing promotion of our WOW project, we will continue to encourage children to walk to school or use an economical form of transport e.g. cycling and scooters.
- We will continue to take part in the Bikeability scheme to encourage safe cycling.
- We will encourage staff to share transport when going on courses and to make more sustainable travel choices.

We will aim to reduce waste in other areas in line with Trust Estates suggested strategies.

4. Reuse

Food waste

- Many children bring their own fruit. We will endeavour to compost the remains of the fruit. We have composter on site and make use of Veolia to dispose of any school catering waste in the correct way (clear bags in food waste bins).
- Donated food from our Community Fridge that is in good condition will be donated to families on site after school, any that is not will be disposed of correctly.

Gardening

- Gardening waste will be put into the school compost bins or taken away by our Grounds Maintenance Contractor for correct disposal.
- Gardening waste (where possible) will be placed under bushes and shrubs in the Quad away from the playgrounds to promote biodiversity and give our wild creatures and mini-beasts a natural environment in which to thrive.

Donated materials including containers

- Dorothy Barley Junior Academy will try to find uses for donated materials. This may be to help with storage or for use in art.
- Where uses cannot be found, we will endeavour to recycle it.

5. Recycle

The school recycles a range of materials:

- Paper is collected in boxes in every classroom and office area.
- There are clearly labelled bins in each classroom indicating the everyday materials which can be recycled.
- Cartridges from computer ink and photocopiers will be collected in a labelled bin.

- We regularly hold pre-loved uniform sales for all parents and carers to encourage the recycling of pupil uniform.
- We recycle everyday materials.
- The school participates yearly in the Big Battery Hunt where we encourage children, parents and staff to bring in their old batteries to be recycled. This also continues throughout the year.

Our pupil voice representatives will continue to evaluate our recycling schemes and will endeavour to join and support others where we can.

6. Restore

- We have outdoor spaces around the site for children to investigate and explore living things and their habitats.
- Children will be encouraged to return all living creatures to their original habitat.
- Areas disturbed by sport, by accident, or by malicious damage will if possible be restored to its original condition.
- Children will be encouraged to treat all school equipment with respect. Books and other equipment will be repaired wherever possible.
- Animals homes/feeders and bird baths will be cleaned and repaired where needed in order to extend their usage.

7. Respect

- Our first and most important school value is that we will respect one another. This key learning value permeates throughout all we do whether it is discussing global issues, welcoming people of different races, faiths, abilities, or dealing on a daily basis with each other.
- We will extend this respect to the environment and all living creatures.

8. How the outdoor learning environment supports our overarching aims

Being outdoors and active is a vital part of growing up and living a healthy and fulfilled life. A vast range of research maintains that outdoor learning benefits children, young people and adults alike. It engages our hearts through what we feel and the emotions we experience; our heads through what we think, see and say; and our hands through our physical experiences including how we move through the space the outdoors provides. The research evidence is clear: outdoor learning motivates and engages learners, improves behaviour and attainment and meets the needs of different types of learners.

School grounds are an external environment to which all children have regular access, and for some of our children they provide the only regular experience of the outdoors. They may provide unique experiences, opportunities and motivations for teaching and learning in a safe and supervised external environment. We aim for our grounds to be a stimulating and enjoyable place for work and play. We will develop our outside areas where possible because we believe our outdoor environment provides the following benefits to the children's learning:

- It enriches all areas of the curriculum, particularly Science by providing a unique and varied context for learning; stimulating motivation and curiosity, encouraging creativity and helping pupils to develop a broad range of skills, competencies, knowledge and understanding.

- It affords opportunities for pupils to work together with adults for the common good, encouraging a sense of pride, ownership and responsibility.
- It allows children to experience wildlife in its natural habitat with the creation and regular maintenance of wildlife areas and ponds. Feeders, nest-boxes, bird baths, bug hotels and a variety of animal homes
- It allows the children to witness and understand the importance of the community in its support of nature in order for it to thrive.

The school also has a Quad and Pond area that allow classes to explore planting and growing their own fruits and vegetables. This allows them to understand how our food is grown, what cultivating food entails and provides them with an opportunity to use their own produce in their cooking, giving them first-hand experience of 'field to fork'. This is further reinforced by links with our local city farm. Through the development of our pond area, it also allows children the chance to encourage and observe the 'doorstep biodiversity' within our school site.

9. Curriculum aims, delivery and inclusive approaches

Climate change education is directly referred to in the National Curriculum KS2 in Science, Geography and PSHE. At Dorothy Barley Junior Academy, climate change education is not taught in isolation, but is linked to all areas of the primary curriculum and to our whole school principles, for example; Geography, Science, English, Mathematics, Art, D&T, Music, History, PSHE, PE and Pupil Voice initiatives.

Implementation of our climate change curriculum is taught through cross curricular references throughout the Key Stage 2 National Curriculum. Each year group plans collaboratively using Trust model guidance to ensure that climate change education is embedded and not taught in isolation. There is a strong emphasis on the acquisition of new knowledge and vocabulary which is explicitly taught and reinforced. This ensures a holistic approach based on firm foundations and reliable sources. Educational visits and experiences are used to supplement our climate change curriculum e.g. Field to Fork. By using learning strategies and adaptive teaching approaches that enable the children to make use of all their senses, we support all learning styles. It is easier to remember what you have heard, seen, touched, tasted and smelled. Our outdoor environment enables teachers to make learning as practical and 'hands on' as possible, giving experiences that they will not forget.

9. Leadership of Sustainability

Our Sustainability Leader's role is to:

- Drive a sustainable approach to all that we do.
- Understand the requirements of climate change education.
- Prepare policy documents and provide ideas to support learning.
- Encourage staff to provide effective learning opportunities for all pupils.
- Hold regular pupil voice meetings where the representatives from each class can gather and put forward their voices to aid and develop our approaches.
- Give children a voice and the determination and courage to support climate change education priorities at school and in the wider community.

However, while the above are the expectations of the Sustainability Leader, we take a distributed leadership approach to our climate change curriculum, and it is expected that all school leaders and school staff will uphold the principles set out in this policy.

10. Policy Review

This policy is reviewed at least every 2 years by the leadership of the school but may be reviewed more frequently as per statutory requirements or changes in school procedures.

Any changes made to this policy will be communicated to all relevant stakeholders.