**Bankfields Primary School**



**Environmental Policy**

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| **Approved by:** |  | **Date:** |
| **Last reviewed on:** | September 2023 | |
| **Next review due by:** | September 2024 | |

**Who will write and review this policy?**

Our school environmental policy has been created by the environmental Leader using information from Eco-schools and government guidance such as sustainability in schools. The policy will be reviewed annually by the Environmental Leader.

**Introduction**

Environmental education helps to develop, responsible attitudes and inspires young people to act in order to live more sustainably. It can also develop their sense of identity and pride in their local environment and community.

**What is the Environment?**

The environment is something we are very familiar with. It's everything that makes up our surroundings and affects our ability to live on the earth—the air we breathe, the water that covers most of the earth's surface, the plants and animals around us, and much more.

In recent years, scientists have been carefully examining the ways that people affect the environment. They have found that we are causing air pollution, deforestation, climate change and other problems that are dangerous both to the earth and to ourselves. These days, when you hear people talk about “the environment”, they are often referring to the overall condition of our planet, or how healthy it is.

**Statement of Intent**

We as a school 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.

The School has a duty to prepare future generations with the knowledge and skills to manage the world’s resources wisely. Pupils are expected to demonstrate an active interest in and concern for all-natural environments and we hope to encourage each pupil to recognise their role in tending to the future of the planet.

**The aims of the Environmental Policy are:**

* To develop a cross-curricular approach to teaching and learning about environmental issues.
* To encourage the children, staff, governors, parents and the residents in the local community to develop understanding of how to look after ‘Our Planet’ in order to make a better environment for future generations.
* Ensure that we monitor our usage of gas, water and electricity and measure our total carbon footprint, discussing ways of making efficiencies and reducing CO2 emissions.
* Raise awareness of recycling, sustainability, litter pollution and other environmental issues through assemblies.
* Recycle as much of our waste as we can, staff and children to recycle through the school where appropriate e.g. recycling print cartridges, paper, old spectacles, clothing, batteries and jewellery.
* Ensure that we pursue where practicable a purchasing policy of best value and environmentally friendly products
* Ensure that we educate the children through (Science, PSHE, Literacy, and environmental projects/workshops.
* Provide curricular and extra- curricular activities to teach children the importance of sustainability and methods of doing this.
* The school should use the School grounds as a source of teaching and learning opportunities for pupils.

• School habitats are used by children to study flora and fauna and their habitats

* Develop areas of biodiversity and a strategy to encourage wildlife within the school grounds.

**Teaching and Learning**

The teaching and learning of Environmental issues were appropriate will be taught through Curriculum subjects such as Science, Geography or PSHE (KS1/2) or ‘Understanding of the World’ or ‘PSE Development’ for EYFS.

Personal, Social, health and economic education (PSHE), citizenship, geography and science all offer excellent opportunities for exploring environmental issues.

Children will experience a wide range of learning opportunities, practical hands on activities such as litter picking, gardening/sustainability, recycling projects, renewable energy workshops or whole class discussions/debates to develop their understanding of environmental issues.

**EYFS:**

In the EYFS children will do this through developing understanding about similarities and differences in relation to places, objects, materials and living things. They will talk about features of their own immediate environment and how environments might vary from one another. All children will have the opportunity to talk about and make observations of animals and plants and explain why some things occur, and talk about changes.

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| **Environmental Issues Planning**  Environmental planning will be linked to the National Curriculum document for Science and PSHE wherever possible and the Statutory framework for the Early Years Foundation Stage. |
| Medium term planning for science when appropriate will include environmental issues.  Planning for Waste week/Energy initiatives-Switch off fortnight will come from links to energy/environment websites. E.g. Eco schools and The Pod and will occur at different times throughout the year. |
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| **Cross curricular**  Opportunities for basic skills of English. E.g. Non-Chronological report writing.  Opportunity for discussion and debate on climate change, ocean pollution, recycling, renewable energy.  Maths- statistics/graphs/data handling could be linked to energy usage.  Use of ICT/iPad/videos to research/discussion/debate environmental issues.  Environmental planning will be linked to the National Curriculum document for Science and PSHRE wherever possible and the Statutory framework for the Early Years Foundation Stage.  Medium term planning for science when appropriate will include environmental issues.  Planning for Waste Week/Energy Initiatives-Switch off Fortnight will come from links to energy/environment websites. E.g. Eco schools and The Pod and will occur at different times throughout the year and could be linked to environmental issues E.g. global warming /habitats/ocean pollution etc.  Geography links- develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. Children have the opportunity to study local areas/issues and extend these studies into the wider world. | |

**Extra-Curricular Activities**

During the Spring/Summer terms there will be a weekly extra curriculum ‘Gardening Club’ to teach children the importance of sustainability and how to do this.

Eco-Warrior meetings will occur half termly to discuss relevant Eco issues.

**Assessment**

Photographs will evidence children’s progress, experiences and understanding of environmental issues during school activities/projects/workshops/assemblies etc.

M Bunn/Eco-Warriors will review the School Action Plan regularly to ensure we are working towards environmental targets to retain the school ‘Green Flag Award’.

**Roles and Responsibilities**

**M Bunn/Eco Warriors**

Monitoring and reviewing the school’s energy usage.

Identifying, with the site manager, energy waste and taking the necessary steps to rectify this whenever possible.

Take the lead in policy development and the adaptation and implementation of school environmental or Eco-Committee issues/projects.

To inform staff about the steps needed to achieve and retain a Green Flag Award.

To continue to work closely with staff, local community, governors and the Eco- committee to meet the targets set out on the school action plan.

**Parental and Community Involvement**

The Eco-Committee will report to parents and governors through newsletters and minute meetings.

Local resources and community links;

**Websites**

**Eco-schools** [**www.eco-schools.org.uk**](http://www.eco-schools.org.uk)

**The Pod** [**http://jointhepod.org/home**](http://jointhepod.org/home)