



# Sustainable Development Policy 2011

## Introduction

There are many definitions of sustainability, but in the end what it comes down to is caring:

- Caring for oneself
- Caring for each other (across cultures, distances and generations)
- Caring for the environment (near and far)

"Sustainable development will enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations." *Securing the Future, the UK Government's 2005 sustainable development strategy*. Sustainable development is a way of thinking about how we organise our lives and work – **including our education system** – so that we don't destroy our most precious resource, the planet.

## Aims and Objectives

A school is comprised of many elements: buildings; grounds; pupils; parents; staff; the immediate community and connections out into the wider world. A truly sustainable school should successfully consider and act upon all these elements.

The National Framework for Sustainable Schools (NFSS) approaches sustainability through eight 'doorways' and these provide a practical way of organising a whole school approach to what can otherwise seem either too vague or too overwhelming a subject. The NFSS no longer appears on the new DfE website; however no alternative strategy has replaced it and NFSS support materials are still available to download. As the 'doorways' still provide a practical way of approaching sustainability for the school we shall continue to use them until they are superseded.

- **Food and Drink:** You are what you eat. Pupils should be made aware of the benefits of healthy eating and the risks of a poor diet. The school should aim to procure fresh, locally-sourced, ethically-produced, healthy foodstuffs for use in school and the school kitchens. The school should sell the benefits to parents to increase uptake of school meals. The pupils should have the opportunity to grow their own fresh food.
- **Energy and Water:** Eco-efficiency measures will help the school to reduce its environmental impact. By reducing the amount of energy and water used we can benefit from real cost savings. Money saved on energy and water can be channelled back into the school to improve the quality of the children's surroundings.
- **Travel and Traffic:** During term time cars on the school run account for 16 per cent of early morning traffic and increase airborne pollutants near schools. Being driven to school decreases pupils' independent mobility, reduces their amount of daily exercise and detracts from their awareness of road safety. Walking or cycling boost fitness, increase concentration and instil positive habits for life. These choices should be actively encouraged through the curriculum and the provision of facilities.



- **Purchasing and Waste:** Waste, and the throw-away culture that encourages it, should be tackled through sustainable consumption. By adopting a “reduce, reuse and recycle” approach, and using local goods and services of high environmental standards, the school can reduce costs and support ethical markets in our community.
- **Buildings and Grounds:** A well designed and cared for school provides an excellent teaching and learning resource for staff and pupils. Any new build should use sustainable design principles and sustainable technologies. The school should aim to use sustainably sourced interior furnishings and materials. First-class sporting facilities inside and out support fitness, participation and well-being in the pupils. The grounds also provide the opportunity to create and manage havens for wildlife, a resource for both learning and stewardship.
- **Inclusion and Participation:** The ability of communities to live together peacefully depends on their capacity to value difference and diversity. Inclusion and participation are important goals of sustainable development learning. Carr Lane should promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone’s participation and contribution. We should challenge prejudice and injustice in all its forms and sources and instil pupils with a long-lasting respect for human rights, freedoms, cultures and creative expression.
- **Local Well-being:** With its facilities and networks the school can act as a hub of learning and catalyst for change in its local community. By focusing on local challenges and finding solutions to them pupils would have the opportunity both to learn and to strengthen community relationships. The school should allow pupils to experience how decisions are made at first hand and to develop applied skills that complement classroom study.
- **Global Dimension:** The effects of our choices can make themselves felt on the other side of the world. The school should continue to develop and maintain a responsible, international outlook among its pupils on global challenges such as poverty and climate change. The pupils should have the opportunity to experience the world through other people’s lives and perspectives.

## Organisation

The school’s commitment to sustainable development can be met through:

- **The Curriculum:** Subject areas should continue to be examined to ensure the school’s commitment is being met, either through emphasising, or where necessary incorporating, issues of sustainability.
- **Clubs, Groups and Schemes:** The school currently runs a Gardening Club, Eco-Action Group, School Council and numerous sports groups (designed to cater for a range of abilities). Instrument tuition is available. Some of these involve parental participation. The school should continue to develop and support extra curricular activities, parental participation and pupil led initiatives like litter-pickers and energy monitors.
- **Management:** Senior Management and Governors should ensure that the school’s commitment to sustainable development is being met by monitoring, and where necessary amending, School Policy and ensuring executive decisions are informed by both the current School Sustainable Development Policy and any future changes in Government guidelines. Consultation and communication within the school community is important. Sustainable Development recognises that everyone has a voice and should have an opportunity for that voice to be heard.

This policy has been approved by the governors of Willerby Carr Lane Primary.

Signed: .....

date: .....

