



QUANTOCK

EDUCATION TRUST

Environmental Sustainability Policy

LINKS:

DATE: September 2024

POSTHOLDER RESPONSIBLE: Director of Finance and Operations

TRUSTEES/GOVERNORS COMMITTEE: Finance, Operations & Audit

AUDIENCE: All schools, employees and volunteers within the Quantock Education Trust

STATUS: Ratified

DATE RATIFIED: 22nd October 2024

DATE OF NEXT REVIEW: This Policy will be reviewed every 3 years

STATUTORY/NON-STATUTORY: Non-Statutory

Contents

1. Introduction	3
2. Aims.....	3
3. Legal Framework	3
4. Roles and Responsibilities	4
5. Waste and Recycling	5
6. Littering.....	6
7. Transport	7
8. School Grounds	7
9. Healthy Living	7
10. Sustainable farming and fishing.....	7
11. Energy.....	8
12. Reducing Carbon Emissions	8
13. Sustainable Procurement of Goods.....	9
14. Curriculum.....	9

1. Introduction

- 1.1 The Quantock Education Trust is 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.
- 1.2 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.
- 1.3 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.
- 1.4 We aim to reduce our carbon footprint and to implement and pursue practices which will help to foster an awareness and understanding of the environment in both pupils and staff.
- 1.5 The QET 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 concern for all-natural environments and we hope to encourage each pupil to recognise their role in tending to the future of the planet.
- 1.6 The way the QET school environment is managed and maintained should provide an example to pupils of how to respect and care for the environment. Wherever possible, pupils and staff should be encouraged and expected to adopt sustainable practices.
- 1.7 Education for sustainable development should give pupils a greater understanding of both natural and human systems through a range of immediate environmental experiences that engage their senses, emotions and thinking. It should enable the QET community to develop a life ethic that values all people and the natural environment. Ultimately it should ensure that each pupil understands and respects their environment, both inside and outside of our schools.

2. Aims

- 2.1 To minimise the procurement and use of non-renewable and environmentally unfriendly resources (which includes new builds and refurbishment of existing buildings) and encourage recycling throughout all our schools.
- 2.2 To raise awareness to pupils and staff about key environmental issues and by doing so encourage them to take an active role in environmental projects.
- 2.3 To develop relationships with external organisations to promote environmentally friendly behaviour both within and outside of our schools

3. Legal Framework

- 3.1 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'

4. Roles and Responsibilities

4.1 The Trust Board is responsible for:

- Reviewing the environmental and sustainability policy
- Consider environmental impacts where any new buildings or refurbishments are being planned.

4.2 The Local Governance Committee is responsible for:

- Monitoring and reviewing the school's energy usage.
- Identifying, with the site manager or other defined person, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights.
- Ensuring where possible that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic.

4.3 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.

4.4 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 person responsible for the school site understands their responsibility to maintain the cleanliness of the school grounds.

4.5 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 and lights are turned off when not in use.

4.6 The Site Manager (or other designated person) is responsible for:

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

4.7 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.
- Be responsible for keeping our classrooms, school and grounds clean and tidy.
- Eat healthy, natural fruit and vegetable snacks, which don't come in paper or plastic packaging.
- Use the right bins so that we can recycle and compost our waste.

4.8 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.

5. Waste and Recycling

5.1 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.

5.2 Pupils will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles.

5.3 Any disposable plastic bottles brought into school will be recycled.

5.4 There will be clearly labelled bins located throughout the school for recycling, food waste and general waste.

- 5.5 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.
- 5.6 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.
- 5.7 Schools should consider encouraging pupils to take part in weekly litter picking around the school grounds. Pupils should always be accompanied by a member of staff.

6. Littering

- 6.1 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.
- 6.2 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 and cleaners with the cleanliness of the premises
- 6.3 The Site Manager/other appointed member of staff takes overall responsibility for the overall cleanliness of the school premises.
- 6.4 The Site Manager /other appointed member of staff arranges and coordinates waste disposal from the premises and ensures that items are disposed of correctly.
- 6.5 The Site Manager/other appointed member of staff, staff members and pupils, 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.
- 6.6 To mitigate risks of littering, the school implements the following procedures:
- Designated eating areas – pupils and staff are only permitted to eat in these areas to prevent unwanted litter.
 - Waste disposal – bins are provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal.
 - 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.

- Any individual known to have littered the premises will be required to dispose of the litter correctly.

7. Transport

- 7.1 Pupils and staff will be encouraged to walk to school, where possible.
- 7.2 The benefits of daily exercise, such as walking to school, when possible, will be promoted throughout the school.
- 7.3 We will encourage teachers and other members of staff to car share whenever possible, for example, when travelling to external training days.
- 7.4 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.
- 7.5 We will have suitable and safe storage for staff and pupils to store bicycles.
- 7.6 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.

8. School Grounds

- 8.1 The Local Governance 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
- 8.2 Energy saving lightbulbs will be used throughout the school when lighting is being replaced.
- 8.3 When new buildings or refurbishments are being planned, we will always consider any environmental impacts and the Trust Board will consult an expert.

9. Healthy Living

- 9.1 We will promote an ethos of environmental understanding. Pupils will be taught to understand that their actions have a direct impact upon the environment.
- 9.2 We will discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment.
- 9.3 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.

10. Sustainable farming and fishing

- 10.1 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.
- 10.2 School meals will be designed with due regard to seasonal produce and locally sourced food.
- 10.3 Where possible, we will approach local food suppliers for their produce to be used in school meals.
- 10.4 Pupils will be taught about the importance of sustainable fishing and farming, and any fish products used in school meals will be sustainably sourced.

11. Energy

- 11.1 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.
 - Upgrading the school's heating systems when replacement is needed, to a modern, more efficient system, including a smart meter, to reduce emissions.
 - 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/other appointed person, to ensure that these measures are carried out.
- 11.2 We will display our Display Energy Certificate in plain sight, for example, in the school foyer.

12. Reducing Carbon Emissions

- 12.1 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.
- 12.2 We will communicate with our LA and other schools to enhance our provisions and continue to develop and implement best practice within the school.

13. Sustainable Procurement of Goods

- 13.1 We will devote time to ensuring product procurement is done in the most sustainable way.
- 13.2 When purchasing ensure that produce bought is cost efficient and sourced from within the UK or locally where possible
- 13.3 We will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy.

14. Curriculum

- 14.1 We aim to provide pupils with knowledge, skills and understanding in biodiversity and sustainability, by embedding the topics within many areas of our curriculum. Individual school curriculums will outline how the topics are embedded into the school's curriculum.
- 14.2 Schools should consider what other strategies can be employed to promote sustainability ie., The Eco Schools programme. This is an international initiative that encourages pupils to engage with environment and sustainable development issues. It provides a highly structured system for the environmental management of schools. (www.eco-schools.org). The structure of the Eco-Schools process is made up of seven steps and this forms the basis of the programme. The seven steps include:
- Eco Committee
 - Environmental Review
 - Action Plan
 - Linking to the curriculum
 - Monitoring and Evaluation
 - Involving the whole school and the wider community
 - Eco Code