

Always building friendships with one another, whilst being thankful for what we have.



# The Magdalen Church of England / Methodist Primary School



## Sustainability and Environmental Policy

*Review Date: September 2023*

while trying hard each and every day to trust other people around us through humility and service.

Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

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### Introduction

The main purpose of Environmental and Sustainability Policy is to examine and interpret the environment from a variety of perspectives:

- physical,
- geographical,
- biological,
- sociological,
- economic,
- political,
- technological,
- historical,
- aesthetic,
- ethical
- and spiritual.

Environmental Education is cross curricular and opportunities are provided for learning about, in, through, and for the environment.

- Education about the environment - to develop a sound base of knowledge, understanding and skills that children will need to make sense of environmental issues.
- To provide education in the environment - to give children first-hand experience of various local environments.
- To provide stimulus for learning a wide range of skills through secondary sources - education through the environment.
- Education for the environment focuses on sustainable solutions to environmental problems, taking into account, that there are conflicting interests and different perspectives.

### Aims and Objectives

It is important for the school community to have an awareness and understanding of the effects of their 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.

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We encourage both staff and pupils to think about their environment and how their actions impact upon the national and global picture. To this end we encourage and reinforce environmental education in all aspects of everyday life and the wider community.

The ways in which we will strive towards this goal is to reduce the amount of materials we use and waste we produce, recycle and re-use materials wherever possible, restore what is deemed to have been destroyed and respect our neighbours and our environment.

### Reduce Energy

- We will switch off lights when they are not in use.
- We will keep outside doors shut in cold weather.
- We will make sure we turn off taps when they are no longer needed.

### Paper

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

- Writing and printing on both sides of the paper **whenever possible**.
- Filing photocopies for use at a later date.
- Using our school text messaging service where possible to inform parents.
- Each class has and uses a labelled paper recycling bin.

### Transport

- We will continue to encourage children to walk to school or use an economical form of transport.
- We will encourage staff to share transport when going on courses etc **(When appropriate)**.

### Gardening

- Gardening waste will be put into the school compost bin.

### Donated materials including containers

- The Magdalen Primary School 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.

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### Paper

- Paper will be re-used within the classroom. Each class will have a tray of partially used paper that can be used again.
- Display paper will be taken down carefully and re-used **wherever possible**.
- Paper will be used on both sides **wherever possible**.

### Recycle The school recycles a range of materials:

- Recycling bins are used within every classroom.
- 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 will aim to recycle everyday materials. **(Wherever possible)**

### Restore:

- We have several wildlife areas around the EYFS outdoor area 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.

### Respect:

- One of our 'Ten Magdalen Values' is respect, in this value we always think about how we can respect each other. This value will permeate 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.

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Outdoor Environment Research shows that school grounds have a significant effect on children. These grounds are the one 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 resources 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 have developed all of our key stage outside areas and believe our outdoor environment provides the following benefits to the children's learning:

- Enriches all areas of the curriculum, particularly Science by providing a unique and varied context for learning; Stimulates motivation and curiosity, encourage creativity and help pupils to develop a broad range of skills, competencies, knowledge and understanding;
- Affords opportunities for pupils to work together with adults for the common good, thus encouraging a sense of pride, ownership and responsibility.

National Curriculum Environmental Education is directly referred to in the National Curriculum for KS1 and KS2 in Science, Geography and PSHE.

At The Magdalen Primary School, Environmental Education is not taught in isolation, but is linked to all areas of the primary curriculum, for example; Geography, Science, English, Mathematics, Art, D&T, Music, History, PSHE, Drama and PE.

#### **Equal Opportunities and Additional Educational Needs:**

By using learning strategies that enable the children to make use of all their senses, we can appeal to all learning styles. It is easier to remember what you have heard, seen, touched, tasted and smelled. The outdoor environment enables teachers to make learning as practical and 'hands on' as possible.

- All children will have access to effective learning opportunities in ICT irrespective of issues of race, gender, social and economic circumstances or ability.
- All teachers will differentiate their teaching to meet the individual needs of the child.

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- Encourage children to think and respond to what they see, touch, smell and feel in the local environment.
- Explore the visual elements in natural and man-made objects including resources from their locality and different cultures.

### Health and Safety

- All activities will be conducted in accordance with the current Health and Safety Policy. For further information, please see Health and Safety Policy.

### Role of the Subject Leader:

The Subject Leader's role is to:

- Understanding the requirements of the school environment and sustainability for the future,
- Preparing policy documents and providing ideas to support learning in the curriculum areas which link to the Environment.
- Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for children at different stages of development.
- Effectively manage the allocated budget and ensure the effective, responsible and safe use of resources.

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