



# Weetwood Primary School Sustainable School Policy

Written: October 2009  
Reviewed: October 2012  
**CURRENTLY UNDER REVIEW**

## Introduction

All our futures are dependent upon how we care for ourselves, each other and the planet. Our children will need to understand how and why to use resources more fairly and to conserve resources and the bio-systems that sustain all life. Education for Sustainable Development is thus an important part of our school ethos and is embedded in our management systems as well as enlivening our teaching, learning and curriculum.

## Aims

By 2020 Weetwood School aims to achieve the Government's Sustainable School's Framework; we will increase our children's knowledge and understanding of, and involvement in, each aspect of this, focusing on solutions to environmental problems; we will involve parents and the wider community where possible:-

- \* to be a model supplier of healthy, local and sustainable food and drink. Food should, where possible, be produced or prepared on site; show strong commitments to the environment, social responsibility (including Fair Trade) and animal welfare and seek to increase our involvement with local suppliers
- \* to be a model of energy efficiency, renewable energy use and water management; take the lead in our community by showcasing wind, solar and bio-fuel energy, low-energy equipment, freshwater conservation, use of rainwater and other measures, where possible
- \* to be a model of sustainable travel, where vehicles are used only when necessary and providing exemplary facilities for healthier, less polluting or less dangerous modes of transport
- \* to be a model of sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, - and increasing value for money by reusing, repairing and recycling as many goods as possible and minimising waste
- \* to make visible use of sustainable design features in our school buildings and, as opportunities arise, to choose building technologies, interior furnishings and equipment with a low impact on the environment; and, where possible, develop our grounds in ways that help our pupils learn about the natural world and sustainable living, for example, through food growing and biodiversity conservation

\* to be a model of social inclusion, enabling all our pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression

\* to be a model of good citizenship within our local area, enriching our educational mission with activities that improve the environment and quality of life of local people.

\* to be a model of good global citizenship, enriching our educational mission with activities that improve the lives of people living in other parts of the world and learning from communities who are living more sustainably than people in "Developed" countries, including those involved in Fair Trade.

### **Who is responsible?**

*All* school staff (teaching and non-teaching), governors and children are responsible for helping to achieve our aims, since this is a 'whole school' vision.

The Governing Body is responsible for the implementation and monitoring of the Framework. One Governor will be designated with special responsibility to liaise with the Head Teacher.

The Head teacher is responsible for the overall management of the Sustainable Schools Framework.

The Sustainable School Co-ordinator will liaise with all staff, children, parents, the local community and partner organisations, to co-ordinate and enable implementation of agreed activities.

Lead staff are responsible for monitoring and implementing 'smart' action plans for the standards, for each of the 8 strategic aims.

The Site Manager is responsible for managing energy, water, waste, buildings and grounds and contributing to the achievement of energy, water, purchasing and waste reduction targets.

The Eco Team, of 4 children from each of the year groups 2,3,4,5 and 6, will contribute ideas and activities to help fulfill our aims.

The designated Governor is Ms Philippa Kempe-Stanners.

The Sustainable School Coordinator is Ms Rosie Atkins.

### **How do we achieve our aims?**

We will provide relevant training in Sustainable Development to staff (teaching and non-teaching staff) where identified as an agreed need in Performance Reviews or Role responsibilities.

We will use the Leeds City Council Pathfinder Standards as the framework for our work and set 'smart targets' in our Action Plans to enable us to monitor our annual progress towards the Sustainable School's Framework.

We will use the s3 Ofsted self-evaluation grading system, in the Standards Matrix, to monitor our overall progress towards Grade 1 in all our aims.

<b>Grade</b> and alternatives	<b>Implication</b>
<b>Outstanding = 1</b> exemplary, highly effective	<b>evidence of school improvement and community development</b> a fully developed, demonstrable impact that is worth disseminating beyond the school
<b>Good= 2</b> above average, effective	<b>evidence of improved pupil performance and school environmental performance</b> a well developed, demonstrable impact that is worth reinforcing and developing in school
<b>Satisfactory=3</b> Fundamental	<b>provision in place</b> scope for improvement and further development
<b>getting started=4</b> not considered, pre-engaged, or inadequate	<b>provision is not addressed or not fully developed</b> merits consideration or attention, or is deemed not relevant or a low priority

NOTE: The examples are progressive and build on one another. So, for example, a grade of 'outstanding' suggests that the performance standard examples described as 'good' and 'satisfactory' have also been achieved "