



Garlinge Primary School and Nursery

ENVIRONMENTAL POLICY

Introduction

The main purpose of Environmental 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.

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.
- The eco-club will audit the amount of energy used.
- The eco-club will appoint class monitors to ensure these recommendations are carried out.

Paper

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

- Writing and printing on both side of the paper whenever possible.
- Filing photocopies for use at a later date.
- Using 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 by following the Walk on Wednesday scheme.
- We will continue to take part in the Bikeability scheme to encourage safe cycling.
- We will encourage staff to share transport when going on courses etc.

Re-use

Fruit

- Many children bring their own fruit. We will endeavour to compost the remains of the fruit. We have a food waste caddy bin on each playground, staffroom and in the EYFS classrooms. We also have several compost bins on site.

Gardening

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

Donated materials including containers

- Garlinge 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.

Paper

- Paper will be re-used within the classroom. Each class will have a box 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:

- Paper is collected in boxes in every class room and office area.
- 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.
- The PTFA have set up and arranged collection boxes for batteries and annually run collection of old clothes with the Bags2School scheme which helps raise money for the school and makes use of unwanted textiles.
- The PTFA regularly hold uniform sales for all parents and carers to encourage the recycling of pupil uniform.
- We recycle everyday materials.

The eco-club will continue to evaluate our recycling scheme and add to the materials for recycling when necessary.

Restore

- We have several wildlife areas around the site 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

- Our first and most important school rule is that we will respect one another. This rule 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.

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.

The school has planted trees and we have areas set aside to wildlife and planting and growing.

National Curriculum

Environmental Education is directly referred to in the National Curriculum for KS1 and KS2 in Science, Geography and PSHCE. At Garlinge Primary School and Nursery, 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, PSHCE, Drama and PE.

Planning

Implementation of Environmental Education is carried out by cross curriculum reference through the Key Stages of the National Curriculum. Each year group plans collaboratively to decide which topics they will do throughout the year, identifying links within subjects for the teaching of Environmental Education.

Equal Opportunities and Additional Educational Needs Statement

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.

Early Years Statement

During the Foundation Stage, children will engage in activities that:

- Encourage exploration and observation of the local environment.
- Encourage problem solving, decision making, and critical thinking.

- 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.

ICT Links

As Environmental Education is a cross-curricular subject, there are many opportunities to use ICT it is also used in various ways to aid and develop skills in Environmental Education.

Role of the Subject Leader

The Subject Leader's role is to:

- Understanding the requirements of the subject.
- 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.