

**ST AIDAN'S**  
Voluntary Controlled  
**PRIMARY SCHOOL**

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## **Sustainable school policy**

### **Introduction**

The values and vision we hold at St Aidan's mean that sustainability is at the heart of all we practise. Our aim is to teach pupils to care for themselves, care for others and care for our environment and thereby to become responsible citizens.

This policy should be read in conjunction with associated school policies: *Sustainable procurement, Fairtrade, Food and nutrition* and the *School travel plan*.

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## **1 Aims and objectives**

Sustainability is essential to ensure that, whilst meeting our current needs, we are not endangering those of future generations. At St Aidan's we are committed to embedding sustainability as an integral part of school life, strengthening our current good practice with a rolling programme of further measures. Our aim is to address issues of global sustainability across all areas of school life, ensuring that all decisions and actions are considered with sustainability in mind.

1.1 Our specific objectives are:

- a. To build a sustainable community at St Aidan's.
- b. To encourage the children to lead sustainable lives through educating them in sustainable behaviours.
- c. To encourage the children to care for themselves, for each other and for the environment.
- d. To encourage children to contribute to their local community, the country and the global environment.
- e. To promote and practise the principles of social equity both in school and through our links with local, national and global communities.
- f. To share responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment.
- g. To achieve a green flag award.

## **2 Healthy living**

Food and drink are important elements of school life and contribute not only to pupil well-being, but also to their learning and attainment. We currently hold the Silver Healthy School London Award. We are committed to providing sustainably-sourced and wholesome food, and encourage parents to do likewise when providing packed lunches.

- 2.1 We have a school garden which we use to help children develop an interest in growing healthy food. The produce is given to the kitchen for school lunches or directly to the children.
- 2.2 We keep chickens to help children understand how to care for animals, how eggs are produced and how to produce food locally. The eggs are used in the school kitchen as part of the children's lunches.
- 2.3 We try to buy ethically and/or locally produced or fairly traded food where possible and teach the children about where food comes from and the issues relating to fairly traded and 'food miles'.
- 2.4 We are a Forest school. Children have lessons based on the principles of Forest Schools from a specially trained teacher through which they develop a strong and positive relationship with the natural world. They learn outdoors and use local, natural resources and develop traditional practical skills.
- 2.5 We also aim to provide a healthy environment for staff and students. We are currently focusing on physical exercise to enhance the well being of children both through the curriculum and through other means, for example regular martial arts teaching for years 1–6. There are green plants in every classroom to improve air quality.



2.6 We collaborate with the charity MIND through gardening and special events.

### **3 Energy and water**

The increasing demand for energy exacerbates greenhouse gas emissions and climate change. Similarly, increasing demand for water threatens the world's underground aquifers contributing to water scarcity in many parts of the world. To reduce our environmental impact and save money, we have adopted efficiency measures to reduce our need for energy and water.

- We monitor use of electricity and water, thermostatically control individual radiators in classrooms, harvest rainwater and turn off lights and electrical items when not in use.
- We have recently replaced the school roof and have greatly improved the insulation beneath.
- we are exploring the possibility of replacing all lighting in the school with a more efficient LED system.

### **4 Travel and traffic**

The rising number of vehicles on the roads leads to congestion, increased road accidents and pollution. Driving children to school not only contributes to this increase but also reduces daily exercise and detracts from children's awareness of road safety. Walking and cycling offer sustainable alternatives, providing a valuable boost to children's fitness levels, increasing their concentration and instilling positive habits for life.

- 4.1 We promote walking and cycling and have made provision for bikes and scooters on site created from re-used palettes. We provide safety training for cyclists and scooter users, as well as road safety awareness for walkers.
- 4.2 School trips are planned using public transport if not within walking distance.
- 4.3 We review our School travel plan regularly and have achieved the gold travel award in Transport for London Star Scheme.

### **5 Waste and recycling**

Modern society generates an enormous amount of waste, the majority of which goes to landfill. By adopting the philosophy of 'reduce, reuse and recycle' we hope to achieve sustainable consumption.

- We recycle paper, card, plastic and glass bottles, and batteries.
- We compost all food waste.
- We switch off equipment and lights when not in use.
- There is a Playpod in the playground containing a variety of recycled materials to stimulate and be used in imaginative play.

### **6 Procurement**

Our *Sustainable procurement policy* (set out in a separate document) lays out how we endeavour to ensure that products and services we use do as little harm to the environment as possible, both when produced and used.



## **7 Buildings and school grounds**

A sustainable school, including aspects of the building and grounds, provides an excellent teaching and learning resource for staff and pupils, so we are always looking to provide the most sustainable learning environment possible.

- 7.1 Our outdoor area is constantly under review in order to maximise its use for outdoor lessons, growing fruit and vegetables as well as creative outdoor play.

## **8 Local well-being and global perspective**

Schools can act as hubs of learning and catalysts for change in the local community, contributing to the environment and quality of life while strengthening key relationships.

- 8.1 Sustainability cannot be achieved in isolation, there is now a global dimension to every aspect of our lives and communities. Challenges like global poverty and climate change jeopardise future prosperity. Therefore it is important to develop children's understanding of such significant issues in order to develop a generation of globally aware citizens.
- Our enrichment programme focuses on a different country every half term, through which children learn about life styles in other countries and issues relating to sustainability.
  - We encourage our children to become ambassadors for sustainability and global issues.

## **9 The curriculum, inclusion and participation**

Teaching about sustainability and environmental issues is embedded in the KS1 and KS2 curriculum. Each term a relevant topic, eg air quality or single use plastics, is introduced through an assembly and subsequently class teachers develop the children's understanding of the topic through cross curricular lessons.

- 9.1 Our children are encouraged to participate in decision-making and to value difference and diversity. This is achieved through a curriculum that develops respect, care and understanding. The school Council, Fairtrade Committee and Team ECO give the children opportunities to voice their opinions and champion specific causes.

## **10 Monitoring, communication and review**

- 10.1 We monitor our achievements via:
- the Governing Body;
  - the Team ECO, steered by pupils;
  - the Fairtrade Committee, steered by pupils;
  - the School Council, comprising 2 children from each year group;
  - the annual survey of parents.
- 10.2 We communicate our progress via:
- *Headlines* (the school newsletter);
  - the school website;
  - the governors' *Annual report*;
  - within the classroom and through assemblies;
  - posters in and around the school.



10.3 This policy is reviewed by Team ECO and the Care and communication committee every two years or sooner if required.

Date of policy: JUNE 2018

Policy ratified: ..... (Signature) ..... (Date)

Review due: JUNE 2020