



SHANKLEA PRIMARY SCHOOL

Environmental Education Policy

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Approved for issue by:	Gareth Pearson	Signature	Date
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Shanklea Primary School Environmental Education Policy

It is important for the Shanklea Primary 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. This will be achieved through **Environmental Education** and a **Shared Goal**.

Environmental Education

- provides pupils with knowledge and insight into active citizenship and sustainable development;
- encourages pupils to take responsibility and participate fully in the school community with consequent spin-off into the local community and raised awareness of impact on more distant places;
- promotes health, safety and general well-being of pupils;
- strengthens partnership with parents and the community, engaged in a common understanding of environmental issues;
- leads to improved efficiency and effectiveness with which resources are used and made available in school;
- is interrelated and implicit in the delivery of core and foundation subjects. Pupils need better environmental information so as to contribute more effectively to sustainable development;
- is an essential part of every pupil's curriculum.

Shared Goal

The ways in which we will strive towards this goal is to **Reduce** the amount of materials we use and waste we produce, **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 side of the paper whenever possible.
- Filing photocopies for use at a later date.
- Investigating the possibility of sending more information electronically.

In addition, each class will have a waste paper box to enable us to re-cycle our paper.

Transport

- We will continue to promote walking to school, cycling and scooting and encourage the establishment of a walking bus. We will continue to take part in the cycling proficiency scheme to encourage safe cycling.
- We will encourage staff to share transport when going on courses etc.

Re-use

Fruit

- Every child has the chance to eat a piece of fruit daily under the School's scheme. In addition, some children bring their own fruit. We will endeavour to compost the remains of the fruit.

Gardening

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

Donated materials including containers

- Shanklea 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 (scrap)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.

Equipment and Uniform

- Outdated or unwanted equipment will be offered to others who might have a use for it.
- Good condition uniform including football boots and trainers, will be collected and donated to charity shops.

Recycle

At Shanklea Primary School, we recycle a range of materials on a regular basis.

- Paper is collected in boxes in every class room and office area. This will be collected on a regular basis by monitors and placed in the paper recycling box on site. Children will be encouraged to recycle all Christmas cards.
- Plastic milk bottles will be collected daily by the caretaker for recycling. Ink cartridges from computer ink will be collected in a labelled bin.
- Mobile phones will be collected in a labelled bin and sent to a factory for reconditioning or recycling.

Shanklea Primary School will continue to evaluate our recycling scheme and add to the materials for recycling when necessary.

Restore

- School habitats such as the pond, hedgerows etc are used by the children to study flora and fauna and their habitat. 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.

Cross-Curricular Links

Environmental education is a whole school concern. There needs to be a common recognition, awareness, and an appreciation of the environment. Environment issues are more likely to be delivered through Art and Design, Geography, and Science, where it is more explicit in National Curriculum documentation, but also through Dance, Music, Design and Technology, Religious Education and History. Literacy is crucial to the sharing of knowledge and ideas about the environment. Numeracy will be employed to measure and collect information about the environment.

Equal Opportunities

Environmental education involves all pupils equally irrespective of gender, race, ethnicity, religion and disability. It draws on cultural diversity wherever possible. Therefore the management of teaching and learning should:

- Ensure fair sharing of available resources between children.
- Encourage all children to value their own role and ability in practical work and when recording and communicating their own ideas.
- Involve all children equally in all aspects of Environmental education.
- Encourage co-operation whereby children learn to value each other's contributions.
- Accommodate children:
 - with special educational needs;
 - whose first language is not English;
 - with medical conditions;
 - with mobility problems;
 - having difficulties with fine motor skills.

Assessment

- A survey (for parents, staff and children) will have relevant questions.
- Observation of particular children and around the school will be a good indication of the success of some of these strategies.
- Events such as assemblies, enrichment weeks and the children's work will be another way of measuring the effectiveness of this policy.
- Consideration of the criteria for Eco award