

The New School at West Heath

Policy on The Environment

Introduction

Environmental education is the responsibility of our whole school community. It is more than a curriculum issue and involves our school in managing resources, buildings and grounds in a way that causes no significant damage to the environment and considers the needs of future generations.

The comprehensive approach to environmental education outlined in this policy will enable students to participate actively in improving our school environment, address local environmental issues, form sound judgements on global environmental issues, play an active role and participate actively as global citizens in protecting the environment.

Inherent in this policy is the need to monitor and maintain an environment management plan that addresses three focus areas: -

- Curriculum
- Management of resources
- Management of school grounds

Objectives

Curriculum Objectives

- Students will develop knowledge and understanding about: -
 - The nature and function of ecosystems and how they are interrelated
 - The impact of people on environments
 - The role of the community, politics and market forces in environmental decision making
 - The principles of ecologically sustainable development
 - Career opportunities associated with the environment
- Student will develop skills in: -
 - Applying technical expertise within an environmental context
 - Identifying and assessing environmental problems
 - Communicating environmental problems to others
 - Resolving environmental problems
 - Adopting behaviours and practices that protect the environment
 - Evaluating the success of their actions

- Students will develop values and attitudes relating to: -
 - A respect for life on Earth
 - An appreciation of their cultural heritage
 - A commitment to act for the environment by supporting long term solutions to environmental problems

Objectives for the Management of Resources

Our school will: -

- Adopt a whole school approach to policy development to include such environmental aspects as purchasing, energy monitoring, water consumption and waste disposal
- Employ best practice in the management of resources
- Promote, when practical, positive impact upon the environment by recycling, reuse and conservation of natural resources
- Identify learning opportunities for students resulting from practices in the management of resources

Objectives for the Management of School Grounds

Our school will: -

- Manage our school grounds in accordance with the principles of ecologically sustainable development
- Develop our school grounds in the context of this policy and guidance
- Identify learning opportunities for students resulting from the management of school grounds

Strategies

Curriculum

We will maximise every opportunity to develop our students ' capacity to support an ecologically sustainable world. We will be able to achieve our objectives in the context of key learning areas and subjects as they work to achieve the outcomes of syllabuses. As such, we will: -

- Identify and address those outcomes which are specific to environmental education
- Integrate the teaching of environmental education topics and issues to support the outcomes on other syllabuses
- Use opportunities provided by special events and school community actions to enhance those students learning outcomes related to environmental education

What is learnt inside the classroom about environmental education will be reinforced and supported by what happens outside of the classroom. Sometimes even the classroom itself will be transferred to another location to enhance students' learning about environmental education. To support the curriculum objectives of environmental education, our school will maximise the opportunities for student learning provided by all aspects of the school community. These opportunities include: -

- Using special environmental events, days, celebrations and projects to complement learning in the curriculum
- Involving students in investigating, maintaining and improving our school and its environment
- Using the community to investigate practical and real life situations
- Incorporating outside programme and services into school programmes to enhance our students' learning

Management of Resources

Our school will strive to manage resources accruing to the principles of ecologically sustainable development i.e. "avoid and reduce, reuse and recycle", and minimising waste generation as much as possible. In implementing this focus area of policy our school will develop a plan to: -

- Address the management of energy, products, materials waste and water
- Employ best practice in the sustainable management of resources and comply with government regulations, laws, policies and guidance
- Maximise learning opportunities created by the school's management of resources to make links with the curriculum

Management of School Grounds

Developing strategies linked to our school grounds is one of the most effective ways of carrying out environmental education programmes, not only as a curriculum initiative, but also as a means of contributing to sustainable practices within the community. In implementing this focus area of policy, our school will:-

- Use and develop our grounds and buildings to enhance and achieve the objectives of environmental education syllabus outcomes
- Use our grounds and buildings as learning areas
- Identify and implement long-term strategies that will rehabilitate areas of the grounds and buildings to reflect best practice in sustainable management
- Actively acknowledge that the management of our school buildings and grounds is more than a mere beautification process and will feature direct links with the curriculum to demonstrate the principles of ecologically sustainable development.

Implementation and Monitoring

Environment	
This Policy should be read in conjunction with the following policies:	
Appendices:	
Monitoring of Policy Implementation is the responsibility of: The Senior Leadership Team	
Lead responsibility:	Vice Principal - Residential
Relevant Legislation:	Environment Act 1995 and DFES guidance 030333/2007
Approved by: H&S Committee	Date approved: 09/2007
Approved by: S.S. Committee	Date approved: 10/2007
Ratified by: Trustees	Date ratified: 10/2007
Reviewed – no changes	Date:
Reviewed – with revisions	Date:
Revision No.	1.0

Appendix A – Definitions and Terminology

The environment is the aggregate of all the conditions that support living things. In turn, living things, including humans, are all interactive parts of the environment. The environment consists of both natural and human-made systems. The natural environment includes the bio-system that supports all living things. The built environment is the human-made system, which is supported by the natural environment. The state of the natural environment ultimately determines the quality and survival of life on Earth.

Environmental education is a lifelong multi-disciplinary approach to learning that helps people to understand and appreciate the environment and their connection to and impact on it.

Environmental education is a process which develops awareness, knowledge and understanding of the environment, positive and balanced attitudes towards it and skills which will enable students to participate in assessing the state of the environment.

Environmental education prepares us for an ecologically sustainable future. It empowers individuals to maintain and restore the Earth's natural systems and fosters support for the wellbeing of future generations by promoting sustainable lifestyles. This requires understanding of the need to achieve a balance between the environmental, social and economic impacts of development.

Environmental education involves respecting and valuing the achievements of the past and supporting the preservation of those aspects of the built environment which remind us of those achievements

Environmental education also has a spiritual focus, inspiring an emotional and sensitised response from people, not only in their appreciation of the wonders of the natural world, but making them feel at one with the environment.