
Eco School & Climate Change Policy

Yew Tree Primary School



Date of Policy:	July 2024
Responsibility:	Eco-schools Lead/Sustainability Lead – Caroline Edis
Review Date:	July 2027
Consultation:	This policy was written following Eco Schools guidance and DfE Climate Change guidance.

ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

“Learning without limits”

Introduction

Sustainable development is essential to ensure quality of life without damaging the planet for the future. At Yew Tree Primary we are committed to educating all about caring and respecting the environment. We aim to develop responsible citizens that are able to make valuable decisions. We strive to help our pupils learn about the world and that what they do to care for the earth and its inhabitants (people and animals) matters. We encourage both staff and pupils to think about their environment and how their actions impact locally and globally. We believe that teaching environmental issues through our curriculum will enable children to develop sustainable behaviour from an early age.

We aim to do this by:

- Working closely with the Eco-Schools programme, led by the Eco-committee’s group of pupils, staff and Governors.
- Acting toward, and educating about, sustainability in accordance with the four areas outlined by the DfE: Decarbonisation, Adaptation & Resilience, Climate Education, Green Skills & Green Careers, Biodiversity and Climate Change Educations

Eco-Schools Programme

Yew Tree Primary School is a member of the Eco-Schools programme. This is an international initiative that encourages pupils to engage with environment and sustainable development issues. It provides a highly structured system for the environmental management of schools.

The Eco-Schools programme provides great ways of introducing environmental topics into the National Curriculum and in doing develop a creative learning environment for all pupils involved.

The Eco-Schools programme promotes a sense of community and will enable Yew Tree Primary to have a positive impact in the local environment as well as learning from it.

The Eco-school programme will improve our school grounds.

The Eco-Schools programme provides a framework of learning for pupils, helping them to understand how different issues are linked together, for example the connections between transport and pollution and climate change or management of the school grounds and increased biodiversity.

The Eco-Schools programme provides a simple, seven-step framework which forms the basis of the programme. The seven elements include:

- The Eco Committee
- The Environmental Review
- The Action Plan
- Curriculum
- Monitoring and Evaluation
- Involve and Inform the Wider Community
- Eco Code

The Eco-Schools committee connects their activities to three or more of the Ten Eco-Schools Topics. These topics break large, global issues like climate change into more manageable and directed themes that prompt young people to consider environmental changes that they can make in their school and everyday lives. The topics are:

- Biodiversity
- Energy
- Global Citizenship
- Healthy Living
- Litter
- Marine
- School Grounds
- Transport
- Waste
- Water
- Waste Management
- Transport
- Water

Aims and Objectives

At Yew Tree Primary School our Eco-Schools work and Climate Change Action Plan aims to:

- promote high standards of care for our school, our local environment and the wider world
- increase awareness amongst our pupils, staff, families, and the local community of our impact on the environment and how we can lessen this impact
- minimise the creation of waste, and wherever possible, reduce, reuse and recycle materials
- develop a more responsible use of energy throughout our school and improve our energy efficiency
- use environmentally friendly products wherever possible and to avoid the use of environmentally damaging products
- promote sustainable travel and reduce the number of cars around school

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- To become more sustainable in the school environment and reduce the environmental impact of the whole school.

It is important for Yew Tree Primary School to have an awareness and understanding of the effect 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 pictures. To this end we encourage and reinforce environmental education in all aspects of everyday life and the wider community.

National Curriculum

Environmental Education is directly referred to in the National Curriculum for KS1 and KS2 in Science, Geography and PSHE. At Yew Tree Primary School, Environmental Education is not taught in isolation, but is linked to all areas of the primary curriculum, for example; Geography, Science, English, Maths, Art, D&T, Music, History, PSHE and PE.

Monitoring and review

The Eco-Lead/Sustainability Lead is responsible for co-ordinating and monitoring the implementation of this policy.

ACTION PLAN: Eco-Schools and Climate Change

INTENT	IMPLEMENTATION				IMPACT
	What is going to be done?	By whom?	When?	Cost?	Success criteria
<p>The school is acting toward, and educating about, sustainability.</p>	<p>Develop Eco School/sustainability role to consider the four key pillars as specified by DFE</p> <ul style="list-style-type: none"> • Decarbonisation and net zero, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient • adaptation and resilience, such as taking actions to reduce the risk of flooding and overheating • biodiversity and nature, for example engaging with the National Education Nature Park • climate education and green skills, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this 	<p>CE MB Curriculum leads Eco-committee</p>	<p>June 2024 Onwards</p>		<p>Pupils and staff will develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs.</p> <p>Pupils and staff will take responsibility for their actions.</p> <p>Pupils and staff will have a sense of duty and care for the world in which we live.</p>

<p>Decarbonisation and Net Zero: Calculating and taking actions to reduce carbon emissions and becoming more energy efficient</p>	<p>ENERGY: Use tools such as Count Your Carbon to calculate the schools Carbon Footprint https://www.countyourcarbon.org Take part in a Switch Off Fortnight continue to promote turning off lights, boards, taps, reducing printing, introduction of regular Paper Free Days</p> <p>PROCUREMENT: Work with PTA to promote pre-loved uniform, Uniform Swap Shop</p> <p>FOOD: Pro Veg menu https://proveg.com/uk/ Sustainability Lead to work with Allotment Lead to grow own food</p> <p>TRANSPORT: Sustainability Lead to work with Active Travel lead to promote Active Travel initiatives to highlight the benefits of this on Climate Change, Zero Emissions Days (children/staff to walk/cycle/scoot to school, car-sharing)</p> <p>WASTE: paper bins are being used, both sides of paper are being used, food recycling bins are used, introduce food waste recycling bins for classrooms, promote battery recycling (re-launch the Big Battery Hunt in Spring Term to encourage battery recycling from home), explore other ways to recycle from home e.g., crisp packets, print cartridges</p>	<p>CE MB KN/RT (PTA) DB BH LP/SM Eco-Committee</p>	<p>Autumn Term Ongoing</p>	<p>CE cover for</p>	<p>Pupils and staff will be encouraged to change their attitudes and behaviour.</p> <p>Pupils will have a sense of community and pupils will have a positive impact in the local environment.</p> <p>Pupils will understand how different issues are linked together.</p>
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<p>Climate Adaptation and Resilience: Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages</p>	<p>WATER: Reduce water use – water butts, turning off taps, conduct a water use audit</p> <p>HEAT: Monitoring of CO2 levels, produce heatwave policy, ensure there opportunities for children to learn about weather patterns Use Climate 180 for ideas on how to prepare the school grounds for climate change https://lfl.org.uk/projects/climate-school-180/</p>	<p>CE MB Curriculum leads</p>	<p>Ongoing</p>		
<p>Biodiversity and Nature: Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond</p>	<p>Continue work previously done to ensure litter picking is completed regularly, use of the allotment, farm, bird feeders, extend wild flower areas – more areas, scatter seeds 2x per year (e.g. October/April to flower in Spring/Summer) Share ideas with parents and community via Dojo/Twitter to enhance biodiversity beyond the school School Garden Club to enhance the allotment area and grow plants, seed scattering/wild-flower areas and food</p>		<p>Autumn Term Spring Term Ongoing</p>		<p>Pupils and staff will take responsibility for improvements to the school grounds.</p>
<p>Climate Education and Green Skills Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this</p>	<p>Sustainability Lead to map outdoor learning to ensure staff are aware of all opportunities for lessons to take place outside Sustainability Lead to map out climate action opportunities in the curriculum Pupils to have opportunities to learn about Green Careers</p>		<p>Autumn Term Spring Term</p>		<p>Pupils and staff will develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs</p>

<p>Pupils will learn about the world and that what they do to care for the earth and its inhabitants (people and animals) matters.</p>	<p>Working closely with the Eco Schools programme, led by the Eco- committee's group of pupils, staff and Governors for the Eco-committee will share the work they do through assemblies and class visits to ensure the children/staff understand their roles and responsibilities.</p> <p>Eco-committee to deliver assemblies to share their work. (Autumn Term 2024)</p> <p>Plan times for the Eco-Committee to visit other classes to talk about what the children do at an age appropriate</p>	<p>CE Eco- Committee</p>	<p>Autumn Term Ongoing</p>		<p>Pupils will have a sense of community and pupils will have a positive impact in the local environment.</p> <p>Pupils will understand how different issues are linked together.</p> <p>Pupils will take responsibility for improvements to the school grounds.</p>
<p>For pupils and staff to know the effect of their actions upon the environment.</p>	<p>Eco-committee/CE to ensure existing practise continues and to implement changes relating to the relevant areas outline by DFE Site Manager (MB) to continue to attend and contribute to Eco meetings where possible/appropriate.</p>	<p>CE Eco- committee MB</p>	<p>Ongoing</p>		<p>Pupils and staff will take responsibility for their actions. Pupils and staff will have a sense of duty and care for the world in which we live.</p>
<p>Development of sustainability leader role</p>	<p>Sustainability lead to access resource materials suggested by DFE to support development of sustainability strategy Planned half termly meeting with Site Manager to ensure actions are completed</p>	<p>CE MB</p>	<p>Summer 2024 Autumn 2024 Ongoing</p>		<p>Increased practical knowledge of sustainability and climate change.</p>