



Montgomery High School

Environmental and Sustainability Policy

Approved by the Finance and Premises Governors under the delegated powers of the Governing Body 16/03/11

Review period: 3 years

General aims and philosophy

The school has a duty to prepare future generations with the knowledge and skills to manage the world's resources wisely. Through our actions, we should develop good habits and behaviour patterns in order that every member of society can contribute to a sustainable future. Education for sustainable development is a statutory part of the national curriculum at key stage 3 and 4. This policy aims to ensure that the School's site and curriculum should "secure their (students') commitment to sustainable development at a personal, local, national and global level."

The way the school environment is managed and maintained should provide an example to students of how to respect and care for a building and its grounds; it can also demonstrate that the school values and recognises their needs. Students and the wider school community should be involved in the development and management of the school grounds.

Education for sustainable development should give students a greater understanding of both natural and human systems through a range of immediate environmental experiences that engage their senses, emotions and thinking. It should enable the school community to develop a life ethic that values all people and the natural environment. It should further allow them to become aware of the actions that they ought to pursue in order to live more sustainably now and in the future. The implementation of this policy should therefore contribute to and support the provision of a pleasant and socially responsible environment.

The Governing Body notes also that the Government has a commitment to sustain development fit for the learning needs of the 21st century, helping to enrich communities and make towns and cities better places in which to live and work. In doing so, it will explore a whole school approach and identify models of good practice.

Specific Policy Aims:

Responsibility:

- The Headteacher, school staff, students and whole community will be responsible for achieving the aims of this policy.

Implementation and monitoring:

- A group comprising students and staff will be involved in the development, implementation and review of the school's environmental policy. Action to meet the policy's aims and to support action plan implementation will be recommended and supported.
- External benchmarks such as the Eco School Bronze/Silver awards and Green Flag status will be sought.

Curriculum aims:

- Many areas of the National Curriculum incorporate education for sustainable development. It is statutory in Geography, Science and Citizenship whilst Design and Technology, History, Art and Design, ICT, and Physical Education amongst other subjects can all promote various elements.

Our school community should:

- Develop knowledge and understanding of the natural processes that take place, both within and outside the school environment.
- Understand how life is dependent on the environment.
- Be aware of different environments past and present.

- Understand how past actions and decisions have affected the present environment.
- Know that what we do will affect others in the future.
- Be aware of environmental issues such as pollution, sustainable developments and the destruction of the rainforests.
- Understand that divergent discussion can arise from environmental issues.
- Understand the importance of effective action to protect the environment.

Litter:

- Litter is an environmental issue.
- The School has an obligation under the Environment Protection Act 1990 to keep grounds free of litter.
- Litter reduction and prevention is an on-going process that involves all members of the school community.

Our school community should:

- Regard litter clearing as a positive environmental action, which will also help foster a sense of personal pride and responsibility in students.
- Demonstrate that litter prevention improves the environmental quality of the school and the neighbourhood.

Waste Minimisation:

Our school community should:

- Raise awareness of what the school can do to minimise waste going to landfill, to fit in with Council objectives.
- Reduce waste by purchasing less single use disposable items and more recycled materials.
- Reuse materials by choosing more products that are recyclable or have reclaimable components.
- Recycle, processing waste material.
- Appreciate the financial implications as well as the environmental benefits of waste minimisation and recycling activities.

Energy:

Our school community should:

- Monitor energy consumption by tracking regularly the school's use of gas, electricity or oil.
- Make all members of the school community aware of the link between energy use and financial cost.
- Establish partnerships with energy providers, helping to put in place effective energy-saving measures.
- Establish and show that simple low- or no-cost measures to conserve energy can be effective and bring about significant savings.
- Consider using alternative sources of energy such as solar power.
- Ensure all future new build and refurbishment building works conforms to the highest environmental standards where these are consistent with good financial management and estimated 'payback' levels.

Water:

Our school community should:

- Monitor water use.

- Make students aware of the link between water use and financial cost.
- Establish and raise awareness of simple actions that can cut down on water use substantially.
- Help students and the wider community understand that conserving water is vital to our future.

Transport:

Our school community should:

- Raise awareness about the impact of transport to the environment and to people's health.
- Provide adequate and safe facilities for students and staff cycling and walking to school.
- Implement an effective awareness programme on road safety for students.

School grounds:

Our school community should:

- Use the school grounds as a source of teaching and learning opportunities for students.
- Ensure that the grounds provide for recreational use by students as well as provision to undertake exercise.
- Develop the grounds as a place for aesthetic experiences.
- Create habitats for a range of other species.
- Be aware that the school grounds provide the visitor with the first impression of the school and will influence the attitude and behaviour of the students.

Healthy Living:

Our school community should:

- Be aware that good emotional as well as physical health at an early age not only helps avoid future health problems such as obesity and heart disease: It can also improve students' ability to learn.
- Aim to be a healthy school by looking holistically at issues of exercise, diet, the aesthetic quality of the school and its grounds, bullying and the risks associated with sex, smoking, drugs and air pollution.