

PORTHCAWL COMPREHENSIVE SCHOOL

SUSTAINABLE DEVELOPMENT POLICY

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PREAMBLE

- 1.1 This school fully acknowledges its role and responsibilities in respect of sustainable development.
- 1.2 The school accepts this definition of sustainable development
“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”
- 1.3 The school realises there are social, economic, environmental and educational aspects to pursuing the goal of sustainable development.
- 1.4 The school accepts the importance of sustainable development, reflected in our Green Flag School status.

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POLICY

- 2.1 The majority of staff at this school are committed to following a policy of sustainable development as defined in 1.2 above.
- 2.2 Developments, procedures and processes will be carried out with respect to the principles of sustainable development.
 - 2.2.1 The basic principles of sustainable development will be:-
 - Progress that recognises the needs of everyone.
 - Effective protection of the environment.
 - Prudent use of natural resources.
 - Maintenance of high and stable levels of economic growth and employment.
 - Energy consumption will be monitored and reduced where possible.
- 2.3 At this school there is the recognition and acknowledgement that two distinct strands exist and combine to form sustainable development. These are the curriculum and school actions/processes.

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PROCESSES

3.1 The Governing Body will:

- Approve the policy and endorse any proposed changes.
- Receive reports from the Headteacher as appropriate.
- Review the policy in light of reports from the Headteacher.
- Ensure the policy is promoted and implemented throughout the school community as a whole.

3.2 The Headteacher will:

- Monitor developments in school and ensure that they meet the principles of sustainable development.
- Effect changes to operations and procedures that do not meet the principles of sustainable development, thus ensuring the school operates in a sustainable fashion.
- Continue to seek accredited recognition.

3.3 SMT will:

- Monitor their departments, year groups and specific areas of responsibility to ensure that they meet the principles of sustainable development.
- Effect changes to operations and procedures that do not meet the principles of sustainable development. In so doing the management of the school will abide by the principles of sustainable development.

3.4 All staff will:

- Monitor their areas of work and/or responsibility to ensure that they meet the principles of sustainable development.
- Effect changes to operations and procedures within their area of influence that do not meet the principles of sustainable development.

3.5 **The curriculum and sustainable development at a range of scales from national, regional to local**

The school acknowledges its role and responsibility to educate the pupils in terms of sustainable development. This is a key responsibility that involves a curriculum audit to map where a pupil's curriculum involves material related to sustainable development.

3.5.1 The school realises the importance of sustainable development across the curriculum – this will include the area of PSE.

- 3.5.2 The guiding principle is that pupils are made aware of what sustainable development is, what it means, and can recall appropriate examples of sustainable development.
- 3.5.3 All departments that contribute to a pupil's learning experiences can make a curriculum contribution with direct reference to sustainable development. Sustainable development requires an inclusive, whole school approach and is not the preserve of a few departments.
- 3.5.4 In their planning and preparation departments will be mindful of and indicate where a curricular contribution to sustainable development is made.
- 3.6 **School activities and processes** refers to all actions associated with the routine running of the school.
- 3.6.1 The school acknowledges the importance of consultation with reference to sustainable development. When appropriate, sustainable development will be discussed in departmental meetings, year group meetings, school council and the N.V. group.
- 3.6.2 The school will consider all of its actions and will strive to operate with the sustainable development framework. All actions have a reaction, nothing exists in isolation – thus all of our actions will be considered in terms of their impact on the environment at all scales.
- 3.6.3 The school N.V. group will co-ordinate the schools' successful bid for recognition as an "Ecoschool". This group will monitor performance to avoid slippage from this standard.
- 3.7 **Management of change**
- 3.7.1 All at school will be mindful of sustainable development at the times of change. E.g. Curricular or building. Whatever change, at whatever scale, this will be made with full respect to the principles of sustainable development. Expert advice and consultation will occur at times of change/development.

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PROCEDURES

4.1 The following are some relevant examples of procedures to move towards sustainable development at Porthcawl Comprehensive School.

- School will seek to improve heating efficiency thus reducing carbon emissions.
- School will seek to improve lighting efficiency etc.
- School will seek to use recycled materials where possible.
- School will actively seek to recycle all that it can.
- The school will undertake a programme of window/door replacement to improve the thermal insulation of rooms.
- School will strive to use materials and processes that fit comfortably with the concept of sustainable development e.g.
 1. Use of recycled paper;
 2. Use of refilled ink cartridges;
 3. Zoning of heating and lighting;
 4. Recycling of paper;
 5. Reduced paper consumption (electronic storage of reports);
 6. Reduced use of chemicals where feasible;
 7. The contracted recycling of all school waste;
 8. Reduced water usage.
- School will desist from any procedure or practice that is contrary to the principles of sustainable development e.g.
 1. Any use of new as opposed to recycled alternative materials;
 2. Increased use of consumable materials;
 3. Increased waste being generated on site.
- Departments will audit their schemes of learning to indicate instances of sustainable development.
- Departments will have regard for Circular No.11/2005 “Global Citizenship Secondary School Map – Education for Sustainable Development and Global Citizenship”. The guidance offered will be noted and acted upon at departmental levels.

- The school will devise a waste management strategy that will examine current waste costs and attempt to reduce them, e.g.
 1. Monitor use of skips and rubbish removal;
 2. Zone areas of school usage to reduce heat and light costs;
 3. Examine the use of energy saving lights;
 4. Examine greater use of insulating technology;
 5. Remove plastic/disposable plates and cutlery from canteen;
 6. Use a cardboard compacting service;
 7. Contract school waste to recycle companies;
 8. Explore solar and other forms of energy.

- The school will seek to recycle waste where possible, e.g. metal, batteries, ICT equipment etc.

- The school will audit the amount of utilities used e.g. fuel, electricity and water and will seek to reduce the amounts consumed.

- The school will take further advantage of 'e' based solutions e.g.
 1. Move to double sided printing;
 2. Greater use of e-mail;
 3. Electronic storage of pupil reports;
 4. Use of laser printers.

- Where realistically possible, the school will procure goods and services locally. This will sustain the local economy and reduce unnecessary delivery miles.