

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

Sustainable Development Policy
2015 - 2018



“We may well be leaving to coming generations debris, desolation and filth. The pace of consumption, waste and environmental change has so stretched the planet’s capacity that our contemporary lifestyle, unsustainable as it is, can only precipitate catastrophes, such as those which even now periodically occur in different areas of the world. The effects of the present imbalance can only be reduced by our decisive action, here and now.” Pope Francis

Sustainable Development Policy agreed by Governors:

Signed by Chair **Date.....**

Policy due for review: Summer 2018

Sustainable Development Policy

1 Introduction

1.1 St. Joseph's School believes that a fundamental part of our role is to prepare our children to be able to meet the demands of the future. They need to be equipped with the knowledge and skills necessary to manage the challenges of their future. We are well aware that one of the biggest challenges we face is related to care for the environment. In his encyclical on climate change, *Laudato Si*, Pope Francis emphasises overconsumption and the individual responsibility everyone has to our 'common home'. Consequently, we place great importance on our work on education for sustainability. We want our school to be a community that demonstrates respect for God's creation, and promotes measures that will promote sustainability in all we do. We will aim to take seriously our call to be good stewards of the world and will aim to be an "Eco" school - meaning our approach to environmental education will enable us to be recognised for environmental awareness. This approach will have an impact on many aspects of our work including our approach to the curriculum, our teaching methods, our care for the school environment, our approach to food and drink and our vision for our role in an interdependent world.

2 Aims and objectives

2.1 At St. Joseph's School we aim to prepare young people for a lifetime of sustainable living, through our teaching. We believe in the core principles of sustainable development and so we will encourage the following:

- care for oneself - our health and well-being;
- care for each other - across cultures, distances and generations;
- care for the environment - near and far.

2.2 We place a high value on the well-being of our children and the school environment. Our classrooms are welcoming, clean and reassuring places to learn. We have a zero-tolerance approach to litter, graffiti and bullying, reinforced by staff demonstrating positive, caring, responsible behaviours.

2.3 We look for all ways we can to care for the environment. For example, waste food is recycled; plastic and glass bottles/jars are collected and recycled; computer printer ink cartridges are recycled; paper and cardboard is recycled and only cleaning agents that do not harm the environment are used.

2.4 The school takes health seriously and therefore we will only use good-quality food.

2.5 We aspire to be a school that is an exciting and progressive place to learn, where children develop self-esteem and, despite their significant special educational needs, reach high standards of achievement. Care is demonstrated in ways which open pupils' eyes to the future possibilities of sustainable living.

3 The school environment

3.1 Our starting point is that it is the duty of everyone, adults or children to care for their environment. This means that we will keep our classrooms clean and tidy. We do not tolerate litter or graffiti. We will reduce waste as far as possible. For example, we will pay attention to heating and lighting by turning lights off when they are not needed and not wasting heat by leaving doors or windows open.

3.2 We care for our school grounds and value them as a resource for learning. We make maximum use of the grounds available to us. We have set aside areas for quiet reflection. The school playground and sports facilities are used for a variety of sports and physical activities.

4 Recycling

- 4.1 We support the recycling of waste as much as possible. There are several areas in the school equipped with containers to collect a variety of waste including paper, food, plastic, glass and general waste. In acting in this way we aim to model the importance of recycling routinely on a day-to-day basis.

5 The curriculum

- 5.1 An important theme of our curriculum design is that of interdependence. By this we mean that we aim to teach children how their way of life affects others and that we all have a responsibility towards each other and the environment. For example, we will study where our food comes from and emphasise the importance of local products. In geography, we will look at life in developing countries in such as India or Africa. In science, we will introduce the concept of global warming and its causes and consequences. We will study the need for conservation and look at the challenges for wildlife both in this country and across the world. We will provide opportunities for children to learn about endangered species of animals and what might be needed to protect their future. Underpinning all of this will be an explicit teaching of the Christian doctrine of stewardship.
- 5.2 We are also aware that a sustainable school cares for all members of the community as well as its environment. Consequently, we will place great emphasis on the emotional development and well-being of our children. We will take time to discuss the causes of conflict, arguments and disputes. We will try to help our children to work and play together cooperatively showing sensitivity towards others and support for others when required. These issues will be a recurring theme in school assemblies – and in tutor time - where we will reward children who have demonstrated positive behaviour in caring for other members of the school community or the environment.

6 Roles and responsibilities

- 6.1 All school staff (teaching and non-teaching), governors and children are responsible for helping to achieve our aims, since this is a whole school policy.
- The governing body is responsible for the implementation and monitoring of the policy.
 - The Headteacher is responsible for the overall management and implementation of the policy.
 - The Eco (sustainable school) Co-ordinator will liaise with all staff, children, parents, and the local community and partner organisations, to coordinate the implementation of agreed activities.
 - The School Caretaker is responsible for managing energy, water, waste, buildings and grounds and contributing to the achievement of energy, water, purchasing and waste reduction targets.

7 Monitoring and review

- 7.1 We use the national Eco Schools accreditation programme to help us achieve our objectives. As our school develops its approach to sustainability we hope to add to the Bronze and Silver Eco-Awards already gained by achieving the Green Flag accreditation as recognition of our success
- 7.2 The Headteacher and Eco Co-ordinator will report on progress to the governing body on an annual basis.

7.3 This policy will be reviewed by governors every three years or sooner if necessary.

The Eco-coordinator for St Joseph's is Mr Steven Jones, Assistant Headteacher.