

Sustainability Policy

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Introduction

OPGS is committed to sustainable development and reducing its environmental footprint. As a school, it is important to prepare young people for the future. We want our students to be able to make their own judgements on how sustainable development should be reflected in their ethos, day-to-day school operations and education. These judgements must be based on sound knowledge and guidance within the local context. This policy therefore, sets out a framework to our approach and will be supplemented by guidance, information and good practice.

Ethos

We will create a vibrant environment in which pupils, staff and the wider community can have the opportunity to collaborate on sustainability activities. Our pupils are the future generations for which our sustainable decisions made now are critical. The involvement of pupils in the decisions we make now are vital, as is increasing awareness of sustainability and the impact we can have. Where appropriate, sustainability activities will extend across the curriculum. This will include raising awareness amongst pupils that the decisions we make on a daily basis have a global impact. Through the curriculum and community, we can help students make sense of the complexity of our world, their place in it and their impact on it.

Definition of Sustainability

OPGS have adopted the DfE definition of sustainability: 'Sustainable development means meeting the needs of all people now, including protecting the natural habitats that are essential to our survival, without compromising the ability of future generations to meet their own needs'. [<https://www.gov.uk/government/publications/top-tips-for-sustainability-in-schools>].

The OPGS Commitment

OPGS will seek to

- Increase opportunities for climate education and access to nature
- Seeking out opportunities to increase the biodiversity of the school site
- Develop a whole setting approach to climate education and sustainability

We will commit to this whole-school approach following the recommended action areas of the Sustainability and Climate Change: A Strategy for the Education and Children's Services Systems documentation.

[Available at: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>]

Commitment 1 - Climate Education

- We ensure the curriculum is broad and allows all students to learn about nature, the causes and impacts of climate change and the importance of sustainability.
- At OPGS, this knowledge is largely built and developed through science, geography, PSHE, design technology (including Food Technology) and economics. However, the subject matter is present in other subjects where teachers make explicit the link.
- OPGS will consider the importance of climate education when making decisions regarding the curriculum.
- We are aware of plans to introduce a natural history GCSE and annual climate literacy surveys and will continue to identify appropriate opportunities to align climate education within the current curriculum at the school.
- The school Sustainability Lead, along with relevant Subject Leads will ensure CPD opportunities are explored and that OPGS utilises resources which emerge from the DfE Sustainability and Climate Change strategy, such as the National Education Nature Park (when these become available).
- The Sustainability Lead will consider the Climate Leaders Award when further details become available.
- OPGS will continue to provide an opportunity for students to learn in the natural environment and offers the opportunity to attend 'Green Club' and become 'Eco-Ambassadors.'
- Our students are exposed to sustainable food choices and recycling. The school works alongside Independent Catering to ensure meals are fresh and use locally sourced, seasonal produce. The school will continue to explore ways of making this more purposeful and efficient.
- OPGS will continue to communicate with all stakeholders our sustainability hierarchy of reduce, reuse, recycle.
- Development and progress of sustainability projects will be communicated with all students and stakeholders. This will be achieved through:
 - form-time communications
 - 'screens' (around the school)
 - regular photos of Green Club activities posted on 'screens' around school and in our termly magazine, @Oakwood
 - the school's social media accounts
 - where appropriate, PSHE lessons and assemblies will be used to communicate on progress/projects for a more sustainable school environment.
- We will aspire to use contributions from all faculties in sustainability projects around the school in order to educate students that sustainability is a part of the whole school curriculum.
- We will ensure that students have the opportunity to voice their opinions and ideas on sustainability and climate education through the established student voice forum.
- We will encourage students, parents and carers to consider sustainable travel when getting to and from school.

Commitment 2 - Green skills and careers

- OPGS understands that developing the 'green skills' of our students will allow them to build careers in STEM and other key industries. We are aware of the ambition of a Green Industrial Revolution and have a curriculum which allows them to explore their interest in these areas.
- OPGS understands that it has a responsibility to support more young people into green jobs and commits to doing so through high quality Information, Advice and Guidance.
- The Sustainability Lead will liaise with the IAG Lead to ensure emerging pathways relating to Green/STEM qualifications and employment are fully explored and shared with students in line with the whole school approach to IAG.

Commitment 3 - Education estate and digital infrastructure

- OPGS understands that a green, sustainable education estate that is resilient to the impacts of climate change could normalise and inspire young people to live sustainable lives and contributes to the physical and mental wellbeing of the students.
- OPGS understands that specific monitoring of education buildings is required to better understand their use and energy and water consumption.
- The Sustainability Lead will continue to work with the Site Team and SLG to determine approaches and strategies which can support a reduction in energy and water consumption.
- OPGS is committed to ensuring that the digital infrastructure of the school where necessary meets with DfE guidance (October 2022). [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)
- OPGS will take steps to minimise its carbon footprint through the recycling of redundant or outdated technology.
- OPGS will update the Menu of Objectives annually to reflect the work that has been done to support sustainability in the area of education estate and digital infrastructure.

Commitment 4 - Operation and supply chains

- OPGS commits to ensuring opportunities to drive change by introducing children and young people to more sustainable practices are explored.
- Important concepts such as the circular economy, waste prevention, resource efficiency will be addressed through Form Time activities, assemblies, specific subjects and the wider curriculum on offer, such as Green Club.
- OPGS commits to engaging with key literature, such as Good Estate Management for Schools (GEMS) guidance to get access to the latest sustainability and climate change advice, on topics such as efficient waste and water management.
- The School Business Manager will commit to sustainable practices and endeavour to purchase 'green products' where possible to reduce the environmental impact of the school. Sourcing of resources and products from local and ethical businesses will always be considered.

- The School Business Manager/Site Manager will make clear the schools expectation that supply partners should make sustainable procurement choices through their activity on site and understand the school's sustainability commitments.
- The School Business Manager/Site Manager will employ COSHH practices and assessments when considering products used by the school so as to minimise the environmental impact from chemicals used on site.
- Subject Leads, through the sharing of this document and through working with the Finance department, will be asked to consider sustainable purchasing.
- Existing practices, such as setting printers to double sided print as default, limiting the amount of advertising/printed materials sent home to parents and carers and book swaps will be maintained.
- The school will continue to support the Parent Association in the reuse and recycling of school uniform.

Monitoring & Communicating Progress

- OPGS has committed to the creation of a Sustainability Lead in school.
- This position is overseen by a Deputy Headteacher.
- The Governing Body has a Sustainability Lead Governor to support in school and monitor the schools work in this area.
- Progress or developments which lead to a more sustainable school environment will be reported to the Governing Body and reflected in the Menu of Objectives.

Targets

- Determine a clear metric and then reduce the school's carbon footprint
- Reduce energy and water use, measured by rates of consumption
- Determine a clear metric and send less waste to landfill and reduce the amount of waste (including food waste) produced
- Increase biodiversity on the school site
- Continue to consider supplier diversity, use of SMEs and local suppliers

Menu of Objectives

- The following table provides a 'menu' of objectives that we have explored or are exploring to achieve our goal of becoming a more sustainable school. This is by no means our definitive list but outlines some of the objectives being pursued.

| Commitment 1 - Climate Education | Commitment 2 - Green Skills and Careers | Commitment 3 - Education Estate and Digital Infrastructure | Commitment 4 - Operation and Supply Chains |
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| <ul style="list-style-type: none"> • Cross Curriculum links audit completed - identification of sustainability and climate change within the curriculum has taken place • Increase awareness of nature & wildlife around school • Create spaces for wildlife in the school grounds • Bring curriculum outdoors where appropriate • Develop relevance of biodiversity for relevance across a variety of curricula and ages • Involve departments across school in developing biodiversity on school grounds • Liaise with staff to delegate small projects to interested students. Contributions from as many departments as possible into each project • Development of Memorial/Biodiversity Garden • Year 9 Art Project - Climate & Environment | <ul style="list-style-type: none"> • Continue to offer a broad and balanced curriculum which exposes our students to a range of Green Skills and Careers • Commit to accessing future government resources regarding climate change and sustainability • Continued use of Unifrog to expose our students to a range of careers which are relevant to this area • Offer Independent IAG to students at crucial points in their education • Continue with the HASS & STEM faculty - allowing those with an interest in STEM to have increased exposure to lecturers and information which relates to this area • Sixth Form Lectures • Assemblies at relevant points in the academic year • Department Career Boards | <ul style="list-style-type: none"> • Turn off energy using appliances when not in use (Centenary 30 minute timers on lights, lights in main building on timers now) • Use building systems properly to save energy (Building Management system from Summer 2022) • Upgrade heating controls (Complete summer 2022) • Use energy efficiency lighting (Completed September 2021 - now all LED lighting) • Install smart metering (School is now on smart metering) • Use renewable energy (PV Panels on Centenary) • Install water efficient infrastructure (Students toilets push taps) • Eliminate water leaks (Monthly metering monitors water usage) • Minimise carbon impact of school related transport (School has purchased new cycle racks to support sustainable travel to school & will continue to promote walking to school where possible) | <ul style="list-style-type: none"> • Consider environmental and ethical factors throughout the life cycle of goods and services • Buy energy efficient and sustainable consumer goods • Reduce paper usage (priority for Term 4) • Print double-sided • Buy food locally and seasonally • Ensure suppliers and contractors work transparently towards their own and our sustainability goals where possible • Carry out a school waste audit and develop action plan to reduce waste sent to landfill • Reuse resources where possible (refurbish laptops) • Recycle (projectors/old textbooks) • Reduce printing, particularly coloured printing by encouraging use of electronic documents • Reduce school food and packaging waste directly and through supply partners • Purchase products made from recycled waste • Work with catering providers to make the school food service more sustainable, reduce carbon emissions and align menus with seasonal production and continue to work with suppliers to reduce packaging waste • Encourage purchasing with local food suppliers • Encourage use of sustainable sourced fish • Drink tap water (keep fountains in good working order) |