CtKCC
Christ the King Catholic Collegiate
Together as one community with Christ at the centre

Environmental and Sustainability Policy

Date: **June 2024**

Adopted: **1 September 2024**

Review: **June 2026**

Overview

In 2015 Pope Francis issued the encyclical ***'Laudato Si'*- Care of our common home',** addressing the complex social and ecological crisis that we are facing as a global community. *Laudato Si'* complements the Catechism of the Catholic Church i.e. that our responsibility is to care for our world and not 'steal' resources from future generations. It speaks of the intrinsic value of all creatures, not just humans, and of protecting the climate and biodiversity as part of the common good.

CtKCC is committed to the message of Laudate Si, working towards being a sustainable and environmentally friendly family of schools. As such all our schools are signed up to become Cafod 'LiveSimply' award communities, working "with generosity and tenderness in protecting this world which God has entrusted to us". We aim to reduce our carbon footprint and to implement and pursue practices which will help to foster an awareness and understanding of the environment and care for our common home in both learners and staff

CtKCC has a duty to prepare future generations, by providing them with the knowledge and skills to manage the world's resources wisely. Learners are expected to demonstrate an active interest in and concern for all nature and environments, recognising the vital role they play in tending to the future of our common home.

The way our school environments are managed and maintained should provide an example to learners of how to respect and care for our planet. Wherever possible learners and staff are encouraged and expected to adopt sustainable practices.

Education for sustainable development should give learners 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 our schools to develop an understanding of the value of all peoples and the natural environment. Ultimately it should ensure that each learner understands and respects their environment, both inside and outside of school.

Record of Amendments

Amendment Number	Brief Description	Board Endorsement Date	Amended By

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Statement of intent

The Inclusive Multi Academy Trust is committed to educating our learners about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that learners have the necessary skills and knowledge to understand environmental concerns, so that they can apply this to their lives and adopt an eco-friendly lifestyle.

We encourage both learners and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

Effective use of this policy will ensure learners are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself is as sustainable as it can be.

Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Climate Change Act 2008
- The Ozone-Depleting Substances Regulations 2015
- Environmental Protection Act 1990
- Control of Pollution Act 1974
- DfE (2012) 'Top tips for sustainability in schools'

Roles and responsibilities

The Board of Directors is responsible for:

- Reviewing the environmental and sustainability policy
- Consider environmental impacts where any new buildings or refurbishments are being planned.

The Local Governing Body is responsible for:

- Monitoring and reviewing the energy usage of the relevant school.
- Identifying, with the Academy Manager/Headteacher, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights.
- Ensuring where possible that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic.

The school is responsible for:

- Developing a curriculum which promotes the need for environmental sustainability.
- Including and engaging staff, governors, learners, parents and the local community to improve and sustain the world today for future generations.
- Sharing good practice with learners, parents and the community, and encouraging them to adopt the initiatives outlined within this policy.
- Promoting awareness of climate change through cross-curricular activities.

- Sharing the responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring that teaching staff have the necessary knowledge to teach learners about environmental concerns.
- Ensuring that staff and learners understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use.
- Communicating with disposal companies regarding the disposal of recyclable and non-recyclable waste, so that the school can implement a waste disposal procedure for all staff and learners to follow.
- Ensuring that catering staff understand the importance of recycling and disposing of waste sustainably.
- Ensuring that the Caretaker/ Janitor/ Cleaner understands their responsibility to maintain the cleanliness of the school grounds.

Teaching staff are responsible for:

- Promoting the need for environmental sustainability in their lessons.
- Ensuring their classrooms are using energy sustainably, for example, ensuring that computers and lights are turned off when not in use.

Non-teaching staff are responsible for:

- Supporting the promotion of environmental sustainability.
- Ensuring their work spaces are using energy sustainably, for example, ensuring that computers and lights are turned off when not in use.

The Site Staff/ Academy Manager is responsible for:

- Ensuring that outside lights are switched off when they are not needed.
- Recording energy use and reporting any waste to the Local Governing Body
- Monitoring the cleaning staff and advising them on good energy practice.

Each school will appoint an Eco Schools Coordinator and an eco-committee/council or similar consisting of staff members and learners, who are responsible for:

- Promoting awareness of anti-littering throughout the school
- Monitoring the school's anti-littering procedures.
- Listening and responding to questions from the school committee.
- To mitigate risks of littering, the school implements the following procedures:
- Designated eating areas – learners and staff are only permitted to eat in these areas to prevent unwanted litter.
- Waste disposal – bins are provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal.
- The school raises awareness of anti-littering amongst learners and staff through dedicated assemblies, PSHE lessons, staff training days and additional resources, such as leaflets and posters.
- Any individual known to have littered the premises will be required to dispose of the litter correctly.

The Eco Council is responsible for

- Monitoring any litter problems in the wider community and address any problems.
- Promoting a litter free environment to other learners.
- Reviewing and promoting sustainability throughout the school

Learners are responsible for:

- Applying their learning at home and aiming to be sustainable outside of school.
- Walking or cycling to school, when possible.
- Using energy sustainably, for example, not leaving taps running.
- Be responsible for keeping our classrooms, school and grounds clean and tidy.
- Eat healthy, natural fruit and vegetable snacks, which don't come in paper or plastic packaging.
- Use the right bins so that we can recycle and compost our waste.

Parents are responsible for:

- Promoting an eco-friendly lifestyle at home.
- Encouraging children to walk or cycle to school, when possible.
- Recycling at home and ensuring that their children understand how to recycle.
- Reinforcing the learning that the school implements in regard to the environment.

Waste and recycling

We will reduce the amount of waste we produce by:

- Writing and printing on both sides of paper wherever possible.
- Using emails as much as possible, to reduce paper waste.
- Using emails, the school's website and parent text messaging procedures when communicating with parents, to reduce paper waste.
- Composting food waste, both from the kitchen and food brought into school by learners.
- Ensuring selective waste collection and organic waste treatment for composting and mulching.
- Putting used paper in a scrap paper drawer and re-using it whenever possible.
- Only printing documents when it is essential.
- Making sure that all waste office equipment is correctly disposed of via re-use or recycling schemes.
- Where possible, encouraging learners to share worksheets.
- Where possible, laminating frequently used documents, protecting them from damage and prolonging their use.
- Learners will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles.
- Any disposable plastic bottles brought into school will be recycled.
- There will be clearly labelled bins located throughout the school for recycling, food waste and general waste.
- We will display posters explaining important environmental considerations, for example, what sort of waste can be recycled and how litter can be detrimental to the environment.
- Any paper containing personal or sensitive information will not be re-used and will be disposed of in accordance with the school's Data Protection Policy.
- Teachers will encourage learners to partake in weekly litter picking around the school grounds as well as a monthly litter pick in the local area.

- Litter picking volunteers will be in groups no larger than 10 and will be accompanied by a member of staff at all times.

Littering

The school understands that, under the Environmental Protection Act 1990, littering is a criminal offence. It also understands that fines may be incurred where individuals deliberately litter the premises.

Every member of the school community has a duty to dispose of waste properly. Specifically, individuals are responsible for:

- Putting litter in a bin.
- Using the appropriate recycling bins.
- Using resources thoughtfully.
- Reusing resources where possible.
- Assisting the site manager and eco warriors with the cleanliness of the premises.

The site staff take overall responsibility for the cleanliness of the school premises. The site staff/Academy Manager arrange and coordinate waste disposal from the premises and ensures that items are disposed of correctly.

Transport

- Learners and staff will be encouraged to walk to school, where possible.
- The benefits of daily exercise, such as walking to school when possible, will be promoted throughout the school.
- We will encourage teachers and other members of staff to car share whenever possible, for example, when travelling to external training days.
- We will produce informative material, such as posters and leaflets, regarding the impact of the carbon emissions produced by personal vehicles and public transport on the environment, which will be displayed and distributed around the school.
- We will have suitable and safe storage for staff and learners to store bicycles.
- We recognise that there are risks involved when individuals choose to walk or cycle to school; therefore, we will organise road safety lessons in PSHE.

School grounds

- The Local Governing Committee and the Academy manager/ Headteacher will monitor the consumption of energy within the school, recognising where the school is wasting energy and implementing measures to reduce energy consumption, e.g. introducing motion sensitive lights Energy saving lightbulbs will be used throughout the school when lighting is being replaced.
- When new buildings or refurbishments are being planned, we will always consider any environmental impacts and the Trust Board will consult an expert.

Healthy living

- We promote an ethos of environmental understanding. Learners will be taught to understand that their actions have a direct impact upon the environment.
- We discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment.
- We encourage staff and learners to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving.
- We ensure learners complete the daily mile exercise each day where practicable.

Sustainable farming and fishing

- We will teach learners where food comes from as part of the PSHE lessons, including giving them first-hand experience of growing their own fruit or vegetables.
- School meals will be designed with due regard to seasonal produce and locally sourced food.
- Where possible, we will approach local food suppliers for their produce to be used in school meals.
- Learners will be taught about the importance of sustainable fishing and farming, and any fish products used in school meals will be sustainably sourced.

Energy

We will reduce our energy usage by:

- Switching off lights when they're not in use.
- Keeping doors and windows shut in cold weather and installing draught excluders so that warm air is retained.
- Turning off energy-draining appliances, for example, computers, projectors and interactive white boards, when they're not in use.
- Monitoring the temperature and frequency of heating in the school and adjusting it accordingly.
- Conserving water by installing systems that reduce waste such as cistern dams and flow restrictors.
- Insulating hot water pipes to reduce water waste when running a tap, as well as reducing the likelihood of frozen pipes in winter.
- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority by the site manager.
- Auditing the amount of energy used each term.
- Upgrading the school's heating system to a modern, more efficient system, including a smart meter, to reduce emissions.
- Displaying information around the school and in classrooms to ensure that learners understand the importance of switching off lights, computers and taps when they're not in use.
- Monitoring the environmental sustainability of suppliers and adjusting procurement arrangements accordingly.
- Making all members of the school's community aware of the link between energy use and financial costs.
- Appointing an individual, e.g. the caretaker/ Eco group, to ensure that these measures are carried out.

We will display our Display Energy Certificate in plain sight, in the school foyer.

Reducing carbon emissions

We are committed to reducing our overall carbon emissions. Emissions will be reduced by:

- Implementing renewable technologies that export surplus energy to the national grid.
- Implementing a rewards system for learners and/or staff who reduce carbon emissions by walking, cycling or taking public transport to school.
- Advertising the benefits of being environmentally friendly around school.
- Promoting the benefits of recycling.
- Sourcing school supplies from UK suppliers as much as possible.

We will communicate with our other schools to enhance our provisions and continue to develop and implement best practice within the school.

Sustainable procurement of goods

- We will devote time to ensuring product procurement is done in the most sustainable way.
- Our purchasing team will ensure that produce bought is cost efficient and sourced from within the UK or locally where possible
- We will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy.

Curriculum

We aim to provide learners with knowledge, skills and understanding in biodiversity and sustainability, by embedding the topics within many areas of our curriculum. Individual school curriculums will outline how the topics are embedded into the school's curriculum.

All schools have developed a wider curriculum based on "Building the Kingdom" which has, at its heart Laudate Si using Catholic Social Teaching to reinforce and support SMSC.

Each school is a member of the Eco Schools programme. This is an international initiative that encourages learners to engage with environment and sustainable development issues. It provides a highly structured system for the environmental management of schools. (www.eco-schools.org). The structure of the Eco-Schools process is made up of seven steps and this forms the basis of the programme.

The seven steps include:

- Eco Committee
- Environmental Review
- Action Plan
- Linking to the curriculum
- Monitoring and Evaluation
- Involving the whole school and the wider community
- Eco Code

All schools are signed up to and are working towards becoming a CAFOD “LiveSimply” award community. The “LiveSimply” award is earned by schools who can show how they have been living:

- simply
- in solidarity with people in poverty
- sustainably with creation.

The award celebrates what has been done, inspires us to do more and helps our school communities to live, not just more simply, but also more fully.