

# Scottish autism

**New Struan School**

## **Sustainability Policy**

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## **DOCUMENT HISTORY**

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December 2014	NSLT	New Policy	1

## **CONSULTATION AND RATIFICATION SCHEDULE**

<b>Name of Consultative Body</b>	<b>Date of Approval</b>
Senior Management Team	March 2015
Regional Managers Forum	March 2015
New Struan Management Team	February 2015

## **CROSS REFERENCE TO OTHER POLICIES / STRATEGIES**

<b>This policy should be read in conjunction with:</b>	<b>Detail:</b>
Policy 1	Procurement Strategy/ Guidelines
Policy 2	Corporate Social Responsibility Strategy
Policy 3	Food Safety & Nutrition Policy
Scottish Government legislation	Waste (Scotland) Regulations 2012

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## 1. INTRODUCTION

Sustainable development is essential to ensure quality of life without damaging the planet for the future. This requires a balance between economic prosperity, social equity and care for the environment.

New Struan School is acutely aware of its responsibility to promote and practice environmental sustainable development. We believe that teaching environmental issues throughout the curriculum and via extra-curricular activities will enable pupils to develop sustainable behaviour from an early age.

## 2. OBJECTIVES

- To encourage our pupils to care for themselves (their health and well-being), for each other and for the environment.
- To promote and practise the principles of social equity both in school and through our links with the local, national and global communities.
- To empower our pupils to lead sustainable lives through educating them in sustainable behaviours.
- To share responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment.
- To operate in line with Scottish Autism's wider Corporate Social Responsibility Policy.

## 3. LITTER

Litter is waste in the wrong place. Instead of being in a bin or recycling container, it is on the school grounds, pavements and parks.

Litter is very dangerous for wildlife. Small mammals can get trapped in drinks bottles and larger grazing animals can choke and die on plastic bags, for instance.

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In line with the Curriculum for Excellence, the school has a focus on ensuring pupils develop as responsible citizens. Consistent with this is a focus by all school staff to encourage young people to maintain a clean and litter free school environment. Staff do this by encouraging the use of the bins situated throughout the school building and grounds as well as setting a positive example for pupils.

Pupils will receive recognition from school staff for effective use of the bins throughout the school and have been trained in line with our Communication Policy on how best to communicate this positive feedback to pupils.

## 4. THE SCHOOL GROUNDS

In the past, school grounds were often characterised by featureless expanses of asphalt and grass. However, it is now commonplace to see these areas transformed into social and educational areas, often with links to the curriculum.

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We will continue to develop our outdoor area to meet the needs of our pupils and develop opportunities for young people to learn through play and interaction with stimulating resources. This will include playground equipment, markings to encourage imaginative play and seating areas for pupils to relax and reflect in the outdoor environment.

## 5. WASTE MANAGEMENT

Waste is what people throw away. Scotland produces about 20 million tonnes of waste a year. About 20% of that is household waste – that's almost 2 tonnes for every house in Scotland, every year.

It is difficult and expensive to dispose of waste – it is usually burnt in incinerators or buried under the ground at landfill sites. However, capacity is short and there are concerns about the health impacts of these disposal techniques.

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To eliminate as much waste as possible going to landfill we will:

- Use paper sparingly before putting it in the recycling bags.
- Food waste will be recycled using the food waste bins situated within the school Kitchen and Lunch hall.
- Use email to communicate as opposed to paper whenever possible to minimise ink and paper usage.
- Recycle items such as paper, cardboard and ink cartridges.
- In line with the Scottish Autism procurement policies and procedures, the school strives to become a model of sustainable procurement, using goods made from recycled materials and services from local sources where possible.

## 6. ENERGY AND WATER

Energy use has consistently increased over the years to meet the demands of our changing lifestyles and of modernisation all over the world. The way we create that energy has implications for the planet. The use of fossil fuels like coal and oil uses up finite resources and releases CO<sub>2</sub>, thereby contributing to global warming and climate change.

Demand for water is growing and clean water is becoming an increasingly rare and valuable commodity. Man-made changes to the water eco-system, such as dam-building, altering the natural course of rivers and construction work on flood plains, have been controversial and subject to debate.

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We continually monitor energy use and develop ways of reducing consumption. We will:

- Switch off electrical appliances when not in use
- Repair leaking taps promptly
- Record and analyse meter readings

## **7. FOOD AND DRINK**

It has been proved that pupils' concentration and results are improved by following a healthy balanced diet. We therefore encourage healthy eating within school and all food and drink offered to pupils, staff and visitors are nutritionally healthy.

## **8. TRANSPORT**

A larger number of vehicles on the road could be seen to increase the level of danger to pedestrians and cyclists. Secondly, there have been some suggestions, albeit subject to debate, that vehicle pollution can contribute to illnesses such as asthma. Finally, choosing to walk or ride a bicycle rather than travelling by car is good for our general health and fitness.

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With our pupil residences all located within one mile of the school building, we not only reduce our CO2 emissions during transitions but we are able to support more able young people to walk or cycle to or from the school which encourages positive health behaviours and routines. Where the needs of children in the school do not allow for safe walking or cycling to and from school, time will be scheduled for access to the enclosed outdoor area in which this activity can be supervised appropriately according to the needs of the child.

## **9. REVIEW AND MONITORING**

This policy will be reviewed every three years or earlier if required.