



ROYSTON SUMMER FIELDS Sustainability Plan



ENERGY & WATER

CURRICULUM	We will develop the curriculum to use it to cultivate knowledge & values and skills needed to address energy & water stewardship both at a local & global level. Plan into the junior curriculum sustainability sessions. Work with children to establish systems which will promote a better carbon footprint- monitoring use of electricity for example
SCHOOL	Replace the existing coal fired boilers with gas and bio-mass by summer 2009. Fit secondary double glazing throughout school by summer 2009. Cavity wall and loft insulation by summer 2010. Install water butts to collect water for the garden boxes and proposed allotment. Energy monitors turning lights off, taps, shutting doors & windows to reduce energy units. Look into possible installation of water hippos to fit to water cisterns to reduce water used.
COMMUNITY	Communicate with the all stake holders & community the ways in which the school is promoting a better carbon foot print. Seeking possible funding from within the community to assist in the purchase of water butts etc. Look into possible ways of seeking outside recognition for improving the buildings energy/ water potential- through awards etc

TARGET

By 2020, the Government would like all schools to be models of energy efficiency, renewable energy use and water management. They should take the lead in their communities by showcasing wind, solar and bio-fuel energy, low-energy equipment, freshwater conservation, use of rainwater and other measures.



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FOOD & DRINK

CURRICULUM	Through the development of the curriculum and outdoor classroom, vegetable growing sessions are being planned and delivered to all year group in school. A poly tunnel is to be erected to "bring on" vegetable seedlings and to grow things like tomatoes etc- developing the quad area for growing things like herbs etc- which will then be used by the kitchen. Themed days through out the year are established where the cook provides meals linked to that. KS1 have Fruit for schools- the introduction of a fruit tuck shop in KS2 will provide for our junior pupils. Development of an allotment supported by parents/grandparents- produce then to be used by children. Development of "Forest Schools" to enhance the use of the "Outdoor classroom". Water cooler located in school to provide cool fresh water for all pupils.
SCHOOL	Development of garden boxes for all classes and the allotment- promote the use of produce to be used by the kitchen in the production of school meals. Monitor healthy lunch boxes in school. Renew the Healthy School Award (silver being currently awarded). Encourage dialogue between the kitchen and pupils in the selection of meals. Do a survey on meals in school to establish what pupils prefer and link this to healthy schools. Inform all stake holders of outcomes. Work with local initiatives like Dearne Ground Work in the development of the outside classroom.
COMMUNITY	Make links with local community to develop things like the allotment- encourage people to come in and share good practice in gardening skills.

TARGET

By 2020, the Government would like all schools to be model suppliers of healthy, local and sustainable food and drink. Food should, where possible, be produced or prepared on site. Schools should show strong commitments to the environment, social responsibility and animal welfare. They should also seek to increase their involvement with local suppliers.



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BUILDINGS & GROUNDS

<p>CURRICULUM</p>	<p>Pupils, through school council representatives have been involved in the planning of provision for the outdoor environment including the outdoor classroom. Development of the outdoor environment is a key driver in school. Flower/vegetable raised beds have been constructed for each class and the development of an allotment area is under discussion. Purchase of a poly tunnel is being sought. F2 & KS1 outdoor provision is now well on the way to being established- KS2 trail to be constructed summer 2009. Sheltered seating areas will be erected summer 2009. Development of a Forest Schools area is also to be continued into 2009-10- staff training already in place. pupils will continue to be engaged in developing the outdoor classroom provision. An outdoor stage is due to be constructed summer 09.</p>
<p>SCHOOL</p>	<p>Planned work on the school building includes replacement of the windows/doors. Replacement of the existing coal fired boilers to a biomass/gas provision, improved the energy consumption of the school .Refurbishment of the junior toilets and development of the quad as an extended class area for KS1 pupils. Planned work internally to develop a media suite will be a project for 2009-10. A decorating programme will start summer 09 to cover the hall and all classrooms. Extensive work on developing the outdoor classroom- in doing so we are striving to impact on the health, achievement and play for our pupils and to provide safe habitats for local wild life.</p>
<p>COMMUNITY</p>	<p>Through the external and internal development of the school we hope to provide a provision for the community to access. Through installing more energy efficient systems like biomass, we can promote the importance of sustainable practices in school- as well as show through the development of the outdoor classroom the commitment we have to enhancing the external environment.</p>

TARGET

By 2020 the Government would like all school buildings - old and new - to make visible use of sustainable design features and, as opportunities arise, to choose building technologies, interior furnishings and equipment with a low impact on the environment. We would like all schools to develop their grounds in ways that help pupils learn about the natural world and sustainable living, for example, through food growing and biodiversity conservation.



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PURCHASING & WASTE

CURRICULUM	In school we will have a clear focus on developing knowledge, values and skills that address sustainable consumption and waste issues. development of compost areas- using fruit waste and staff/kitchen waste; shredded paper. Encouraging pupils to bring recyclable packaging/paper into school to be used in DT.
SCHOOL	As a school we will draw up policies for reducing, recycling, repairing and reusing as much as possible. We have a successful paper recycling/milk cartons systems in school- this could be extended to plastic waste. Friends group are involved in introducing recycling of mobile phones and the school already has recycling in place of ink cartridges- this could be something we extend to parents and have recycling bin in school. In the purchase of paper products we will endeavour to look for recycled paper products. Grass clippings can be used to add to the compost box.
COMMUNITY	Working with the community on school initiatives that will be put in place linked to recycling and to promote awareness of sustainable consumption and waste minimization.

TARGET

By 2020 the government would like all schools to be models of resource efficiency by using low impact goods from local suppliers that minimise (or eliminate) packaging and that are produced with high environmental and ethical standards, and by recycling, repairing and reusing as much as possible.



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TRAFFIC & TRAVEL

CURRICULUM	Pupils in Y5 participate in Cycling Proficiency Training. Through the curriculum staff will cultivate knowledge, values and skills that will enable pupils to have a clearer understanding of travel & traffic issues in the locality and beyond- opportunities to reinforce this will be sought by the school.
SCHOOL	The School Travel Plan was accepted in 2007 and will be reviewed within the next 12 months. All stakeholders will participate in the review. A parent shelter has been erected in the playground- using the grant from the travel plan. The school will continue to seek safer practices from parents in parking around school. Encouraging Walk to school initiatives- walking bus for example.
COMMUNITY	Close liaison with outside agencies within the community to develop safer practices relating to traffic & travel. Providing opportunity for external agencies to engage with the school and work with pupils on safety.

TARGET

By 2020 the Government would like all schools to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport



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INCLUSION & PARTICIPATION

CURRICULUM	PHSE; SEAL & Miss Dorothy .Com & circle time sessions promote inclusion and participation within the community. The development and use of the outdoor environment/classroom will promote inclusion and participation in environmental education. Development of Forest school area will enable us to share with other schools in the locality. Developing outdoor staging areas means that we can use them to participate in extended school activities which could include the community. Encouraging enterprise initiatives with the children through growing produce that can be sold at the summer and Christmas Fairs.
SCHOOL	Through the development of the outdoor environment the school can share the provision with all stakeholders. Through the development & use of the external classroom & environment we can review our approach to promoting inclusion and participation and establish and further develop the culture of mutual respect and care so that all pupils continue to enjoy their day to day experiences in school
COMMUNITY	Encourage the participation of parents and families in the provision that is planned in the outdoor environment

TARGET

By 2020 the Government would like all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.



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LOCAL WELL-BEING

CURRICULUM	<p>PHSE & SEAL plus circle time activities address local issues and challenges. The outdoor classroom curriculum will address environmental issues. Y4 & Y6 residential provide opportunities to develop pupil well being. Various extended school clubs and use of community coaching schemes are encouraged in school and pupil participation is good. Development of provision opportunities for all pupils in the locality is a priority but especially to address the needs of our G&T pupils.</p>
SCHOOL	<p>The school is used for extended school activities open to the community. The Building Schools for the Future programme in Barnsley has impacted on the locality schools which will feed into the new ALC. Heads from all the feeder schools meet once a month to ensure agreed and continued policies that will impact on all the children. Working collaboratively at all levels will have significant impact on all pupil well being. Joint working on things like the community cohesion plan; cross school networking. The development of leadership roles within associative staff in school will impact on the well being of all.</p>
COMMUNITY	<p>Through the locality well being teams, all the schools in the locality are playing a big part in the development of provision. Cross school opportunities will be established, which will provide provision for members of the community to use the range of provision on offer in individual establishments- the focus on uniting the 2 communities. Providing opportunities for sharing and open dialogue will break down current barriers that exist between the communities.</p>

TARGET

By 2020 the Government would like all schools to be models of good corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.



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GLOBAL DIMENSION

CURRICULUM	Through the implementation and development of the curriculum we will ensure that pupils are made knowledgeable and understand the need to act as globally aware citizens- this will be reinforced through positive activities that address things like global warming and sustainability. Delivery through the use of the outdoor classroom will hopefully enhance understanding.
SCHOOL	Through the purchase and management of resources we will endeavour to address things like fair trade and to keep in mind how our purchasing choices affect people and the environment globally. We will need to look at establishing a policy that addresses waste.
COMMUNITY	Through our curriculum we will provide opportunity for children to develop a clearer understanding and respect for the well being of other cultures, countries and the global environment as a whole. Establishing links with other school in other countries will provide opportunities for this to be under pinned. A conscious effort will be made to seek opportunities for our pupils to have direct contact with other cultures through visit and having people in school.

TARGET

By 2020 the Government would like all schools to be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.



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BIODIVERSITY

CURRICULUM	<p>Maintain and further develop the outdoor environment and classroom. Extend the provision for the KS2 pupils. Develop the quad area as an outdoor area for KS1 pupils to use. Develop the idea of the Forest school area to incorporate habitats, animal shelters, bird boxes encouraging wildlife to flourish there- butterflies & insects- all of which enables our pupils to participate in meaningful learning outside the classroom. Erect the poly tunnel to enable seedlings to be grown for the raised areas and allotment. Building a compost area</p>
SCHOOL	<p>Develop an extended plan that will keep the development of the outdoor provision as a key driver- ensuring that the who school grounds are put to the best use. Pupil voice will be a key factor in this development.</p>
COMMUNITY	<p>Encouraging the community to take an active role in the developments we hope to undertake in school. Through our business/finance officers we would hope to seek sponsorship for some of the initiatives we hope to undertake.</p>