



Roxboro National School Sustainable Environment Policy

It is the policy of Roxboro N.S. to foster in the children a love, respect and appreciation of all living things and their environment. We aim to embed in the children the importance of the conservation of environment for future generations. Through participating in the Green-Schools – a European educational programme, we hope to promote responsible behaviour among the children and the wider community.

Education for sustainable development should give pupils 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 the school community to develop a life ethic that values all people and the natural environment. It should further allow them to become aware of the actions that they ought to pursue in order to live more sustainably now and in the future. The implementation of this policy should therefore contribute to and support the provision of a pleasant and socially responsible environment.

We aim to cut down on the waste of energy throughout the school enabling it to run more efficiently and contributing to a healthier environment.

Aims:

We have a longstanding history with the Green Schools' program and are currently working towards our 13th flag under the theme of food and biodiversity. The aim of participation in the Green-Schools Programme is to increase students' awareness of environmental issues through classroom studies and to transfer this knowledge into positive environmental action in the school and wider community. A seven step process sees schools tackling the issues of waste and litter, energy, water, transport, global citizenship, biodiversity and more. Student involvement is a priority, and the seven steps take a minimum of two years.

Every two years we set up a new Green Schools committee who serve as the main coordinators and communicators of the program. The children write letters of application and then serve on the committee with the co-ordinating teacher. The children meet with the teacher regularly to make decisions and then deliver the information to classes. The children have worked on several themes. While the majority of the work is directed towards the current theme, schools are also expected to maintain the work that has taken place on the previous themes.

Litter and Waste

We will:

- Re-use single sided paper, print and photocopy on both sides.
- Where possible, laminate worksheets and other documents used frequently, especially outdoors.
- Recycle waste such as paper, clothes and ink cartridges
- Reduce the amount of waste produced.
- Encourage the use of scrap paper trays in classrooms.
- Litter reduction and prevention is an on-going process that involves all members of the school community.
- Regard litter clearing as a positive environmental action, which will also help foster a sense of personal pride and responsibility in pupils.
- Demonstrate that litter prevention improves the environmental quality of the school and the neighbourhood- poster competitions, regular litter picks

Water

We will:

- Establish and raise awareness of simple actions that can cut down on water use substantially e.g. pupil monitoring that taps are turned off properly, cistern bags, water harvesting
- Make pupils aware of the link between water use and financial cost.
- Help pupils and the wider community understand that conserving water is vital to our future- global projects, looking at the information that the school has been given from Trocaire

Energy Use

We will:

- Establish and show that simple low- or no-cost measures to conserve energy can be effective and bring about significant savings e.g. turning off lights and electrical appliances when not in use and keeping windows clean to allow maximum natural light.
- Use rechargeable batteries.
- Monitor energy consumption by tracking the school's use of electricity- completed during energy flag renewal, completion of activities around Guzzler- SEAI
- Make all members of the school community aware of the link between energy use and financial cost.

- Talking to the children about new building regulations, A rated buildings in new extensions, educating the children about insulation and showing savings that can be made

Transport

We will:

- Encourage use of buses- gathered children's eircodes and created maps to show who lived on bus route
- Encourage car-pooling where possible
- Raise awareness about the impact of transport to the environment and to people's health.
- Provide adequate and safe facilities for pupils and staff cycling and walking to school- cycle shelter installed in school grounds 2021
- Implement an effective awareness programme on road safety for pupils.

The Outdoor Environment

We will:

- Use the school grounds as a source of teaching and learning opportunities for pupils- use of our outdoor classroom
- Ensure that the grounds provide for recreational use by pupils as well as provision to undertake exercise.
- Develop the grounds as a place for aesthetic experiences- active walkway, friendship benches
- Create habitats for a range of other species- bug hotel in outdoor classroom, willow tunnel
- Be aware that the school grounds provide the visitor with the first impression of the school and will influence the attitude and behaviour of the pupils.

Curricular Activities:

The themes can be integrated into many different subjects easily. The following are some examples of where the Green-Schools programme can be linked to curricular work:

SPHE:- promotion of personal development and wellbeing, citizenship and social / personal responsibility, communication / co-operation with others, media awareness;

Art:- creation of posters, murals, signs, logos, junk art- reusing materials

Information Technology: – creating graphs and charts, using spreadsheets, designing signs and posters etc., carrying out research, use of interactive websites, sending emails / letters in relation to environmental issues, doing surveys, etc.;

English:- debates, poetry, essays, Green Code, signs, newsletter, letters;

Geography:- The water cycle, the water treatment process, rivers, lakes, oceans of Ireland and the world, climate change and global warming, using maps, coordinates, symbols and keys;

History:- change in water quality and consumption over time, change in packaging / litter / consumer trends over time, relate to changes in lifestyles and society;

Science:- pollution, properties of water, water quality sampling, water experiments;

Maths:- charts and graphs measuring volume, capacity, interpreting surveys.

Evaluation:

The effectiveness of this policy can be observed through the following measures:

- A litter-free, clean school environment;
- Reduced bills for electricity, heating fuel, water and waste disposal;
- The retention of the current Green Flags and obtaining further Green Flags.

Ratification & Review: This policy will be reviewed in Term 2 2024/2025

This policy was ratified by the Board of Management on date below. The policy will be available on the school website and in the school office.