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**Disclaimer:** All content and resources included and used within our academy and mentioned within this policy is solely for educational purposes and to work together in saving our planet from being further endangered.

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# Environment and Sustainability Project at OAB

## What is environmental sustainability?



Environmental sustainability is concerned with whether environmental resources will be protected and maintained for future generations but most importantly it concerns our now and today in ways that it didn't matter before.

## Issues of environmental sustainability

Environmental sustainability is concerned with issues such as:

- **Long-term health of ecosystems.** Protecting the long-term productivity and health of resources to meet future economic and social needs, e.g. protecting food supplies, farmland and fishing stocks.
- **Intergenerational decision making.** When making economic decisions, we should focus on implications for future generations, and not just the present moment. For example, burning coal gives a short-term benefit of cheaper energy, but the extra pollution imposed costs on future generations.
- **Renewable resources:** Diversifying into energy sources that do not rely on non-renewable resources. For example, solar and wind power.
- **Prevent the consequences of man-made global warming.** Policies to ensure the environment of the planet does not deteriorate to a point where future generations face water shortages, extreme weather events, excess temperature. All factors that could make living in parts of the world very difficult if not impossible.
- **Protection of species diversity and ecological structure.** Sometimes medicines require elements within specific plant species. If some species go extinct, it limits future technological innovation.
- **Treating environmental resources as if they have intrinsic rights and value.** In other words, we shouldn't just rely on a monetary value, i.e. we should protect rainforests because they deserve to be protected rather than using a cost-benefit analysis of whether we gain financially from

protecting rainforests. Children should develop a love to protect and instinctively care for nature with Enrichment activities that take place with Wild Life Club and Roots to Fruits.

**Targeting social welfare/happiness** and environmental sustainability above crude measures of progress.

If we do not take action now then the future is bleak and even more so for our children and grandchildren. We need children to be inspired and passionate about saving the world, we need more role models like that of Greta Thunberg; a Swedish environmental activist who is fighting to reduce the worlds 'climate footprint' and raise awareness of the rising existential crisis from climate change.

## Environment and sustainability network

This is a platform for people to participate and engage in conversations and build on networking skills related to environmental sustainability. The forum will allow for informed discussions to take place in an environment that will encourage healthy debates and sharing of experiences, expertise and general knowledge linked to 'Going Green'.

-Share your green ideas

Everyone both within the academy and within the community will be encouraged to share their 'Green ideas', as to how we can maintain environmental sustainability. This could be by raising awareness during Global 'Recycling Day' and linking it to our 'Oasis 9 Habits' via displaying patience, and compassion for our ever-changing world and being hopeful that the future will be brighter and better. Our self-control in leaving as little of a carbon footprint as possible in this beautiful planet we call Earth.

<b>Compassionate</b> <i>"To be compassionate and kind whilst acting justly"</i> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<b>Patient</b> <i>"To be patient and persevering"</i> <p>Patience is the ability not just to tolerate things, but to understand something is taking so long to get right that it is also about the way we wait and the attitude we adopt as we do so. It is a virtuous combination of patience and perseverance, being patient for the long term, not giving up when things seem to be taking a long time to get right, but also being able to persevere with that patience and perseverance. As we grow, we learn to wait and persevere with things that are not going to get right immediately.</p>	<b>Humble</b> <i>"To be remaining of others through serving with humility"</i> <p>To be humble is to recognise that all people are created equal and are capable of great things. Because of this, a humble person will not let it make them or use power to control or punish people and will instead choose to serve others, and to help others learn and grow through their mistakes and shortcomings.</p>
<b>Joyful</b> <i>"To be able to find joy and happiness in all things"</i> <p>Being joyful is the ability to find joy and happiness in all things, even in the most difficult of circumstances. It is a state of mind that allows us to see the good in everything and to find joy in the little things. It is a state of mind that allows us to find joy in the little things and to find joy in the big things.</p>	<b>Honest</b> <i>"To be honest and have integrity"</i> <p>Honesty is about being truthful, being honest, and being responsible for our actions. As we do this, we become a person of integrity. There is an alignment between what we say, what we do, and what we believe.</p>	<b>Hopeful</b> <i>"To be hopeful in seeking transformation"</i> <p>Hope is not wishful thinking, it is a belief that causes us to find the light when everything around us feels dark, or that is shattering or without hope. Someone with hope has a vision of the future and is willing to do whatever it takes to make that vision a reality. It is a belief that causes us to find the light when everything around us feels dark, or that is shattering or without hope.</p>
<b>Considerate</b> <i>"To choose to love others like you love yourself"</i> <p>To be considerate is to see the interest of others, to choose to care about them and to treat them in the way that you would want to be treated. It is a state of mind that allows us to see the interest of others and to choose to care about them and to treat them in the way that you would want to be treated.</p>	<b>Forgiving</b> <i>"To be forgiving and committed to healthy relationships"</i> <p>To forgive another is to choose not to allow their actions and behaviour to affect us, which may have had a negative impact on our lives. Forgiveness is a choice, it is a choice to let go of the past and to move forward. It is a choice to let go of the past and to move forward.</p>	<b>Self-controlled</b> <i>"To be self-controlled"</i> <p>Self-control is having the ability to manage our own emotions and actions. When we have self-control, we are able to manage our own emotions and actions. When we have self-control, we are able to manage our own emotions and actions.</p>



## -Environmental sustainability within the community

In 2020 Oasis Academy Boulton had won the Oasis National Awards for Community – this has shown how the Boulton pupils are able to affect the community in a wider and broader scale. Working along with the Community Hub and creating projects together will strengthen both local community and the academy life. We can look at the different types of resources available within our community and these can be; Renewable vs Non-Renewable resources;

- Non-renewable resource: Once used, it cannot be used again for that purpose. For example, coal, oil is non-renewable. Once coal is burnt, the resource is no longer available to be used. There is a limited amount of coal and oil, though new supplies can be discovered
- Renewable resources: Resources that don't diminish by being used. For example, a wind generator doesn't reduce the amount of wind – it has no impact on future supplies of wind energy. Similarly solar power doesn't reduce the energy from the sun.
- Semi-Renewable resources: Some resources can be renewable if used in the correct level. For example, farmland should be a renewable resource. If crop rotation is practised, then there is no deterioration in the fertility of the soil. However, if the farmland is intensively farmed with use of artificial fertilisers and pesticides then the quality of the soil can start to erode.

## Roots to Fruits (RtF) Midlands

Roots to fruits is a 'not for profit social enterprise' that trades in high quality goods and services. They create a surplus revenue that can be re-invested back into its activities to make them sustainable. They believe in teaching and developing new skills to the pupils which in turn helps the community. Roots to fruits use 'gardening to cultivate great people and plants'.

✚ Bringing the classroom outdoor



With Roots to Fruits pupils have the opportunity to take their learning outdoors and connect with the environment. Pupils have allocated outdoor spaces which have been created with and by the pupils who work in polytunnels and by the planting beds and various patches.

## Bug hotel

An insect hotel, also known as a bug hotel or insect house, is a manmade structure created to provide shelter for insects. They can come in a variety of shapes and sizes depending on the specific purpose or specific insect it is catered to. Most consist of several different sections that provide insects with nesting facilities – particularly during winter, offering shelter or refuge for many types of insects. Their purposes include hosting pollinators and they are essential to great organic gardening. Below the pupils at Oasis Boulton have created this Bug Hotel in collaboration with Roots to Fruits.



## Fire camp/Pizza stove

In the early winter children are given bags of bird seed and are asked to "winnow" out the wheat seed from the rest. Once the seed is separated it's wrapped in wet tissue to encourage it to germinate and the tissue/seeds are put into clear freezer bags - creating mini greenhouses - that allow the children to observe the germination process first hand over the course of the winter. Once the seed has put out strong roots and a shoot, the children gently separate the seedlings from one another (they're all tangled together in the tissue and bags) and plant them out in compost and seed trays to "bring them on". Once the plants are mature enough they're then planted outside and nurtured/cultivated until they ripen into full, golden ears. We attempt to time this either for the end of the academic year - or as soon as the students return following the summer break. The ripened wheat heads are then harvested and the grain milled by the children to produce flour. Once the flour has been

obtained the children are shown how to produce a dough with it that in turn becomes the base for a pizza. Using the ingredients grown and cultivated by the children elsewhere on the allotment through the course of the spring/summer, they then add those as toppings to their pizzas which are cooked in a wood fired pizza oven in school. The pizza oven sits on a base designed and constructed by the children themselves. The whole project concludes with a "pizza party" in which the children can experience the "real life" application and outcomes of their outdoor learning experience with Roots to Fruit. This project forms an integral part of our curriculum based on learning with Roots to Fruit. Literacy, numeracy, social history, geography and all the sciences are enriched and embedded by it.



#### Viking Reading Pods

One great project which is currently in the process of being created is Viking Reading Pods which the Year 6 pupils had initiated along with Roots to Fruits expertise. This project had risen from all the love of reading which the pupils at Oasis Boulton so passionately have displayed and it is in aid of linking reading and reading pods together so that reading is not just confined to the walls of the classroom or better yet to the limitation of the reading corner within the classrooms. The purpose of these reading pods is to have oral stories being told by the fire camp.



## Aquatic Eco system (Lilly pad)

Encouraging Lily pads may look aesthetic, but they can quickly become invasive and take over a pond or lake system. Lily pads are often viewed as a positive and a beautiful part of aquatic ecosystems. Their leaves (pads) provide valuable shade, habitat, and cover for many water species like fish and frogs, while their vibrant flowers attract pollinators and are in general aesthetically pleasing. Hence, Roots to Fruits will work very closely with the children in creating this aquatic eco system between 2023-2024.



## -Eco Skeleton



Meet Adam our famous eco skeleton who was created through a cross curricular link with Science relating to the topic 'Living things'. Roots to fruits choose to create this eco skeleton with the Year 4 class between 2021 and 2022.






The pupils were incredibly proud of their creation and so were the science and eco leads.

## **WE**

-Empowering leader of today and change makers

Pupils in our academy are encouraged to become leaders of today as any one child can make a difference as we have seen with Greta Thunberg. At Boulton we had been working diligently with our WE program Manager who had been sharing resources from the WE Hub. Pupils had been involved in taking social actions to another level by raising funds for various charities of their choice. Year 6 in particular had piloted these schemes it has been incredibly successful.

The changer makers are these pupils who will have the fire to make changes ignited within them and this is what we are encouraging as there is only the one planet Earth and we must take action to help save the Earth from being destroyed from pollution, increased heat, infection, extreme weather and social determinants such as health.

 <p><b>POLLUTION</b> This is the world's largest environmental cause of disease and premature death (16% of all global deaths in 2015). Air pollution and climate change are linked and share common solutions.</p>	 <p><b>HEAT</b> Increased temperatures contribute to death from cardiovascular and respiratory disease (esp. among elderly people), both directly and by raising levels of ozone and other pollutants exacerbating these.</p>	 <p><b>INFECTION</b> Changes in climate are likely to lengthen the transmission seasons of important vector-borne diseases and to alter their geographic range, including malaria, dengue fever and schistosomiasis.</p>	 <p><b>WEATHER</b> Extreme weather patterns can affect supply of clean water, increasing risk of diarrhoeal disease. This can in turn affect food supply. Can lead to drought, flooding and famine. This can then force migration.</p>	 <p><b>SOCIAL</b> Climate change also affects the social determinants of health such as secure shelter. As people are forced to move, the risk of a range of mental disorders and communicable diseases increases.</p>
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### WE Speakers

We have had the pleasure of having a WE speaker come in and open up a forum of debate about the social actions which the children in Upper KS2 were interested in and what kind of issues affect them in their own local community (in 2020-2021).

Our pupils are really in tune with what is happening around them and the world, issue such as knife crime, drug misuse and climate change are just some to name a few. This is also due to the work which the Pastoral care team have been put in place such as PC officers visiting the academy and training children up to become Junior PCSO officers.

### Bringing social action to the classroom

In 2019, pupils in Year 6 had worked for weeks on a project to fund raise money for Water Aid and Cancer Research, the pupils picked these organisations as their choice of charities to help raise awareness of them. Pupils had brought in old toys, books, clothes which they had upcycled and sold during the WE sales day. They had raised almost £250 pounds which was 100% profit as we had not spent any money to begin with. Every item was price tagged and sold in various sections such as books in book area and food and drinks in another section.



🌱 WE go green, WE thrive outdoors, and WE volunteer now

We have made pledge to go green and thrive outdoors and volunteer now. We are taking on and using the resources directly from the WE hub for the WE go green pledge. There are many wonderful resources on there and we are encouraging our pupils to use these resources both within the academy and outside (please see some resources attached in Appendix A).



🌱 Fight food waste

As an academy having food waste bins is the way forward for us as there is tonnes of food wastage every year. According to The Guardian we waste 4.5 million tonnes of food each year. One in eight people go hungry every day and yet there are families wasting £700 worth of food each year.

Studies from Waste and Resources Action Programme (WRAP) have revealed that UK households are still wasting 4.5million tonnes of food a year that could have been eaten which was worth £14 billion.





Oasis as a trust has pledged to reduce the amount of waste each year by measuring the mass of the amount of waste we throw out each week/month/year.

## Global Recycling Day and Waste Week

 Global Recycling Day



Global Recycling Day is held on the 18<sup>th</sup> March and this is to raise awareness and the profile of Recycling. Children will participate in recycling as much as they can and their efforts will be recognised through 'Recycling Hero' certificate handed out during our Friday celebration assemblies. This will encourage families and other pupils to do more for their school and local environment, leading to a national and global movement.

## Waste week

At Oasis Academy Boulton we also have 'Waste Week' which provides our academy with an opportunity to put a focus on waste in a fun and engaging way. From 16<sup>th</sup> - 22<sup>nd</sup> April 2023 we will be re-introducing 'Earth Week' which will give children the opportunity to demonstrate how they have helped our planet Earth and for this they will receive an 'Earth Week Certificate' during our Friday Celebrations assembly.



## Eco-Warriors Group



This display has been prepared for the new Eco-Warriors of 2022/2023. There is an Eco-Warrior from every year group including Nursery and Reception.

Using their sewing skills, the Year 6 pupils had created images that represent the issues and pollution caused by plastic littering, carbon dioxide emissions and more.

## -Introduction

The Eco-Warriors team was a group of twenty Year 6 children who felt passionately about global issues linked to climate changes and the maintenance of a sustainable life. This group of children were up to date with current affairs such as the wild fire that broke out in Australia 2019, the Amazon rainforest being demolished year on year and the lack of 'change makers' who are not raising their voices for all the global warming issues going on.

This group then gave the academy the inspiration to create our own Eco-Warriors group but involving the whole academy and its pupils.

## -Audition process

The Eco-Warriors are not selected by the class teachers there is a selection process whereby the pupils have to show interest in being an Eco-Warrior and why they should be selected. Pupils, have to create a speech/presentation which they will perform in front of the Eco-lead and their class. Pupils who feel most passionately will be given the opportunity to become an Eco-Warrior and create a positive change both locally and nationally.

## -Totem badge

Instead of having metal/plastic name badges, this Eco-Warrior group will each have their own personalised totem badge made out of wood. Once the audition process is complete, the wooden totems badges will be created by the individual pupils and they will be attached to the children's uniform.





To the left is an image of a wooden totem badge. Pupils can include any design so long as it is environmentally friendly and something they may feel passionately about. This example was used to provide the Eco-Warriors an idea on how to design their totem badges.

#### -Eco-Kit

Each Eco-Warrior will be given an eco-kit that will contain eco-essentials which they will use and be aware of for e.g. hand-made soap, wooden comb and if they would like to carry their wooden totem badges in there.

#### -Eco-Kids Planet Magazine

It is a great nature and science magazine for children aged 7-11 which introduces them to the wonders of nature and it encourages them to protect our planet. It is informative and will keep the children up to date with current issues. We have purchased bundles of 'Issues' and have a section in the reading corner labelled 'Eco'.



### Initiatives

#### -Upcycling and ethical clothing

There are a few initiatives which we as an academy would like to start and some we have already started like the Upcycling and the Ethical Clothing - whether they have been made in environmentally friendly atmosphere and if the resources/materials have been ethically sourced. Also delving into whether child labour was used in any way.





In 2019/2020, Upper Key Stage 2 children had completed our 'Upcycling' project where they had to 'upcycle' an old item into something new and they were encouraged to involve their parents too. This is an initiative which we had trialed and have continued with since September 2020/2021 and every year onwards. We are also discussing and planning how to involve the community hubs and other year groups.

-One tree per child



This is a scheme that has only been done in Wales and it is something which is crucial for our pupils to do as it will be there for years to come and it is something that they can share with their own families and hopefully encourage their children for future generations to plant.

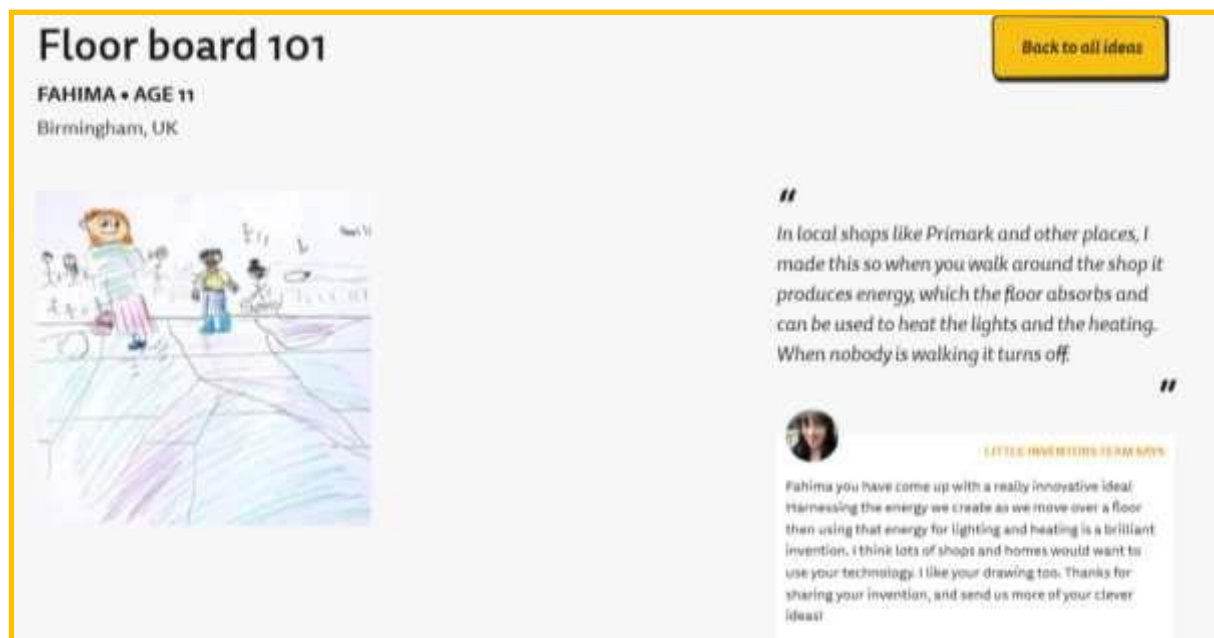
Studies have shown that the existence of trees can help keep the soil structure together. If all the trees are cut down, it is more likely nutrients in the soil get washed away. Nutrients and soil structure is slowly dismantled meaning that in the future, the soil will be less fertile. In some areas, farmland has become desert. Therefore, it is even more important to plant trees and invest in our soil so that we can sustain the nutrients within the soil and have future generations be able to plant and grow crops of their choice.



## -Little Inventors

Little Inventors is a creative education organisation that inspires imagination by taking children's amazing ideas seriously. They are on a mission and that is to give children across the world the opportunity to develop and showcase their creativity and problem-solving skills, build their confidence, curiosity and resilience to become caring citizens of our planet, all invaluable attributes that will support them as adults in their everyday life and chosen career paths.

So we had Upper Key Stage 2 involved with 'Little Inventors' and their task was to create/design an invention that will help our environment. These little inventions were then put on their site where children could see their ideas being celebrated and praised.



Above is one of the pupil's ideas on the website and a brief description on what her invention is.

## -WE campaigns and speakers

We have been working with WE programmes for quite some time however we have really taken on their social action changes seriously since 2019. We also have a WE representative who is doing the Level 5 Social Action Programmes which is a two year course that helps train the teachers to spot the gap and build in social action discussion, causes and solutions. We have raised over £250 and half of that money was sent to Water Aid as the children felt passionately about having clean water. The other half was given to Cancer

Research as many children could relate to someone having suffered from cancer.

#### -Roots to Fruits Project

Since 2019 we have been in plans with Roots to Fruits about how we can have a reading and outdoors linked together and one of the ideas we came up with was 'Viking Reading Pods' around a second fire camp site.



Similar Viking pods will be created in our eco- garden to inspire reading outdoors and develop their oral skills by telling some stories near the fire camp.

#### Future plans

##### -Reduce the use of paper and promote upcycle

Initially for our display boards we used to staple up a variety of colourful backing paper but now its just hessian across the whole academy and black borders. We have achieved our target of reducing the backing paper usage from Spring 2022. We were a year ahead of our targets. As an academy we want to 'reuse' and 'upcycle' as much as possible and one of the key point which every academic institution will agree upon is having display boards and the enormous use of backing paper, boarders, A4/A3 papers to print incredible amounts of worksheets. In the pipeline we have an ambitious target to reduce our current usage to a quarter in a three year plan. Therefore, by 2023 we will have upcycled and reduced our use of paper significantly. We are aiming to demonstrate to the pupils of our academy that this is realistic and achievable and this in turn will help the community realise the importance of 'recycling paper' and upcycling any item they can.

##### -Help our one Earth

Let's not turn our planet into one giant landfill, here are some tips to help our planet;



- reuse what you can
- recycle what's left
- rot (compost) everything

-Introduce awards/badges for 'Going Green'

Animal Friend Badge (Scouts style badges for children to earn in the academy)

Here are 4 top tips to earn the Animal Friend Badge:


1. The animal you care for could be a lama, alpaca, dog, cat, gerbil, guinea pig, gold-fish, bird, rabbit, lamb or even a stick insect.
2. This can also include looking after wild animals such as birds. Caring for them would include feeding them and looking after a bird bath, for example.
3. Maybe you could help them look after a family member's pet.
4. Even though there are lots of computer games and things that show you what it's like to care for an animal, these won't count for this badge. You will need to learn to take care of a real, live animal.

-Investigate 'EcoTensil'

EcoTensil has launched it's plastic free single use cutlery for food packaging in Europe. They are a California –based developer of sustainable paperboard-based food utensils. They wanted to create a sustainable product replacement that can address the upcoming European Union ban on single-use plastics. They have come up with a 'range of folding multi-functional paper utensils (that was developed to replace small plastic spoons and sporks found in pots lids and other grab and go packaging with a more environmentally friendly option.' The Eco Spoon was created which is 'formed with one simple "bend to touch dots" fold, easy enough for a young child to do. All EcoTensil products are made from materials from well managed FSC-certified forests and use 50-80% less material than plastic, bio-plastic or wood cutlery.'



## -Three Year Action plan

Environmental and Sustainability Plan 				
Plan of action	Follow up	2020/2021	2021/2022	2022/2023
Litter picking groups	*Local – litter around academy *National-seaside plastic picking			
Rain water recycled	*Link to water cycle *Drinkable water			
Solar panels	* <del>loads</del> being charged *school lights powered through solar			
Compost pots (fully sealed)	*trial the sealed compost pots and embed after			
Paperless	*children's computing related learning to be saved on server *book looks for no use of full page worksheets			
Recycling (reuse of natural materials inside the academy)	Through curriculum being delivered			
Links with Universities and Colleges	*Roots to Fruit connections *degrees related to E&S Environmental science Environmental Studies			
Wild Life Trust	Linked to meg and Hub-more details to follow			

Here we have a three year action plan where we as an academy have got all the agencies involved in helping us become the most eco-friendly school in England. We want to be role models for other schools and academies and we want to inspire all to achieve and include environment and sustainability at the core of their curriculums and as resounding belief to do better for our planet. We all need to leave an ecological footprint than that of a carbon footprint.



## Useful Websites

<https://www.we.org/en-GB/our-work/we-schools/service-learning-campaigns/>

<https://www.packagingnews.co.uk/news/environment/recycling/10-recyclingheroes-global-recycling-day-2020-announced-19-03-2020>

<http://www.onetreeperchild.com/#schools>

<http://www.sustainabilitynetwork.co.uk/group/localfood>

<https://www.bathnes.gov.uk/services/environment/sustainability/environmental-sustainability-network>

<https://foodism.co.uk/sustainability/sustainability-in-facts/>

<https://www.economicshelp.org/blog/143879/economics/environmental-sustainability-definition-and-issues/>

<https://www.theguardian.com/environment/2020/jan/24/uk-households-waste-45m-tonnes-of-food-each-year>

<http://jointhepod.org/about/news>

<https://shop.scouts.org.uk/2018/07/20/earn-badge>

<https://www.ecokidsplanet.co.uk/pages/subscribe>

<https://www.littleinventors.org/>

Instagram page; #Sustainable – EcoPlanetpedia –Europe

Instagram page; #EcoPlanetpedia – Environmental service

Instagram page; #Easy green Tips