

Recycling Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Policy for Recycling

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

What is recycling?

"Recycling is processing used materials (waste) into new, useful products. This is done to reduce the use of raw materials that would have been used. Recycling also uses less energy and great way of controlling air, water and land pollution."

Aims

Our aims for recycling at Trinity Fields include the following:

- Promoting recycling across the school.
- Ensuring each class labels their bins into categories: paper, plastic and corrugated card.
- Creating a litter free environment.
- Linking with recycling companies in the locality.
- Developing an awareness of local and national recycling policies.
- Creating good habits about recycling paper, bottles and metals.
- Developing an awareness of the financial benefits of recycling.
- Ordering recycling paper in order to preserve valuable non-renewable resources.
- Being selective when throwing away waste.
- Saving waste that can be recycled, that is paper, tin, garden refuse and bottles.
- Thinking before you throw away waste. Ask the question- can it be recycled or not?
- Don't dump rubbish. Recycle it!

Objectives

Through this whole school policy we will:

- Raise pupil's awareness of recycling across the school.
- Make pupils aware of the benefits of recycling materials in the school and at home.
- Make pupils realise that non-renewable resources are important to preserve for future generations.
- Develop good practice amongst staff and pupils.

- Encourage pupils to persuade their parents to recycle materials at home

Arrangements for planning

The pupils in Oak, Pine and Beech class will organise the recycling across the school every Friday.

Arrangements for monitoring

Kate Thomas, Dale Lord, Steve Cross and Dave Chard will monitor the recycling process and waste area outside the school ensuring the bins are emptied weekly.

Recycling policy: paper

- Throw used paper in the recycling bin.
- Do not waste paper- use paper wisely.
- Use both sides of the paper to keep cost down.
- Inform parents/carers and local people about the recycling banks inside the school grounds.
- Think before you bin paper.
- Wasting paper means wasting money, which means higher bills and cost for school and for mums and dads.
- Make sure that all bins are labelled.
- Use recycled paper whenever possible.

Recycling policy: litter

We want to:

- Create a litter free environment.
- Make pupils aware of the dangers of litter to humans, plants and animals.
- Create good habits with regards to litter disposal.
- Make pupils aware that some litter pollutes the soil, water and the air and that this can kill creatures and plants.
- Raise standards of cleanliness in the school and the school grounds.
- Keep litter under control in the pupils' environment whether at school or at home.
- Make pupils aware that some materials are non-bio degradable and must be disposed of properly and permanently.

Recycling policy: water

We want to:

- Make pupils aware of the importance of water conservation in school and at home.
- Be aware that water is a valuable natural resource that must be cared for.
- Make pupils aware of the misuse of water.
- Make pupils aware of the dangers linked to water especially rivers and lakes.
- Make pupils aware of wasting water when they leave taps on and leave water running.
- Make pupils aware that wasting water may also mean larger bills for mums and dads.
- Remind everyone to turn off all dripping taps and not to turn taps on fully. You are wasting water.
- Save rainwater to water the plants.
- Make sure we don't block plugholes. It will cause a flood in the toilets and in the classrooms.
- Stop leaving running taps unattended. You are wasting water.

Recycling policy: energy

We want to:

- Make pupils aware of wasting electricity by leaving lights on when they are not needed.
- Make pupils aware of the dangers of electricity in their homes and in public places.
- Inform pupils of the dangers of electricity.
- Ask experts to talk about saving energy and electricity in general.
- Make pupils aware that wasting electricity means larger bills for mums and dads.
- Make pupils aware that although electricity is renewable it must not be wasted.
- Make the pupils aware of the importance of energy conservation in their school and at home.
- Turn lights off when they are not needed.
- Turn electrical appliances off when they are not used.
- Design logos to place near all the switches in the school.
- Monitor the use of electricity in order to be efficient in the use of this resource.
- Appoint "Energy Busters" to turn off unwanted lights and electrical appliances.
- Make pupils energy conscious.

Recycling policy: conservation

We want to:

- Clear the flower borders and the herb borders of dead plants.
- Add new perennials to the borders.
- Plant spring flowering bulbs in the autumn.
- Restock the pond near the school entrance.
- Develop the sensory garden.
- Stock the pond in the nature garden.
- Plant wild flowers in the nature area.
- Reassess the work cards / work book for the nature garden and nature trail.
- Purchase a glasshouse to grow plants and flowers.
- Buy garden furniture for the area outside the school entrance.
- Buy a hide to observe birds in the nature area.
- Plant new trees in the school grounds especially those that attract bees and butterflies.
- Grow flowers and plants in the glasshouse.
- Buy spring flowering bulbs.
- Attract birds to the water by providing feeding places.
- Cut back some of brambles in the nature garden.
- Clear the pond in the nature garden and plant new aquatics.
- Buy more bird boxes and renew old ones.
- Add to the work cards produced for the nature trail and make them more user friendly.

Key Skills

Pupils should be given opportunities, where appropriate, in their study recycling and conservation to develop and apply the following key skills:

- Communication
- Literacy
- Speaking and Listening
- Problem Solving

- Numeracy
- Information, Communication Technology
- Personal and self-help skills

Strategies for learning

Strategies for effective learning in recycling and conservation will involve:

- Accessible, practical experiences
- “Total Communication”
- Making good use of opportunities to repeat, modify and consolidate acquired skills.
- Meaningfully interacting with resources or materials appropriate to their level of development.
- Participating in at an appropriate level.

Health and safety

It is the responsibility of all staff and whenever possible pupils, to be aware of possible health and safety issues in relation to this curriculum area in various environments and types of equipment and eliminate foreseeable safety problems. It is fundamental to this subject that pupils will also develop positive attitudes to the safety of themselves and others and an ethos is created where respect for our environment is developed. A risk assessment for is to be completed when pupils are taken out of school on an educational visit and appropriate measures are taken to ensure the pupils safety.

Any specific issue relating to health and safety that need immediate attention should be brought to the attention of the Head teacher/Health and Safety Officer. To reduce risks to pupils all ICT equipment has an annual safety check.

Refer to Health and Safety policy for further details.

Policy review

This policy will be reviewed as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of Review: Spring 2020		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child’s personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.