The Government would like every school to be a sustainable school by 2020.

A National Framework has been established to guide schools towards this aim. It comprises three interlocking parts:

• A commitment to care
  Sustainable schools have a caring ethos – care for oneself, for each other (across cultures, distances and generations), and for the environment. Schools are already caring places, but a sustainable school supports and improves this engagement of local people and partners (far and near). Schools are already caring places, but a sustainable school extends this commitment into new areas. It cares about the energy and water it consumes, the waste it produces, the food it serves, the traffic it attracts, and the difficulties faced by people living in its community and in other parts of the world.

• An integrated approach
  A sustainable school takes an integrated approach to its improvement. It comprises three interlocking parts:
  - A commitment to care
  - A selection of ‘doorways’ or sustainability themes
  - A commitment to reduce

• A commitment to reduce
  Sustainable schools have a growing number of sustainable practices, with the inclusion of food growing, biodiversity conservation and natural play in grounds increasing their learning value.

Opportunity
With their central locations, facilities and extensive networks, schools can act as hubs of learning and change in their local communities. Problems on their doorstep offer relevant and engaging opportunities for pupils to learn, and a means of strengthening local relationships.

Recommendation (by 2020)
We would like all schools to be models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.

Opportunity
Rising demand for energy and water is stirring up problems for future generations. Energy efficiency, renewable energy and water conservation can tackle this problem while saving the school money.

Recommendation (by 2020)
We would like all schools to be models of energy efficiency, renewable energy and water conservation, pursuing opportunities such as wind, solar and biomass energy, insulation, rainwater harvesting and grey water recycling to everyone who uses the school.

Opportunity
Waste, and the three-way culture that encourages it, can be addressed through sustainable consumption. Schools can reduce costs and support markets for ethical goods and services at the same time.

Recommendation (by 2020)
We would like all schools to be models of waste minimisation and sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.

Opportunity
An unhealthy diet contributes to obesity and poor pupil performance. Healthy, ethically sourced food can offer nutritional benefits while protecting the environment and supporting local producers and suppliers.

Recommendation (by 2020)
We would like all schools to be models suppliers of healthy, local and sustainable food and drinks, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.

Opportunity
Rising vehicle use adds to congestion, road accidents and pollution, including carbon emissions. Car-sharing and public transportation help to ease these concerns while walking and cycling also boost fitness and well-being.

Recommendation (by 2020)
We 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.

Opportunity
The way school buildings are designed, constructed and managed affects their ability to teach pupils about sustainable living. For example, decisions over materials and equipment provide opportunities to highlight sustainable practices, while the inclusion of food growing, biodiversity conservation and natural play in grounds increases their learning value.

Recommendation (by 2020)
We would like all schools – old and new – to manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school. Through their growth, we would like schools to bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.

Opportunity
Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone’s participation and contributions – irrespective of background, culture, age, religion or ability – and challenges prejudice and injustice in all its forms.

Recommendation (by 2020)
We 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.

Opportunity
Inclusion and participation

Opportunity
Buildings and grounds

Opportunity
Energy and water

Opportunity
Food and drink

Opportunity
Travel and traffic

Opportunity
Purchasing and waste

Opportunity
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Opportunity
Local well-being

Opportunity
Global dimension

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What is sustainable development?
Sustainable development is a way of thinking about how we organise our lives and work – including our education system – so that we don’t destroy our most precious resource, the planet.

From overfishing to global warming, our way of life is placing an increasing burden on the planet, which cannot be sustained. Things which were once taken for granted such as a secure supply of energy or a stable climate do not look so permanent now.

We need to help people in all parts of the world to find solutions that improve their quality of life without storing up problems for the future, or impacting unfairly on other people’s lives. Sustainable development means much more than recycling bottles or giving money to charity. It is about thinking and working in a fundamentally different way.

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