



BUNTS SANGHA'S
S. M. SHETTY INTERNATIONAL SCHOOL & JUNIOR COLLEGE
An IB World School

Climate Change Policy

ACKNOWLEDGEMENT

As an organisation, we hope to contribute towards the very crucial global cause of Climate Change and create a wave of Climate Consciousness in our community.

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PART 1

INTRODUCTION



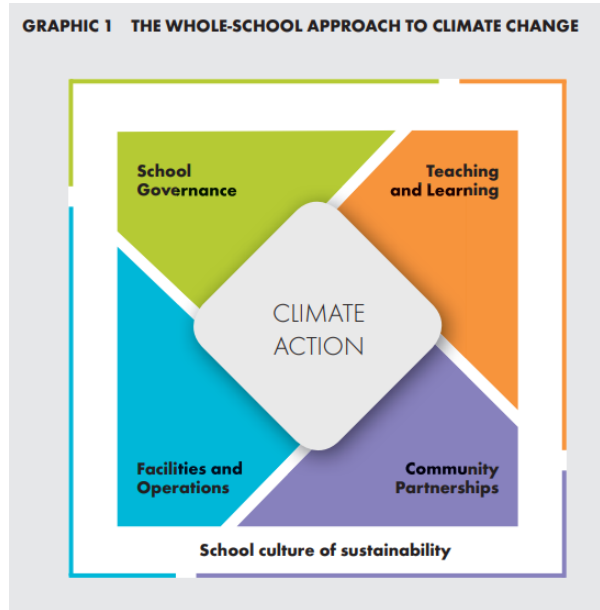
Climate change is connected with many other global issues. Developed countries are the least responsible for climate change, yet they are the most at risk from its ill effects. Climate change is also linked to gender inequality because in many contexts, women and girls are more vulnerable to its effects than men.

Our Objectives:-

- To create awareness about climate change
- To undertake activities to develop practical skills like recycling
- To organise events by experts and create awareness about the issue
- To organise public events to wide spread the awareness among people
- To inculcate essential good habits for effective waste disposal
- To develop valuable skills of research like observation, reasoning for conservation of environment

Whole-School Approach to Climate Action

We have adopted a whole-school approach to climate change which includes action for reducing climate change from every aspect of school life. This includes school governance, teaching content and methodology, campus and facilities management as well as cooperation with partners and the associated broader communities.



Our Aim

Bunts Sangha's SM Shetty International School is committed to developing a school culture of sustainability. The institution aims to nurture in its students the capacity to objectively define what is truly needed in the global society, to take action on their own, and to become active agents for sustainable development.

PART 2

BECOMING A CLIMATE-FRIENDLY SCHOOL

CREATING A SUSTAINABLE SCHOOL CULTURE

Climate action is the response taken to address the climate crisis, empowering students with the knowledge, skills, values and attitudes needed to act as agents of change. We have a strong understanding of how things are done at our school and what is expected of students, staff, and families which are a part of the school's culture. Thus, inputs from all stakeholders are taken into account. The second step is creating a vision, mission and core values for our school that sums up our understanding of climate action. We firmly believe in '**Inspiring Learners to become Confident, Knowledgeable, Open Minded and Responsible global citizens**'.

All these values are seen in our strategic plans, policies, procedures and guidelines, budget allocation, and work of school communities.

Table: Involving the Whole School Community in Climate Action

MEMBERS OF YOUR SCHOOL COMMUNITY	POSSIBLE ROLES
Students	<ul style="list-style-type: none"> ➤ Planning and organising climate change projects in a classroom or with a club ➤ Performing evaluations to track our school's development as a more sustainable institution, such as waste and energy audits ➤ providing guidance to younger pupils who are just learning how to engage in climate action
Teachers	<ul style="list-style-type: none"> ➤ Teaching lessons that foster students' understanding of climate change, their ability to examine various course of action options, and their resolve to take action ➤ requesting that all members of our school community participate in efforts connected to climate change ➤ By praising activities like turning off the lights when not in use, you may reinforce expectations for environmentally friendly behaviour.
Principal and Senior Leaders	<ul style="list-style-type: none"> ➤ Promoting our school's vision and values for taking action on climate change ➤ providing teachers and other staff with the tools, training, and time off they require in order to run successful climate action projects ➤ When making judgments regarding recruiting new instructors and staff, taking knowledge, expertise, and values pertaining to climate action into consideration is important.
Administration	<ul style="list-style-type: none"> ➤ Recommending adjustments to the building's operations to lessen the school's environmental impact ➤ teaching pupils how to correctly sort rubbish and care for school gardens ➤ Making adjustments to our school's heating, cooling, or lighting systems in order to save energy
Canteen Staff	<ul style="list-style-type: none"> ➤ Providing nutritious meals and snacks with regional ingredients ➤ separating compostable kitchen trash from non-compostable kitchen waste
Office Support Staff	<ul style="list-style-type: none"> ➤ Adopting more environmentally friendly workplace procedures, such as double-sided printing only when necessary ➤ spreading the word about our school's accomplishments and climate action lessons learned ➤ Cleaning and other services provided by the housekeeping staff
Parents	<ul style="list-style-type: none"> ➤ Implementing climate-friendly habits at home, such as water conservation and gardening ➤ participating in climate action activities organised by schools ➤ donating to and gathering resources for our school's climate action programmes ➤ Conducting expert sessions climate friendly initiatives ➤ Networking with organisations that offer climate friendly projects
Partners and Collaborators	<ul style="list-style-type: none"> ➤ Identifying sustainable development challenges in the community that the school could address ➤ sharing technological knowledge about addressing climate change ➤ arranging for students to go on field trips that provide a framework for studying about climate change in the real world

EVERYONE HAS A ROLE TO PLAY

An inclusive approach to climate change brings together a variety of skills, knowledge and viewpoints. Students, teachers, senior leaders, support staff, families, and local community members all have a crucial role to play for the success of this program

PLANNING, ACTION AND REFLECTION

CONDUCT A SCHOOL-ASSESSMENT TO IDENTIFY priorities, set targets and measure success.
DEVELOP AN ACTION PLAN This includes the school's objectives and priorities, accompanied by person responsible, specific tasks, expected outcomes and timeframes. It should cover the four main areas of the whole-school approach namely: school governance, teaching and learning, campus and facility management and partnerships with the community.
CLARIFY ROLES AND RESPONSIBILITIES 'Climate Action' core team with clearly assigned roles and responsibilities to coordinate the development, implementation and revision of the whole-school action plan. The workload to be shared equally among all our team members to participate.
COLLECT DATA WHILE IMPLEMENTING THE ACTION PLAN <ul style="list-style-type: none">➤ Data collected through student-led investigations➤ Quantitative data already collected by the school➤ Qualitative data such as samples of student work, lesson plans, teacher observations, photographs, school newsletters, Team Green meeting minutes and action plan.
TAKE TIME TO REFLECT ON AND REVIEW GOALS, STRATEGIES AND ACHIEVEMENTS After attempting to achieve the climate action goals, a review must be conducted to check the achievement of goals, further actions and methods employed.
SHARE AND CELEBRATE RESULTS AND LESSONS LEARNED Communicating results and lessons learned within and beyond the school community to build accountability and motivation to sustain long term projects.

 AREAS FOR ACTION

 GOVERNANCE

CREATING A CLIMATE ACTION TEAM

In order to achieve the school's climate action goals, everyone in the school— students, workforce and all the other stakeholders —have an important part to play. However, in order to function effectively, duties and responsibilities must be shared and implemented correctly.

To lead the projects a ‘Climate Action’ core team has been formed called “Team Green”. The team comprises of:

Principal and Senior Leaders - Monitoring

Team Green Coordinators - Managing climate friendly activities and supervising.

Teachers - Make the task possible and continue it every year.

Student Leaders - Find out the problems and solve them.

Students Volunteers - Active participation and spreading awareness.

Parents - Collaboration and motivate students to change for good.

Support Staff - Helping in all activities.

Administration Staff

The Core team to monitor the creation, implementation, revision and coordination of the school's Climate Action policy. This entails a number of meetings at the start of the academic year to outline the tasks and initiatives, as well as further sessions as the year progresses to evaluate the performance and make any required adjustments to the plan.

While setting up the team, the following points were considered:

➤ Including student representatives representing a variety of backgrounds and grade/age groups to create a balanced team. The core team to decide the scope of work and authority these representatives have for a smooth functioning of the project. Periodic monitoring of their work will ensure efficiency and effectiveness.

➤ Seeking representatives from the entire adult school community, including managers, teachers, custodial and cafeteria staff, administrators, support staff, and their families.

➤ Inviting members of the local community who may be impacted by our school's projects and who may be able to provide technical expertise and other support for future initiatives. Environmental

organisations, neighbouring educational institutes, local businesses, and local government representatives may be among them.

- Maintaining equal participation of all the stakeholders.

TEACHING AND LEARNING

TEACH CLIMATE CHANGE IN ALL SUBJECT AREAS

TABLE: TEACHING CLIMATE CHANGE IN EVERY SUBJECT AREA

The members of our ‘Climate Action’ team have been selected from different subjects based on their expertise, so that they can speak and act on behalf of the group they represent, as well as consult and mobilise them. This is also done to create interdisciplinary and integrated subject learning opportunities for students. Each subject group has specific objectives to fulfil.

Subject	Objectives
English Language/French	<ul style="list-style-type: none"> • Develop the communication skills required to speak eloquently on local and global issues on a larger platform. • Write poems and stories in response to climate change photos or videos.
Mathematics	<ul style="list-style-type: none"> • Use mathematical logic and reasoning to create projects. • Use measurements to define sales volume and collection of dry waste.
Science	<ul style="list-style-type: none"> • Examine the natural and human factors that affect the climate. • Examine the social, environmental, and economic consequences of common chemicals. • Investigate how climate change affects the spread of diseases like malaria. • Assess biodiversity in our schoolyard or community.
EVM/CAS	<ul style="list-style-type: none"> • Inquire with local government officials about their climate change efforts. • Organise a neighbourhood clean-up of a nearby beach or park.
Global Perspectives	<ul style="list-style-type: none"> • Take field trips to investigate the causes and consequences of urban sprawl. • Make maps of the world's most vulnerable areas due to climate change.
Physical Education	<ul style="list-style-type: none"> • Hiking on the trails around the school with consideration for the environment. • Investigate the health risks associated with environmental factors like air pollution. • List the environmental advantages of healthy behaviours like active transportation.
Humanities	<ul style="list-style-type: none"> • Investigate how societies have resolved conflicts and responded to environmental challenges throughout history. • Investigate traditional ecological knowledge and consider how it might apply to local issues of sustainable development.
Arts - Visual and Performing Arts	<ul style="list-style-type: none"> • Make posters depicting the effects of climate change. • Convey messages through assemblies that have environmental or sustainability themes.

DEVELOP CRITICAL, CREATIVE AND FUTURISTIC THINKING

The school endeavours to develop critical, creative and future thinking skills essential for the 21st century workforce as a part of this project. Students collaborate, find solutions, communicate ideas, research, take opinions and consider perspectives while working as a team. Each student actively participates for shared goals.

EMPOWER STUDENTS TO TAKE ACTION

Climate change is an urgent and global crisis, and learning must be action-oriented. There are three parts to empowering students to take action:

- Learning about action - Teach students the knowledge and skills they need to be successful.
- Practice the skills needed to take action - Students select, plan and implement climate action projects.
- Students reflect on what they achieved, what they learned, and what they would do differently the next time.

FACILITIES AND OPERATIONS

MAKE THE SCHOOL A MODEL OF CLIMATE ACTION

The school's campus reflects the school's values to try and become sustainable through action to reduce climate change and environmental improvement such as tree-planting, composting, and more efficient use of energy, water and paper.

The School aims to become more sustainable by making improvements such as tree planting, composting, and energy efficient upgrades.

MODELLING CLIMATE ACTION	
Given below are some examples of how the school plans to model climate action.	
THEME	POSSIBLE WAYS TO MODEL CLIMATE ACTION
Biodiversity and Nature	<ul style="list-style-type: none">• Plant native flowers, trees shrubs, fruits and vegetables• Plant trees that provide shade for play areas, outdoor learning areas, and the school building
Energy	<ul style="list-style-type: none">• Turn off lights, computers and other electronics when not in use• Regularly inspect mechanical equipment to ensure it is working efficiently
Health and Well-Being	<ul style="list-style-type: none">• Serve healthy, organic, local, and minimally packaged foods in the school cafeteria• Maintain sinks and faucets to encourage regular hand-washing
Litter and Waste	<ul style="list-style-type: none">• Encourage students and staff to bring litterless lunches• Place recycling, compost and garbage bins in key locations to encourage students and staff to put waste in the right place
Transport	<ul style="list-style-type: none">• Encourage students and school staff to use sustainable transport• Locate new school buildings in areas easily accessed by public transportation

Water	<ul style="list-style-type: none"> • Turn off water when not in use • Replace pavement with natural surfaces that will absorb rainwater from big storms • Make sure all chemicals are disposed of properly (not just thrown down the drain)
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COMMUNITY PARTNERSHIPS

BUILD COMMUNITY PARTNERSHIPS FOR LEARNING AND TEACHING

- The school develops close partnership with the local and global community to enhance students' learning.
- Use the school campus as a laboratory for learning
- Take learning outside the traditional classroom and bring innovation in learning
- Learn about the importance of food and align values with SDGS goals of Zero Hunger in the World
- Imbibe values of gratitude and traditional Indian culture of no wastage while using natural resources
- Engage in transdisciplinary learning through various projects and events
- Organise field trips
- Create learning opportunities for students through practical hands on experience
- Challenge students to take action
- Host workshops by experts and activists to raise awareness about climate change.
- Lead sustainability tours showing the school's climate action initiatives.
- Organise community events, such as beach, forest or neighbourhood clean-ups.
- Share climate action stories through social media and local newspapers and radio stations.

PART 4

MONITORING PROCESS

The school evaluates all our Climate action initiatives by consistently monitoring and reviewing projects.

GUIDELINE	NO	YES, BUT WE COULD DO BETTER	YES
School Governance			
1. Set up a climate action team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and Learning			
2. Teach sustainable development and climate change in all subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teach critical, creative and future thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Empower students to take action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities and Operations			

5. Make our school a model of climate action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Partnerships			
6. Build community partnerships for learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENDNOTES

ⁱ UNESCO, 2015. Not just hot air: Putting climate change education into practice: <http://unesdoc.unesco.org/images/0023/002330/233083e.pdf> (Accessed 11 March 2015)

ⁱⁱ Henderson, K., & Tillbury, D., 2004. Whole-school approaches to sustainability: An international review of sustainable school programs. Australian Research Institute in Education for Sustainability. http://aries.mq.edu.au/projects/whole_school/files/international_review.pdf (Accessed 10 December 2015)

ⁱⁱⁱ Australian Sustainable Schools Initiative. 2007. Education for sustainability: A guide to becoming a sustainable school. Department of Education and Children's Services.

^{iv} Kozak, S., & Elliot, S., 2014. Connecting the dots: Key learning strategies for environmental education, citizenship and sustainability. Learning for a Sustainable Future: <http://lsf-1st.ca/dots> (Accessed 26 November 2015)

^v Wildlife and Environmental Society of South Africa and World Wildlife Fund, 2013. The WESSA/WWF Eco-Schools programme South Africa handbook. Wildlife and Environmental Society of South Africa.