

Sustainability Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Approved by:	Governing Body/SLT	Date: 6 March 2026
Last reviewed on:	6 March 2026	
Next review due by:	March 2028	

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1. Introduction

Our school motto, **KIND** — *Knowledge and understanding of the world; Inquisitive and imaginative minds; Nurturing and compassionate hearts; Devoted to living as God's children* — underpins all that we do. Guided by these values, we believe that caring for God's creation is a shared responsibility and an essential part of our school life.

We are committed to developing pupils' knowledge and understanding of the world around them and encouraging inquisitive minds to explore environmental issues with curiosity and purpose. Through nurturing compassionate hearts, we foster respect for the natural world and a sense of responsibility towards protecting it for future generations. As a school devoted to living as God's children, we recognise our duty to act as courageous advocates for the environment and to live sustainably in our daily choices.

We aim to educate pupils about environmental concerns and the importance of sustainability through learning, discussion and practical experiences. We encourage both pupils and staff to consider how their actions impact the local environment and the wider global community. Effective implementation of this policy will support pupils in developing an eco-friendly attitude and help ensure that the school operates in the most sustainable way possible.

2. Aims

Through this sustainability policy, our school aims to:

- Ensure our school values of kindness and compassion are reflected in our efforts to care for and protect the environment.
- Develop pupils' knowledge and understanding of environmental sustainability, helping them to recognise their role in caring for God's creation.
- Encourage inquisitive and imaginative thinking about environmental challenges and solutions at a local and global level.
- Provide meaningful learning opportunities and practical experiences that promote responsible and sustainable behaviour.
- Prepare pupils for a lifetime of sustainable choices, enabling them to make informed decisions that positively impact the environment now and in the future.

3 . Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Climate Change Act 2008
- The Ozone-Depleting Substances Regulations 2015
- Environmental Protection Act 1990
- Control of Pollution Act 1974
- DfE (2012) 'Top tips for sustainability in schools'
- The Waste Electrical and Electronic Equipment Regulations 2013 (as amended)
- DfE (2022) 'Sustainability and climate change: a strategy for the education and children's services systems'

4. Roles and responsibilities

The school is responsible for:

- Developing a curriculum which promotes the need for environmental sustainability.
 - Including and engaging staff, governors, pupils, parents, and the local community to improve and sustain the world today for future generations.
 - Sharing good practice with pupils, parents, and the community, and encouraging them to adopt the initiatives outlined within this policy.
 - Promoting awareness of climate change through cross-curricular activities.
 - Sharing the responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment.
- Preparing pupils for a world impacted by climate change through learning and practical experiences.
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The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring that teaching staff have the necessary knowledge to teach pupils about environmental concerns.
- Ensuring that staff and pupils understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use.
- Communicating with disposal companies regarding the disposal of recyclable and non-recyclable waste, so that the school can implement a waste disposal procedure for all staff and pupils to follow.
- Ensuring that catering staff understand the importance of recycling and disposing of waste sustainably.
- Ensuring that the site manager understands their responsibility to maintain the cleanliness of the school grounds.

The governing board is responsible for:

- Monitoring and reviewing the school's energy usage.
- Identifying, with the site manager, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights.
- Checking the environmental standards of suppliers and contractors.
- Ensuring equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic.
- Ensuring the heating systems are monitored by the site manager to ensure the school remains at a comfortable temperature.

Teaching staff are responsible for:

- Promoting the need for environmental sustainability in their lessons.
- Ensuring their classrooms are using energy sustainably, for example, ensuring that computers are turned off when not in use.

The site manager is responsible for:

- Ensuring that outside lights are switched off when they are not needed.
- Recording energy use and reporting any waste to the governing board.
- Monitoring the cleaning staff and advising them on good energy practice.
- Arranging and coordinating waste disposal from the premises and ensuring that all waste is disposed of correctly.

- Maintaining the overall cleanliness of the school premises.

5. Waste and recycling

We will reduce the amount of waste we produce by:

- Writing and printing on both sides of paper wherever possible.
- Using emails, as well as parent text/app-based messaging procedures when communicating with parents, to reduce paper waste.
- Disposing of food waste in line with the school's procedures.
- Putting used paper in a scrap paper drawer and re-using it whenever possible. (Any paper containing personal or sensitive information will not be re-used and will be disposed of in accordance with the school's Data Protection Policy.
- Only printing documents when it is essential.
- Making sure that all waste office equipment is correctly disposed of via re-use or recycling schemes.
- Where possible, encouraging pupils to share worksheets.

The school will ensure that there are water fountains and taps with drinking water available for pupils to drink from and refill their water bottles. Pupils will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles.

There will be clearly labelled bins located throughout the school for recycling, food waste and general waste.

6. Littering

The school understands that, under the Environmental Protection Act 1990, littering is a criminal offence. It also understands that fines may be incurred where individuals deliberately litter the premises.

The school will appoint Sustainability Champions, which are pupils who meet regularly with the school Sustainability Lead to ensure that the school is delivering against its sustainability commitments. With regards to litter, the Sustainability Champions will be responsible for:

- Promoting awareness of anti-littering throughout the school.
- Monitoring the school's anti-littering procedures.
- Listening and responding to questions from the school committee.
- Organising and recruiting volunteers for litter picking groups.

Beyond the Sustainability Champions, every member of the school community has a duty to dispose of waste properly. Specifically, individuals are responsible for:

- Putting litter in the appropriate bin, e.g. recycling bins.
- Using resources thoughtfully.
- Reusing resources where possible.
- Assisting the site manager and the Sustainability Champions with the cleanliness of the premises.
- Monitoring our green areas (keeping them watered and looked after).

7. Transport

Pupils and staff will be encouraged to walk, cycle or scoot to school, where possible.

The school will encourage teachers and other members of staff to car share whenever possible, for example, when travelling to external training days.

The school will recognise that there are risks involved when individuals choose to walk, cycle or scoot to school; therefore, road safety and cycle/scooter safety information will be given to pupils through special collective worships, PSHE lessons and the provision of Bikeability/Scootability courses where available.

8. School grounds

The governing board and the site manager will monitor the consumption of energy within the school, recognising where the school is wasting energy and implementing measures to reduce energy consumption, e.g. introducing motion sensitive lights and using energy-saving lightbulbs.

The governing board will monitor heating within the school, assessing whether it is at an appropriate temperature and frequency and adjusting it accordingly.

When new buildings or refurbishments are being planned, the school will always consider any environmental impacts and the governing board will consult an expert.

9. Healthy living

The school will promote an ethos of environmental understanding. Pupils will be taught to understand that their actions have a direct impact upon the environment. The school will discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment.

The school will encourage staff and pupils to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving. The school will provide fruit/vegetables as snacks for EYFS and KS1. Milk will also be available as an option.

The school will ensure pupils get at least 60 minutes of moderate exercise a day, in line with NHS recommendations.

10. Energy

The school will reduce our energy usage by:

- Switching off lights when not in use.
- Keeping doors and windows shut in cold weather and installing draught excluders so that warm air is retained.
- Turning off energy-draining appliances, for example, computers, projectors, and interactive white boards, when they're not in use.
- Monitoring the temperature and frequency of heating in the school and adjusting it accordingly.
- Conserving water by installing systems that reduce waste such as cistern dams and flow restrictors.
- Insulating hot water pipes to reduce water waste when running a tap, as well as reducing the likelihood of frozen pipes in winter.
- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority by the site manager.
- Auditing the amount of energy used each term.
- Upgrading the school's heating system to a modern, more efficient system, including a smart meter, to reduce emissions.
- Switching to high efficiency combined heat and power (CHP) (HE CHP) or CHP based on renewable energy sources, or gas-fired CHP only.
- Displaying information around the school and in classrooms to ensure that pupils understand the importance of switching off lights, computers and taps when they're not in use.
- Monitoring the environmental sustainability of suppliers and adjusting procurement arrangements accordingly.
- Making all members of the school's community aware of the link between energy use and financial costs.

11. Reducing carbon emissions

The school is committed to reducing our overall carbon emissions. Emissions will be reduced by:

- Implementing renewable or more energy-efficient technologies, such as air-source heat pumps.

- Advertising the benefits of being environmentally friendly around school.
- Promoting the benefits of recycling.

12. Curriculum

The school will aim to provide pupils with knowledge, skills and understanding in biodiversity and sustainability, by embedding the topics within many areas of our curriculum.

As part of the sustainability curriculum, the school will participate in action and awareness days such as Great Big Green Week, Earth Hour, Earth Day and Cut Your Carbon.

Key Teaching Objectives for Sustainability

Through the White Rose Science curriculum, pupils are taught to:

- Develop knowledge and understanding of the natural world
- Understand human impact on the environment
- Learn about the responsible use of resources
- Build scientific enquiry skills through real-world contexts
- Encourage curiosity and environmental awareness from EYFS onwards
- Promote informed decision-making and future responsibility
- Support cross-curricular learning for sustainability

13. Eco-Schools/ Science Ambassadors

Our school actively supports the Eco-Schools programme through the work of our Science Ambassadors, who play a key role in promoting sustainability across the school. The Science Ambassadors help to lead pupil voice by contributing to environmental audits, sharing ideas, and supporting the planning and delivery of Eco-Schools actions. They act as positive role models, encouraging other pupils to make environmentally responsible choices and to care for God's creation.

Through their involvement, pupils develop leadership skills, teamwork and a deeper understanding of environmental issues, reflecting the key principles of the Eco-Schools Award: pupil participation, learning for sustainability, and taking meaningful action. The Science Ambassadors support the school in embedding sustainability within the curriculum and daily school life, helping to ensure that our Eco-Schools work is purposeful, inclusive and impactful. Their contributions support the school's journey towards achieving and

maintaining the Eco-Schools Award and foster a whole-school commitment to sustainable living.