

Sustainability Policy

Nominated Member of Leadership Staff Responsible for the policy:
Headteacher

Nominated Board of the Governing Body Responsible for the policy:
Premises, H & S, Safeguarding and Mental Health

Date written:
October 2025

Date agreed and ratified by Governing Body:
11 November 2025

Date of next review:
November 2027

This policy will be reviewed every two years, and following any concerns and / or updates to National and Local guidance or procedures

Sustainability Policy

Aims and Values

We aim to enable every pupil to take positive action to help make our school a sustainable and caring community – this includes developing a love and respect for our planet and its resources.

We recognise our responsibility to be courageous advocates who protect the natural world around us. We are committed to educating our pupils about environmental concerns and the importance of living sustainably.

We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience. We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

Effective use of this policy will ensure pupils are taught about environmental sustainability, promote an ecofriendly attitude, and ensure that the school itself is as sustainable as it can be.

We are signed up to the following:

- Count your Carbon
- Let's Go Zero
- Eco Schools

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'

Roles and Responsibilities

The local governing body is responsible for:

- A commitment to making progress towards school carbon neutrality
- Introducing, monitoring and reviewing school's progress towards carbon neutrality
- Supporting the school to reduce waste by increasing re use, recycling and reduce landfill waste
- Supporting the school to improve energy efficiency
- Encourage the school to actively seek sustainable procurement opportunities
- Monitoring a curriculum which promotes the need for environmental sustainability

The headteacher is responsible for:

- The overall implementation of this policy.
- Making sure staff CPD plans cover sustainability, e.g. including climate change and sustainability in science teachers' CPD, and providing sustainable usage training for all staff
- Work with premises and school business staff to look at where to invest money to reduce carbon emissions, and improve sustainability and resilience
- Develop and deliver our school's climate action plan
- Communicate the sustainability policy to the school community

The Sustainability Lead is responsible for:

- Receiving carbon literacy training and coordinate delivery of this training to staff (if needed)
- Identify appropriate areas of the school grounds for environmental improvements
- Encourage whole-school participation in environmental awareness days
- Lead a whole school sustainability audit to identify current and future opportunities for change

The School Manager is responsible for:

- Carrying out sustainable procurement practices by considering usage, waste and supply chains as part of the assessment and validation criteria used when purchasing goods and services
- Identify funding opportunities for sustainable development and lead bids for funding e.g. smart meters, low carbon boiler replacement
- Communicate waste reduction practices in school to encourage sustainable and cost effective behaviour e.g. limiting printing and turning off lights
- Oversight to ensure that key operational roles (e.g. catering, site management, waste disposal, procurement) understand and fulfil their sustainability 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 practices 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
- Preparing pupils for a world impacted by climate change through learning and practical experience
- Actively seeking sustainable procurement opportunities
- Ensuring where possible that equipment purchased is made from sustainable resources, for example biodegradable cups for water rather than plastic

Premises staff are responsible for:

- Recording meter readings for energy and reporting to the school manager
- Ensuring lights and electrical items are switched off when they are not needed
- Monitoring cleaning staff and advising them in good energy practice
- Maintaining the overall cleanliness of the school premises
- Ensuring that waste is disposed of correctly.

The Eco / Sustainability Committee are responsible for:

- Developing and implementing a sustainability action plan
- Receiving carbon literacy training and co-ordinate delivery of this training to all staff (if needed)
- Ensuring that staff and pupils understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use.
- Helping to identify ways to reduce energy wastage such as investigating motion sensor lights
- Encouraging staff and pupils to reduce waste by increasing re use, recycling and reduce landfill waste.

The Eco Warriors are responsible for:

- Representing the views of the pupils as part of their role of eco warriors
- Taking an active approach to helping pupils understand a variety of issues such as climate change and waste. This could include:
- Reviewing and promoting sustainability throughout the school
- Monitoring any litter problems in the wider community and address any problems
- Promoting a litter free environment to other pupils

Curriculum and Learning

We aim to:

- provide pupils with knowledge, skills and understanding in biodiversity and sustainability by embedding topics within many areas of our curriculum
- Develop CPD and share best practice to support your teachers in delivering sustainability content
- Create opportunities for pupils to engage with local businesses and encourage them to take up environmentally-friendly practices

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.

Food and Catering

- We will participate in a meat free day each week
- Carry out an audit of food waste - to estimate the cost of the waste food each week
- Look at areas to reduce the amount of food waste at lunchtime
- Work with the caterers to find a solutions of the amount of waste
- Work with the caterers to ensure that food is either locally sourced or from sustainable sources (e.g. fish, red tractor meats)
- Provide food waste recycling bins around school for recycling

Waste and Recycling

- We will reduce the amount of waste we produce by:
 - Using emails as much as possible to reduce paper waste
 - Using emails, the school's website and parent text message procedures when communicating with parents, to reduce paper waste.
 - Reusing scrap paper whenever possible
 - Only printing documents when it is essential
 - Making sure that all waste equipment is correctly disposed of via the re-use or recycling schemes
- Pupils supplied with reusable water bottles and encouraged to use throughout the day including breaks, lunchtimes and PE lessons
- Disposable plastics will be recycled
- Clearly labelled bins are located throughout the school for recycling, food waste and general waste
- Posters explaining the importance of environment considerations, for example, what sort of waste can be recycled and how litter can be detrimental to the environment will be displayed around school.
- Encourage pupils to ensure their litter is disposed of correctly
- Regular litter picks around the school grounds will be organised

Waste Electrical and Electronic Equipment (WEEE)

WEEE is regulated to reduce the number of devices and equipment that is incinerated or sent to landfill sites. To reduce the school's carbon footprint and minimise the impact on global warming, the necessary steps are taken to ensure WEEE is disposed of properly.

The types of electrical and electronic equipment (EEE) the school will safely dispose of include but are not limited to the following:

- Desktop computers
- Servers
- Laptops
- Monitors
- Printers
- Projectors
- Scanners
- Interactive whiteboards

The school manager, in collaboration with the ICT technician will dispose of the WEEE safely through CBC Computers.

Before disposal the technician will ensure data is securely deleted or back up in accordance with the Data Protection Policy and Records Management Policy

Energy and Water

We will reduce our energy usage by:

- Switching off lights when they are not in use
- Keeping doors and windows shut in cold weather
- Look at installing draught excluders so that warm air is retained
- Turning off energy-draining appliances, for example, computers, interactive whiteboards, when they are not in use.
- Monitoring the temperature and frequency of heating in school and adjusting it accordingly

- Display information around school to ensure pupils understand the importance of switching off lights, computers and taps when they are not in use.
- Upgrading the school's heating system to a modern, more efficient system, including smart meters to reduce emissions.
- Research installation of roof insulation to prevent heat escape.
- We will display our Display Energy Certificate in the school reception area.

Transport and travel

- Pupils and staff will be encouraged to walk to school, where possible.
- The benefits of daily exercise, such as walking to school when possible, will be promoted through the school.
- We will provide suitable bike storage for staff and pupils
- Provide road safety lessons for individuals who chose to walk, cycle or scoot to school to help eliminate any risks.

Building and grounds

- LED energy saving bulbs will be used throughout the school.
- The school manager along with the Eco Warriors will monitor the consumption of energy, recognising where the school is wasting energy and look at measures to reduce energy consumption.
- During any refurbishments the school will always consider any environmental impacts and energy saving solutions
- Allow children to experience wildlife in it natural habitat with the creation and regular maintenance of wildlife areas, bird feeders, nest boxes and bug hotels

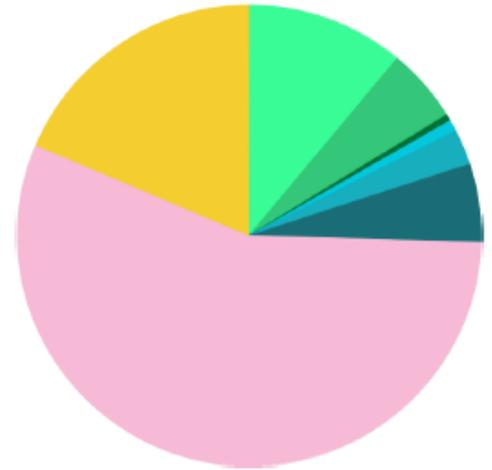
Counting Your Carbon Footprint

The school has signed up to Count Your Carbon and has generated a carbon footprint report for the school

Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **193.85 tonnes CO₂e*** per year

Operational area	Emissions area	Scope	t CO ₂ e*	% **
Energy, Waste & Water	Fuel	1	21.3	11%
	Electricity	2	9.9	5%
	Waste	3	0.1	0%
	Water	3	0.8	<1%
Transport	School vehicles	1	0	0%
	School trips	3	1.5	<1%
	Student commuting	3	4.8	2%
	Staff commuting	3	10.6	5%
Food	Food	3	108.4	56%
Purchasing & Uniform	Purchasing	3	36.5	19%
	Uniform ***	Out-of-scope	0	n/a



* 't CO₂e' or 'CO₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

** Percentage of your carbon footprint.

*** Uniform is out-of-scope and therefore not included within the pie chart.

The Count Your Carbon Methodology - continued

The GHG Protocol sets out three 'scopes' or ways of categorising the different kinds of emissions that a business (or school) creates in its own operations and in its wider 'value chain' (its suppliers and customers).

Operational Emissions: These emissions are referred to as 'Scope 1 & 2' emissions, based on the GHG protocol. They occur in your school's operations and include the direct emissions from the fuel you use in buildings and vehicles and indirect emissions from the electricity you buy.

Value Chain Emissions: Scope 3 emissions occur as a result of everything else that takes place in your school, from the products you buy for students to use, i.e. laptops, notebooks, to the emissions from students and staff travel.

When reviewing your report, it's important that you view it as a whole, and do not just focus upon your largest emissions areas. Not all of your emissions are under your direct control (scope 2 and 3), and therefore you may be limited in the action you can take to reduce your emissions in these areas. As a result, the areas within which you can make the largest impact may not be the areas which emit the most carbon. There is more guidance around this within the Carbon Reduction Guide.

Overview of categories covered by the calculator and the scopes they come under

Operational area	Emissions area	Scope
Energy, Waste & Water	Fuel usage	1
	Electricity usage	2
	Waste usage	3
	Water usage	3
Transport	Vehicles	1
	School trips	3
	Student commuting	3
	Staff commuting	3
Food & Drink	Food & Drink	3
Purchases	Spending	3
	Uniforms	3