



Barwick and Stoford Primary School Environmental and Sustainability Policy

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Statement of Intent

Barwick and Stoford Primary School is committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils have the necessary skills and knowledge to understand environmental concerns, so that they can apply this to their lives and adopt an eco-friendly lifestyle.

We encourage both pupils and staff to think about the environment and how their actions will affect their local surroundings, and the global environment.

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

Legal framework

This policy has due regard to legislation and 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'
- Sustainability and Climate change: a strategy for the education and children's services systems. (April 2022)
- Sustainability leadership and climate action plans in education March 2025

Roles and Responsibilities

The Local Governing Body 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.
- Ensuring where possible that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic.

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.

The Head teacher 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.
- Consider environmental impacts where any new buildings or refurbishments are being planned.

The Sustainability and Environmental Lead is responsible for:

- Reviewing the environmental and sustainability policy •

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 and lights are turned off when not in use.

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The Site Manager (Care Taker) is responsible for:

- Ensuring that outside lights are switched off when they are not needed.
- Monitoring the cleaning staff and advising them on good energy practice.

The Eco Council consists of pupils from Year 1 to Year 6. Children from each year group are elected. The Eco-Council aim to meet once a month to discuss ideas and campaigns. Minutes from each meeting are to be recorded by the Eco Schools Coordinator and ideas fed back to the rest of the school and the wider community.

Pupils of the Eco-Council are responsible for:

- Monitoring any litter problems in the wider community and address any problems.
- Promoting a litter free environment to other pupils.
- Reviewing and promoting sustainability throughout the school

Pupils are responsible for:

- Applying their learning at home and aiming to be sustainable outside of school.
- Walking or cycling to school, when possible.
- Using energy sustainably, for example, not leaving taps running.
- Be responsible for keeping our classrooms, school and grounds clean and tidy.
- Eat healthy, natural fruit and vegetable snacks, which do not come in paper or plastic packaging.
- Use the right bins so that we can recycle and compost our waste.

Parents are responsible for:

- Promoting an eco-friendly lifestyle at home.
- Encouraging children to walk or cycle to school, when possible.
- Recycling at home and ensuring that their children understand how to recycle.
- Reinforcing the learning that the school implements concerning the environment.

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 much as possible, to reduce paper waste.
 - Using emails, the school's website and parent text messaging procedures when communicating with parents, to reduce paper waste.
 - Composting or recycling food waste, both from the school dinners and food brought into school by pupils.
 - Ensuring selective waste collection and organic waste treatment for composting and mulching.
 - Putting used paper in a scrap paper drawer and re-using it whenever possible.
 - 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.
 - Where possible reduce laminating to only items, which have longevity or used frequently.
 - Glitter will not be used.
- Pupils will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles.

- Any disposable plastic bottles brought into school will be recycled.
- There will be clearly labelled bins located throughout the school for recycling, food waste and general waste.
- We will display posters explaining important environmental considerations, for example, what sort of waste can be recycled and how litter can be detrimental to the environment.
- 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.
- Teachers will encourage pupils to partake in weekly litter picking around the school grounds as well as a monthly litter pick in the local area.
- Litter picking volunteers will be in groups no larger than 5 and will be accompanied by a member of staff at all times.

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.

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

- Putting litter in a bin.
- Using the appropriate recycling bins.
- Using resources thoughtfully.
- Reusing resources where possible.
- Assisting the site manager and eco warriors with the cleanliness of the premises.

The Site Manager takes overall responsibility for the overall cleanliness of the school premises.

The Site Manager arranges and coordinates waste disposal from the premises and ensures that items are disposed of correctly.

The school's Eco-Council consisting of staff members and pupils, who are 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.
- To mitigate risks of littering, the school implements the following procedures:
- Designated eating areas – pupils and staff are only permitted to eat in these areas to prevent unwanted litter.

- Waste disposal – bins are provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal.
- The school raises awareness of anti-littering amongst pupils and staff through dedicated assemblies, PSHE lessons, staff training days and additional resources, such as leaflets and posters.
- Any individual known to have littered the premises will be required to dispose of the litter correctly.

Transport

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 throughout the school.

- We will encourage teachers and other members of staff to car share whenever possible, for example, when travelling to external training days.
- We will produce informative material, such as posters and leaflets, regarding the impact of the carbon emissions produced by personal vehicles and public transport on the environment, which will be displayed and distributed around the school.
- We will have suitable and safe storage for staff and pupils to store bicycles.
- We recognise that there are risks involved when individuals choose to walk or cycle to school; therefore, we will organise road safety lessons in PSHE.

School Grounds

The Head teacher 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

- Energy saving lightbulbs will be used throughout the school when lighting is being replaced.
- When new buildings or refurbishments are being planned, we will always consider any environmental impacts,

Healthy Living

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

- We will encourage staff and pupils to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving.

Sustainable Farming and Fishing

- We will teach pupils where food comes from as part of the Geography and Science lessons, including giving them first-hand experience of growing their own fruit or vegetables.
- We will ensure the pupils understand the importance of seasonal produce and locally sourced food.
- Pupils will be taught about the importance of sustainable fishing and farming, and any fish products used in school meals will be sustainably sourced.

Energy

We will reduce our energy usage by:

- Switching off lights when they are 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 are 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.
- Installing a smart meter, to reduce emissions.
- Displaying information around the school and in classrooms to ensure that pupils understand the importance of switching off lights, computers and taps when they are 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.
- Appointing an individual, e.g. the site manager, to ensure that these measures are carried out.

Reducing Carbon Emissions

We are committed to reducing our overall carbon emissions. Emissions will be reduced by:

- Implementing renewable technologies that export surplus energy to the national grid.
- Implementing a rewards system for pupils and/or staff who reduce carbon emissions by walking, cycling or taking public transport to school.
- Advertising the benefits of being environmentally friendly around school.
- Promoting the benefits of recycling.
- Sourcing school supplies from UK suppliers as much as possible.
- We will communicate with our LA and other schools to enhance our provisions and continue to develop and implement best practice within the school.

Sustainable Procurement of Goods

We will devote time to ensuring product procurement is done in the most sustainable way.

- Our purchasing team will ensure that produce bought is cost efficient and sourced from within the UK or locally where possible
- We will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy.

Curriculum

Our school's implementation of the White Rose Science curriculum aligns seamlessly with the DfE's latest "Sustainability Leadership and Climate Action Plans in Education" guidance. By embedding core scientific concepts—such as ecosystems, the carbon cycle, and environmental change—through White Rose's well-structured, progressive lessons, we ensure that sustainability is taught not just as isolated facts but as interlinked, actionable knowledge that supports climate education and green awareness. This directly contributes to the DfE's outlined "climate education and green careers" area, which calls for a knowledge-rich, comprehensive teaching approach to climate change. Our teachers are supported in delivering this content with confidence, and through the curriculum, students develop both a strong understanding of environmental science and the capacity to engage with ideas about adaptation, resilience, and conservation. This ties into the expectation for schools to nurture leadership, build an ethos of sustainability, and empower learners to contribute to climate action—key pillars of the DfE's non-statutory guidance.