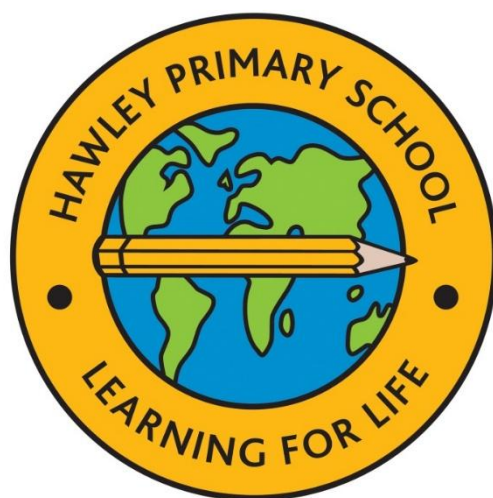


HAWLEY PRIMARY SCHOOL



SUSTAINABILITY & CLIMATE ACTION POLICY

APPROVED BY: JANE BAKER (HEADTEACHER)

LATEST REVIEW: AUTUMN 2026

NEXT REVIEW: AUTUMN 2028

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Our school vision, Learning for Life, underpins all that we do at Hawley Primary School. We nurture our children to develop a love for learning whilst learning to love and respect others which 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 eco-friendly attitude, and ensure that the school itself is as sustainable as it can be.

1. 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'
- DfE 'Climate Action Plan for Education and Children's Services'
- Environment Act 2021

2. 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 experience.

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 staff understand their responsibility to maintain the cleanliness of the school grounds.

The governing board is responsible for:

- Monitoring and reviewing the school's energy usage with the Admin and Finance Manager.

- Identifying, with the Admin and Finance Manager, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights.
- 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 Admin and Finance Manager to ensure the school remains at a comfortable temperature.
- Holding school to account to achieving sustainability objectives

The Sustainability Lead is responsible for:

- Coordinating the implementation of this policy across the school
- Supporting the Eco Committee and facilitating their meetings
- Coordinating staff training on sustainability and climate education
- Reporting progress to the Headteacher and governing board

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.
- Embedding climate and sustainability topics within subject areas
- Modelling sustainable behaviours to pupils
- Providing outdoor learning opportunities linked to sustainability

The Admin and Finance Manager is responsible for:

- Ensuring that outside lights are switched off when they are not needed.
- Recording and tracking energy use and reporting 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.
- Tracking costs and savings related to sustainability measures

All Staff and Pupils are responsible for:

- Switching off lights and equipment after use
- Disposing of waste in the correct bins
- Respecting the school grounds and local environment

Eco committee

The school will appoint an Eco Committee, made up of pupils who meet regularly with the school Sustainability Lead, to ensure that the school is delivering against its sustainability commitments.

The Eco Committee will:

- Lead regular sustainability audits (energy, waste, biodiversity, travel)

- Plan and deliver whole-school assemblies on environmental topics
- Design and implement awareness campaigns (e.g., Switch Off Fortnight, Plastic Free Week)
- Represent pupil voice in sustainability decisions
- Communicate with classes through Eco Representatives
- Organise environmental events and activities
- Work with the Junior Road Safety Officers on sustainable transport initiatives
- Promoting awareness of anti-littering throughout the school.
- Monitoring the school's anti-littering procedures.
- Organising and recruiting volunteers for litter picking groups.
- Conduct weekly classroom checks for lights and equipment left on
- Create energy-saving posters and reminders
- Plan tree planting and habitat creation projects
- Create regular updates to be shared in the school newsletter
- Presentations to governors
- Class visits by Eco Committee members

3. 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.
- Laminating only when necessary; using reusable alternatives
- Digital resources prioritised over printed materials
- Repairing equipment rather than replacing where possible
- School garden compost heap for suitable organic waste

The school will ensure that there are water coolers 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 are clearly labelled bins located throughout the school for recycling, food waste and general waste.

4. 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 the appropriate bin, e.g. recycling bins, food waste bins.
- Using resources thoughtfully.
- Reusing resources where possible.
- Monitoring our green areas (keeping them watered and looked after).

Anti-littering measures include:

- Regular litter picks organised by the Eco Committee
- Assemblies on the impact of littering
- Adequate bins provided in all outdoor areas

5. Transport

We aim to reduce carbon emissions from transport while promoting health and wellbeing through active travel.

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.

Active Travel Promotion for Pupils:

- Walk to School campaigns and challenges
- Bikeability cycle training for Year 5 pupils
- Cycle and scooter storage facilities (covered and secure)
- Celebration of active travel achievements

Junior Road Safety Officers

The team of Junior Road Safety Officers will encourage sustainable transport methods and will work to educate their peers and parents by:

- Working alongside the Eco Committee on transport initiatives
- Deliver assemblies on road safety and sustainable travel
- Monitor and report on travel modes
- Design campaigns to increase active travel
- Represent the school at local road safety events

Parking and Drop-Off

- Parents encouraged to park away from school gates and walk the final distance
- Communication with parents about considerate parking
- Promotion of Park and Stride scheme

Monitoring

- Annual travel survey of pupils and staff
- Tracking of active travel percentages
- Celebration of progress towards targets
- Reporting to governors and sharing with school community

6. School Grounds

Hawley Primary School recognises the importance of biodiversity for environmental health, pupil wellbeing and learning. We are committed to enhancing and protecting wildlife habitats on our school grounds.

Current Biodiversity Features

- Forest School area
- Pond
- Playing field
- School garden
- Planters and raised beds

Habitat Creation and Enhancement

- Bug hotels and insect homes
- Bird boxes and feeding stations
- Hedgehog highways and hibernation boxes
- Bat boxes
- Wildflower meadow areas (no-mow zones)
- Log piles for invertebrates
- School garden with vegetable beds
- Composting area

Grounds Maintenance

- Reduced mowing frequency in designated areas to support wildflowers
- No pesticides or herbicides used
- Organic approaches to pest management
- Leaf litter left in designated areas to support wildlife
- Sustainable drainage systems (SuDS) to manage rainwater

Pupil Engagement

- Eco Committee
- Junior Road Safety Officers
- Wildlife surveys and species identification activities
- Seasonal observations
- Outdoor learning linked to science curriculum

- Forest School activities
- Gardening club
- Nature art projects
- Contributing to local and national wildlife surveys (e.g., Big Garden Birdwatch, Butterfly Count)

7. 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 everyone has on the environment.

The school, with the help of the Healthy Schools Officers, 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.
- Teach pupils about sustainable food systems through curriculum
- Offer growing and cooking activities connect pupils with food sources
- Promote water as the healthiest drink choice

School Dinners and Tuck Shop

School meals are provided by Dolce. For more information regards their menu and school offering please see www.dolce.co.uk/education-catering/primary-school/

Physical Activity

The school will ensure pupils get at least 60 minutes of moderate exercise a day, in line with NHS recommendations. School will promote physical activity via:

- Promoting active travel to school
- Daily physical activity opportunities
- Active playtimes and lunchtimes
- PE curriculum
- Extra-curricular sports clubs
- Outdoor learning
- Active lessons incorporating movement

Mental Health and Wellbeing

We recognise the connection between environmental wellbeing and mental health:

- Nature-based activities support emotional regulation
- Outdoor learning reduces stress and anxiety
- Green spaces available for quiet reflection
- Climate education balanced with empowerment and hope
- Opportunities for pupils to take positive action

- Forest School and nature connection activities
- Mindfulness in natural settings
- Gardening and growing activities
- Wildlife observation and monitoring

8. Energy

The governing board and the Admin and Finance Manager will monitor the consumption of energy within the school, recognising where the school is wasting energy and implementing measures to reduce energy consumption.

The Admin and Finance Manager 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 and Governors will always consider any environmental impacts together with Hampshire County Council

The school will reduce our energy usage by:

- Switching off lights when not in use – all lights in school are LED
- 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.
- Auditing the amount of energy used each term.
- 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.
- Monitoring of Solar panels

9. Reducing carbon emissions

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

- Advertising the benefits of being environmentally friendly around school.
- Promoting the benefits of recycling.
- Asking parents to turn car engines off when parked.

10. 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 and Earth Day

- **Age-appropriate:** Content is tailored to pupils' developmental stages, avoiding climate anxiety while building understanding
- **Empowering:** Focus on solutions and positive actions pupils can take
- **Cross-curricular:** Integrated across subjects rather than isolated lessons
- **Experiential:** Includes hands-on learning, outdoor education and real-world projects
- **Local and global:** Connects local environmental issues to global climate challenges

Curriculum Integration

EYFS:

- Exploring the natural world through outdoor play
- Learning about seasons, weather and caring for living things
- Developing respect for the environment through stories and activities

Key Stage 1 (Years 1-2):

- Science: Plants, animals, habitats, materials and recycling
- Geography: Local environment, weather patterns
- PSHE: Looking after our environment, making sustainable choices
- Art: Nature-inspired art, creating from recycled materials

Key Stage 2 (Years 3-6):

- Science: Living things and habitats, climate and weather, energy, forces
- Geography: Climate zones, environmental change, natural resources, sustainability
- PSHE: Rights and responsibilities, global citizenship, sustainable living
- Design & Technology: Sustainable design, renewable energy projects
- Computing: Data collection on environmental issues, digital campaigns
- English: Persuasive writing on environmental topics, research projects
- Maths: Data handling using environmental statistics, carbon footprint calculations

Outdoor Learning

We provide regular outdoor learning opportunities including:

- Forest School sessions
- School grounds investigations
- Local area studies
- Gardening and growing projects
- Wildlife monitoring
- Seasonal observations