



GLENMERE COMMUNITY PRIMARY SCHOOL



At Glenmere we are GREAT! Because
we:
Grow, Respect, Enjoy, Achieve
Together

Climate Change and Sustainability Policy

Date policy last reviewed: July 2025

Signed by:

Headteacher

Date:

Chair of governors

Date:

1. Introduction and Statement of Intent

At Glenmere Primary School, we are deeply committed to fostering a sustainable future and educating our pupils about the critical issues of climate change. We believe it is our responsibility to work in partnership with families and the wider community to equip all our pupils with the knowledge, skills, values, and behaviours necessary to grow, reach their potential and enjoy fulfilling lives in a healthy world. This policy outlines our ambitious plan to integrate environmental concerns and sustainable living into every aspect of school life, ensuring our pupils understand their vital role in shaping their community and the world they will inherit.

To us, sustainability means living in harmony, acting with kindness, and caring for all living things, now and for future generations. This means we act responsibly, consider the wider implications of our actions, and strive to see our lives having a positive impact on the world. We equip our students and staff with the information, and where possible, the skills to make a difference in their future careers and enable staff and students to consider their individual and collective environmental and social impacts. We take the challenges that the world faces seriously, engage in meaningful and critical dialogue, and ensure that social justice is at our core. We see sustainability as fundamental to our culture and practice and is our 'business as usual'. Our staff and students are engaged in the importance of sustainability and feel confident to engage with finding solutions to our world's greatest challenges.

2. Aims and Objectives

This policy aims to:

- **Educate and Empower:** Provide comprehensive climate change education and promote green careers, inspiring behavioural change among pupils, staff, and the wider school community.
- **Reduce Environmental Impact:** Actively work towards decarbonisation, waste reduction, improved air quality, sustainable travel, energy efficiency, and responsible water and procurement practices within the school.
- **Enhance Biodiversity:** Develop and maintain our outdoor spaces to support local wildlife and provide rich outdoor learning experiences.
- **Foster Responsibility:** Encourage pupils to take ownership of environmental issues through active participation, such as the Eco Rangers programme.
- **Continuous Improvement:** Regularly monitor, evaluate, and adapt our practices to ensure ongoing progress towards our sustainability goals.

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'

This policy operates in conjunction with the following school policies:

- Healthy Eating and Drinking Policy
- Data Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Pupil Code of Conduct
- Parent Code of Conduct
- Travel to and from School Policy
- Health and Safety Policy
- Records Management Policy
- Each school will have a kitchen food waste policy

4. Roles and Responsibilities

Our dedicated team leads the implementation and monitoring of this policy, with specific responsibilities outlined below:

4.1. The School 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.

4.2. Head Teacher 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.

4.3. Governing Board 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 daily by the site manager to ensure the school remains at a comfortable temperature but does not exceed 23°C.

4.4. Teaching Staff 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.

4.5. Premises Officer (Site Manager) The Premises Officer 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.

4.6. Pupils 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.
- Actively participating in the Eco Rangers programme and other school sustainability initiatives.

4.7. Parents 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 in regard to the environment.

5. Our Approach to Sustainability: Current Actions (Section 1: Commitment to continue with actions we are already taking)

Glenmere Primary School is committed to maintaining and building upon existing sustainable practices across various areas:

5.1. Curriculum

- We continuously seek out and share good practice in climate change education with other educational settings.
- Through lessons, worships, and the curriculum plan, we encourage pupils to adopt behaviours that help the environment.
- Our curriculum includes teaching pupils about local nature, including different types of land, habitats, their management, flora, fauna, and weather patterns.
- We teach pupils how to reduce or eliminate single-use plastics at home.

5.2. Waste

- We maintain paperless communication systems with parents.
- Pupils regularly conduct litter picks around the school site.

5.3. Food

- Pupils are educated about the impact of food waste on the climate and are encouraged to take action both in school and at home.
- Menus are planned in advance to be appealing to pupils.
- Lunchtime is managed efficiently to reduce queuing times, ensuring all pupils have sufficient time to eat and play, thereby reducing food waste.
- Meals are managed to allow pupils to select their choices at the serving hatch, reducing overcooking waste from pre-orders.

5.4. Air Quality

- Pupils are encouraged to travel to school on foot, bike, or scooter to reduce pollution near the school.
- School grounds are planted with a range of trees, flowers, and shrubs to improve air quality.
- Pupils are educated about air pollution, how to reduce their exposure, and how to minimise their contribution to it.

5.5. Travel

- Scooter pods and bike racks are installed to encourage sustainable travel and reduce pollution from cars.
- Bikeability training is offered to all pupils in Key Stage 2.
- Parents/carers of pupils in Upper Key Stage 2 are encouraged to allow their children to be responsible for getting themselves to and from school.

5.6. Reducing Energy

- Regular reminders are issued to staff to switch off all lights, appliances, and plugs when not in use.
- Energy costs are monitored monthly, and concerns are investigated to ensure energy reduction, particularly when the building is not in use.
- Regular reminders are given for windows and doors to be kept closed when heating is on, ensuring maximum insulation efficiency.
- All toilet lights are set on sensors to reduce usage, and LED lighting is installed across the site.

5.7. Outdoor Space

- Green spaces are well utilised across the school, including regular outdoor learning sessions for every pupil.
- Birdbaths, feeders, birdhouses, bug hotels, bee hotels, and ponds are installed to support local wildlife.
- Gardening clubs are offered throughout the year.
- Wild patches and wildflower areas are maintained around the site.
- Where possible, we do not use chemicals within our outside space to help wildlife, working closely with our grounds maintenance team to find alternatives.

5.8. Water

- Water butts are used around the site to collect grey water, which is then used to water allotments and plants.
- All sinks have access to plugs, and staff are encouraged not to wash up under a running tap.

5.9. Procurement

- Resources are purchased with a 'just in time' mindset, ensuring a reduction in over-ordering and waste.

6. Action Plan for Change (Section 2: Action Plan for Change)

Glenmere Primary School is committed to implementing the following new actions to further enhance our sustainability efforts:

6.1. Curriculum

- **Eco Rangers Programme:** Implement a team of pupils responsible for encouraging the school to be more eco-friendly, caring for the environment, monitoring energy use, and promoting recycling. (Target: Pupils actively engaged; Responsibility: Sustainability Lead)
- **Curriculum Integration:** Find creative ways to incorporate sustainability into all subjects, including PE, art, and history. (Target: Evidence of curriculum links; Responsibility: Sustainability Lead/Subject Leaders)

- **Promoting Green Careers:** Promote potential career paths related to protecting the planet (e.g., environmental scientists, conservationists) using age-appropriate activities, field trips, and guest speakers. (Target: Spark curiosity and awareness; Responsibility: Sustainability Lead/Office Manager)

6.2. Waste

- **Clear Recycling Systems:** Establish clear recycling bins and expectations, ensuring separation and education on resource value.
- **Records Management System:** Implement a system to reduce information saved on network drives and the cloud, establishing clear retention policies and enabling efficient document clean up.
- **On-site Composting:** Introduce composting for pupils' snack waste and separate kitchen food waste for composting.
- **Waste Audit:** Conduct a waste audit of classrooms, staff room, dining hall, and office to inform a waste reduction plan.

6.3. Food

- **Plastic-Free Packed Lunches:** Encourage pupils and staff to bring plastic-free packed lunches through a reward system.
- **Classroom Food Waste Composting:** Each class to collect food waste and take it to a 'red fruit bin' for composting daily.
- **Catering Team Commitment:** Audit actions taken by the catering team to reduce single-use plastic and food waste, addressing any shortfalls.
- **Promote Vegetarian Options:** Include a meat-free Monday and two vegetarian options (with one meat option) Tuesday-Friday on the menu.

6.4. Air Quality

- **Safer Walking/Cycling Routes:** Encourage pupils to choose walking and cycling routes to school that are safer, with less traffic and pollution.
- **Air Pollution Road Signs:** Pupils to create road signs with air pollution information for display around the school.
- **Clean Air Zone:** Create a clean air zone around the school by implementing 'active' solutions (e.g., encouraging engine switch-off, off-site parking for parents/carers).

6.5. Travel

- **School Census 'Mode of Travel':** Complete the school census 'mode of travel' question to provide a baseline for travel data.
- **Visual Travel Representation:** Encourage staff and pupils to change their travel habits by displaying a visual representation of travel modes.
- **Reducing School Trip Emissions:** Consider transport modes for school trips and add this to the trip checklist.

6.6. Energy

- **Heating Controls:** Ensure heating control panel is fixed and working correctly, and any room thermostats are used to monitor temperatures throughout the day
- **Measure, Record, Publicise Savings:** Take a baseline measure of energy use, encourage switch-off practices, and publicise savings.

6.7. Water

- **Refillable Bottles/Cups:** Encourage staff, parents, and pupils to use refillable water bottles/coffee cups and educate them to pour leftover water onto the garden.
- **Sink Plugs:** Ensure all sinks have access to plugs and staff are encouraged not to wash up under a running tap.

6.8. Procurement

- **Sustainable Alternatives:** Review common purchases to identify more sustainable alternatives. (Target: 20% of common purchases move to sustainable alternatives;
- **Emission Factors:** Identify factors causing emissions from regular or high-value purchases (transport, disposables, energy, packaging, waste). (Target: 20% of purchases move to sustainable alternatives;
- **Supplier Carbon Plans:** Ask regular suppliers if they have a carbon reduction plan and Net Zero Target.
- **End-of-Life Alternatives:** Consider alternative uses for purchases once they reach end of life (e.g., take-back schemes, recycling schemes, donating).
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7. Monitoring and Review

This policy will be regularly monitored by the Climate Change and Sustainability Team, with progress reviewed at half-termly Eco Ranger meetings and termly staff meetings. An annual review will be conducted by the Head Teacher and School Sustainability Lead to assess effectiveness, celebrate achievements, and update the action plan as necessary.

8. Links to Other Policies and Guidance

This policy should be read in conjunction with other relevant school policies and the Leicestershire County Council Sustainability and Climate Change Guidance.

The next scheduled review date for this policy is July 26.