

# GREAT CHART PRIMARY SCHOOL

## Sustainability Policy

September 2025



### *A Great Place to Discover and Learn*

#### **Vision Statement**

**A respectful community where we thrive and achieve our full potential as confident life long learners**

#### **Mission Statement**

**Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning**

*Our core value is Respect*

*Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence*

## **Context**

Sustainable education is a way of thinking about how we organise our lives and work, so that we don't destroy our most precious resource, the planet. From over-fishing to global warming, our way of life is placing an increasing burden on the planet, which cannot be sustained. Things which were once taken for granted, such as a secure supply of energy or a stable climate, do not look so permanent now.

If our prosperity is tied to the health of the planet, then no one's well-being is secure unless the environment is protected. If we cannot prosper in a world that suffers from poverty, inequality, war and poor health, then our future is intimately bound up in the future of other people and places.

## **Aims**

At Great Chart Primary School we strive to help our pupils learn about the world and that what they do to care for the earth and its inhabitants really matters. Great Chart Primary School has a respectful ethos. It cares about the energy and water it consumes, the waste it produces, the food it serves, the traffic it attracts and the difficulties faced by people living in its community and in other parts of the world.

We value the environment, both natural and that shaped by humanity, as the centre of life and a source of wonder and inspiration. On the basis of these values, we accept our responsibility to maintain a sustainable environment for future generations and aim to:

- Ensure every pupil and member of staff can participate in making Great Chart Primary an eco friendly and sustainable community.
- Develop children's awareness, understanding and respect for the environments they live in and secure their commitment to sustainable development at a personal, national and global level.
- Enable children to be positive citizens in society.
- Ensure pupils can learn about and decide on the priorities for our school.

We will monitor, measure and reduce the environmental impact of the following areas:

### **1. Decarbonisation and Energy Efficiency-**

- Energy
- Food
- Waste
- Procurement
- Transport

### **2. Climate Adaptation and Resilience**

- Water
- Adaptation and Resilience

### **3. Climate Education, Green Skills and Careers**

- Culture
- Curriculum
- Green Skills and Careers

## **Climate Action Plan Working Group**

The school has a climate action plan working group consisting of the following people:

- Sustainability Leads
- Headteacher
- School Business Manager
- Site Manager
- Governor
- Eco Warriors

## **The National Curriculum**

Sustainability has clear links with the National Curriculum – Science, Geography, the Arts as well as PSHE and Citizenship. This also links closely to our school values and outdoor education. However, we will endeavour to teach about the environment throughout all curriculum subjects. The Sustainability Leaders have a clear overview of what needs to be covered for each year group.

## **The National Framework**

A sustainable school has an integrated approach consisting of the 'Three Cs: Curriculum, Campus and Community.

- Curriculum - Great Chart Primary School will explore sustainable development through its teaching provision and learning. The school premises and its local area will provide a resource for learning about sustainable development and an engaging context for teaching subjects.
- Campus - Great Chart Primary School will promote green travel arrangements that will contribute to the safety, fitness and alertness of pupils. The efficient management of the school buildings will result in lower energy and water bills. Better catering will improve pupils' diet, concentration and learning outcomes. Additionally, our strategy to reduce, reuse and recycle will result in less purchasing, less waste and reduced costs.
- Community - in its engagement of local people and partners, Great Chart Primary School has much to give in terms of its facilities for the hosting of local services and in its influence on local affairs. As a sustainable school, it will be an efficient, high performing institution. By working with the local community on shared concerns like diet, obesity, litter, drugs, congestion and safety, Great Chart Primary School will demonstrate its commitment to its community.

Great Chart Primary School recognises the importance of the following domains:

### **Food and Drink**

Food and drink contributes not only to pupil well-being, but also to pupil learning and attainment as a whole. An unhealthy diet contributes to obesity and poor health, as well as poor concentration and performance. Processed foods with high levels of additives and preservatives, along with sweets and sugary drinks, are key factors contributing to this. By contrast, a school that procures fresh, locally-sourced, ethically-produced, healthy foodstuffs can reverse these effects, whilst also protecting the environment and improving pupils' understanding of food and where it comes from. At break times pupils are encouraged to eat fruit and vegetables. Throughout the day they have access to water either from their own water bottles or from the water fountains positioned around the school. Milk is offered to pupils under the age of 5 but also as a drink to all children at lunchtime.

Our catering company, Independent Catering, sources locally, they embed sustainable procurement and are eliminating single use plastics from their operations. The school works with the catering company to ensure menus are presented in a way so that the meat option isn't the default. We have Meat Free Mondays and both vegan and vegetarian options are offered daily. The School Council supports the development of the menu offer.

## **Energy and Water**

Increased energy use creates greenhouse gas emissions and climate change. Increased use of water is threatening the world's underground aquifers, contributing to water scarcity in many parts of the world. For this reason, energy and water conservation are two essential areas for schools to tackle. Eco-efficiency measures can help schools to reduce their need for energy and water, as well as reducing their environmental impact. We continue to calculate and review our carbon footprint.

Our current framework:

- We switch off lights when they are not in use. Throughout some areas there are automatic light sensors.
- We keep outside doors closed in cold weather.
- We ensure taps are turned off when not in use.
- Toilets have dual flush systems.
- Solar panels are installed to the school.
- We have a power down protocol (daily, weekly and termly) in school including timers on our charging trolleys.
- We have smart meters to monitor the school energy and water usage.
- We are developing rainwater collection systems.
- We raise awareness of energy and water consumption through the curriculum.

## **Travel and Traffic**

The rising number of vehicles on the roads leads to congestion, increased road accidents and pollution. During term time cars on the road account for a measurable increase in pollutants such as carbon monoxide near schools. It also decreases pupils' independent mobility, reduces their amount of daily exercise and detracts from their awareness of road safety. Walking, scooting and cycling (Y6) offers a sustainable alternative, providing a valuable boost to pupil fitness levels, increasing pupil concentration and instilling positive habits for life.

Our current framework:

- Pupils are taught 'Bikeability'- EYFS, KS1 Y4 and Y5
- We encourage travel share for staff
- We have facilities for secure storage of bikes and scooters
- We have a Travel Plan which is reviewed and updated annually
- We encourage active travel
- Pupils are taught road safety skills and this is also part of our life skills curriculum shared with parents

## **Purchasing and Waste**

Our society generates an enormous amount of waste, the majority of which is just thrown away. Waste, and the culture that encourages it, can be tackled through sustainable consumption and a philosophy of 'reduce, reuse and recycle'. As well as reducing costs, this approach can support markets for ethical goods and services.

Our current framework:

- Sustainability is an important factor in purchasing, and procurement procedures
- Writing and printing on both sides of the paper whenever possible
- We use sustainably sourced paper
- Use scrap paper
- Each classroom and office will have a recycle waste point
- Each class will have a tray to reuse paper
- Display paper will be reused whenever possible

- We have a seconds shop for book bags, PE uniforms, sports items and other unwanted items via the Friends' Association
- We recycle a range of materials – paper, food, batteries, pens, printer cartridges, crisp packets
- Children are encouraged to treat resources and equipment with respect
- Items will be repaired whenever possible
- We encourage litter picking initiatives

## **Buildings and Grounds**

A sustainable school, including buildings and grounds, provides an excellent teaching and learning resource for staff and pupils. Developing our grounds will help pupils learn about the natural world and sustainable living, for example, through food growing and biodiversity conservation. Sustainable design principles, sustainable technologies, sustainable interior furnishings and sustainable environmental management will provide a living working example of sustainable living.

Our current framework:

- Forest School and Outdoor Education is part of our school curriculum
- Gardening waste will be composted
- School grounds are an environmental classroom including the vegetable beds, gardens and hedgerow
- We ensure that we continue to create zones to support growth of trees, flowers and plant life to support biodiversity
- We increase diversity to support the local wildlife by planting pollinator friendly plants, installing bird feeders, bat boxes and bug hotels

## **Adaptation & Resilience**

We are experiencing hotter summers due to climate change, and this is only expected to increase. The school subscribes to UK Health Security Heat Health Alerts. We also have a heatwave policy which addresses the school dress code, passive ventilation measures, PE lessons and break times etc. There is plenty of shade in certain areas of the school.

Sustainable drainage systems are in place to mitigate the risk of surface water flooding.

## **Inclusion and Participation**

Great Chart Primary School aspires to be a model of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression. Inclusion and participation are important goals of sustainable development learning - seeking to replace national, cultural and individual divides with respect, care and understanding. The ability of communities to live together peacefully depends on their capacity to value difference and diversity.

We will promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contribution, and challenges prejudice and injustice in all its forms and sources.

## **Local well-being**

Great Chart Primary School will be a model of good corporate citizenship within the local area, enriching educational aims with activities that improve the environment and quality of life of local people. We will act as a hub of learning and a catalyst for change in the local community, contributing to the environment and quality of life while strengthening key relationships.

By being involved in community projects that seek to improve the local area will give pupils a sense of empowerment and confidence that they can make a difference to their lives and communities. It also

allows them to experience how decisions are made first hand, and to develop applied skills that complement classroom study.

## **Global Dimension**

Sustainable development cannot be achieved in isolation. The air we breathe, the food we eat and the clothes we wear link us to people, environments and economies all over the world. There is a global dimension to every aspect of our lives and communities. Challenges like global poverty and climate change jeopardise our future prosperity, and it is increasingly important to develop young people's understanding of such significant issues to develop a generation of globally aware citizens. Great Chart Primary School will develop a responsible, international outlook for all our pupils, based upon an appreciation of their interdependence with other societies and the environment.

## **Links with other Policies**

- Foundation Subjects Policy
- PSHE and Citizenship Policy
- Teaching and Learning Policy

## **Action Plan**

A climate action plan has been designed to develop sustainability throughout the school. This will be linked to the Strategic and School Development Plan.

## **Climate Action Advisor**

The school is supported by Felicity Brambling- Wells from Let's Go Zero 2030  
[Felicity.Brambling-Wells@letsgozero.org](mailto:Felicity.Brambling-Wells@letsgozero.org)

## **Governor responsible for monitoring sustainability**

Sally Windle (Chair of Governors)

## **Policy Review**

The policy statement will be reviewed by September 2026.