

SUSTAINABILITY PLAN AND CLIMATE ACTION POLICY 2025-2027

FOR
ST.ANDREW'S COF E PRIMARY SCHOOL / FEERING COFE PRIMARY
SCHOOL (ASAT)



	NAME	CONTACT DETAILS
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Date: Signed:

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1. Aims and Values

Aims

- Raise Awareness:
Educate children, staff, and families about climate change and its impacts.
- Promote Sustainable Practices:
Encourage actions such as reducing waste, conserving energy, and adopting eco-friendly habits within the school community.
- Empower Children:
Foster leadership and participation among children in developing and implementing climate action initiatives.
- Reduce Carbon Footprint:
Implement measures to minimise the school's environmental impact, such as using renewable energy, reducing single-use plastics, and enhancing recycling programs.
- Integrate Climate Education:
Embed environmental topics into the curriculum across subjects, encouraging critical thinking and problem-solving skills related to sustainability.
- Collaborate with the Community:
Partner with local organisations, governments, and parents to support broader climate action efforts.
- Develop Green Spaces:
Increase biodiversity by developing our outdoor learning areas.
- Monitor Progress:
Establish measurable goals and review the school's environmental performance to ensure continuous improvement.

Values

- Stewardship:
Cultivate a sense of responsibility in children and staff to care for the planet.
- Inclusivity:
Ensure all members of the school community are engaged in climate action efforts, regardless of age or background.
- Collaboration:
Foster teamwork and collective action within the school and with external stakeholders.
- Resilience:
Build adaptive strategies to respond to the challenges posed by climate change.

- Creativity and Innovation:
Encourage inventive solutions to environmental problems and reward forward-thinking approaches.
- Respect for Nature:
Instil a deep appreciation for the natural world and the importance of preserving it for future generations.
- Equity and Justice:
Promote fairness in the distribution of resources and recognise the disproportionate effects of climate change on vulnerable communities.
- Long-term Vision:
Focus on creating sustainable habits and practices that will benefit the school and community for years to come.

2. Roles and Responsibilities

Role	Responsibilities
Headteacher (Sustainability Lead) and senior leaders	• Make sure staff CPD plans include sustainability, e.g. including climate change and sustainability in science lead's CPD slots over the coming year and providing sustainable usage training for all staff • Review curriculum content inclusive of CW planning and our LWT Curriculum in the next 12 months with an eye to sustainability and quality outdoor education. • Work with premises and school business staff to look at where to invest money to reduce carbon emissions, and improve sustainability and resilience • Develop our school's climate action plan • Communicate the sustainability policy to the school community • Receive and co-ordinate training to all staff (if needed) • Identify appropriate areas of the school grounds to use as an environmental classroom, widen the use of the forest site. • Encourage whole-school participation in environmental awareness projects/themed days. • Carry out a whole-school sustainability audit to identify current and future opportunities for change
Curriculum/subject leads	• Carry out a sustainability audit for their subject, identifying opportunities to teach about the natural world, sustainable practices and the circular economy. • Identify ways to reduce usage and waste when teaching their subjects, e.g. reducing food waste • Investigate how to incorporate Forest School and outdoor education into their areas of the curriculum.

School Business Manager (Finance)	• Carry 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 that funding, e.g. smart meters, low-carbon boiler replacement, lower energy appliances • Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour, e.g. limiting printing, and turning off lights • Conduct energy and water usage audits at the end of Autumn and Summer term
Site Manager	• Keep the school site clean and safe for effective outdoor learning • Make sure all lights, taps, and unnecessary appliances are switched off at the end of each day – including water heaters in staff rooms.
Trustees	• Receive appropriate training on a whole-school approach supportive strategy, such as links to community via newsletter and involve whole Trust community to food and food waste • Approve policies that have been reviewed with an eye to sustainability and quality outdoor education • Monitor progress of our school's climate action plan • Review the sustainability of a school's practices and procedures

3. Curriculum and Learning

Our curriculum engages directly and encourages children to be:

- Passionate about the natural world
- Look for opportunities to care for the world around them
- Influencers in their wider communities by providing opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change, and to translate this knowledge into positive action.

Embedding sustainability in curriculum and learning:	
2025-2026	Whole school Writing Project Spring Term – Sustainability themed Key priority to review the curriculum, including opportunity to embed and extend sustainability Ensure all learners acquire a foundational understanding of sustainability, including climate change, renewable energy, biodiversity, and resource management, through integrated lessons and hands-on experiences, use Collective Worship and linking to God's Creation as a vehicle to encourage empathy and understanding.
2026-2027	Consult with stakeholders regarding sustainability in the curriculum, sourcing local champions, visits and visitors.

4. Food and Catering

Sustainable whole-school food approach:	
2025-2026	Implement systems to reduce food waste, such as portion control, composting leftovers, and reusing excess food where possible, supply food to snack station/ASC if leftover. Composable large food bags to be arranged for the kitchen – SBM (F) to source. Provide further learning opportunities for the children about cooking to limit waste with direct cooking lessons – Roots to Food – Sprint Term
	Whole school Writing Project – Sustainability – Including food miles theme/food waste As part of the curriculum review, introduce seasonality and the food calendar
2026-2027	March Review by pupils to reduce waste

5. Waste and recycling

As a school we work hard to promote the circular economy.

Recycling:	
2025-2026	Whole school Writing Project – Sustainability – Food waste Key priority to review the curriculum, including opportunity to embed and extend sustainability. Launch creative projects to repurpose materials like paper, plastic, and textiles into new products or art. Incorporate these activities into lessons and school events to foster a hands-on understanding of the circular economy.
2026-2027	Continue to build on and reuse waste products in school.

Reducing Waste:	
2025-2026	Set up composting bins in the school for food scraps, garden waste, and other compostable materials. Use the compost to enrich school gardens, creating a closed-loop system that reduces waste while teaching pupils about natural recycling.
2026-2027	Key priority to review the curriculum, including opportunity to embed and extend sustainability. Encourage students and families to pack waste-free lunches by using reusable containers, water bottles, and utensils. Provide education and incentives, such as "waste-free lunch days," to inspire participation and reduce single-use packaging waste. Launch creative projects to repurpose materials like paper, plastic, and textiles into new products or art. Incorporate these activities into lessons and school events to foster a hands-on understanding of the circular economy.

6. Energy and Water

Many steps to reduce energy and water use require investment in infrastructure. Not all the changes that we would like to make are possible right now, but we are committed to making them in the future. We have recently updated to a more efficient heating system.

We endeavour to reduce energy usage by:	
2025-2026	Install energy-efficient lighting, such as LED bulbs, and ensure all rest rooms and toilets are equipped with motion sensors or timers to automatically turn off lights and electronics when not in use. Candent energy efficiency workshops for the children Whole school Writing Project – Sustainability – Energy saving scheme Key priority to review the curriculum, including opportunity to embed and extend sustainability. More active Eco Council to champion this area - Launch an energy-saving campaign to educate students and staff on reducing energy consumption by turning off unused equipment, using natural light when possible, and limiting heating or cooling to necessary levels.
2026-2027	Aim for eco-friendly schools' award

We endeavour to reduce water usage by:	
2025-2026	Review and equip taps, toilets, and urinals with water-saving features such as aerators, low-flow fixtures, and timed or sensor-operated systems to minimise water waste. Whole school Writing Project – Sustainability – Key priority to review the curriculum, including opportunity to embed and extend sustainability. More active Eco Council to champion this area - Launch a water conservation awareness program to educate students and staff on simple habits like turning off taps while soaping hands, reporting leaks promptly, and using collected rainwater for outdoor tasks like watering plants.
2026-2027	Aim for eco-friendly schools' award

7. Transport and Travel

We encourage walking to school and many of our families are local and do so. Many others use public transport.

8. Buildings and Grounds

School site sustainability:	
2025-2026	1. Fit existing buildings with LED lighting and insulation improvements. 2. Develop green space 3. Conduct energy and water usage audits 4. Review the quality of outdoor education (specifically EYFS)
2026-2027	1. Conduct energy efficiency audit