



Martin Primary School

Environmental Sustainability Policy

Reviewed and ratified: summer 2026
Reviewed annually

Statement of Intent

At Martin Primary School 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 upon the global environment.

Effective use of this policy will ensure that pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself is as sustainable as possible. The way the School environment is managed and maintained should provide an example to pupils of how to respect and care for the environment.

We are committed to abide by the DfE recycling regulations introduced on 31 March 2025.

This policy links with the UN Rights of the Child

- Article 12 - Every child has the right to give their opinion and for adults to listen and take it seriously.
- Article 13 - Every child has the right to find out things and share what they think with others, by talking, drawing, writing, or in any other way unless it harms or offends other people
- Article 17 - Every child has the right to information.
- Article 24 - Every child has the right to a clean and healthy environment Article 28 - Every child has the right to a good quality education. Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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
- 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'
- Environment Act 2021
- DfE (2023) Sustainability and climate change: climate action plans guidance
- UKHSA Heat-Health Alert Service guidance

This policy operates in conjunction with the following school policies:

- Food Policy
- Data Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Parent and Carer Code of Conduct
- Health and Safety Policy
- Data Retention Policy

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
- Monitoring progress against the school's Climate Action Plan and reviewing its impact annually.

The Governing Body is responsible for ensuring that the headteacher and premises manager:

- Monitor and review the school's energy usage
- Identify energy waste and where possible taking the necessary steps to rectify this, such as installing motion sensor lights
- Check the environmental standards of suppliers and contractors
- Ensure that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic
- Ensure that the energy usage systems are monitored daily by the premises manager to ensure the school remains at a comfortable temperature
- Reviewing progress against sustainability priorities, including the Climate Action Plan.

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
- Ensuring that catering staff understand the importance of recycling, minimising and waste disposal sustainably

- Ensuring that the Premises Manager understands their responsibility to maintain the cleanliness of the school grounds
- Ensuring that a Climate Action Plan is in place and that progress is monitored and reported to governors.

Teaching staff are responsible for:

- Promoting the need for environmental sustainability in their lessons
- Ensuring that their classrooms are using energy sustainably, for example, checking that computers are turned off when not in use
- Embedding sustainability education across the curriculum in an age-appropriate and meaningful way.

The Premises Manager is responsible for:

- Ensuring that outside lights are switched off when they are not needed
- Recording energy use and reporting any waste to the headteacher
- Monitoring the cleaning staff and advising them on good energy practice
- 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
- 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.

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
- Contributing to sustainability initiatives through wider school activities and applying their learning in real-life contexts.

Parents and Carers 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 regarding the environment.

3. Waste and Recycling

The following must all be placed in appropriate containers which will be collected by a DfE approved waste management supplier:

- Food waste
- Glass (bottles, jars)
- Metal (aluminium and steel tins, cans, foil)
- Plastic (bottles, tubs, trays, containers)
- Paper (envelopes, magazines, copier paper, shredded paper) - Cardboard

(cardboard boxes, corrugated cardboard)

Schools can use the same bin for dry mixed recycling of glass, metal, plastic, paper and cardboard. This means the need for a minimum of three waste containers (bins, boxes or bags, colour coded if possible). *Note: The collection of plastic film will begin from 31 March 2027.*

The school will reduce the amount of waste it produces by:

- Only printing documents when it is essential
- Writing and printing on both sides of paper wherever possible
- Using emails, using the school's website and parent text messaging procedures when communicating with parents and carers, to reduce paper waste
- Disposing of food waste in line with government legislation
- Putting used paper in a scrap paper drawer and re-using it whenever possible
- 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, laminating frequently used documents, protecting them from damage and prolonging their use.

The school will ensure that there are water fountains 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. 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.

The school 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.

Garden waste must be recycled or composted to deliver the best environmental outcome.

4. Waste and Electronic Equipment (WEEE)

WEEE is regulated to reduce the number of devices and equipment that is incinerated or sent to landfill sites. To reduce the school's carbon footprint and minimise the impact on global warming, the necessary steps are taken to ensure WEEE is disposed of properly.

The types of electrical and electronic equipment (EEE) the school will safely dispose of include, but are not limited to, the following:

- Desktop computers
- Servers
- Laptops

- Monitors
- Printers
- Projectors
- Scanners
- Interactive whiteboards

The headteacher, in collaboration with the ICT technician, will find a suitable local partner, e.g. a producer of EEE that manufactures and sells EEE under their own brand, to dispose of WEEE safely. Where necessary, the headteacher will contact the Local Authority for more information and guidance.

Before choosing a partner to dispose of WEEE, the ICT technician and Data Protection Officer (DPO) will review the potential partner's risk assessments and procedures to determine whether the school's WEEE and any data stored will be handled and disposed of correctly.

Once a partner is selected and WEEE is ready to be removed from the school, the ICT support technician will undertake a risk assessment in collaboration with the partner to ensure that all EEE is removed safely and securely from the school.

WEEE that hold personal data, or data the school needs to fulfil legal obligations, e.g. relating to safeguarding, will be reviewed by the DPO to ensure the data is no longer needed or has been backed up. Data will be securely deleted or backed up in accordance with the Data Protection Policy and Data Retention Policy.

The ICT support technician will display the WEEE symbol in their office and around the school to remind themselves and other members of staff, e.g. the DPO, that all EEE should be properly disposed of.

5. 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
- Using resources thoughtfully
- Re-using resources where possible
- Assisting the Premises Manager and Eco Committee with the cleanliness of the premises.

The school will appoint an 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 procedure
- Listening and responding to questions from the school council
- Organising and recruiting volunteers for litter picking groups.

To mitigate risks of littering, the school will implement the following procedures:

- Caretaker to carry out regular litter picks around the school environment
- Designated eating areas – pupils and staff will only be permitted to eat in these areas to prevent unwanted litter
- Waste disposal – bins will be provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal
- Children to conduct an annual litter pick around the school.

The school will raise 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 found littering will be disciplined in accordance with the school's Behaviour Policy. Any staff found to be littering will be disciplined in accordance with the school's Staff Code of Conduct. Cases of littering by parents or visitors will be handled in accordance with the relevant code of conduct, and the individual may be barred from the premises. Any individual known to have littered the premises will be required to dispose of the litter correctly.

6. 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.

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 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. The school will have suitable and safe storage for staff and pupils to store bicycles and scooters.

The school will recognise that there are risks involved when individuals choose to walk or cycle to school; therefore, road safety lessons will be organised in PSHE.

For those pupils and staff members who are unable to walk or cycle to school, the school will organise more sustainable modes of transport whenever possible.

7. School Grounds

The premises 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.

The premises 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 will always consider any environmental impacts.

The school will promote biodiversity through the development and maintenance of green spaces and outdoor learning opportunities.

8. 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 each individual has on the environment.

The school will encourage staff and pupils to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for examples walking instead of driving.

The school will ensure that pupils get at least 60 minutes of moderate exercise a day, in line with NHS recommendations.

9. Sustainable Farming and Fishing

The school will teach pupils where food comes from as part of the PSHE lessons, including giving them first-hand experience of growing their own fruit or vegetables. Teaching staff will organise educational visits to food suppliers and producers to aid pupils' understanding as to where food comes from.

School meals will be designed with due regard to seasonal produce and locally sourced food. Where possible, the school will approach local food suppliers for their produce to be used in school meals.

Pupils will be taught about the importance of sustainable fishing and farming, and any fish products used in school meals will be sustainably sourced.

10. Energy

The school will identify priority areas for reducing environmental impact and take targeted action.

The school will reduce its 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 that all systems work efficiently, and that any breakages or leaks are resolved as a matter of high priority by the premises manager
- Auditing the amount of energy used each term
- Implementing reward systems for staff and pupils who comply with the school's energy saving ethos – to raise awareness and prevent wasteful energy usage
- 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 premises manager, to ensure that these measures are carried out
- The school will take appropriate steps to adapt to climate-related risks, including extreme weather such as heatwaves.

11. Reducing Carbon Emissions

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

- Implementing renewable technologies that export surplus energy to the national grid
- Advertising the benefits of being environmentally friendly around school
- Promoting the benefits of recycling
- Sourcing school supplies from UK suppliers as much as possible.

The school will publish a climate action plan on the school website so that parents and other stakeholders can be informed of its current ethos towards reducing carbon emissions.

The school will communicate with its Local Authority and other schools to enhance its provisions and continue to develop and implement best practice within the school.

12. Sustainable Procurement of Goods

The school will ensure that all product procurement is done in the most sustainable way. The school will dedicate a team to purchasing, to include the school business manager, the finance officer and the headteacher; they will be responsible for creating an inventory of current stock and ensuring that orders are not processed with unnecessary purchases listed on them.

The purchasing team will ensure that produce bought is cost efficient, sourced from within the UK where possible and bought from a company with an energy efficient ethos.

The purchasing team will avoid buying branded products where quality is not compromised. The purchasing team will secure supplier contracts that outline terms including pricing, quality, and returns policy.

Paper

The school is committed to:

- Purchasing paper that is 100 percent recycled and eco-certified
- Purchasing paper that is produced through a process of low energy consumption and emissions
- Avoiding certain substances in paper production, e.g. bleach
- Purchasing paper based on recycled paper or paper based on sustainability harvested virgin fibre

- Ensuring that manufacturers state 'ecological responsibility' wherever possible
- Ensuring that paper is, at a minimum, Elementary Chlorine Free (ECF) or Totally Chlorine Free (TCF).

Lighting

The school is committed to:

- Using lighting controls to reduce energy consumption
- Replacing light bulbs with low energy alternatives
- At the installation stage, ensuring that the system works energy efficiently
- Promoting the use of bulbs with low mercury content
- Recycling all waste products appropriately.

Office equipment

The school is committed to:

- Buying energy efficient models
- Buying products that have a low impact on the environment through their life cycle
- Buying recyclable products with a long lifespan and recyclable packaging
- Buying products with a restricted amount of hazardous material
- Buying products with restricted noise emissions.

Furniture

The school is committed to, where possible:

- Buying furniture that is produced with environmentally friendly material and processes
- Using materials which are partly or wholly made from recycled/renewable materials
- Making sure that all furniture purchased is repairable and recyclable
- Purchasing timber from legal and sustainable managed forests
- Ensuring that packaging material is based on renewable raw materials and can be suitably recycled
- Avoiding possibly hazardous substances in both production and surface treatment.

Food and catering

The school is committed to, where possible:

- Purchasing organic food or food from partly organic sources; • Purchasing livestock products with high welfare standards
- Purchasing seasonal products
- Purchasing marine products which are sustainably produced
- Making sure the cutlery, crockery, tablecloths and glassware used are, as far as possible, recyclable
- Purchasing locally produced products and promoting local purchasing to parents
- Making sure that the kitchen appliances procured are water and energy efficient.

Cleaning products

The school is committed to, where possible:

- Using products produced in the UK
- Using the recommended amounts of products and minimising use
- Using products which can be used at lower temperatures
- Minimising the use of hazardous chemicals in cleaning and dishwashing products
- Avoiding phosphorous and limiting biocides
- Making sure that packaging made from recyclable materials is recycled
- Purchasing sprays without propellants
- Ensuring that no substances in products are identified as 'volatile organic compounds'.

Gardening products

The school is committed to:

- Buying peat-free products
- Buying products which come in packages which are compostable, recyclable or biodegradable
- Buying organically produced plants
- Using alternative methods of pest control to pesticides
- Using low-noise, low-emission and low-consumption machinery.

Textiles

The school is committed to:

- Buying materials with an EU organic logo or the international gold standard for organic textiles
- Buying fair trade textiles
- Ensuring that clothes or materials purchased contain natural fibres or organic cotton
- Buying textiles with lower residues of substances harmful to human health
- Buying textiles with a reduced use of environmentally harmful substances in production
- Buying textiles/materials that can be re-used or which have been previously used
- Re-using purchased items, e.g. uniforms, ties, and school bags.

13. 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 its curriculum, examples below:

Science

- Pupils will be taught about how animal extinction can impact ecosystems
- Pupils will be taught about how deforestation and loss of habitat can impact species
- Pupils will explore how human activities affect ecosystems and biodiversity

- Pupils will examine the impact of climate change on weather patterns and natural disasters.

Geography

- Pupils will engage in discussions about windmills and other sustainable energy sources, outlining the advantages and disadvantages
- Pupils will be given case studies to analyse, such as looking into the effectiveness of sea defences
- Pupils will engage in discussions about the use of plastic and the dangers of micro plastics
- Pupils will investigate how sustainable urban planning can address environmental challenges
- Pupils will explore global environmental issues and how different countries respond to them
- Pupils will study how natural resources are distributed and managed around the world.

Literacy

- Pupils will be given nature poetry to read, assessing how the environment is depicted and the implications of these depictions
- Pupils will develop persuasive writing pieces encouraging sustainable behaviours
- Pupils will analyse texts that explore themes of nature, climate, and human responsibility.

History

- Pupils will study historical examples of how societies have managed natural resources
- Pupils will explore the environmental practices of indigenous and ancient civilisations.

Art & Design

- Pupils will use recycled materials to create artwork that communicates environmental themes
- Pupils will explore how artists respond to environmental issues through their work
- Pupils will apply design thinking to develop solutions for sustainability challenges.

PSHE

- Pupils will be introduced to the UN Sustainable Development Goals and their relevance to everyday life
- Pupils will reflect on their responsibilities as global citizens in building a sustainable future.

14. Monitoring and Review

This policy will be reviewed annually by the headteacher and the Governing Body. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy.