

Hall Green Primary School



Sustainability Policy

Approved by: Full Governing Body

Date: 25.09.25

Last reviewed on:

Next review due by: October 2026

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1. Introduction

At Hall Green Primary school, we believe that “possibilities are endless and anything is possible.” This guiding principle, alongside our core values of Resilience, Honestly, Ownership and Respect, shapes our commitment to sustainability and climate action. This policy has been created to embed environmental responsibility into every aspect of school life –curriculum, operations and culture-ensuring our pupils are equipped to thrive in a changing world.

The Department for education’s *Sustainability and Climate Change Strategy (2002)* sets out a clear vision: for the UK to become the world-leading education sector in sustainability by 2030. It identifies four strategic aims: excellence in climate education, net zero emissions, resilience to climate change and a better environment for future generations. As a school, we are proud to align with this national mission and contribute meaningfully to its delivery.

This policy reflects our beliefs that education is not only about academic achievement, but also about preparing children to become informed, responsible citizens. By promoting sustainability, we help pupils understand the connect between people, place and planet-empowering them to take action with confidence and compassion.

Through the Eco-Schools programme, Climate Action Plan and curriculum integration, we aim to lead by example and inspire our community. This policy is both a roadmap and a promise: to act with integrity, to learn with purpose and to build a greener, fairer future-together.

2. Ethos statement

At Hall Green, we believe that everyone has “your chance to shine”. This belief underpins our commitment to sustainability, climate education and environmental responsibility. Our curriculum and culture promote aspiration, diversity and active learning. Our school values: Resilience, Honesty, Ownership and Respect – guide our actions and culture. They are woven through our approach to sustainability, empowering staff and pupils alike to take responsibility for their choices, act with integrity, care for the environment and preserve. Nurturing resilient, curious and compassionate citizens who understand their role in shaping a better world-locally and globally.

3. Purpose

This policy sets out our whole-school approach to sustainability and climate action. It supports our vision to:

- Reduce our environmental impact
- Equip pupils with the knowledge and skills to lead change
- Align with the Department for Education’s (DfE) Sustainability and Climate Change Strategy
- Celebrate pupil voice and leadership through the Eco-Schools programme
- Foster a culture of care, respect, and responsibility

4. Scope

This policy applies to:

- All pupils, staff, governors, and parents/carers

- Contractors and third-party providers
- Visitors and community partners

It supports our wider curriculum, school development plan, and community engagement strategy.

5. Background and Rationale

Sustainable development is essential to ensure quality of life without damaging the planet for future generations. Hall Green Primary recognises the urgency of the climate and biodiversity crises and the role of education in addressing them.

This policy reflects:

- The DfE's four pillars: *Decarbonisation, Adaptation, Climate Education, Green Skills*
- The *Let's Go Zero 2030* campaign
- The Eco-Schools framework and Seven Steps model
- Our use of the *Climate Action Plan Tool* to track and manage progress

6. Guiding Principles

We are guided by the following values:

- **Resilience** – tackling complex environmental challenges with persistence and creativity
- **Honesty** – acknowledging the realities of climate change and acting with transparency
- **Ownership** – taking responsibility for our actions and their impact on the world
- **Respect** – for our planet, for future generations, and for diverse communities affected by environmental change
- Education for sustainability is a right for all pupils
- Pupil leadership is central to meaningful change
- Every decision is an opportunity to act responsibly
- Community and diversity are strengths in our climate response
- Learning should be active, creative, and connected to real-world issues
- Every decision is an opportunity to promote sustainability
- Pupil leadership is essential to meaningful progress

7. Eco-Schools Framework

Hall Green Primary has become a member of the international **Eco-Schools programme**, which empowers pupils to lead environmental change through a structured, pupil-led approach.

We will follow the Seven Steps:

1. Eco Committee
2. Environmental Review
3. Action Plan
4. Curriculum Links
5. Monitoring and Evaluation
6. Involving the Wider Community
7. Eco Code

Our Eco Committee will connect its work to at least three of the **Ten Eco-Schools Topics**, including:

- Biodiversity
- Energy
- Global Citizenship
- Healthy Living
- Litter
- Marine
- School Grounds
- Transport
- Waste
- Water

This framework supports curriculum integration, pupil voice, and whole-school engagement

8. Aims and Objectives

Through this policy and our Climate Action Plan, we aim to:

- Promote high standards of care for our school, community, and planet
- Increase awareness of environmental impact and how to reduce it
- Minimise waste and promote reduce–reuse–recycle behaviours
- Improve energy efficiency and reduce carbon emissions
- Promote sustainable travel and reduce car use
- Enhance biodiversity and manage our grounds sustainably
- Embed sustainability across the curriculum and school culture
- Empower pupils to lead and influence change

9. Curriculum and Climate Education

Environmental education is embedded across the curriculum, including:

- **Science:** ecosystems, climate, materials, energy
- **Geography:** sustainability, global citizenship, land use
- **PSHE:** responsibility, wellbeing, ethical choices
- **English:** persuasive writing, eco-literature, debate
- **Art & D&T:** recycled materials, nature-inspired design
- **Maths:** data handling, carbon tracking, surveys
- **History:** environmental change over time
- **PE & Outdoor Learning:** nature connection, active travel

We link learning to real-world careers, travel, and global issues—expanding pupils’ horizons and aspirations.

10. Strategic Action Areas

The following areas reflect the focus of our Climate Action Plan. Each includes steps Hall Green Primary will take to embed sustainability into policy, practice and pedagogy.

10.1 Sustainability Fundamentals

Establishing a strong foundation for long-term climate action.

Key Actions

- **Appoint a Sustainability Lead and Governor:** These roles are now in place to champion the vision, lead reviews, and liaise with the Eco Committee.
- **Create a Sustainability Team:** A cross-staff team (SLT member, Site Manager, Eco Lead, staff rep) meets termly to monitor progress and plan events.
- **Raise awareness:** Staff briefings, assembly themes, newsletters, and themed weeks keep sustainability high profile.
- **Pupil leadership:** Eco Committee to meet regularly and feeds into School Council. Pupil-led audits help shape next steps.
- **Whole-school vision:** Launch a “Sustainability Charter” co-written with pupils and parents to display around school.

How it’s achieved:

- Termly staff CPD and induction for new staff on sustainability
- Visual reminders around school
- Sustainability added to SLT and Governor agendas at key points in the year

10.2 Energy and Decarbonisation

Reducing our carbon footprint through smarter systems and education.

Key Actions

- **Energy monitoring:** Utility data reviewed termly; smart meters logged if available
- **Classroom energy champions:** Pupils monitor lights, screens, heating use
- **Behaviour change campaigns:** e.g. “Switch-Off Fortnight,” “Wrap Up Warm Week”
- **Explore funding:** National or Local Authority grants for insulation, LED lighting, or solar feasibility studies

How it’s achieved:

- Site Manager conducts walk-round with pupils to identify energy waste
- Posters and class pledges to promote good habits
- Consider a green energy supplier on next contract renewal

10.3 Biodiversity and School grounds

Reconnecting learners with nature and enhancing the school environment.

Key Actions

- **School nature zones:** Develop or restore habitats (e.g. wildlife area, log piles, bird boxes)
- **Outdoor learning:** Regular opportunities across subjects and year groups
- **Planting projects:** Trees, hedgerows, sensory gardens or pollinator beds
- **Biodiversity audits:** Pupil-friendly tally sheets and seasonal wildlife surveys

How it’s achieved:

- Gardening clubs
- Year group rota for seasonal planting tasks
- Parent volunteers, external agencies or local gardening groups invited to support

10.4 Travel and Transport

Promoting sustainable, safe travel to school.

Key Actions

- **Travel survey:** Annual questionnaire for families to inform local actions
- **Active Travel Campaigns:** Walk to School Week, scooter zones, safe cycle workshops
- **Park & Stride initiatives:** Work with local partners to secure safe drop-off points
- **Staff travel encouragement:** Bike storage, car-share options, remote meeting encouragement

How it's achieved:

- Visual display in school showing progress (e.g. % walking)
- Highlighting air quality and health benefits in parent communications
- Liaison with local council about signage, road safety markings

10.5 Waste and Procurement

Minimising waste and promoting sustainable purchasing habits.

Key Actions

- **Waste audits:** Pupil-led checks to monitor what's thrown away and what could be recycled
- **Reduce single-use plastics:** E.g. reusable lunch containers, milk carton swaps
- **Creative reuse initiatives:** e.g. Eco art weeks, upcycled costume or junk modelling days
- **Sustainable procurement:** Use recycled or FSC-certified products where possible

How it's achieved:

- Eco Code poster in every classroom with low-waste habits
- Eco Committee introduces bin signs and monitors lunchtime waste
- Staff purchasing protocols reviewed annually with Site Manager/Finance Manager

10.6 Water and adaptation

Valuing water and preparing for a changing climate.

Key Actions

- **Monitor water usage:** Regular readings to identify spikes or leaks
- **Water-saving behaviours:** Signage, taps checks, pupil prompts
- **Climate-resilient grounds:** Drainage checks, shade areas, planting to manage heat/rain
- **Awareness campaigns:** Clean Water Week, link to global challenges (e.g. water scarcity)

How it's achieved:

- Pupils make “Water Hero” posters
- Audit of toilet flushers and tap timers with Site Manager
- Explore rainwater collection system for watering plants

10.7 community and Partnerships

Inspiring collective action beyond our school walls.

Key Actions

- **Family involvement:** Eco newsletters, workshops, donation drives, celebration days
- **Community events:** Tree planting, Big School Birdwatch, Green Fair
- **Local collaboration:** Work with community allotments, climate action groups, or eco-charities
- **Communicating success:** School website, governor reports, pupil showcases

How it's achieved:

- Invite speakers from local environment organisations
- Participation in community and local projects
- Display community pledges

11. Monitoring and Evaluation

Progress is tracked through:

- The Climate Action Plan Tool
- Annual reports to governors
- Pupil and staff surveys
- Curriculum audits and Eco Committee feedback
- Utility data and biodiversity observations

The policy will be reviewed every **three years**, or sooner if needed.

12. Appendix

- Sustainability Lead and Governor appointed
- Whole-school Sustainability Team established
- Staff CPD audit and training underway
- Travel survey launched
- Community consultation to be initiated

13. Action Plan

Approved by GB 25.09.25