



Environmental Sustainability Policy

UNCR Articles relevant to this policy

Article 3: *Best interests of the child*

Article 24: *Health and health services*

Article 28: *Education*

Article 29: *Aims of education*

Article 31: *Leisure, recreation & cultural activities*

Policy ratified and adopted:	June 2025
Policy due for review:	June 2028

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Waste and recycling](#)
4. [Waste electrical and electronic equipment \(WEEE\)](#)
5. [Littering](#)
6. [Transport](#)
7. [School grounds](#)
8. [Healthy living](#)
9. [Sustainable farming and fishing](#)
10. [Energy](#)
11. [Reducing carbon emissions](#)
12. [Sustainable procurement of goods](#)
13. [Curriculum](#)
14. [Monitoring and review](#)

Statement of intent

At **Colindale 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 the global environment.

Effective use of this policy will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself is as sustainable as it can be.

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
- 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
- Kitchen Food Waste 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.

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.

- 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.
- Ensuring the heating systems are monitored **daily** by the site manager to ensure the school remains at a comfortable temperature.

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.
- Checking the environmental standards of suppliers and contractors.
- Ensuring equipment purchased is made from sustainable resources.

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.

The site 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, who will in turn report it 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.

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.

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.

3. Waste and recycling

We will reduce the amount of waste we produce by:

- 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, to reduce paper waste, where possible.
- Disposing of food waste in line with the school's Kitchen Food Waste Policy at all times.
- Putting used paper in a scrap paper drawer and re-using it whenever possible.
- Only printing documents when it is essential.
- 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.

4. Waste electrical 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. The headteacher will contact the LA for more information and guidance, where necessary.

Before choosing a partner to dispose of WEEE, the ICT technician and DPO 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 technician will undertake a risk assessment in collaboration with the partner to ensure all EEE is removed safely and securely from the school.

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

To encourage pupils to safely dispose of EEE, the school will organise an awareness month, once a year, where pupils and staff will be asked to bring in any WEEE for them to be safely disposed of. Time will be dedicated to teaching pupils about the benefits of disposing of, and recycling, WEEE properly and in line with government guidance.

The ICT 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.
- Reusing resources where possible.
- Assisting the site manager and eco committee with the cleanliness of the premises.

The school will appoint an eco committee consisting of staff members and pupils, who are responsible for:

- Promoting awareness of anti-littering throughout the school.
- Monitoring the school's anti-littering procedures.
- Listening and responding to questions from the school committee.
- Organising and recruiting volunteers for litter picking groups.

Teachers will encourage pupils to partake in regular litter picking around the school grounds as well as a litter pick in the local area. Litter picking volunteers will be in groups no larger than 10 and will be accompanied by a member of staff at all times.

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

- Waste disposal – bins will be provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal.
- Clear bin signage – all bins will be clearly labelled and colour-coded (e.g. recycling, general waste, food waste) to reduce confusion and encourage correct use.
- Regular site walks – designated staff and pupil eco committee members will conduct weekly checks of outdoor and indoor areas to identify and address any litter hotspots.
- Bin monitoring and maintenance – the site manager will ensure that bins are emptied regularly to prevent overflow and discourage littering.
- Pupil litter patrol rota – a rota system will be introduced where classes take turns to do a 5-minute litter sweep of the playground or field after lunch or break.

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. 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.

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.

7. School grounds

The governing board and the site manager will monitor the consumption of energy within the school, recognising where the school is wasting energy and implementing measures to reduce energy consumption.

Energy saving lightbulbs will be used throughout the school, where possible.

The governing board will monitor heating within the school, assessing whether it is at an appropriate temperature and frequency and suggesting adjustment accordingly.

When new buildings or refurbishments are being planned, the school will always consider any environmental impacts and the governing board will consult an expert.

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 example, walking instead of driving.

The school will ensure 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.

The school will liaise with its catering provider, ISS, to encourage the use of seasonal produce and locally sourced food where possible.

ISS will be asked to ensure that any fish products used in school meals are sustainably sourced.

Pupils will also be taught about the importance of sustainable farming and fishing practices as part of the curriculum.

10. Energy

The school will reduce our energy usage by:

- Switching off lights when they're 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're not in use.
- Monitoring the temperature and frequency of heating in the school and adjusting it accordingly.
- Conserving water by promoting responsible use and reporting of leaks, incorporating water-saving habits into daily routines, and ensuring regular maintenance of taps and toilets to prevent wastage.
- Insulating hot water pipes to reduce water waste when running a tap, as well as reducing the likelihood of frozen pipes in winter.

- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority by the site manager.
- Auditing the amount of energy used each term.
- Recognising staff and pupils who comply with the school's energy saving ethos – to raise awareness and prevent wasteful energy usage.
- Switching to high efficiency combined heat and power (CHP) (HE CHP) or CHP based on renewable energy sources, or gas-fired CHP, where possible.
- Increasing the share of electricity from renewable energy sources or biomass.
- Displaying information around the school and in classrooms to ensure that pupils understand the importance of switching off lights, computers and taps when they're 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 site manager, to ensure that these measures are carried out.

The school will display our Display Energy Certificate in plain sight in the school foyer.

11.Reducing carbon emissions

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

- Implementing renewable technologies that export surplus energy to the national grid.
- Recognising pupils and/or staff who reduce carbon emissions by walking, cycling or taking public transport to school.
- 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 carbon emissions plan of action on the school website so that parents and other stakeholders can be informed of our current ethos towards reducing carbon emissions.

The school will communicate with our LA and other schools to enhance our provisions and continue to develop and implement best practice within the school.

12.Sustainable procurement of goods

The school will devote time to ensuring all product procurement is done in the most sustainable way. The school will dedicate a team to purchasing, this will include the SBM, the catering manager 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 obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy.

Paper

The school is committed to:

- Purchasing paper that is 100 percent recycled and eco-certified, where possible.
- Purchasing paper that is produced through a process of low energy consumption and emissions, where possible.
- Avoiding certain substances in paper production, e.g. bleach.
- Purchasing paper based on recycled paper or paper based on sustainability harvested virgin fibre, where possible.
- 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 the system works energy efficiently.
- Promoting the use of lamps with low mercury content.
- Recycling all waste products appropriately.

Transport

The school is committed to:

- Purchasing low emission vehicles (GHG, other exhaust gases and noise), where possible.
- Procuring environmentally friendly tyres and regenerated lubricant oils.
- Ensuring the correct collection and management of used lubricant oils and tyres.
- Purchasing environmentally friendlier fuels.

Office equipment

The school is committed to:

- Buying energy efficient models.
- Buying products which 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:

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

Food and catering

The school is committed to promoting sustainability through its partnership with ISS, the school's catering provider. To support this, the school will work with ISS to:

- Encourage the use of organic or partly organic food where feasible.
- Promote the sourcing of livestock products that meet high welfare standards.
- Support the use of seasonal produce.
- Ensure that marine products used in meals are sustainably sourced.
- Minimise single-use plastics and encourage the use of recyclable or reusable cutlery, crockery, tablecloths, and glassware.
- Promote the use of locally produced food where possible and encourage parents to do the same.
- Liaise with ISS to ensure that any kitchen appliances used on-site are water- and energy-efficient.

Cleaning products

The school is committed to:

- Using products produced in the UK, where possible.
- Using the recommended amounts of products and minimising use where possible.
- 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, where possible.
- 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, where possible.
- Buying organically produced plants, where possible.
- 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, where possible.
- Buying fair trade textiles, where possible.
- Ensuring that clothes or materials purchased contain natural fibres or organic cotton, where possible.
- Buying textiles with lower residues of substances harmful to human health.
- Buying textiles with a reduced use of environmentally harmful substances in production, where possible.
- Buying textiles/materials that can be reused or which have been previously used, where possible.
- Reusing purchased items, e.g. uniforms, ties, and school bags.

13. Monitoring and review

This policy will be reviewed every 3 years by the headteacher and the governing board.

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.