

Environmental Sustainability Policy

(Including Climate Action Plan)

Waltham St Lawrence Primary School



Governors' Committee Responsible	Full Governing Board
Status	Statutory
Review Cycle	Annual
Date Written/Last Review	May 2026
Date of Next Review	May 2027

Our mission is to provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning

Introduction

The DfE aims for all schools to have a **climate action plan** in place by 2025, which should cover the 4 following areas:

- Decarbonisation – taking actions to reduce carbon emissions, e.g. becoming more energy efficient
- Adaptation and resilience – e.g. taking actions to reduce the risk of flooding and overheating
- Biodiversity – e.g. by engaging with the [National Education Nature Park](#)
- Climate education and green careers – making sure the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this

Aims and Values

- We aim to enable every pupil to take positive action to help make our school a sustainable and caring community
- Our school values of community and Responsibility (Part of the Big Think” Programme) apply to our efforts to look after our environment.
- Our sustainable approach aims to prepare pupils for a lifetime of sustainable choices.
- We will seek opportunities in our school procedures and budget to make positive environmental changes.
- We will highlight and follow our firth School Golden Rule “We take care of our environment”.

Roles and responsibilities

Headteacher and Senior Leadership Team

- Make sure staff CPD plans cover sustainability, e.g. including climate change and sustainability in science teachers’ CPD, and providing sustainable usage training for all staff
- Communicate the sustainability policy to the school community.
- Receive training on a whole-school approach to food
- Deliver assemblies on green careers and skills

Curriculum/subject / Sustainability lead

- Review subject policies in with an eye to sustainability and quality outdoor education
- Receive carbon literacy training and co-ordinate delivery of this training to all staff (if needed)
- Identify appropriate areas of the school grounds to use as an environmental classroom
- Encourage whole-school participation in environmental awareness days
- Lead a whole-school sustainability audit to identify current and future opportunities for change
- 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 printing
- Apply the new primary science model curriculum with an emphasis on nature (primary)

Bursar / Admin Officer

- 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
- Work with premises and school business staff to look at where to invest money to reduce carbon emissions, and improve sustainability and resilience
- Identify funding opportunities for sustainable development and lead bids for that funding, e.g. smart meters, low-carbon boiler replacement
- Conduct energy and water usage audits at the end of every term

Site Manager

- Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour, e.g. limiting printing, and turning off lights
- Keep the school site clean and safe for effective outdoor learning
- Maintain verges around the school sports pitches as wild grassland areas to encourage biodiversity
- Make sure all lights, taps, and unnecessary appliances are switched off at the end of each day

Governors

- Approve policies that have been reviewed with an eye to sustainability and quality outdoor education
- Monitor progress of our school's climate action plan

Monitoring arrangements

This document will be reviewed by the Headteacher and Chair of Governors annually.

This document will be approved by the full governing board.

Links with other policies

This document links to the following policies:

- Behaviour and Relationships Policy
- RSHE Policy

Climate Action Plan 2026-2027

The ABCs of Climate Action Plans

Our Climate Action Plan is centred around four pillars which will help bring about wellbeing, learning and environmental benefits for our learners and our community:

- Adaptation and resilience
- Biodiversity
- Climate education and green careers
- Decarbonisation

Managing Sustainability

Managing sustainability is about ensuring that Waltham St. Lawrence Primary School has the ethos, policies, procedures, and skills to ensure that sustainability issues are managed in a thorough, professional, and effective manner. This helps to ensure that sustainability issues are embedded within the culture and operational practise of the school and are appropriately prioritised.

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Ethos	Environment Policy and awareness amongst school team	Sustain this moving forward	Ongoing	All staff	Ongoing Process	
Teaching of sustainability embedded into subjects	Embedded in Geography, PSHCE and in Science			Curriculum Leaders		
What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Monitor energy use	All energy related bills collated into spreadsheet	Monitor bills against preceding 12-month bill	Ongoing	Bursar	Ongoing Process	
Membership of Let's Go Zero 2030 Campaign	Join "Let's Go Zero 2030"	Membership and use resources available	Ongoing	SLT	Ongoing	
Establish appropriate systems and structures to monitor and report upon environmental	No mechanism yet in place to periodically review progress of	Draft reporting system within this plan, perhaps need to separate into a reporting document in its own right	In progress	SLT		

sustainability matters	this action plan					
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Improved insulation across the school	Poor insulation in roof and windows making the school cold	Analysis and solutions to help support better improve the fabric	Next round of funding	Headteacher		

School Buildings & Grounds including Biodiversity

The School site and buildings provides the facilities needed to operate an effective and efficient school. The way the site and buildings are developed, operated and maintained potentially has a significant impact upon the environmental sustainability of the School.

Biodiversity refers to the variety of plant and animal life in the world or in a particular habitat, a high level of which is considered to be important and desirable. The school site and grounds provide a visually attractive environment inhabited by wildlife and plants, and potentially provides an important environmental teaching resource. The choices we make about how the school grounds are used and managed affects how plants and animals can thrive.

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Wildlife areas	Wildlife areas across the school variety of trees and hedgerows. Recent trees planted.	Maintain provision	Ongoing	Site Manager, Grounds Maintenance Contractor	Ongoing	
Encouraging local wildlife	A variety of bat & bird boxes have been installed throughout the school site and bug hotels.	Maintain provision	Ongoing	Site Team	Ongoing	
Managing Trees	A tree survey with condition inspection is undertaken at a regular interval. Remedial work is undertaken following the recommendations of the tree survey.	Maintain provision	Ongoing	Site Manager, Grounds Maintenance Contractor	Ongoing	

What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Plant more trees and shrubs to encourage biodiversity, improve visual amenity, and reduce rainwater runoff to sewers, and absorb atmospheric carbon	Bare areas of grass such as slopes adjacent to playing fields, that could support additional planting if suitable.	Agree locations and plant samplings		Site Controller	Ongoing	
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date

Energy Use

Waltham St. Lawrence Primary School uses a heat **pump** run on electricity and to heat the school, and to provide power to operate lighting, building systems, and equipment.

Over time it is considered desirable to reduce so far as reasonably practical, the school's dependence on carbon-intensive fossil fuels, subject to available funding for decarbonisation strategies.

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Photocopiers and Computers to be set to enter energy saving standby mode at shortest possible interval	Copiers on standard standby mode.	Continue	Ongoing	Engineers	Ongoing	Ongoing
Changing occupier behaviours	Leaving lights on in unoccupied	Educate staff to turn lights off and		Site Manager	Ongoing	Ongoing

	rooms and corridors.	other appliances				
Not all internal lighting is controlled by occupancy detection	Lights found "on" in unoccupied rooms			All		
Eliminate "stand by" modes for computers and photocopiers. Timer for overnight to ensure computers are turned off.	Some computers and their monitor screens left switched on at night	IT to help support this		All		
Turning off electric point of use water heaters in school holidays – timers.	Approach is inconsistent	Identify which electric point of use water heaters are not routinely used in school holidays		Site Manager		
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
EnergySparks/ Smart metre across the school.	To Monitor consumption					

Curriculum

According to the charity Oxfam, a global citizen is someone who is aware of and understands the wider world – and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable, and fairer. Global citizenship is all about encouraging young people to develop the knowledge, skills, and values they need to engage with the world. It's about the belief that we can all make a difference. Education for global citizenship is a framework for learning, reaching beyond school to the wider community. It can be promoted in class through the existing curriculum or through new initiatives and activities.

Global citizenship is also about recognising that the lifestyles we lead and the resources we consume are often dependent upon the products and services of worldwide communities. The way we derive products and services has a potentially global impact upon the people who provide them.

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Ensure that Fairtrade/rainforest alliance is consistently sourced as the pressure of budgets continue			On-going	Bursar		
Curriculum and extracurricular links	Mapped across curriculum.	Maintain	Ongoing			
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Initiate Eco Council	Meetings and actions held by the students	Its support and nurture	September 2026	Eco Club		

Healthy Living

Healthy Living refers to the choices that individuals make regarding how they live their lives in a way that promotes and supports good health, physical fitness and emotional wellbeing. Catering and dietary choices can also impact upon the Schools' carbon footprint. The school will support staff and pupils to make informed decisions regarding diet, exercise, and social habits and behaviours. This may be through the formal curriculum, the extended curriculum, the range of extra-curricular activities available and through the support services provided by the school (including for example, wellbeing support and catering services).

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
PE activities and clubs	Extensive whole-school PE Curriculum, Sports Teams and extra-	Continue	Ongoing	Head of PE	Ongoing	

	curricular sports activities					
Onsite Bike spaces	Bike Park available	Provision so staff and students can park their bike	Ongoing	Headteacher	Ongoing	
Staff wellbeing and support for mental and physical health			Ongoing	Senior Leaders and other staff	Ongoing	
Pupil guidance, personalised learning and counselling support			Ongoing	Pupil Support Unit, Counselling staff	Ongoing	
What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Reduce carbon footprint of catering provision when old equipment becomes redundant to replaced with energy efficient replacements				Business Manager		
	Gas ovens in use, old appliances consume more energy and Gas	Move to all-electric cooking? Site masterplan provides an opportunity when catering facilities are expanded in future years		Manager		
Healthy catering provision	All pasta is wholemeal	Continue	Ongoing	Catering	Ongoing	
	Majority of bread is 50/50 menu consulted with pupils; pupils follow DFE	Continue	Ongoing	Catering	Ongoing	

	guidance on food. Milk delivered locally and in glass					
Reduce carbon footprint of catering provision - Move to a greater proportion of plant-based catering	"Meat Free days"	Continue	Ongoing	Catering	Ongoing	
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Locally sourced seasonal ingredients						
Fish and sea foods used in school meals are sourced sustainably		Continue	Ongoing	Catering Manager	Ongoing	Ongoing

Waste & Litter Management

Waste is any material or object at the School that is no longer needed. Waste can take many forms. It can be left over packaging materials such as plastic wrapping and cardboard, used cleaning materials, left over materials from Art or Design Technology, food waste from catering or food teaching, used teaching resources such as photocopies or out of date text books, debris from maintenance and refurbishment, and many more. Some waste materials are hazardous, e.g. medical waste. Asbestos is managed in accordance with a specific ***Asbestos Management Policy & Plan***.

Litter is waste that has been dropped or otherwise left inappropriately. As such it is unsightly and potentially a safety and environmental hazard as well as a reputational risk. Waste and litter need to be actively managed to ensure the site remains safe and clean. How waste is managed can have a considerable environmental impact. Optimal disposal methodologies include, in order of priority:

- Reuse or repurposing within school
- Reuse or repurposing elsewhere within community
- Sale for reuse or repurposing
- Donation for reuse or repurposing
- Recycling
- Commercial waste disposal

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Cardboard recycling	Cardboard packaging is collected for recycling	Continue	Ongoing	Site Team. Cleaners	Ongoing	Ongoing
Uniform recycling	PTA recycle old uniform to other families.	Continue	Ongoing	Office Team	Ongoing	Ongoing
What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Clubs for clearing litter		Continue	Ongoing	Site Team	Ongoing	Ongoing
Catering waste	Waste cooking oil is collected for recycling into biofuel. Food Waste and recycled.	Continue	Ongoing	School kitchen	Ongoing	Ongoing
Improve pupil recycling behaviour	Pupils contaminate recyclable waste by placing non-recyclable waste into recycling bins	More bins around the school				
Plastic bottle recycling	Not all plastic bottles end up in recycling bins					
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Recycle spare or redundant resources within the community:		PTA help with this currently.				

Battery recycling						
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Water and Marine

The quality of the marine environment can be affected by what resources the school uses that are derived from the marine environment, for example fish used in catering. The marine environment can also be affected by materials discharged into waste and into water courses by the school. Rainwater that falls on the school site discharges into local streams and then into the River Thames. Plastic waste derived on the school site can over time break down into microplastic particles, which can also find their way into water courses and then out to sea. Marine microplastics are now understood to be a significant source of pollution and have a harmful effect on sea life and on the subsequent food chain. Reducing the amount of mains water that the school consumes reduces the demand for upstream water processing and transmission and downstream foul water processing, and reduces mains water supply costs. Used water from the school has to be treated downstream at a water treatment plant. Science, Art, Design Technology, Food & Textiles, Site Team, Cleaning services, and cleaning team amongst others all contribute of the generation of used foul water as a consequence of their routine activities, and thereby have the potential to influence the quality of used water leaving the site for onward processing.

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
To reduce the volume of single-use plastics in catering	Re-usable plastic cups used in dining hall				Ongoing	Ongoing
Refillable water bottles used by pupils and staff	Currently generally used across					
What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Monitoring water use	Water supply meters are fitted and water volumes captured via the accounts billing, but annual consumption is not currently captured or graphed for analysis	Ideally water meter data would be integrated into a whole site Building Energy Management System with automated graphing and reporting				
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Waterless urinals	None present on site	Research effectiveness				

		and operational constraints. Consider where a trial urinal could be fitted.				
Leak detection technology	No automated leak detection technology installed	Research possibilities – automated half hour main water meter data?				
Where does rainwater falling on the school site end up?						
Use of environmentally appropriate cleaning chemicals	Cleaning contract requires contractors to use environmentally appropriate chemicals	Audit environmental credentials of cleaning materials	Ongoing	Cleaning Contractor, Facilities & Resources Manager		

Transport & Travel

The location of the School means that there is a greater likelihood of a reliance on vehicles to make this journey. Many students share transport but there is still a high flow of traffic at drop off and pick up times. Furthermore, in order to deliver a broad curriculum and offer life enriching opportunities to pupils, the school undertakes educational and sporting visits, on local scales.

Sustainable transportation is the capacity to support the mobility needs of a society in a manner that is the least damaging to the environment and does not impair the mobility needs of future generations. The use of fossil fuelled vehicles is a major contributor to CO2 and particulate emissions, impacting on air quality and on health.

Decarbonising transportation aims to reduce, mitigate, and even eliminate carbon emissions by adapting transportation infrastructures, conveyances, and operations.

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Travel Plan	Document exists and identifies	Continue	Ongoing	Bursar	Ongoing	Ongoing

	strategies for improving sustainable travel to school					
Provision of pupil and staff cycle shelters		Continue	Expansion Masterplan	Business Manager	Ongoing	Ongoing
Reducing parent journeys to the school site	Information weeks for families	Continue online provision	Ongoing	Senior Leadership Team	Ongoing	Ongoing
What could we do better?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Increase number of Walking Bus Days						
What have we not started to consider						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date

Purchasing

Procurement of goods materials and services used by the school can account for around 40% of a school's carbon footprint. The decisions the school makes can have a strong positive impact. Sustainable purchasing is also about minimising the negative social environmental and economic impacts of our purchasing decisions.

What are we doing well?						
Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Avoid purchasing single use plastic items	Catering – sustainable cutlery outside of the kitchen. Washable for those students that eat in the school	Continue with environmentally friendly cutlery for portable food. Reintroduce metal reusable cutlery	Ongoing	Catering Manager	Ongoing	Ongoing

What could we do better?

Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
More Fairtrade and responsible goods	To ensure this is consistent	As and when tea, coffee, etc needs purchasing				

What have we not started to consider

Item/Issue	What is the evidence?	What needs to happen next?	When?	Who by?	Completed?	Date
Use of recycled photocopier paper						
Environmentally friendly decorating materials						