



Capel-le-Ferne Primary School	
Sustainability Plan and Climate Action Policy	
Date agreed by Governors	TBC
Date of next review	Spring 2027
Further information about policy	This policy will be reviewed every year and/or following any updates to national and local guidance and procedures.
"Learning today for life tomorrow"	
Our Values: Independence, Creativity, Confidence, Respect	
DFE Link: https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education	



Aims and Values

1. Build Awareness

Educate students, staff, and families about climate change, its causes, and its consequences, empowering the community with knowledge to inspire action.

2. Champion Sustainable Habits

Promote eco-friendly practices such as reducing waste, conserving energy, and embracing sustainable choices in everyday school life.

3. Empower Student Leadership

Encourage children to take initiative by leading climate projects, participating in decision-making, and becoming ambassadors for sustainability.

4. Cut Carbon Emissions

Adopt strategies to reduce the school's environmental footprint; such as switching to renewable energy, eliminating single-use plastics, and improving recycling systems.

5. Embed Climate Education

Integrate environmental themes across the curriculum to foster critical thinking, creativity, and problem-solving around sustainability challenges.

6. Strengthen Community Partnerships

Collaborate with local organisations, government bodies, and families to amplify climate efforts and share resources and expertise.

7. Create Biodiverse Spaces

Enhance outdoor areas with gardens and nature zones to support biodiversity and provide hands-on learning opportunities.

8. Track and Improve

Set clear environmental goals and regularly assess progress to ensure continuous improvement and celebrate achievements.

Our Core Values for Climate Action

Stewardship

Instil a shared sense of responsibility in students and staff to care for the planet and protect its resources.

Inclusivity

Ensure everyone, regardless of age, background, or ability, is actively involved in shaping and supporting climate initiatives.

Respect for Nature

Foster a deep appreciation for the natural world and a commitment to preserving it for future generations.

Roles and Responsibilities

Headteacher (Sustainability Lead)

- Work to ensure sustainability and climate change CPD is built into training for all staff.
- Work with the Business Manager and Site Manager to reduce carbon emissions, and improve overall sustainability.
- Develop and monitor school climate action plan.
- Communicate the sustainability policy to the school community.
- Identify appropriate areas of the school grounds to use as an environmental classroom.
- Encourage whole-school participation in environmental awareness days.
- Work in collaboration with other stake-holders.

School Business Manager

- 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.
- Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour, e.g. limiting printing, and turning off lights.

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.
- Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour, e.g. limiting printing, and turning off lights.

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.

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.

2025-26	<ul style="list-style-type: none">• Ensure all learners acquire a foundational understanding of sustainability, including climate change, renewable energy and biodiversity.• Create ownership over local community litter issues by understanding the issues around littering, and completing litter picks at different times of the year. All pupils understand importance of this key priority for the school and local community.• All children take part in and learn about food grown on site being used in the school kitchen.
2026-27	<ul style="list-style-type: none">• Develop a Sustainability Team that sits alone away from the School Council. Appetite to be part of this will be driven by an increase in awareness of importance of sustainability and climate change.

Food and Catering

The school works with 'Whole School Meals' to produce meals in our school kitchen. Their website outlines importance of sustainability; [Whole School Meals - Whole School Meals | Real Food for Real Energy](#)

2025-26	<ul style="list-style-type: none">• Implement systems to reduce food waste.• Food waste and general waste is separated to ensure food waste can be used for composting.• Some food is grown on the school site and used in the school kitchen.• Begin the dialogue to positively reward those children who do not waste food and those who have an eco-friendly packed lunch.• Educate children on food waste and impact it has on the world globally.• Through our curriculum, children will be taught how to adopt sustainable life skills and approaches to food.
2026-27	<ul style="list-style-type: none">• Continued work on ensuring that increasing amount of food is locally sourced and school can evidence what that is and where it is from.

Waste and Recycling

2025-26	<ul style="list-style-type: none">• Staff are asked to keep their written documents to one or two sides of A4 wherever possible and to use double-sided photocopying wherever possible.• Staff and pupils are asked to use the paper bins to recycle all paper.• Staff asked not to print documents unless necessary.• Paper use is monitored via a monthly print management report.• Recycling to be promoted through assemblies and in class.• Outdated or unwanted uniform (in good condition) to be collected, washed, and sold or given to children.• Redundant computer equipment will be recycled by an authorised contractor, or alternatively, disposed of safely and appropriately.• Classroom display paper to be reused whenever possible.• Pupils are encouraged to treat resources and equipment with respect.• Items will be repaired wherever possible.
2026-27	<ul style="list-style-type: none">• Recycling paper bins and scrap paper trays to be in every classroom.• Encourage pupils to reduce their consumption of plastic wrapped snacks in preference for biodegradable/compostable snack packaging.

Energy and Water

2025-26	<ul style="list-style-type: none">• Staff and pupils are asked to ensure that all computers, screens, printers and projectors are switched off after their last use of the day.• Staff and pupils are asked to turn off lights whenever they are not being used.• Staff and pupils keep outside doors closed in cold weather.• Staff and pupils ensure taps are turned off when not in use.• Where possible LED and/or movement sensitive lights will be installed.• Water use to be monitored.• Make pupils aware of the link between water use and financial cost.• Energy consumption to be monitored.• Make all members of the school community aware of the link between energy use and financial cost.• School heating is not on all year round.
2026-27	<ul style="list-style-type: none">• Establish and raise awareness of simple actions that can cut down on water use substantially.• Consider using alternative sources of energy.• Ensure all future new build and refurbishment building projects conform to the highest environmental standards where these are consistent with good financial management.

Transport and Travel

The school encourages children to walk, where possible, to school.

2025-26	<ul style="list-style-type: none">• The school will raise awareness about the impact transport has on the environment and people's health.• Encourage pupils and staff to commute to school using environmentally friendly methods (walking, cycling, and catching the train).• School to take part in 'Walk to School Week' 18-22 May 2026 (registered).• Provide adequate and safe facilities for pupils and staff cycling and walking to school (including scooter and bicycle racks).• KS2 pupils are taught 'Bikeability'.• Pupils are taught road safety skills in assembly (and shared with parents via the newsletter).
2026-27	<ul style="list-style-type: none">• Encourage staff to use public transport whenever possible to attend conferences/courses.• Encourage staff to travel share where possible.

Buildings and Grounds

The school is committed to developing school grounds to demonstrate to children the importance in valuing nature (and biodiversity) while also building a love of being outdoors and learning in this environment.

2025-26	<ul style="list-style-type: none">• Ensure all children take part in learning opportunities in the outdoor environment, including all children using the pond area at least once by the end of the academic year.• Development of the growing area in the school grounds, with food used for the school kitchen.• All members of the school community should be involved in helping to prevent and clear litter from the school grounds.• Pupils should regard litter clearing as a positive environmental action, which will also help foster a sense of personal pride and responsibility in pupils.• Fire doors keep heat in.• School grounds are maintained so that children can fully explore and play on them including educating in outdoor spaces that enhance the delivery of our school curriculum.
2026-27	<ul style="list-style-type: none">• Development of a curriculum in which every year group is responsible for a piece of land and grows something through the year that is used in the school kitchen.• Garden waste will be composted.

Links with other policies;

Foundation Subjects Policy

PSHE and Citizenship Policy

Teaching and Learning Policy