



Hedgewood School

Environmental Sustainability Policy

Date policy last reviewed: _____

Signed by:

_____ Co-Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of Intent

At Hedgewood 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:

- 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 several other school policies, including the Food and Nutrition Policy, Data Protection Policy, Behaviour Policy, Staff Code of Conduct, Health and Safety Policy, Records Management Policy, and Kitchen Food Waste Policy.

2. Roles and Responsibilities Various members and groups within the school community have specific responsibilities for environmental sustainability:

- **The School:** Responsible for developing a curriculum promoting environmental sustainability, including and engaging staff, governors, pupils, parents, and the local community, sharing good practice, promoting awareness of climate change, sharing responsibility with the wider community, and preparing pupils for a world impacted by climate change. The school aims to engage staff and pupils in climate action initiatives.
- **Co-Headteacher's:** Are responsible for the overall implementation of this policy, ensuring teaching staff have necessary knowledge, ensuring staff and pupils understand energy conservation, communicating with disposal companies, and ensuring catering staff understand sustainable waste disposal. The Co-Headteacher is also responsible for ensuring the site manager understands their responsibility for ground cleanliness and is a joint responsible person for developing staff expertise and governance and policy.
- **Governing Board:** Responsible for monitoring and reviewing the school's energy usage, identifying energy waste, checking environmental standards of

suppliers and contractors, ensuring equipment purchased is sustainable, and monitoring heating systems. They meet regularly to report progress on climate action.

- **Teaching Staff:** Responsible for promoting environmental sustainability in lessons and ensuring classrooms use energy sustainably. They are involved in curriculum review and development and need training and support for delivering climate and sustainability lessons.
- **Site Manager:** Responsible for ensuring outside lights are off when not needed, recording energy use and reporting waste, monitoring cleaning staff on energy practice, arranging and coordinating waste disposal, and maintaining grounds cleanliness. The Site Manager is also responsible for improving building energy efficiency and sustainability, enhancing biodiversity, ensuring adequate bicycle storage, and is jointly responsible for resilience and adaptation.
- **Pupils:** Responsible for applying learning at home, walking or cycling to school when possible, and using energy sustainably. They are encouraged to participate in environmental activities like litter picking and composting. Pupils can take a leading role through the Eco-Warriors committee.
- **Parents:** Responsible for promoting an eco-friendly lifestyle at home, encouraging walking or cycling to school, recycling at home, and reinforcing school learning. The school aims to engage parents through communication and opportunities for involvement.
- **Sustainability Lead:** Appointed to coordinate and oversee climate action efforts. This role is responsible for engaging staff and pupils, establishing the Eco-Warriors committee, communicating progress, engaging parents, and establishing partnerships and collaborations.
- **School Business Manager (SBM):** Jointly responsible for promoting sustainable school lunches and ensuring procurement practices support sustainability. The SBM is part of the purchasing team for sustainable procurement and jointly responsible for resilience and adaptation.
- **SMSA supervisor:** Jointly responsible for promoting sustainable school lunches.
- **Outdoor Learning Lead:** Jointly responsible for promoting sustainable school lunches and integrating climate change and sustainability topics across the curriculum.
- **Curriculum Lead:** Jointly responsible for integrating climate change and sustainability topics across the curriculum.
- **Wellbeing Lead:** Responsible for promoting staff and pupil wellbeing through climate action initiatives.
- **ICT Technician:** Responsible for improving digital sustainability and finding a suitable partner for WEEE disposal.
- **Co-Headteachers:** Responsible for governance and policy oversight and enhancing resilience and adaptation.

3. Waste and Recycling

We will reduce the amount of waste produced by writing and printing on both sides of paper, using electronic communication with parents, disposing of food waste in line with the Kitchen Food Waste Policy, reusing scrap paper, only printing essential

documents, disposing of waste office equipment via reuse or recycling, encouraging pupils to share worksheets, and laminating frequently used documents. The school also aims to reduce food waste by implementing portion control and composting food scraps.

The school will provide water fountains and encourage the use of reusable water bottles, recycling disposable ones. Clearly labelled bins will be located throughout the school for recycling, food waste, and general waste. Posters will be displayed to explain environmental considerations like recycling and the impact of litter. Paper with personal or sensitive information will be disposed of according to the Data Protection Policy.

4. Waste Electrical and Electronic Equipment (WEEE)

To reduce the school's carbon footprint, steps are taken to ensure WEEE is disposed of properly. This includes various types of EEE like computers, monitors, printers, projectors, scanners, and interactive whiteboards. The SBM and ICT technician will find a suitable local partner for safe WEEE disposal, potentially contacting the LA for guidance. The potential partner's procedures are reviewed to ensure correct handling and data disposal. Risk assessments are undertaken with the partner for safe removal. Data on WEEE is reviewed by the DPO to ensure it is securely deleted or backed-up according to policy. An awareness month is organised to encourage pupils and staff to bring in WEEE for safe disposal and learn about the benefits of proper disposal. The WEEE symbol will be displayed.

5. Littering

Littering is understood to be a criminal offence. Every member of the school community must dispose of waste properly, putting litter in the appropriate bin, using resources thoughtfully, reusing resources, and assisting with cleanliness. An eco committee of staff and pupils promotes awareness, monitors procedures, responds to questions, and organises litter picking groups. Teachers will encourage weekly litter picking around school grounds supervised by staff. Procedures like designated eating areas and sufficient bins mitigate littering risks. Awareness is raised through assemblies, PSHE, training, leaflets, and posters.

6. Transport

Pupils and staff are encouraged to walk or cycle to school when possible. Staff are encouraged to car share for external training. Informative material on the environmental impact of vehicles is displayed. Suitable and safe storage for bicycles is provided. Road safety lessons are organised in PSHE to mitigate risks of walking or cycling. The school aims to reduce the number of individual car journeys to and from school. Promoting sustainable travel is also part of engaging parents.

7. School Grounds

The governing board and site manager monitor energy consumption, identifying waste and implementing measures like motion sensitive lights. Energy saving

lightbulbs are used. Heating is monitored for appropriate temperature and frequency. Environmental impacts are considered and expert consultation is sought when planning new buildings or refurbishments. The school aims to improve the sustainability of grounds and enhance biodiversity through creating rain gardens, wildflower meadows, and nature-based solutions. Biodiversity on grounds is a success criterion. Nature-based activities are incorporated into the timetable to promote wellbeing.

8. Healthy Living

The school promotes an ethos of environmental understanding, teaching pupils that their actions impact the environment and discouraging indifference. Staff and pupils are encouraged to adopt healthy lifestyles, as they often align with sustainable ones, such as walking instead of driving.

9. Sustainable Farming and Fishing

Pupils are taught about where food comes from through PSHE lessons and practical experience like growing their own fruit or vegetables. Educational visits to food suppliers may be organised. School meals are designed with regard to seasonal and locally sourced food. The school will approach local suppliers. There is an objective to promote sustainable and healthy school lunches, including offering more plant-based and vegetarian options.

10. Energy

The school will reduce energy usage by switching off lights, keeping doors/windows shut in cold weather, using draught excluders, turning off energy-draining appliances when not in use, monitoring heating, conserving water with efficient systems, insulating hot water pipes, resolving breakages/leaks efficiently, auditing energy use, implementing reward systems for saving energy, upgrading heating systems to be more efficient (including smart meters), considering switching to high efficiency combined heat and power (CHP) . Information is displayed around the school about energy use and financial costs. An individual, e.g., the site manager, is appointed to ensure measures are carried out. Energy efficiency practices for IT equipment are implemented, such as turning off devices and using power management settings.

11. Reducing Carbon Emissions

The school is committed to reducing overall carbon emissions. Emissions will be reduced by implementing renewable technologies that can export surplus energy, implementing a rewards system for reducing emissions through transport choices (walking, cycling, public transport), advertising environmental benefits, promoting recycling benefits, and sourcing school supplies from UK suppliers as much as possible. A carbon emissions plan of action will be published on the school website.

12. Sustainable Procurement of Goods

The school ensures product procurement is done sustainably. A purchasing team (including the SBM, catering manager, and Co-Headteacher) manages inventory and avoids unnecessary purchases. The team ensures produce is cost-efficient, sourced from the UK where possible, and bought from companies with an energy-efficient ethos. Branded products are avoided if quality isn't compromised. Contracts with suppliers cover pricing, quality, and returns policies. Policies and procedures are reviewed and updated to prioritise sustainable and ethical suppliers. A supplier code of conduct including environmental and social responsibility criteria is established. The school explores sourcing from local and UK-based suppliers to reduce the carbon footprint of transportation.

Specific commitments for procurement include:

- **Paper:** Purchasing 100 percent recycled and eco-certified paper produced with low energy/emissions, avoiding certain substances, using recycled or sustainably harvested virgin fibre paper, ensuring manufacturers state 'ecological responsibility', and using Elementary Chlorine Free (ECF) or Totally Chlorine Free (TCF) paper.
- **Lighting:** Using lighting controls, replacing bulbs with low energy alternatives, ensuring energy efficient installation, promoting lamps with low mercury content, and recycling waste products.
- **Transport:** Purchasing low emission vehicles, environmentally friendly tyres and lubricant oils, ensuring correct collection/management of used oils/tyres, and purchasing environmentally friendlier fuels.
- **Office Equipment:** Buying energy efficient, low environmental impact, recyclable products with long lifespans and recyclable packaging, limited hazardous material and noise emissions.
- **Furniture:** Buying furniture produced with environmentally friendly material/processes, using recycled/renewable materials, ensuring reparability/recyclability, purchasing timber from legal and sustainable managed forests, ensuring packaging is based on renewable raw materials and recyclable, and avoiding hazardous substances.
- **Food and Catering:** Purchasing organic/partly organic food, livestock products with high welfare standards, seasonable products, sustainably produced marine products, ensuring cutlery/crockery/tablecloths/glassware are recyclable, purchasing locally produced products, and ensuring kitchen appliances are water/energy efficient.
- **Cleaning Products:** Using products produced in the UK, using recommended amounts, using products usable at lower temperatures, minimising hazardous chemicals, avoiding phosphorous/limiting biocides, recycling packaging, purchasing sprays without propellants, and ensuring no 'volatile organic compounds'.
- **Gardening Products:** Buying peat-free, products in compostable/recyclable/biodegradable packages, organically produced plants, using alternative pest control, and using low-noise/low-emission/low-consumption machinery.
- **Textiles:** Buying materials with EU organic logo or international gold standard, fair trade textiles, materials containing natural fibres or organic cotton, textiles with lower residues of harmful substances and reduced use of

environmentally harmful substances in production, and textiles that can be reused or have been previously used (like uniforms, ties, school bags).

13. Curriculum

The school aims to provide pupils with knowledge, skills, and understanding in biodiversity and sustainability by embedding these topics within many areas of the curriculum. Actions include reviewing the curriculum to identify opportunities, developing lesson plans and resources, and providing training and support for teachers.

Examples of integration include:

- **Outdoor Learning/Sensory Garden:** Engage in planting and maintaining gardening with the Composter throughout the year.
- **Science:** Teaching about how animal habitats, climate impacts ecosystems and how deforestation/habitat loss impacts species.
- **Geography:** Engaging in discussions about sustainable energy sources (e.g., windmills).
- **English Literature:** Reading nature poetry and assessing environmental depictions.

Success criteria include integrating topics into relevant subjects and pupils demonstrating increased knowledge and understanding.

14. Resilience and Adaptation

The school will enhance its resilience and adaptability to the impacts of climate change. This includes conducting a climate risk assessment to identify potential threats like flooding, extreme weather, and changes in temperature/precipitation. A climate adaptation plan will be developed and implemented to address identified risks, including measures to protect buildings, grounds, and operations. The school's emergency and business continuity plans will be updated to account for climate-related disruptions.

15. Partnerships and Collaborations

The school will establish partnerships and collaborations to support climate action efforts. This involves engaging with local environmental organisations, councils, and community groups to share best practices and explore joint initiatives. The school will seek out funding and grant opportunities to support the climate action plan and collaborate with other schools to share resources, expertise, and lessons learned.

16. Monitoring and Review

This policy will be reviewed annually by the Co-Headteacher and the governing board. Any changes will be communicated to all staff, who are required to familiarise themselves with the policy. The governing board oversees the climate action plan

implementation and progress is regularly monitored and reported to them. Clear roles and responsibilities for climate action are established as part of governance.

The scheduled review date for this policy is June 2026