

# Thomas A' Becket Infant School



## Sustainability and Climate Change policy

### INTRODUCTION

At Thomas A Becket Infant School, we are committed to becoming a more sustainable and environmentally responsible community. Our goal is to reduce our carbon footprint and adopt practices that foster environmental awareness and responsibility among both children and staff.

We believe it is essential to equip future generations with the knowledge and skills to use the world's resources wisely. Children are encouraged to take an active interest in and show care for the natural environment, understanding their role in shaping a sustainable future for our planet.

Our school environment is managed and maintained in a way that sets an example of respect and care for nature. Wherever possible, both staff and children are encouraged to adopt sustainable practices in their daily routines.

Education for sustainable development is a key part of our curriculum. Through hands-on environmental experiences that stimulate the senses, emotions, and thinking, children gain a deeper understanding of natural and human systems. These experiences help them to develop a lifelong ethic that values people and the planet.

We aim to ensure that every child leaves our school with a strong respect for their environment, both within school and in the wider world, and with the motivation to act as responsible global citizens.

### Specific Policy Aims

1. To reduce the procurement and use of non-renewable and environmentally harmful resources, particularly in new construction and refurbishment projects, and to promote recycling and sustainable practices throughout the entire school community;
2. To raise awareness among children and staff about key environmental issues, inspiring them to actively participate in appropriate environmental projects and initiatives;
3. To build and strengthen partnerships with external organisations, fostering environmentally responsible behaviours both within the school and in the wider community.

### Paper Usage Guidelines

To promote sustainability and reduce our environmental impact, we encourage the following practices regarding paper use:

- **Digital First:** Staff are encouraged to use electronic devices and online resources wherever possible in place of paper-based materials;
- **Concise Documentation:** Written documents should be limited to one or two sides of A4 paper whenever possible;
- **Double-Sided Printing:** Staff are asked to photocopy and print documents double-sided to reduce paper consumption. When printing colour staff should print auto colour rather than full colour, this uses less ink without affecting the image;

- **Recycling:** All staff and children are asked to use designated paper recycling bins. Each classroom should have a scrap paper box to maximize paper use before recycling;
- **Full Use of Paper:** Ensure both sides of any sheet are used before placing it in recycling;
- **Print Only When Necessary:** Staff are asked not to print documents unless essential;
- **Digital Communication:** Staff and parents are encouraged to use email instead of distributing printed copies to colleagues or families;
- **Monitoring:** Paper usage is tracked through a monthly print management report to help monitor progress and identify areas for improvement.

### **Computers and Interactive Whiteboards**

- Staff are reminded to ensure that all computers, screens, and Interactive Whiteboards are turned off after their final use each day;
- When leaving a room, please switch off the Interactive Whiteboard and the computer screen.

### **Lighting**

- All staff and children are encouraged to turn off lights when they are not in use to conserve energy;
- Where feasible, LED lighting and/or motion-sensitive lighting systems have been installed to further reduce energy consumption and improve efficiency.

### **Water Conservation**

- **Monitor Water Usage:** Water consumption is regularly tracked and recorded across the school to identify patterns and potential areas for reduction;
- **Raise Financial Awareness:** Educate children about the connection between water use and the associated financial costs, helping them understand the real-world impact of wasting water;
- **Promote Water-Saving Actions:** Encourage simple, everyday actions that can significantly reduce water use, such as turning off taps while brushing teeth or using a watering can instead of a hose;
- **Utilise Water Butts:** Where possible, use water collected in water butts to irrigate plants around the school, reducing reliance on mains water and promoting sustainability.

### **Energy**

- Energy usage across the school will be regularly monitored and recorded to identify patterns, inefficiencies, and areas for improvement;
  - All members of the school community—including staff, children, and visitors—will be informed about the direct link between energy consumption and financial cost, promoting a culture of energy responsibility;
  - Practical and cost-effective energy-saving measures will be identified and implemented wherever possible. This includes both behavioural changes and minor adjustments to infrastructure;
  - The school will demonstrate that simple, low-cost or no-cost actions, such as turning off lights and equipment when not in use, can result in meaningful energy conservation and financial savings;
  - Viable alternative energy sources, such as solar power, will be considered to reduce reliance on non-renewable energy and lower the school's carbon footprint;
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- All future construction and refurbishment projects will aim to meet the highest possible environmental standards, provided these align with sound financial management practices.

### **Recycling**

- Recycling will be actively promoted during school assemblies and incorporated into classroom discussions to raise awareness and encourage participation;
- Each classroom will have a designated recycling box for collecting used paper. Staff and students are encouraged to use these boxes responsibly.
- Used computer ink cartridges should be placed in the clearly labelled recycling bin provided. These will be collected and sent for proper recycling;
- Recycling facilities are available in the staff room to support the whole school community in waste reduction;
- Children and parents are encouraged to minimize the use of plastic-wrapped snacks. Wherever possible, choose snacks with biodegradable or compostable packaging to reduce environmental impact.

### **Mixed Recyclable and General Waste, Books, Equipment, and Uniforms**

- Outdated or unwanted equipment will be offered to wider school community who may find it useful;
- Uniforms in good condition are collected, cleaned, and either sold or donated to children;
- Redundant computer equipment will be recycled by an authorized contractor or, alternatively, disposed of in accordance with government guidelines.

### **Transport**

- The school is committed to raising awareness among children, staff, and the wider community about the environmental and health impacts of transportation choices;
- The school maintains a comprehensive travel plan with realistic and achievable goals aimed at reducing the carbon footprint associated with commuting;
- The travel plan encourages children and staff to use environmentally friendly modes of transport, including walking, cycling, and public transportation such as trains and buses;
- The school provides safe and adequate facilities to support children and staff who walk or cycle to school, such as secure bike racks, pedestrian pathways, and appropriate crossing points;
- The school actively promotes these sustainable travel options through regular campaigns, events, and integration into the curriculum to foster a culture of eco-friendly commuting.

### **Litter**

- All members of the school community should actively participate in preventing and clearing litter from the school grounds;
- Children should view litter clearing as a positive environmental action, which helps to foster a sense of personal pride and responsibility.

### **School Grounds**

- The school utilises the school grounds as valuable teaching and learning resources for pupils;
  - School habitats are used by children to study local flora, fauna, and their natural environments;
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- The school grounds support recreational activities and provide spaces for children to engage in physical exercise;
- The school actively develops areas that promote biodiversity and implement strategies to encourage wildlife within the grounds.

Version Number	Owner	Approver	Date Approved	Review By:
1	Sarah Martin	SBM: Claire Foot	7 <sup>th</sup> October 2025	End of September 26