



Parklands
Educate Together

Environmental Policy

Policy reviewed	November 2025
Next reviewed date	November 2028

Signed by:

Headteacher

Date: 24th November 2025

Chair of governors

Date: 24th November 2025

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Curriculum
5. Physical Environment
6. Monitoring and review

Statement of intent

Parklands Educate Together Primary is committed to promoting environmental stewardship, sustainability and climate awareness across all aspects of school life. Guided by the core principles of equality, child-centred learning and active participation, the school works to reduce its environmental impact, protect local and global ecosystems, and empower pupils to understand their role as responsible citizens.

We strive to model sustainable behaviours, embed climate learning into the curriculum, reduce our carbon footprint, and ensure the school estate and operations reflect best practice in environmental management. This policy outlines the school's commitments and the actions we will take to deliver meaningful improvements to our energy use, waste, water, biodiversity and overall sustainability.

This policy must be followed by all staff, pupils, volunteers, parents and visitors.

1. Legal framework

This policy reflects the duties and expectations of the following guidance and legislation:

- DfE Sustainability and Climate Change Strategy (2022–2025)
- Education Act 1996
- Education and Inspections Act 2006
- Environmental Protection Act 1990
- Climate Change Act 2008
- Waste (England and Wales) Regulations 2011
- Health and Safety at Work etc. Act 1974
- Local Authority and Trust-level sustainability frameworks
- DfE guidance on “Sustainable Schools” and resource efficiency

2. Definitions

Sustainability: meeting present needs without compromising the ability of future generations to meet theirs.

Carbon footprint: the total greenhouse gas emissions caused directly or indirectly by the school’s activities.

Biodiversity: the variety of plant and animal life in a particular habitat.

Circular economy: reducing waste through actions that prioritise reducing, reusing and recycling materials.

3. Roles and responsibilities

Governing board

- Holds strategic oversight of sustainability work.
- Approves this policy and monitors progress annually.
- Ensures compliance with statutory expectations around energy, waste and estate management.

Headteacher

- Oversees implementation of the policy and annual action plans.
- Ensures environmental practice is embedded operationally and educationally.
- Allocates responsibilities to staff and feeds progress into the School Development Plan as applicable.

Site team/ Trust Estates Manager

- Conducts regular reviews of energy, waste, water and grounds management.
- Ensures systems and equipment operate efficiently (lighting, heating, water, recycling).

- Leads on safe storage, waste handling and site-wide sustainability improvements.

Staff

- Model sustainable practice (energy saving, waste reduction, lesson content).
- Support outdoor learning and environmental curriculum activities.
- Encourage pupils to participate actively in sustainability decisions.

Pupil Eco-Team

- Represents pupil voice on sustainability issues.
- Leads campaigns, assemblies and school-wide behaviour-change initiatives.
- Monitors recycling, energy switch-off and biodiversity projects.

4. Curriculum

The environmental curriculum is taught primarily through the Learn Together curriculum, Science, Geography, PSHE, Forest School and cross-curricular projects. Pupils will learn to:

- recognise how human activity affects the environment
- understand climate change and sustainability at an age-appropriate level
- explore renewable energy, recycling and conservation
- respect living things and local ecosystems
- adopt responsible daily behaviours (reduce, reuse, restore, recycle)
- engage in practical stewardship, such as litter picking, gardening and monitoring biodiversity

Examples of curriculum-linked actions include:

- energy-saving challenges run by pupils
- waste-sorting and composting in lessons
- tree planting and pollinator-friendly planting
- water conservation activities
- environmental impact investigations and school-based research

5. Physical Environment

Energy

- Reducing consumption through LED lighting, zoning and responsible heating.
- Solar panels generating electricity

- Promoting switch-off routines in all classrooms.

Waste and recycling

- Clear recycling systems for paper, card, plastics, food waste and ink cartridges.
- Classroom monitors to support correct waste sorting.
- Reducing single-use plastics across the school.
- External contractor has secondary sorting facility to ensure as much waste as possible is recycled.

Water

- Monitoring water usage and leaks.
- Encouraging pupils to understand responsible water consumption.

Biodiversity and grounds

- Maintaining diverse habitats including wooded areas, hedgerows and planting beds.
- Avoiding chemical pesticides.
- Encouraging wildlife through bug hotels, bird feeders and native planting.
- Ensuring pupils care for habitats and return animals to original locations.

Transport

- Encouraging walking, cycling, scooting and public transport.
- Providing safe bike/scooter storage.

6. Monitoring and review

The policy will be reviewed every three years or sooner if required by legislation.

Environmental data (energy, waste, water) will be monitored annually.

Pupil voice (Eco-Team) will contribute to evaluation through the Eco School Programme

The school will continue seeking new opportunities to reduce its environmental impact and increase pupil leadership.