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Statutory:	Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

Sustainability & Climate Action Policy

BURCHETTS GREEN CE INFANT SCHOOL

Approved by:	**Estates & Safeguarding**
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1. Introduction

1.1 Aims

Introduction
We want our young people to be passionate about the natural world, and become courageous advocates for their schools and their communities. We want to prepare children for a lifetime of sustainable living, through care for oneself (health & well-being), through care for each other (family & community), and through care for the environment (local & global). We need our curriculum to teach knowledge to help them become global citizens, to face the challenge of climate change with courage and not fear. We must also bring hope that their learning about the world will help them to become courageous advocates for change, and develop a commitment to the responsible stewardship of their world today for future generations. This hope is embedded in our Trust vision:

Inclusivity:
Our schools embrace equality of opportunity and a wholly inclusive approach to education, and we believe that each child, whatever their background, should have access to the knowledge that will help them become global citizens.

Empowerment:
We want to operate as a Trust where each school has the potential to flourish as a fully functioning community, and our scheme of delegation helps us to make decisions in its best interest and at a local level.

Community:
We believe our schools are a vital part of changing attitudes and behaviours in their community. Children should be changemakers for the future.

Abundant Living:
We believe all children and staff should be enabled to fulfil their whole potential. Enjoying and preserving the fruits of creation is a key part of abundant living.

Service:
Our schools are outward-facing communities where we all learn to serve others and contribute to the common good. Enjoying creation also means using our gifts as good stewards.

1.2 Consultation

This policy was written by Ian Frost, Deputy CEO, in consultation with the ODST Estates and Safeguarding Committee, the ODST Central Team, and through our close working relationships with ODBE and with reference to partner local authorities.

1.3 Legislation and guidance

This policy complies with the statutory requirement from the DFE that all schools will work to a sustainability and climate action plan by September 2025. It also has due regard to appropriate legislation and guidance including the following: Climate Change Act 2008; The Ozone-Depleting Substances Regulations 2015; Environmental Protection Act 1990.

The government announced on 13 December 2024 that it plans to decarbonise the national grid by 2030 and remove reliance on fossil fuels, so any school heating via electricity (for example via heat pumps) will be zero carbon whoever is the energy provider from this date.

The National Society of the Church of England has set a target of 2030 for all schools to be decarbonised and the Oxford Diocese has a target of 2035; indications are that both of these dates are not achievable as they are dependent on levering in additional capital funds and when boiler installations become life expired. However, we are starting to see some progress via successful Salix bids.

This policy operates in conjunction with the following school policies: Data Protection Policy; Code of Conduct for Employee; Health and Safety Policy.

2. Procedures and practice

2.1 Steps (chronology)

As a Trust we are committed to making central decisions about our overall trust-wide operations and procurement. The intention of this is to both support and remove some of the burden from our family of schools. Through this culture schools benefit from this central support – and we are increasingly bringing a climate lens to these decisions. But we also delegate significant responsibility to schools for local decision-making, and so expect schools to co-ordinate their own eco-activities and local initiatives, which should dovetail into this overall plan.

Therefore, having a centralised Sustainability and Climate Action Policy means that individual schools within ODST are working towards these shared goals and so are not required to produce or hold a separate school level policy. Roles and responsibilities at Trust and school level are clear as is the expectation of each school's commitment to sustainability, and the necessary reporting to LGB and to Estates. A three-year sustainability development plan is now in place, and this will be monitored and reviewed by a committee of the Trust Board, and updated annually.

2.2 Roles and responsibilities

The Trust Board (or one of its delegated committees) is responsible for:

- Reviewing the Sustainability and Climate Action Plan at regular intervals
- The proactive commitment to decarbonization / carbon neutrality across the Estate, and for monitoring the Trust's progress, which is achieved by reviewing the action plan.
- Monitoring the progress and impact of the sustainability curriculum.
- Seek to minimise negative impacts environmental impacts where any new buildings or capital projects are planned, through its committee work and via the Trust risk register.

The Central Team is Responsible for:

- Writing, implementing and monitoring the climate action policy and plan.
- Monitoring school climate usage data that we receive from schools.
- Monitoring of climate usage data from central team functions at CSMJ / CHO (to include: central team travel, EV usage, conference activities, energy etc.)
- Ensure that wise decisions are made around the resilience of the buildings making up the estate. Within the three year plan this will include: an audit of which buildings have more or less resilience to climate extremes; producing a resilience plan to see how we can adapt school buildings for the impact of climate change; the effective deployment of capital funds which ensures better resilience.

Our Local Governing Bodies are responsible for:

- Developing a culture of sustainability and a commitment to the monitoring and oversight of reporting the school's progress towards decarbonisation.
- Ensuring that the sustainability question is asked at all levels (from bins to boilers), and that the sustainability agenda is embedded at all levels in the school's operational management.
- Monitoring the curriculum to ensure it promotes environmental sustainability
- Supporting the school to reduce waste (including the new 2025 rules) by increasing re-use, recycling and reduce landfill waste.
- Supporting the school to improve energy efficiency.
- To promote responsible and carbon neutral procurement savings at school level.

School leaders are responsible for:

- Ensure the delivery of a curriculum which promotes environmental sustainability (eg. geography and science)
- Running the school in the most carbon neutral way possible and measuring its impact (eg the effectiveness of new ways to reduce and recycle – eg. use of hand dryers instead of paper towels)
- Engaging staff, LGB members, pupils, parents and the local community to inspire children's love for and stewardship of the world today for future generations
- Actively seeking sustainable procurement opportunities, where possible from sustainable resources, (eg. biodegradable cups for water rather than plastic)
- Ensuring that their school publicizes this important aspect of school work in the local and wider community (eg. newsletters, local press, having a sustainability section on the school website).
- Ensuring that the school tracks energy data, track progress across the school and celebrate achievements (climateactionplan.org.uk is a useful tool to help track)
- Ensuring that an Eco-lead represents the school in Trust network
- Being proactive with initiatives such as the cycle to work scheme.
- Use the headteacher's report to reporting on school's progress on sustainability to LGB twice a year
- Ensuring that staff and pupils understand the importance of energy conservation, (eg. turning lights off)
- Ensuring that catering facilities prioritise env friendly waste disposal … understand the importance of recycling and disposing of food waste sustainably.
- Being responsible (through the site manager or equivalent) for the disposal of recyclable and non-recyclable waste, ensuring legal and sustainable waste disposal from the premises, and recording data on energy.
- Plan the creative use and development of school grounds to develop biodiversity and enhance outdoor learning opportunities.

All staff are responsible for:

- Ensure that classrooms are using energy sustainably (eg. turning smart board off)
- Dispose of personal waste sustainably
- Reduce energy wastage (eg. ensuring that outside lights are switched off and windows closed)

Our ODST Eco leads group is responsible for:

- Be the eco champion at school level promoting the env agenda
- Creating a framework for covering sustainability within the curriculum (particularly in science and geography)
- Sharing resources and creative ideas for sustainability education (Eco Spreadsheet)
- Planning and leading Eco events – eg eco weeks, eco-conferences, writing projects and on-line events which link schools together.

2.3 Aspects

All of the above demonstrates how the Trust will plan sustainably using the 4 main aims in the DFE strategy to improve sustainability and respond to climate change by 2030:

Climate education:
Preparing pupils for a world impacted by climate change through learning and practical experience

Net zero:
Reducing emissions from education buildings and providing opportunities for pupils to get involved in the transition to net zero

Resilience:
Adapting school buildings and systems to prepare for the effects of climate change

A better environment for future generations:
Enhancing biodiversity, improving air quality and increasing access to nature in and around schools

2.4 Planning and teaching and resources:

Sustainability, climate action and care for our world are taught currently through geography, science and RE). We want to create a framework for covering sustainability within the curriculum, and working through our eco-leads cross Trust group will help is to share resources and creative ideas for sustainability education. Schools with a topic-based curriculum will find opportunities to deliver this in other creative ways.

Our ODST Eco-leads group will plan and co-ordinate Trust-wide events – eg. eco weeks, eco-conferences, writing projects and on-line events which link schools together. Schools will take responsibility for projects and initiatives at school level, and the effective delivery of a curriculum which teaches sustainability. This will be monitored by the LGB and the Trust SI team.

We will monitor 'climate education' through the delivery of a high-quality curriculum.

We will monitor 'net zero' through our central team and school work on reducing emissions towards decarbonization / carbon neutrality (eg. the success of Salix funding to replace gas-fired boilers, the development of solar projects, electric vehicle schemes at school and Trust level).

We will monitor 'resilience' at Trust and school level by adapting school buildings and systems to prepare for the effects of climate change

We will monitor 'a better environment for future generations' by talking with headteachers about the development of whole curriculum, childrens' engagement with biodiversity, and how courageous advocacy is developed as monitored through SIAMS.

3. Concluding notes

3.1 Monitoring and review

- Each school will identify key sustainable targets and actions for each year.

- Each LGB will monitor the impact of actions and report back to the Estates & Safeguarding Committee.
- ODST will draw up a three-year plan which demonstrates medium-term travel towards net zero.
- ODST will identify key sustainable targets and actions for each year on the ODST Strategic Plan.
- ODST will report annually on the progress of our Sustainability Strategy. A summary will be available on our website, along with a description each year of progress towards Net Zero.

Next steps:
We will review the effectiveness of our policy annually.

3.2 Links to other policies and resources

DFE Policy Paper - Sustainability and climate change: a strategy for the education and children's services systems Updated 20 December 2023

Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK
Sustainability Governor Network - Governors for Schools