



Environmental and Sustainability Policy

May 2026

Approved by the Governing Body Strategy Group 13/05/26

**This Policy is due for renewal in Term 5
2028–29**

ENVIRONMENTAL AND SUSTAINABILITY POLICY OF GODINTON PRIMARY SCHOOL

SECTION ONE – INTRODUCTION AND AIMS

Godinton Primary School is committed to educating our children about environmental issues and the importance of living sustainably. We recognise our collective responsibility to ensure that children have the necessary skills and knowledge to understand environmental concerns, so that they can apply this to their lives and make choices which have a positive impact on their local surroundings and the global environment. As a school, we strive to create a culture in which the environment is valued and where policies support sustainability. We carefully consider the energy and water we use, the waste we produce, the food we serve, the resources we procure and how we travel to school.

Effective use of this policy will ensure children are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself and our staff, take suitable measures to support sustainability. It will assist in addressing the four key areas of environmental priority as set in the Department for Education's Sustainability and Climate Change Strategy (2022):

1. Decarbonisation and Energy Efficiency
2. Climate Adaptation and Resilience
3. Biodiversity and Green Infrastructure
4. Climate Education, Green Skills and Careers

Each year, the school produces a Climate Action Plan which outlines environmental priorities at Godinton Primary School over the forthcoming year. We are supported with the implementation of this plan by the organisation Let's Go Zero. They help identify action points for inclusion on the CAP and can help action support from other organisations. They help support the completion of an audit, annually, to identify the school's carbon footprint.

The school's Sustainability and Environmental Lead is Jill Talbot (Headteacher)

SECTION TWO – THE LOCAL AND GLOBAL CONTEXT

As a society, we have become increasingly aware of environmental issues, climate change and the need to create a more sustainable future.

This policy has due regard to legislation, key events and guidance including, but not limited to, the following:

- **Sustainability and Climate Change: a strategy for the education and children's services systems. (DfE April 2022)**
- **Sustainability Leadership and Climate Action Plans in Education March 2025**
- **Climate Change Act (2008) – amended in 2019, this act sets a target of 100% reduction in greenhouse gas emissions in the UK (also known as net-zero) by 2050.**
- **The Paris Climate Agreement (2015) – Agreed at COP21, this was the first time a legally binding international treaty on climate change was signed by major nations. COP26, Glasgow (2021) – the first large summit where education and environment ministers met to increase the role of education in tackling climate change**
- **The Ozone-Depleting Substances Regulations 2015**

This policy should be read in conjunction with the following school policies:

- **Curriculum Policies, including Forest School**
- **Teaching and Learning**
- **Cycling**
- **Health and Safety**
- **Estate Management and Estate Vision**
- **Risk Assessment**

SECTION THREE – ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Ensuring that environmental and sustainability priorities form part of the school's vision.
- Approving and monitoring the school's Climate Action Plan as part of this vision
- Working with the Senior Management Team and Site Manager to monitor the school's energy usage, to support environmentally friendly procurement and to consider opportunities for reusing and recycling.

- To support all policies and practices relating to the environment and sustainability

The Headteacher is responsible for:

- The overall implementation of this policy
- Implementing a curriculum, through which the children develop an understanding of environmental issues, both locally and globally and develop a love of nature, wildlife and outdoor learning.
- Ensuring that teaching staff have the necessary knowledge to teach pupils about environmental concerns.
- Developing wider school practices to support our environmental curriculum through assemblies, visits, visitors and our **Climate Action Crew**
- Working with the **Environment and Sustainability Lead** to implement and monitor our **Climate Action Plan**
- Working with the **School Business Manager** and **Site Manager** to monitor and reduce energy and water consumption, improve waste management, and implement sustainable procurement.
- Including and engaging staff, governors, pupils, parents and the local community in policies and practices relating to the environment and sustainability.
- Developing an environmental communication strategy through which the school's **Climate Action Plan** and environmental priorities and vision are communicated to the school and wider community.

The Sustainability and Environmental Lead is responsible for:

- Developing and implementing a school **Climate Action Plan**
- Embedding climate and sustainability education into the curriculum and into school practices
- Establishing an active pupil eco-council (**Climate Action Crew**), engaging staff and parents, and liaising with governors on sustainability goals.
- Working with other members of staff to create wildlife-friendly outdoor spaces, such as creating habitat areas or planting trees.
- Engaging with climate and environment focused organisations, or signing up to environmental platforms, in order to inform practices and utilise resources e.g. **Let's Go Zero**, **Sustainability Support for Education**, **Net Zero Hubs**, **Learning Through Landscapes** or **The Nature Park**.

- Tracking progress, auditing measures, and reporting results to the Senior Leadership Team

Teaching staff are responsible for:

- Delivering the school curriculum in which children's knowledge of environmental knowledge is developed.
- Ensuring their classrooms are using energy sustainably, for example, ensuring that computers and lights are turned off when not in use.
- Looking for opportunities to link environmental priorities to the subject areas they lead.

The School Business Manager is Responsible for:

- Carrying out sustainable procurement practices by considering usage, waste and supply chains as part of the assessment and validation criteria when purchasing goods and services.
- Identifying funding opportunities for sustainable development and lead bids for that funding e.g. smart meters and boiler replacements
- Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour e.g. reducing paper consumption.

The Site Manager is responsible for:

- Maintaining a site which is safe and effective for outdoor learning
- Conduct energy and water audits
- Ensure that the site and equipment is well maintained in order to reduce energy consumption e.g. identifying energy saving practices and arranging repairs.

SECTION FOUR – DECARBONISATION AND ENERGY EFFICIENCY

4.1 Energy, Buildings and Infrastructure

Godinton Primary School is committed to ensuring that we implement energy saving principles and take steps to reduce carbon emissions.

We aim to reduce our energy usage by:

- Switching lights and appliances off (e.g. IT equipment) when they are not in use.

- Keeping doors and windows shut, as appropriate in cold weather so that warm air is retained.
- Power down protocols in place over school holiday periods for energy draining appliances e.g. fridges and freezers are turned off.
- Monitoring the temperature and frequency of heating in the school and making appropriate seasonal adjustments.
- Timer controlled electric switches are installed on items such as iPad recharge trolley
- Conserving water by installing systems that reduce waster e.g. cisternisers in urinals and ensuring taps are turned off after use
- Insulating hot water pipes to reduce water waste when running taps, as well as reducing the risk of frozen pipes in winter
- Using water butts to collect rainwater for use in watering plants in dry spells, for example.
- Ensuring that all systems work efficiently and that any breakages or leaks are resolved as a matter of high priority
- Making all members of the school community aware of the link between energy usage and financial costs
- Completing audits to identify our carbon footprint and identifying areas which require attention.
- Seeking support from agencies e.g. Let's Go Zero or South East Water to identify ways in which energy consumption may be reduced.

The school is committed to future investigation of further energy saving measures such as low-carbon boilers, solar panels, solar shading, or smart meter installations, as budgets will allow. The school explores grants and other funding streams that might contribute towards the implementation of energy saving measures.

4.2 Procurement

Sustainability is an important consideration in our purchasing and procurement procedures. Our practice of procuring products and services will endeavour to ensure that we make choices which are cost-effective and minimise environmental impact. This will include where possible: buying local products, buying products with an increased life-span or which can be recycled or re-used, and purchasing resources from materials that are less harmful to the environment when produced, used or consumed. We look for opportunities to buy items in bulk so that packaging and transportation is reduced.

Procurement Considerations:

- Where possible, we purchase paper and paper products, which are sustainably sourced e.g. made from recycled material or made through a process of low energy consumption and emissions.
- We aim to use cleaning products which are effective at lower temperatures and use less hazardous substances in the product (in line with COSHH) e.g. avoid phosphorus and limit biocides in the product. We follow recommended usage guidance and ensure efficiency in product use. Where possible, we purchase products where the packaging used is made from recycled materials and can be recycled and is made within the UK or opt for refill bags.
- We purchase energy efficient electrical equipment and resources. Where possible, we purchase products designed for recycling, that have a longer life and have trade in options available.
- We purchase replacement lighting units that have low energy usage and where packaging can be recycled.
- We procure timber from legal and sustainably managed forests. Before making furniture purchases we look to see whether items can be repurposed or whether there are opportunities to acquire second hand items. When making new furniture purchases, we look for items made partly or totally from recycled materials and/or renewable materials, making cost-effective purchases in line with budgets.
- We avoid purchasing single use plastic items e.g. plastic cups and look for alternatives which can be reused or at least recycled.
- If purchasing gardening items, we avoid the use of peat as a soil improver, and procure products in recycled, compostable, reusable, recyclable or biodegradable packaging.
- We aim to purchase textiles made from recycled fibres or that contain organic cotton or other natural fibres. Cost dependant, we aim to purchase materials showing the EU organic logo or the international gold standard for organic textiles (<http://www.global-standard.org/>) and are fair trade.

4.3 Food

The school has a Food and Drink Policy which should be read in conjunction with this policy.

Our catering company, Independent Catering, sources locally and embed sustainable procurement and the elimination of single use plastics into their operations. Their food provenance is displayed on the school website. Vegetarian

and vegan options are available daily. Menus are also displayed on the school website.

Food waste, including fruit peelings and lunchtime waste are collected separately from general waste in line with national expectations.

All children are expected to bring refillable water bottles to school for daily use.

As part of our curriculum, we teach children about where food comes from, the benefits of sourcing products locally and opportunities are provided for them to grow their own produce. Children learn about fair trade products.

4.4 Waste

We look for the most effective ways to reduce waste materials of all kinds generated by the school (including at school events e.g. PTFA activities) and have efficient means in place for recycling and waste collection.

4.4.1 Waste Collection

The following materials are separated from general waste and collected by our waste management contractor, Veolia, for recycling in line with the Government requirements 2025. The school has suitable collection bins for the separation of these items.

- Glass (bottles, jars)
- Metal (aluminium and steel tins, cans, foil)
- Plastic (bottles, tubs, trays, containers)
- Paper (envelopes, magazines, copier paper, shredded paper)
- Cardboard (cardboard boxes, corrugated cardboard)
- Food waste

All electrical materials are disposed of in line with the required regulations or are recycled. Batteries are also collected for recycling.

Any paper containing personal or sensitive data forms part of a secure recycling collection service.

4.4.2 Waste Reduction and Recycling

The school is pro-active at looking for ways in which waste can be reduced and where possible we take steps to reuse materials or to recycle. Some of the ways we do this include:

- Writing and printing on both sides of paper where possible and using unwanted print copies as ‘scrap paper’ for notes or rough work in classrooms and offices.
- Using digital / electronic means where possible, rather than printing hard paper copies e.g. for school reports, emailing parents rather than sending letters, electronic school newsletters. Making use of Arbor and the school website for this purpose.
- Reusing display paper around the school.
- Limiting the number of printed worksheets – looking for other means where possible.
- Asking the children to bring refillable water bottles to school every day rather than disposable plastic bottles.
- Using reusable cups for events such as STAR award tea parties, rather than disposable plastic cups
- Repairing items or looking at alternative uses for them.
- Composting fruit and vegetable waste.
- We operate a free second hand uniform wardrobe in the school foyer where parents can take any items that might be needed and are able to make donations.
- We accept donations of good quality used books.

4.5 Transport

Godinton Primary School engages with the KCC Travel Plan service and produces a travel plan which is reviewed annually by the school, with oversight from the KCC travel team. The plan identifies what we already have in place to support sustainable travel to and from school and what further steps we can take to improve this, in the form of a series of action points. The plan includes completing a hands up survey through which transportation methods by children and staff can be gauged. The school’s travel plan is available on the school website and on the KCC Jambusters website.

Children and staff are encouraged to use sustainable means of transport. This includes: walking, scootering or cycling or, if children live further away, car sharing or using a 'park and stride' approach where they walk part of the way. We promote sustainable travel to our school community through information in newsletters for example. The school engages with schemes and promotions to encourage sustainable means of transport e.g. initiatives and incentives from the charity Living Streets or participation in Walk to School Week. Our children are taught road safety skills as part of our curriculum and the local Road Crossing Patrol Officer supports this.

The school has a Cycling Policy and provides cycle and scooter storage at the front of the school. We offer the children in Years 4 to 6, the opportunity to take part in Bikeability training and arrange 'cycle ready' workshops for children in Year R and 1 to develop early cycle confidence.

Where possible, we encourage staff to car share e.g. if they are attending off-site training with a colleague.

SECTION FIVE – CLIMATE ADAPTATION AND RESILIENCE

5.1 Adaptation and Resilience

Climate change means that we more frequently experience different extremes of weather and in response to this, we have needed to make suitable adjustments to aspects of school policy.

Annually, the school's Sustainability Lead completes a Climate Resilience Audit produced by Learning Through Landscapes, which helps to identify priorities for action.

5.1.1 Hot Weather and Heatwave

There is no statutory upper limit specified in UK Health and Safety Law for a maximum permissible temperature in the workplace, therefore best endeavours should focus on taking steps to ensure a comfortable environment for all in hot weather situations. The school does not have air-conditioning in classrooms and therefore particular focus should be placed on obtaining suitable conditions in these spaces.

Extreme weather guidance is obtained from the DfE, Acas and UK Health Security Agency (UKHSA) in order to implement good practice in both the short and longer

term, to help us fulfil our responsibilities under health and safety legislation and in response to the climate crisis. The DfE 'Emergency Planning and Response for Education, Childcare and Children's Social Care Settings' includes 'extreme heat' as one of the potential emergency scenarios that need to be planned for.

The school will monitor weather warnings from the Met Office and are aware that red and amber alerts will require immediate risk assessment and subsequent adaptations to be made.

The following measures, are illustrative of the steps taken by the school in the event of extreme hot weather periods, in order to mitigate the impact of high temperatures. Appropriate instruction will come from the Headteacher on a day to day basis in response to weather forecasts:

Internal spaces (including classrooms, offices and the Night Owls mobile) – Windows (including Velux windows) and doors should be opened at the start of the day in order to allow stored heat to escape and to aid ventilation. These should then be kept ajar throughout the day or closed once external temperatures exceed those inside. Electric lights should be turned off, where possible, to reduce heat generation. All rooms are fitted with window and door blinds; these should be kept closed in order to reduce sunlight and therefore heat. Oscillating mechanical fans can be used to increase air movement if temperatures are below 35°C but above this, these may worsen dehydration. Air conditioning should be used where this is installed, although we acknowledge that this has its own environmental impact. If certain rooms become too hot, classes may be moved to alternative spaces within the school.

Clothing – School uniform requirements may be relaxed during periods of high temperatures. This may include allowing children to come to school in PE kits. Children will be advised not to wear sweatshirts and should bring a sunhat or cap to wear outside. Children with sensory needs in relation to fabrics and clothing will be suitably supported and additional measures may be put in place. Staff will be advised to dress appropriately for hot weather (e.g. light loose clothing and natural fabrics) whilst maintaining dress suitable to satisfy safeguarding measures (e.g. strapless tops would not be permitted. Special consideration will be given to the Outdoor Play Team who may be outside for longer periods of time. Guidance will be provided to all by the Headteacher in these circumstances.

Indoor Activities – Indoor activities which generate heat may be reduced or modified. This may include activities such as cooking being rescheduled and replaced with a less heat-intense alternative. Modifications may need to be made to activities such as indoor PE. Assemblies in the hall may be substituted by assemblies in classrooms to prevent mass gatherings and adjustments may be made to events involving large groups of people e.g. Year 6 Leavers' Assembly in the event of extreme heat.

School Kitchen, School Lunches and Food Preparation – We will work with our catering company, Independent Catering, during periods of hot weather to ensure that meals can be prepared whilst ensuring the wellbeing of catering staff. This may involve making menu changes during summer terms and offering more 'packed lunch' style cold options. Alternative arrangements may need to be made to how children are seated in the dining hall in the event of extreme weather; this may include eating in classrooms in order to reduce the number of people in one space. Adaptations may need to be made to food options served at After School Club.

Outdoor Activities – At Godinton Primary School, we are fortunate to have a wealth of mature trees on the school field which provide shade. Adaptations may be made to outdoor activities during periods of intense high temperature. Whilst we very much value the importance of outdoor play in all weathers, in high temperatures, risk assessments will be completed in order to ensure everyone's safety. Activities will be adjusted accordingly and this may include adjusting the timings of outdoor playtimes, outdoor PE lessons or outdoor after school activities, limiting strenuous outdoor activities e.g. football or running games or restructuring or rescheduling activities such as Sports Day. Where activities continue outside, these will take place in areas of shade whenever possible (i.e. using the field which provides greater shade, rather than the playground) and children will be encouraged to use shady areas during playtime and lunchtime. Additional shade may be provided by erecting gazebos on the field. Staff will check the temperature of metal and plastic playground equipment / before children play. Particular adaptations may be made for the Outdoor Play Team who are outside for longer periods of time such as providing additional shade, handheld / portable fans, or enabling short breaks.

Outdoor manual work completed by the Site Manager will be curtailed during extreme temperatures.

The school's woodland is often cooler during high temperatures due to the amount of shade it provides. The Forest School Policy and risk assessment should be read in conjunction with this policy as it outlines considerations made to Forest School activity during hot weather e.g. removing fire pit activities.

Suncream – We encourage parents to apply long-lasting sunscreen before children come to school. Children may bring suncream to school however they must be able to apply this themselves and must not share it with others. Roll on, stick suncreams are permissible rather than lotions or sprays.

Water and Hydration – Children must bring a refillable water bottle to school and should keep this topped up throughout the day. School staff will encourage children to stay hydrated by drinking water frequently and refilling their water bottles regularly. More frequent water breaks may be implemented throughout the day if required and children will be permitted to take water bottles outside with them. Staff will also be encouraged to keep themselves hydrated.

Individual Risk Assessments – The school will make advance consideration of individuals who may have higher susceptibility to extreme heat, such as pregnant staff and those with certain underlying medical conditions, through individual risk assessments, covering issues such as room deployments, duties, home working, e.g. taking on other temporary duties from home for periods of a heatwave. Similar considerations will be made for children with particular health issues.

Longer Term Hot Weather Measures – The school is proactive at looking at what longer term measures may be required as we continue to face the escalating impact of climate change. These considerations form part of the school's Climate Action Plan.

This includes, but is not limited to:

- Continuing to ensure that the school provides plenty of areas of shade, for example through the planting of additional trees and bushes, the construction of shelters in playgrounds or use of awnings.
- Reviewing ventilation across the premises, including in kitchens (including extraction), and making any necessary improvements during the colder months.

- Consideration of heat reflecting measures being installed at windows (blinds or films)

5.1.2 Cold Weather

Equally, the school faces the impact of colder winters and freezing temperatures.

Until October 2012, legal requirements which specified the minimum temperatures which had to be maintained in school classrooms were set out in the Education (School Premises) Regulations 1999. These were replaced in 2012 by the School Premises (England) Regulations 2012 which do not specify minimum temperatures for any parts of a school. The Workplace (Health, Safety and Welfare) Regulations 1992, which apply to all workplaces, including schools, set out minimum temperature requirements. They require that temperatures shall be “reasonable”, defined as “normally at least 16°C” (60°F). This applies to non-teaching areas as well as classrooms and applies outside school session times.

Measures will be taken by the school to ensure that school can remain open during cold weather. This is outlined in the school’s School Closure Policy which should be read in conjunction with this policy.

In order to reduce the impact of cold weather extremities on children and staff, measures are taken by the school. This includes, but is not limited to:

- Ensuring that all aspects of school heating systems are efficient and well maintained in order to ensure optimum temperatures.
- Windows and doors to be kept closed to retain heat.
- Ensuring that the site is suitably gritted during icy conditions and that activity is restricted or adjusted, where gritting is not proving effective, in line with risk assessments. e.g. certain parts of the playground may be inaccessible or alternative routes into school may be required.
- Making adjustments to clothing requirements to ensure that staff and children come dressed warmly to school. This may include requesting that children wear additional layers or alternative footwear e.g. wellington boots.

5.2 Water

The school is pro-active at looking at how water can be saved and in some instances recycled. This is achieved by, for example:

- Installing water saving measures as identified by South East Water (school’s water provider) e.g. cisternisers in urinals.

- Engaging with water audits offered by South East Water, designed to identify whether any further water saving measures can be used or installed and to identify any water leakages or difficulties.
- Ensuring that taps are turned off when not in use.
- Ensuring that repairs are made promptly, when required e.g. dripping taps.
- Monitoring of water consumption.
- Using water butts to collate rainwater for gardening activities (watering plants) and for lunchtime play activities.
- Not using hosepipes or sprinklers in the school grounds.
- Offering workshops and assemblies led by organisations such as South East Water, to promote water saving habits to children.

SECTION SIX – BIODIVERSITY AND GREEN INFRASTRUCTURE

6.1 Nature

Godinton Primary School in a stunning natural environment, rich with wildlife. We encourage our children to develop a love of nature and to respect the plants and animals within this habitat and to extend this attitude into wild areas outside of the school grounds such as local parks, woodlands and water areas.

We look for opportunities to adopt practices that will enhance species diversity within our school grounds. The school has enrolled with The Nature Park (NENP) to help identify ways in which we can increase biodiversity within the school grounds.

Increasing Biodiversity

Annually, as part of our Climate Action Plan, the school's Environment and Sustainability Lead and Climate Action Crew, will complete an audit which identifies, for example:

- Whether any additional areas of planting are required and where this is best placed for accessibility and maintenance. This will include, any additional trees, bushes or wildflowers and any areas where native plants could be planted in pots in order to attract insects, such as butterflies.
- Whether we should increase the number of 'wild spaces' within the school where grass is left un-mowed.
- Whether there is scope to create more animal habitats e.g. introduction of rotten logs, bug hotels, bat boxes, bird feeders or nesting boxes, on the school field and in the woodland.

We link this audit, with our Play Policy, in order to ensure that children have plenty of natural areas to explore within the school site during lunchtime play opportunities.

6.2 Littering

We encourage all members of our school community, including visitors coming onto site, to dispose of rubbish appropriately in order to ensure that our site remains litter free and that waste does not pose a risk to the wildlife within our habitat. We want to ensure that we maintain a site of which we can all be proud.

General waste bins are provided around the school site, both inside and outside, and recycling facilities are provided as outlined in section 4.4. of this policy.

The school's Climate Action Crew (child based Eco Committee) helps to keep our school environment litter-free by:

- Promoting an awareness of anti-littering throughout the school and the impact that litter has on the environment
- Looking at what further steps we can take to reduce litter
- Completing litter picks if required after events on the school site e.g. Sports Day or Summer Fair

SECTION SEVEN – CLIMATE EDUCATION, GREEN SKILLS AND CAREERS

7.1 Culture

Everyone at Godinton Primary School is responsible for creating a culture where the environment is respected and valued and where pro-active steps are taken to promote sustainable living.

Godinton Primary School has a Sustainability Working Party, made up of the Headteacher (Environmental and Sustainability Lead), the School Business Manager and the Site Manager. The working party, helps to monitor this policy and the action points outlined on the school's Climate Action Plan.

The school also has a pupil based Eco-Committee (Climate Action Crew) made up of children from different classes who take a lead on environmental issues and sustainability across the school. The group meets twice a term, with the school's Environmental and Sustainability Lead, to develop priorities linked to our CAP and on areas of environmental priority important to them. They maintain an information board in the school hall and regularly present information to their classmates

regarding school initiatives e.g. recycling aims or sustainable travel. They listen to the views and ideas of others and report these back at meetings.

Environmental priorities are regularly shared with staff through internal communications and to the wider school community via the school's website which has a page dedicated to environmental priorities at Godinton. The school newsletter and Instagram account also regularly promote the steps being taken by the school to address actions in our CAP.

7.2 Curriculum

7.2.1 The Curriculum, Including Wider Learning Opportunities

In accordance with the DfE's 'Sustainability and Climate Change Strategy', Godinton Primary School, teaches children about the causes and impacts of climate change, the environment and nature, and the importance of sustainability in order to empower them to create a greener, sustainable world and to tackle the causes and impact of environmental challenges.

Climate Education at Godinton, runs through all aspects of our curriculum but in particular, Science, Geography and PSHE (Personal, Social and Health Education). This includes learning about recycling, soil erosion, deforestation, the weather and the water cycle for example. Other subjects such as Design Technology, will provide opportunities for children to be taught about the environmental and sustainability context of the principles of food production, for example. Individual policies and the information provided on the curriculum pages on the school website provide further detail as to the content. We keep our curriculum under regular review and look for further opportunities to link learning with environmental objectives and to develop the progression of environmental related knowledge and skills across the school.

Forest School is also a key subject area in which a love for nature and the environment is fostered. Our progressive scheme of work for Forest School engages the children in a block of Forest School activities every year and to experience the woodland in different seasons throughout their education at Godinton. Our Forest School sessions, enable our children to learn alongside the wildlife within the forest and to build up wonderment and respect for our natural world. The school's Forest School Policy should be read in conjunction with this policy.

Children are provided with opportunities both within and beyond the school, to further develop their understanding of climate change and sustainability. This is achieved through visitors to the school, assemblies, and off site visits to environmental centres or to complete activities such as river studies. After school

clubs are offered which help to support and develop children's understanding of the environment, this includes for example, a gardening club and cooking opportunities. We engage with national events such as participating in the RSPB's Big School Bird Watch.

Climate Education also forms a core part of our school values, where everyone is encouraged to look after and show respect for the environment.

7.2.2 The Outdoor Classroom

Having such beautiful school grounds which includes a large field area, wildlife garden with pond area and woodland on site, creates ideal outdoor learning opportunities. We encourage teachers to take learning outside, not just for practical climate or environmental activities such as pond dipping or bug hunting, but to enhance other subject areas e.g. enjoying a class story book outside, completing a maths measuring activity or going on a phonics sound hunt.

Use of our school grounds as an outdoor natural classroom, does not only seek to improve our children's understanding of the environment, sustainability and climate change but also helps to improve the physical and mental health and wellbeing of our children. At Godinton Primary School, we believe that being outside in the fresh air is beneficial to the body and mind and forms part of healthy living. The opportunity to spend time in nature is also a key part of our Nurture and Pastoral provision. Children, including those with SEND, are able to work outside on activities such as growing vegetables, planting flower seeds and bulbs, tending to containers and hanging baskets and making bird boxes and feeders as part of their provision map of interventions led by the staff forming our Inclusion Team. Our school grounds are often used as a calming place for any child experiencing anxiety or other emotional difficulties, when internal space becomes overwhelming.

A wide range of different activities focusing on the environment is woven into our outdoor lunchtime play provision, Opal Play. This includes providing the children with opportunities to dig, explore under logs, plant, and investigate wild spots within the school grounds.

7.3 Green Skills and Careers

Through sustainability and climate education and activity, our children will be provided with the opportunity to develop skills that can lead them to build future careers within the environmental sector. Our Climate Action Crew begin to

develop green leadership skills in particular. By inviting visitors into school, who work for environmental organisations, or by participating in offsite visits e.g. to a river study centre, children gain first hand experience of individuals who have taken this path and who can act as a source of inspiration.

SECTION EIGHT – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The Environmental and Sustainability Lead, will support staff in doing this within this subject area.

SECTION NINE – EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION ELEVEN – MONITORING AND REVIEW

The Environmental and Sustainability Lead, is responsible for monitoring the impact and effectiveness of this policy.

They are also responsible for supporting colleagues in the teaching of climate change, environmental and sustainability activity, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This policy is reviewed every two years.