



Great Torrington School

Environmental and Sustainability Policy

2025

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Index

| | |
|--|---|
| Introduction | 3 |
| Scope | 3 |
| Legal Requirements and Guidelines | 3 |
| Roles and Responsibilities | 3 |
| Implementation | 5 |
| Version History | 5 |
| Appendix 1 – Climate Action Plan Template | 6 |
| Appendix 2 – Key Areas of Focus | 8 |
| Appendix 3 – Model Terms of Reference for Governor | 9 |

Introduction

This policy outlines Great Torrington Schools (GTS) approach to sustainability and climate change adaptation. This policy aims to reduce the school's ecological footprint through sustainable practices, educating pupils about environmental issues, and encouraging community involvement in sustainability initiatives.

Scope

This Policy applies to all employees (permanent or temporary) of GTS and includes any agency, or visiting professionals employed to provide services on their behalf.

Legal requirements and Guidelines

This policy defines GTS response to the requirements and duties under the following legislation:

- Environment Act 2021:
- Climate Change Act 2008:
- Environmental Protection Act 1990:
- Wildlife and Countryside Act 1981:
- Energy Act 2008/2011
- Water Resources Act 1991/Water Industry Act
- Streamlined Energy and Carbon Reporting (SECR) 2019
- DEFRA: Simpler recycling-workplace recycling in England
- DfE Curriculum and Assessment Review 2025
- DfE School Estate Management Standards 2025
- NGA Greener Governance guidance

Roles and Responsibilities

The Board will appoint an Environmental Sustainability Governor (SG). The role of the SG is to support and monitor the school's leadership to embed environmental and sustainable practices. The SG will undertake appropriate sustainability training to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.

The Headteacher will appoint an Environmental Sustainability Lead (SL). The SL will be responsible for the implementation of the Climate Action Plan and will work with the SG to form a GTS Sustainability Committee.

The Sustainability Committee (SC) will consist of staff, parents (referenced later) and pupils, to work proactively with the SL / SG to ensure sustainability actions are completed and to ensure awareness throughout GTS.

Environmental and Sustainability Governor (SG) Purpose: The SG plays a key strategic role in embedding sustainability principles across the school's culture, curriculum, operations, and via community engagement. The role provides strategic oversight and governance for the school's environmental sustainability and climate action plans and supports the governing board in fulfilling its responsibilities related to climate action and environmental stewardship.

Key Responsibilities:

- Champion sustainability at Board / Governor level.
- Hold the school leadership team accountable for meeting sustainability goals.
- Ensure compliance with national guidance (e.g. DfE Sustainability & Climate Strategy).
- Support budgeting and policy decisions that align with environmental priorities.
- Liaise with the Environmental and Sustainability Lead and Committee regularly.
- Monitor and report on sustainability metrics at Governor meetings.

Environmental and Sustainability Lead (SL) Purpose: To coordinate and implement the school's sustainability initiatives across curriculum, operations, and via community engagement.

Key Responsibilities:

- Develop and lead the school's Climate Action Plan.
- Coordinate activities for whole-school awareness.
- Ensure sustainability is embedded in teaching and learning across the curriculum.
- Collaborate with site staff on energy, waste, and water strategies.
- Lead the Sustainability Committee and supervise pupil Eco/Green Councils.

Environmental and Sustainability Committee (SC) Purpose: To drive and support practical sustainability projects and ensure a whole-school approach by involving pupils, staff, and wider stakeholders.

Composition:

- Chaired by the SL.
- Includes: pupils (Environmental Ambassadors), teaching / non-teaching staff, a parent representative, SG, and site manager.

Key Responsibilities:

- Input into Climate Action Plan
- Run environmental campaigns (e.g. waste audits, energy pledges).
- Oversee green infrastructure projects (e.g. gardens, tree planting).
- Review progress on the Climate Action Plan each term.
- Organise pupil-led sustainability initiatives.
- Advise SLT and Governors on emerging sustainability opportunities.

Meeting Frequency to be every term (3 meetings per year), with occasional working groups. Additional meetings will be scheduled if required.

Implementation

This policy will be implemented through the provision of, and adherence to, a Climate Action Plan (CAP) which shall be related to in the School Improvement Plan (SIP). A CAP template is included in Appendix 1.

The CAP is a detailed plan enabling progression of sustainability initiatives and providing a structured and strategic route toward ensuring GTS is acting toward, and educating about, environmental sustainability.

The CAP shall cover the following 4 areas:

- Decarbonisation: decarbonise across whole estate.
- Adaptation and Resilience: adapt and build resilience against climate change risks
- Biodiversity: increase biodiversity across the site and in the community.
- Climate Education and Green Careers: weave climate education into delivery and develop skills for green jobs

Version History

| Revision | Reason | Date |
|----------|-------------------|--------------|
| 0 | Issued for review | 07 July 2025 |

Appendix 1 – Climate Action Plan (CAP) Template

| Decarbonisation | | | | | | |
|--|--------------------------|-------------------------------------|-----------------------------|---------------------------------------|-----------------|--|
| Our Vision <i>(how can you reduce emissions and support pupils to be part of the transition to net zero?)</i> : | | | | | | |
| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
| | | | Start date: Review Date: | Useful links: | | |
| Adaptation and Resilience | | | | | | |
| Our Vision <i>(how can you adapt your buildings and systems to prepare for the effects of climate change?)</i> : | | | | | | |
| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
| | | | Start date: Review Date: | Useful links: | | |
| | | | Start date: Review Date: | Useful links: | | |

Biodiversity

Our Vision *(how can you enhance biodiversity, improve air quality and increase access to, and connection with, nature?)*

| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
|--------|--------------------------|-------------------------------------|-----------------------------|---------------------------------------|-----------------|--|
| | | | Start date: Review Date: | Useful links: | | |

Climate Education and Green Skills

Our Vision *(how can you prepare pupils for a world impacted by climate change through education & practice?):*

| Action | Link to Improvement Plan | Responsibility and Key Stakeholders | Timescale | Information and/or resources required | Target/ Measure | Progress (Update at regular review points) |
|--------|--------------------------|-------------------------------------|-----------------------------|---------------------------------------|-----------------|--|
| | | | Start date: Review Date: | Useful links: | | |
| | | | Start date: Review Date: | Useful links: | | |

Appendix 2 - Key Areas of Focus

Energy Efficiency:

- Implement energy-efficient lighting, appliances, and heating / cooling systems.
- Educate staff and pupils on energy conservation practices (e.g., turning off lights, computers when not in use).
- Consider using renewable energy sources like solar panels etc.

Waste Management:

- Reduce, reuse, and recycle waste through various initiatives.
- Encourage the use of reusable water bottles and lunch containers.
- Compost food waste and promote responsible disposal of other waste.

Sustainable Transportation:

- Encourage pupils and staff to walk, bike, or use public transportation to school.
- Provide safe and accessible bicycle parking.
- Consider promotion, and provision of, use of sustainable (e.g. electric) vehicles.

Water Conservation:

- Install low-flow fixtures in restrooms and water fountains.
- Encourage pupils and staff to be mindful of water usage.

Sustainable Purchasing:

- Prioritize purchasing environmentally friendly products.
- Consider the lifecycle of products when making purchasing decisions.

Curriculum Integration:

- Integrate sustainability topics into the curriculum.
- Provide opportunities for hands-on learning related to sustainability.

Community Engagement:

- Partner with local organizations and community members to promote sustainability.
- Involve parents and staff in sustainability initiatives.

Appendix 3 - Terms of Reference for Governor

Terms of Reference for the Environmental and Sustainability Governor at Great Torrington School

To be agreed at the meeting of the full governing board :

Review date: (annual)

Name of the Lead Governor: Mike Machin

These terms of reference should be reviewed annually by the Governing Board and when there are any changes to the Governing Board's membership.

Policies delegated to this governor: Environmental and Sustainability Policy

Duties delegated to this governor:

D Delegated to Lead Governor

R Make Recommendations to Full Governing Board

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|---|----------|
| The Sustainability and Climate Action lead governor will undertake appropriate governor training to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated. | D |
| To assist the headteacher and sustainability lead and discharge the responsibilities of the governing board on matters relating to sustainability and the climate action plan. | D |
| Engage with staff, parents, carers, the wider community and other stakeholders to promote a culture of sustainability within the school. | D |
| Develop and monitor the implementation of a sustainability strategy and climate action plan that aligns with the school's vision and values. | R |
| Encourage sustainability considerations into decision making processes including curriculum, infrastructure and procurement. | R |
| Advocate for the inclusion of sustainability topics within the curriculum. | R |
| Support the school to promote extra-curricular activities which are climate aware, and sustainability focused. Monitor the take-up and impact of these activities and report to the board. | R |
| Report on any school sustainability initiatives. | R |
| To monitor the schools resource use and challenge where appropriate. | R |
| To ensure policies and procedures relating to climate and sustainability are appropriately reviewed. | R |
| To monitor and review the impact of the Climate Action Plan, reporting to the board on progress and challenges. Monitor implementation of sustainability targets. | R |