

TIBSHELF COMMUNITY SCHOOL SUSTAINABILITY POLICY

REVIEWED: July 2026
(Tibshelf Policy)



Context

Sustainable education is a way of thinking about how we organise our lives and work, so that we do not destroy our most precious resource; the planet.

Definition of Sustainability:

Actions that meet the needs of the present without compromising the ability of future generations to meet their own needs

1. Aims and Values

Statement of Intent

To bring the school community together under a shared vision and purpose of building a better world by:

- Increasing opportunities for climate education and access to nature
- Driving opportunities to increase biodiversity and climate resilience
- Coordinating and leading a whole-school approach to climate change and sustainability

We will become a sustainable school by reducing our ecological footprint through adopting sustainable practices in our everyday lives. We will achieve this by integrating sustainability into all areas of the curriculum and instilling a sense of ownership and pride in improving the environment. Our strategy is to achieve Net Zero by 2030. The school maintains a Climate Action Plan, reviewed annually, in line with Department for Education expectations.

Schemes and organisations signed up to:

- Let's Go Zero
- Count Your Carbon
- Eco-Schools
- Zenergi
- Dirt is Good
- National Education Nature Park

Value statement

- "Our school character values of resilience, respect, community spirit, integrity, positivity and curiosity apply to our efforts to make positive environmental changes."

2. Roles and Responsibilities

Headteacher and Senior Leaders

- Have overall responsibility for the implementation and review of the policy
- Allocate budget provision to enable prioritised improvements to the environmental sustainability of the school including the resourcing of the teaching of sustainability
- Challenge actions and decisions that potentially conflict with the policy
- Ensure environmental sustainability matters are communicated to stakeholders including (but not limited to) pupils, and parents

Sustainability lead / Personal Development Team

- Coordinate a pupil Eco Team
- Plan and develop resources and schemes of work (SoW) for Tutor time, assemblies and extracurricular activities around the issues of sustainability
- Receive sustainability and climate change training and coordinate delivery of this training to key staff (if needed)
- Identify appropriate areas of the school grounds to use as an environmental classroom
- Encourage whole-school participation in environmental awareness days
- Provide sustainability advice and support to staff in support of the curriculum
- Deliver assemblies on green careers and skills (secondary)

Curriculum / subject leads

- Identify opportunities to teach about the natural world, sustainable practices and the circular economy
- Identify ways to reduce usage and waste when teaching their subjects, e.g. reducing printing
- Incorporate outdoor education into their curriculum area
- Plan school trips to minimise environmental impacts, including for costing and recharging (where appropriate) for full carbon offsetting for travel where possible

School Business Manager

- Carry out sustainable procurement practices by considering usage, waste and supply chains as part of the assessment and validation criteria used when purchasing goods and services
- Identify funding opportunities for sustainable development and lead bids for that funding, e.g. smart meters, low-carbon boiler replacement
- Communicate waste reduction practices in school to encourage sustainable and cost-effective behaviour, e.g. limiting printing, and turning off lights
- Lead a whole-school sustainability audit to identify current and future opportunities for change
- Include environmental sustainability improvement projects for consideration within the Strategic Estates & Business Management Plan

Site Manager

- Keep the school site clean and safe for effective outdoor learning
- Maintain verges around the school sports pitches as wild grassland areas to encourage biodiversity
- Make sure all lights, taps, and unnecessary appliances, where possible, are switched off at the end of each day
- Conduct energy and water usage audits at the end of every term
- Prioritise the use of environmentally appropriate materials when undertaking repair maintenance and refurbishment projects
- Ensure the environmentally appropriate disposal of waste and redundant resources

Governors

- Approve policies that have been reviewed with an eye to sustainability and quality outdoor education
- Monitor progress of our school's climate action plan and provide challenge and support to the Senior Leadership Team

The Eco Team

- Model exemplary behaviour in environmental sustainability matters
- Undertake appropriate campaigns within school and the community
- Provide feedback to school leadership on environmental matters

3. Curriculum and Learning

The DfE's strategy highlights the role of schools in engaging directly with children, who:

- Are passionate about the natural world
- Want to do their best to protect the natural world
- Can influence their wider communities

Our curriculum provides opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change, and to translate this knowledge into positive action.

Our Sustainability Policy reflects our commitment to embedding climate change and sustainability throughout our curriculum.

We will:

- Identify opportunities in the taught curriculum to learn about the natural world
- Use appropriate areas of the school grounds as an environmental classroom
- Participate in environmental awareness days such as Earth Day (22 April), World Ocean Day (8 June) and Clean Air Day (June)
- Create opportunities for pupils to engage with local businesses and encourage them to take up environmentally-friendly practices
- Set up an eco-club or gardening club to help pupils learn about nature outside of the curriculum

This policy aligns with the Department for Education's Sustainability and Climate Change Strategy (2022), including the expectation for all schools to have a Climate Action Plan and Sustainability Lead.

4. Food and Catering

Food and drink contributes not only to pupil well-being, but also to pupil learning and attainment as a whole. An unhealthy diet contributes to obesity and poor health, as well as poor concentration and performance. Ultra-processed foods with high levels of additives and preservatives, along with sweets and sugary drinks, are key factors contributing to this.

Derbyshire County Council Catering has a bronze award in the Food for Life catering mark in recognition of the high quality food it serves, focussing on sustainability and local sourcing.

- All takeaway containers are compostable.
- Deli products such as sandwich and wrap containers, grab bags, panini boxes and baguette bags are made from plants and recycled paper.
- Committed to using seasonal products to reduce transport and emissions.
- Raw ingredients used in meals are sourced in the UK to reduce transport and emissions.
- All meat served is British and Red Tractor assured.
- Eggs are Red Lion stamped.
- No fish that is served is on the Marine Conservation Society fish to avoid list.

5. Waste and Recycling

We are committed to promoting the circular economy in all areas of school.



Recycling:

We will:

- Have clearly labelled bins throughout the school for dry mixed recycling, food waste and general waste, and posters on how to use them. We will teach pupils about the different types of bin they might have in their homes, and encourage them to continue good recycling habits when they're not at school.

Reducing waste:

We will:

- Reduce paper waste by printing on both sides of paper wherever possible, repurposing scrap paper and using emails as much as possible.
- Encourage staff to consider what materials can be reused the following year, when tidying out their classrooms and re-stocking for the next academic year.
- We will encourage pupils to bring reusable water bottles into school rather than using disposable single-use plastics.

Purchasing:

We will:

- Consider sustainability, including carbon footprint and supplier sustainability credentials, as part of the assessment and validation criteria for including suppliers on procurement frameworks, to support the sustainable purchasing of products and services.
- Run a second-hand shop for uniforms, school equipment and other items.

6. Energy and Water

We recognise the critical importance of energy and water conservation in our efforts to reduce our environmental footprint and promote sustainability.

Energy Efficiency

We strive to optimise our energy usage through the following initiatives:

- Implementing energy-efficient technologies
- Switching off lights and appliances when they are not in use
- Displaying information around the school to help pupils understand the importance of switching off appliances and saving energy
- Monitoring and reducing consumption
- Utilising renewable energy sources
- Education and awareness
- Raising staff awareness of energy consumption and wastage
- Installing draught excluders to improve energy efficiency

We will set annual targets for energy and water reduction and monitor progress.

Water Efficiency

We are dedicated to conserving water resources through:

- Water-efficient fixtures
- Leak detection and repair
- Sustainable landscaping
- Water recycling
- Monitoring and reducing consumption
- Display posters reminding pupils of the importance of turning off taps and saving water
- The installation of sensors on toilet taps to reduce water consumption

We will commit to applying for future grants and funding for infrastructure improvements, including schemes such as the Public Sector Decarbonisation Scheme where applicable, such as:

- Low-carbon boilers
- Solar panels
- Sustainable drainage systems

7. Transport and Travel

In line with our school travel plan, we will reduce our reliance on fossil fuels by promoting public transportation, cycling and walking which will reduce greenhouse gas emissions and foster a more sustainable future.

Sustainable transport

We will:

- Encourage students and staff to cycle or walk to school and car-share whenever possible.
- Promote the Cycle to Work scheme for staff to help them travel to work more sustainably.
- Audit the carbon footprint of our school trips and use this information to consider more environmentally friendly options. We will research the possibility of offsetting the carbon of our overseas visits.

8. Buildings and Grounds

We are committed to implementing energy-efficient systems, utilising renewable energy sources and incorporating green spaces to transform school buildings and the grounds into sustainable, eco-friendly learning and working environments that benefit students, staff and the planet.

School site sustainability:

We will:

- Make sure that there are enough bins around the site which will encourage and enable recycling
- Identify and protect existing natural habitats on the school site, and use them as an opportunity to teach pupils about the natural world
- We support national biodiversity objectives in line with the Environment Act 2021.
- Make and develop new areas of biodiversity on the school site, for example by increasing plant diversity on grass that isn't being used for sports pitches. 'No Mow' areas will be identified.
- Reduce pesticide and herbicide use, where possible



Monitoring and evaluation

The policy is on a three-year cycle of audit and action plan, do, and review. The first year will be carrying out all audits necessary to action plan effectively. The audits will be carried out by both staff and students with the action planning a collaborative process with all stakeholders kept informed.

All stakeholders will be informed of the policy and action plan. This policy will be monitored by the Headteacher and the Sustainability Working Group as well as annually reported to the Governors.