



Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
Matthew 13 31-32

Sustainability Policy

Policy agreed (date):	November 2026
Policy published (including on website) (date):	November 2026
Next review (date):	November 2027

Introduction

This Sustainability Policy sets out our school's strategic commitment to embedding sustainability across all areas of school life. It serves as a framework for ethical decision-making, environmental stewardship, sound financial planning, and community engagement. Framed by our Christian foundation and inspired by the parable of the mustard seed (Matthew 13:31–32), we believe that small beginnings can lead to powerful and transformative change. Our 150-year history, situated within an Area of Outstanding Natural Beauty (AONB), reminds us of our responsibility to both tradition and future generations.

Rooted in our vision—“**Small Beginnings; Endless Possibilities. Growing together with Compassion, Curiosity and Courage**”—this policy outlines practical steps and reflects national and statutory guidance including:

- *Ofsted Schools Sustainability Toolkit (2025)*
- *SIAMS Inspection Framework (2023)*
- *DfE Sustainability and Climate Change Strategy (2022)*
- *Schools Financial Value Standard (SFVS)*
- *School Food Standards (2021)*
- *DfE Workforce Strategy (2022)*
- *DfE Asset Management Planning Guidance*
- *Capital and Revenue Budget Planning Guidance (DfE, 2023)*

Our core values of **compassion, curiosity and courage** are embedded throughout the policy, designed to develop our children as responsible citizens, environmental stewards, and courageous advocates for a just and sustainable world.

1. Vision, Values and Christian Ethos

1.1 Embedding the School's Vision

Our commitment to sustainability is an expression of our Christian vision, rooted in hope and transformation. Just as the mustard seed grows into a tree that offers shelter and

support, we believe in nurturing small, faithful actions that, over time, contribute to flourishing communities and restored creation. Sustainability reflects our belief in human dignity, stewardship, and interdependence.

1.2 Our Core Values in Practice

- **Compassion** – We care for creation, each other, and those affected by environmental degradation and climate injustice.
- **Curiosity** – We ask questions, seek solutions, and explore connections between human activity and planetary wellbeing.
- **Courage** – We act boldly, challenge complacency, and commit to being agents of change—even when it is uncomfortable or inconvenient.

1.3 Spiritual and Moral Leadership

As a Church of England school, our sustainability ethos is rooted in the theological belief in creation care. SIAMS encourages spiritual development that leads to courageous advocacy. Pupils are taught that our responsibility to the environment is part of living out God's love in the world and being guardians of a gift passed down through generations. Through collective worship and curriculum teaching, students are engaged in moral and theological reflection on justice and sustainability.

2. Environmental Sustainability

2.1 A Whole-School Approach

Using the *Ofsted Sustainability Toolkit (2025)* as a self-assessment tool, our strategic plan integrates sustainability through six domains:

- Leadership and Governance
- Curriculum
- Environment and Waste
- Energy and Buildings
- Procurement and Operations
- Partnerships and Impact

Sustainability is led by the headteacher and designated governor, supported by pupil voice mechanisms and staff-wide responsibility.

2.2 Sustainability in the Curriculum

In line with the National Curriculum and Ofsted's expectation for a "broad and balanced curriculum," we embed environmental education across subjects:

- **Science:** Climate systems, biodiversity, renewable energy
- **Geography:** Environmental degradation, ecosystems, global inequalities
- **Design & Technology:** Sustainable product design
- **PSHE and RE:** Environmental justice, ethical consumption, and stewardship

- **Art and English:** Expressing climate concerns and hope through creative media

Pupils engage in real-world projects linked to the **UN Sustainable Development Goals** and have regular opportunities to explore sustainability through inquiry-led learning.

2.3 Grounds and Biodiversity

Our location in an AONB offers a unique opportunity to connect children to nature and engage in active stewardship. We have:

- Developed our use of the outdoors as a classroom without walls
- Involved pupils in biodiversity surveys of the grounds
- Established partnerships with local conservation organisations (e.g. ARK)

This creates meaningful spiritual connections with the natural world and supports mental health and well-being.

2.4 Energy Use and Carbon Management

Aligned with national Net Zero targets and the DfE Climate Change and Sustainability Strategy:

- We monitor energy usage and emissions
- Our Asset Management Plan prioritises low- or zero-carbon construction and retrofitting
- Capital investment decisions are made with long-term environmental and financial impact in mind

We promote behaviour change and energy-saving habits across the school community.

3. Resource Management

3.1 Financial Planning for Sustainability

We adhere to the *Schools Financial Value Standard (SFVS)*, ensuring all sustainability investments represent best value and deliver long-term benefits. Capital and revenue budgets are aligned with our sustainability priorities.

We:

- Incorporate environmental goals into spending and financial planning
- Use whole-life cost analysis to assess project value

Governors monitor cost–benefit analysis and sustainable return on investment (SROI) for key projects.

3.2 Responsible Procurement

Procurement decisions account for environmental, ethical, and economic factors in line with DfE PPN 06/21 recommendations. We aim to:

- Source from suppliers with strong sustainability credentials

- Prioritise local, ethical, and low-carbon suppliers where practical
- Reduce unnecessary purchases and consider the 'reduce, reuse, recycle' hierarchy

We raise awareness of ethical trade and fast fashion, encouraging clothing swaps and reuse initiatives.

3.3 Waste Minimisation

We are progressing toward a 'zero waste to landfill' target, with actions including:

- Paper and packaging reduction schemes
- Food waste composting
- Electronic recycling of devices

These actions support our Christian mission of stewardship and justice.

4. Sustainable Food and Nutrition

4.1 Healthy, Sustainable Meals

In accordance with the *School Food Standards (2021)*, we have appointed a school meals provider who:

- Helps to reduce food waste through portion control
- Includes plant-based options
- Uses local and seasonal ingredients where feasible

4.2 Food Education Across the Curriculum

We provide pupils with experiential learning through:

- Gardening and farm-to-fork projects
- Ethical and environmental discussions in RE and PSHE
- Cooking lessons with seasonal produce
- Exploring global food systems and food justice

This integrates theological reflection on hospitality, sharing, and equity.

5. Workforce and Leadership

5.1 Developing Staff Engagement

Staff are supported through CPD and whole-school culture built on sustainable values, aligned with the *DfE Workforce Strategy and Wellbeing Charter*. Our actions include:

- Sustainability training at INSET days
- Encouraging staff-led sustainability initiatives
- Recognising the wellbeing benefits of green spaces

We aim to foster a culture where staff are empowered to lead change and model values to pupils.

5.2 Governance and Strategic Leadership

Governors have a named lead for sustainability who meets regularly with the headteacher to monitor implementation and impact. Sustainability is embedded into our:

- Strategic School Development Plan
- Asset Management and Capital Expenditure Plans

The governing board undertakes training to ensure appropriate climate literacy and ethical financial oversight.

6. Buildings, Infrastructure, and Assets

6.1 Capital Projects and Buildings

The school's Asset Management Plan is aligned with *DfE Good Estate Management for Schools (GEMS)* principles.

Capital and maintenance budgets account for sustainable life-cycle management.

6.2 Digital Technology and ICT Assets

We are committed to digital sustainability through:

- Purchasing energy-efficient devices
- Extending device life and prioritising repairs
- Secure and ethical recycling of IT equipment
- Encouraging digital decluttering and cloud efficiency practices

Learners and staff are educated on the environmental impact of digital technologies.

7. Community Engagement and Global Citizenship

7.1 Pupil Leadership and Eco Council

Pupils play an active role in shaping our sustainability efforts through:

- An Eco Council following the Eco-Schools framework
- Pupil-led initiatives such as litter-picking, energy awareness, and reuse drives
- Leading worship services on creation care

This leadership contributes to courageous advocacy as recognised by SIAMS.

7.2 Engaging Parents and Community

Our sustainability journey is shared and strengthened in community:

- We communicate with parents about sustainable practices and events
- Partnerships with local environmental groups reinforce place-based learning and action

As a 150-year-old school, we celebrate legacy while inspiring stewardship for the next 150.

7.3 Global Responsibility and Justice

As part of our Christian vision, we challenge pupils to become global citizens who understand injustice and act for change:

- Links with international schools for climate solidarity
- Participation in campaigns (e.g. Fairtrade, Christian Aid, Water Aid)
- Donations and charitable work focused on climate vulnerability

Our curriculum seeks to inspire not just awareness, but meaningful action rooted in love and justice.

8. Monitoring, Evaluation and Review

8.1 Setting and Reviewing Targets

We maintain a cycle of monitoring using:

- Annual sustainability audits, using Ofsted's Toolkit (2025)
- Targets for waste reduction, energy use and community actions
- Reporting mechanisms via headteacher reports, newsletters and Eco Council presentations

8.2 Climate Action Plan

An annual Climate Action Plan (see Appendix A) is produced to:

- Prioritise next steps
- Secure budget allocations
- Align staff responsibilities and community involvement

It is approved by governors and reviewed annually.

8.3 Policy Review

This policy will be reviewed each academic year by the Governing Board and Headteacher. It will be updated to reflect:

- New DfE or Ofsted requirements
 - Developments in climate science and understanding
 - Feedback from pupil and staff voice and community consultation
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Appendix A: Climate Action Plan

School Climate Action Plan 2025–2026

Priority Area	Action	Timeframe	Responsible Lead	Budget Allocation	Success Criteria
Curriculum Integration	Embed sustainability in all subjects using National Curriculum links	Autumn 2025	Subject leaders	Within CPD budget	Schemes of work updated; pupil learning outcomes evidenced
Energy Management	Explore the installation of energy monitoring system and set reduction target (10%)	Spring 2026	School Business Manager	None for exploration	Installation planned for 2026-2027
Biodiversity & Grounds	Develop wildflower area and pond to enhance local habitat	Summer 2026	Eco Council & Science Lead	Request to PTA	Improved biodiversity measures and pupil engagement
Staff CPD and Training	Climate literacy & sustainability INSET session	Summer 2026	Headteacher & CPD Lead	Within CPD budget	100% staff attend; CPD evaluated positively
Community Engagement	Launch Sustainability Week with parent workshops and local partnerships	Summer 2026	HT, Senior Teacher & Parent Link	Request to PTA	Increased parental participation; media/publicity coverage

This Climate Action Plan will be reviewed annually and updated based on outcomes and new priorities from Ofsted, DfE, and community input.