



ENVIRONMENTAL SUSTAINABILITY AND CLIMATE ACTION STRATEGY

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This document outlines the schools' current actions and plans to improve four key pillars of Environmental Sustainability in Schools;

1. Decarbonisation and net zero: actions to measure and reduce greenhouse gas emissions, working towards net zero
2. Adaptation and resilience: how the setting is preparing for and responding to the impacts of climate change
3. Biodiversity and nature: efforts to protect and enhance nature and wildlife within the setting and its surroundings
4. Climate education and green skills: how learners are supported to understand climate change, sustainability, and develop relevant skills

1. Decarbonisation and net zero

The School currently undertakes the following actions to lower our carbon footprint and conserve energy.

Energy use

- Monthly electric and gas use is monitored and reported to Governors
- LED bulbs are used as standard
- Motion sensor lighting is used in high traffic area
- Heating, ventilation and air conditioning systems are placed on timers, with restricted hours of use
- Double glazing is installed throughout the school
- Double doorway atriums to prevent heat loss
- Food technology hobs and ovens converted to Electric
- Roof insulation improvements funded through successful CIF Bid
- Boiler and heating system efficiency improvements funded through successful CIF Bids
- Energy saving settings: Computers have an automatic shut off at 5pm and sleep mode after 10 minutes of inactivity

Transport

- Approximately 90% of students walk or use public transport to come to school
- Safe and suitable storage provided for bicycles
- Staff have access to a subsidised Cycle Scheme
- Installation of twelve Electric Vehicle charging points onsite
- Lower emission Minibus replacement
- Electric School Car

Waste and Recycling

- Staff are encouraged to minimise printing by reducing the size of documents and printing double sided
- Access code printing release to minimise printing in error
- Recycled or sustainably sourced printer paper use
- Students use hole punched books where worksheets can be attached with treasury tags rather than being stuck in to save paper
- Students encouraged to use online practice exam papers rather than printed
- Paper and cardboard recycling facilities
- Electronic equipment ethical disposal
- Ethical disposal of chemicals in line with CLEAPSS to avoid water contamination
- Communication with parents is via our School App, rather than paper letters

- Students expected to have reuseable bottles that are filled at water fountains
- Wooden cutlery and paper containers to avoid plastic use in canteen
- Water waste reduced due to automatic tap shut off

Canteen Services

Our provider, Innovate Impact Food, describes themselves as operating a sustainable and responsible business model, minimising packaging, especially plastics, food waste and energy consumption, whilst maximising recycling and composting.

They pledge to use a range of local and national suppliers from which all fish is MSC certified, all coffee is Fairtrade, all eggs and mayonnaise are free-range, 90% of the fruit and vegetables are grown in the UK and the vast majority of the meat is Red Tractor accredited.

Procurement

We prioritise sustainable suppliers, via our tender process which includes a scored section for 'Environment'. This ensures all our contractors are mindful of reducing their negative impact on the Environment and manage their waste ethically.

2. Adaptation and Resilience

The School currently undertakes the following actions to protect from the Climate Change impacts such as weather extremes and increasing Summer temperatures.

- Air-conditioning in Hogarth, new science labs, music and access arrangement rooms
- Investment in shaded areas in Sixth Form area
- Investment in blinds and window films to lower temperature
- Flipped break and lunch times to minimise children being in the heat in the middle of the day
- Roof improvements and guttering maintenance to withstand storms
- Regular drainage maintenance to avoid flooding

3. Biodiversity and nature

- Trees that are removed due to building work are replaced
- Rewilding area on school field

4. Climate education and green skills:

We aim to provide pupils with knowledge, skills and understanding in biodiversity and sustainability by embedding the topics across our curriculum. An overview can be found below.

The school recognises that the UK government's Net Zero Strategy is targeted to provide up to 440,000 jobs in 2030. Students are exposed to a range of 'Green careers' through our Career of the Week, subject specific half termly careers curriculum – particularly in Science and Geography, our full-time Careers Advisor and Winter and Summer Careers Events Weeks.

Subject	KS3	KS4	KS5
Biology	Ecosystems Biodiversity Adaptations and extinction Photosynthesis	Biodiversity and human impact on ecosystem Waste management and pollution Deforestation and global warming Maintaining biodiversity and conservation GMO Crops and biodiversity Food security and sustainable fishing	Measuring and maintaining Biodiversity Conservation and succession Sustainable farming practices Nitrogen cycle and phosphorous cycle - effect of fertilisers on eutrophication Ethics of GMO Crops for humanitarians, anti-globalisation activists and environmentalists
Chemistry	Greenhouse effect Carbon cycle Material cycles and recycling	Greenhouse gases and climate change Finite resources and sustainable development Fractional distillation and cracking Potable water and wastewater treatment Life cycle assessments (LCAs) Recycling and reducing resource use Alternative methods of extracting metals Atom Yield economy	Atom Yield Economy and Sustainable development [Green Chemistry] Energetics Thermodynamics Electrochemical cells Inorganic chemistry and resource extraction Alcohols as biofuels Polymers
Physics	Renewable and non-renewable energy Energy efficiency	Renewable and non-renewable energy resources Energy efficiency and reducing waste Transformers and energy loss Hydrogen fuel cells for decarbonised transport Conservation and extinction	Mechanics energy efficiency Electricity and energy consumption Thermal physics and heat transfer Nuclear physics
Geography	Climate Change Sustainable tourism - Antarctica Population growth Renewable and non-renewable energy Sustainable manufacturing - China Sustainable development and Aid	Sustainable engineering methods to manage fluvial and coastal flooding Desertification Deforestation Urban sustainability: Water conservation, energy conservation, waste recycling and traffic management strategies Chambamontera micro-hydro case study	Globalisation Ecological Footprints and ethical shopping Role of IGO's in global environmental problems

Subject	KS3	KS4	KS5
Technology	Design and sustainability Material sourcing and environmental impact – Wood, metals, polymers Manufacturing and waste reduction Food miles and seasonality	New and emerging technologies Energy generation and storage Materials – ethical sourcing and end-of-life disposal Reduce, Refuse, Re-use, Repair, Recycle, Rethink Ecological & social footprint – mining, deforestation, farming Life cycle assessments	NA
Business and Economics	NA	Ethics, the environment and business – ethical decisions and profit Globalisation Green marketing Operations – waste and efficiency	Kuznet Curve Environmental degradation, market failure linked to negative externalities Protection of the environment as a macro-economic objective
PSHE	Health and Wellbeing – mental health and connection to nature Financial wellbeing – ethical purchasing and waste Citizenship -collective responsibility, campaigning and environmental action Media Literacy – climate misinformation	Health and Wellbeing – Climate anxiety Financial wellbeing – consumerism Citizenship -democracy, campaigning and environmental action Ethics and values – inequality and environmental justice Media Literacy – climate misinformation	Health and Wellbeing – Climate anxiety Financial wellbeing – ethical finance Citizenship – Climate policy, taxation, international agreements, politics Ethics and values – inequality and environmental justice Media Literacy – climate misinformation

ACTION PLAN

Action	Key pillar	Lead
Establish a whole-school carbon baseline covering energy, transport, waste, food and procurement	Decarbonisation and net zero	DJO April 2027
Explore Energy Sparks programme to reduce energy use	Decarbonisation and net zero	DJO April 2027
Explore feasibility of solar panels	Decarbonisation and net zero	DJO April 2027
Pursue CIF Bid for improved, more energy efficient BMS system in Hogarth	Decarbonisation and net zero	DJO December 2027
Finalise Heat-management plan including examination contingency	Adaptation and resilience	BHA March 2027
Continue programme of introducing Air Conditioning to classrooms	Adaptation and resilience	DJO April 2027
Introduce 'No Mow May' to increase biodiversity in non-sport areas	Biodiversity and nature	DJO April 2027
Increase extra-curricular opportunities for students to engage with biodiversity and climate education, such as summer ecology activities, Earth Hour, Big School Bird watch, Student Climate Change conferences, upcycle competition etc	Climate education and green skills	BHA July 2027
Promote British Science Week 2027 - "Creativity: the power of ideas", focusing on how creative thought and problem-solving improve lives and build a greener, fairer, sustainable future	Climate education and green skills	YMO February 2027