

St. Aubyn's School

# Sustainability Plan

Initial strategy



2024/25

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# Foreword

In an era defined by unprecedented global challenges, St. Aubyn's School stands at the forefront of a transformative journey towards sustainability. As an institution that not only educates our children but also serves as a vital hub within our community, we recognise the profound responsibility we bear as stewards of both our pupils' futures and the health of our planet.

The pressing issues of climate change, environmental degradation, and resource depletion are not abstract concerns for distant generations; they are immediate threats that demand our collective action. As a society, we have committed ourselves to international targets that reflect our shared commitment to a more sustainable future. We find ourselves in a world that has united under the banner of change, with ambitious goals set forth by global agreements such as the Paris Agreement and the Sustainable Development Goals.

Our collective task is clear: to reduce emissions, conserve resources, and foster a culture of sustainability that will safeguard our planet for generations to come. It is our responsibility to ensure that our actions align with the most up-to-date international targets. These targets include reducing greenhouse gas emissions to net-zero by mid-century, transitioning to renewable energy sources, and drastically reducing single-use plastics. They also encompass an urgent call to recycle and reuse resources with unprecedented efficiency, promoting circular economies that minimise waste and pollution.

As we embark on this mission, we recognise that St. Aubyn's School holds a pivotal role in driving change. We understand that our pupils, as the leaders of tomorrow, need not only a strong academic foundation but also the knowledge, values, and skills required to

confront the ecological challenges that define their future. We are committed to providing a holistic education that equips our pupils with a profound understanding of sustainability, empowering them to be effective agents of change.

At St. Aubyn's, we take pride in fostering a culture of sustainability that extends beyond the classroom. We are investing in green infrastructure, reducing our carbon footprint, and enhancing resource efficiency. We are creating spaces for dialogue and action, where our pupils, staff, parents, and the wider community can come together to co-create sustainable solutions.

This initial strategy plan serves as a blueprint for our school's sustainability journey. It outlines our commitment to reduce emissions, conserve resources, and educate our pupils about the importance of protecting our planet. It also reflects our optimism, as we believe that St. Aubyn's School can lead the way in advocating for a better future. Together, as a united community, we will be the change-makers, the innovators, and the guardians of a more sustainable and resilient world.

As we embark on this inspiring journey, let us remember that the future of our planet rests in our hands. Together, we will rise to the challenge, ensuring that St. Aubyn's School shines as a beacon of hope and progress on the path towards a brighter, greener, and more sustainable future for all.



**Louis Taylor**  
Head

St. Aubyn's School



# Environmental Sustainability Education

At St. Aubyn's School, we are committed to elevating our pupils' awareness of sustainability and our responsibilities as citizens of the planet. We aim to bridge the gap between people and the environment, which seems to be growing wider. Our goal is to foster a deeper connection between our pupils and the natural world while equipping them with an understanding of the environmental challenges we face due to human actions.

It is important to note that we are a school. Our main focus across this document and our entire approach to sustainability is that of education, both through the lessons that we teach, the ethos as a whole of the school and the example that we set.

We want to arm them with knowledge so that they are not just aware but inspired to take sustainable actions. It is not just about being "green" - it is about making informed choices that positively impact the planet.

In addition to raising awareness, we want to instill a sense of optimism about the future. We believe in spreading positive messages about how embracing sustainability benefits everyone. Think cleaner and more sustainable cities, improved public transportation, energy-efficient homes, diverse energy sources, reduced consumerism, exciting innovations, and healthier lifestyles.

Furthermore, we are eager to introduce our pupils to the world of green technologies and careers related to the environment, spanning various fields like science, social science, journalism, and the creative industries.

It is all about preparing our pupils for a future where they not only understand the importance of sustainability but actively participate in creating a better world.

In addition to spreading awareness about environmental concerns, we are committed to setting a high standard for how our school operates and is perceived. We want to minimise the negative impact our institution has on the environment and take responsibility for any harm it causes, making every effort to reduce that impact. Our main goal is to put sustainable practices into action.

Most importantly, we understand the importance of reducing our carbon emissions, in line with the recommendations of the IPCC, and moving towards carbon neutrality.

We also aim to enhance the quality of our school and the local environment while encouraging more interactions with the natural world. Our objective is to protect the health and well-being of both our school and the wider community.





## Aims and objectives

- We will do things that make a big, positive difference for our planet
- We will ensure that sustainability is always forefront in the minds of our pupils, staff and community
- Fulfill our objectives by formulating a comprehensive Environmental Sustainability Policy and Strategy, encompassing well-defined objectives, aims, and measurable targets on a rolling five-year basis
- Engage with our pupils, teachers, parents, and the broader community through effective communication of our plans
- Educate our school community by enhancing our environmental education program, empowering our community to take direct action for a greener lifestyle
- Conduct an extensive audit and review of our existing practices, processes, and procurement procedures to establish clear baseline data, while seeking the expertise of consultants and experts
- Diminish our carbon footprint and strive for eventual achievement of net-zero emissions (date to be determined)
- Advocate the health and well-being benefits of heightened interaction with and enjoyment of the natural environment
- Generate a positive impact on local and global environments through our actions
- Collaborate closely with our local community to address environmental concerns
- Uphold the core tenets of sustainability: Refuse, Reduce, Reuse, Repurpose, Recycle
- Make substantial advancements in the ten key priority areas, explained later in this document



# Roles and Responsibilities

The Head is ultimately responsible to the Governing Body for setting the Environmental Sustainability Agenda and guiding the School towards successfully achieving its two principal sustainability objectives:

- Effective sustainability and environmental education
- Positive and impactful sustainability practice

## All Staff

At St. Aubyn's, we expect all our staff to lead by example when it comes to the environment. By inspiring our staff to think about how they can contribute to our environmental goals in their personal and professional lives, we hope they will actively support our green initiatives. This means making positive changes wherever they can, such as reducing resource waste, using refillable water bottles and reusable cups, saying no to single-use plastics, cutting down on paper use in printing and copying, and considering eco-friendly transportation options like public transport, car-pooling, walking, or cycling to work.

## Pupils

As with our staff, we expect our pupils to act in a way that demonstrates concern for the environment and shows a commitment to sustainable living, at a level of understanding appropriate to their age.

We seek to inspire our pupils to be reflective and pro-active and to look to future careers in sustainability.

## Parents

- We will engage with our parent community by communicating our actions and improvements as they take place
- We will share with them green solutions and suggestions, for example, in the creation of a green travel plan for dropping off
- We will also commit to reaching out to our parent body to work together with parents who have expertise in the area of climate change and sustainability

## The Local Community

We are committed to working hand in hand with our local community to build strong relationships and take actions that will benefit our local environment. Our goal is to support existing community initiatives and share our knowledge and expertise with other schools we partner with, making sure we all learn from each other and make a positive impact together.



### The Executive Sustainability Committee (ESC)

- Governor with lead responsibility for Sustainability
- Chair - Head
- Secretary
- Bursar
- Staff Sustainability Champion

### The Consultative Sustainability Committee (CSC)

- All members of the Executive Committee, excluding the Governor and the Bursar
- Lead teachers responsible for Sustainability in Upper Prep and Prep
- Catering Manager
- Staff volunteers
- Parent volunteers

#### Primary Responsibilities of the Committee

The ESC convenes every half-term and assumes the following core duties:

1. **Development and Oversight:** Crafting and moulding the Environmental Sustainability Policy and Strategy, while maintaining a comprehensive view of its strategic and operational execution.
2. **Setting Ambitious Goals:** Establishing explicit, quantifiable, and ambitious benchmarks and objectives.
3. **Collaboration:** Engaging with the Consultative Sustainability Committee, drawing upon the expertise of its members, and actively supporting their initiatives.
4. **Progress Monitoring:** Continuously assessing, reviewing, and evaluating the advancement of the Environmental Sustainability Policy and Strategy, as well as the attainment of set targets and objectives.
5. **Stakeholder Communication:** Ensuring effective communication with relevant stakeholders and preparing informational reports for both the Governors Development and Fabric Committee and the full governing body.
6. **Resource Allocation:** Allocating ample departmental resources to guarantee the success of the Environmental Sustainability Strategy.

#### Primary Responsibilities of the Committee

1. **Fostering Collaboration:** Facilitating discussions among pertinent academic and support staff to exchange ideas and share best practices.
2. **Policy and Strategy Contribution:** Providing valuable input to inform the strategic and policy decisions made by the ESC.
3. **Critical Friend Role:** Serving as a constructive advisor to the ESC, offering insights and recommendations to enhance sustainability initiatives.
4. **Environmental Awareness:** Staying informed about relevant environmental issues, ensuring the committee remains up-to-date.
5. **Execution of Plans:** Driving the implementation of plans, as jointly agreed upon by the ESC and the Development and Fabric Committee.





# Areas of Focus







# Buildings And Construction



## TARGETS

- To encourage and promote sustainable forms of construction that limit the negative impact on the environment (during the construction process)
- To deliver higher performing energy efficient buildings (upon handover of the projects and incorporation into the School)



## KEY PERFORMANCE INDICATORS

- Estate wide energy consumption
- “Very good” or “Excellent” BREEAM performance ratings
- An external award/s for sustainable construction and design
- %age waste sent to landfill per project as the pipeline of projects progresses



## ACTIONS TO CONSIDER

- Collaborate closely with design teams for capital projects and set clear expectations regarding environmental sustainability. Share and publicise successful endeavors
- Integrate environmental objectives into the tendering and procurement of construction work, requiring that all new build completions achieve a BREEAM rating of “Very Good” or “Excellent”
- Employ appropriate energy-saving and sustainable power generation technologies in the building services design process
- Implement a strategic approach to optimise the use of existing buildings, making efficient use of space and promoting shared facilities, all while ensuring resilience in the event of a building loss
- Ensure the gradual refurbishment and improvement of existing “end of life buildings” (not scheduled for replacement) to enhance their energy performance
- This may involve measures such as increased insulation and the installation of energy-efficient lighting



## INITIATIVES TO CONSIDER

- Review (as part of the feasibility process) the option to retain and refurbish buildings rather than demolishing them, such as retaining structural concrete frames
- Standardise common plant systems to ensure asset continuity, extending their lifecycle and reducing maintenance liability
- Limit the use of mechanical cooling and heating in capital projects by promoting passive ventilation where possible, taking into consideration acoustic impacts from non-sealed buildings
- Recycle and repurpose end of life construction materialson-site, including the use of demolition materials as hard core
- Compel contractors, as part of a pre-qualification process for tendering, to provide accurate reporting on their waste management practices during construction, including volumes and types of materials sent to landfill
- Strive to minimise the amount of non-hazardous construction waste destined for landfill



# Our Natural Environment And Its Biodiversity

To improve the quality of our green spaces and biodiversity by limiting the negative impacts (and, where possible, by increasing positive impacts) on our natural environment.



## TARGETS

- Prioritise biodiversity, ecosystems, and the natural environment in the planning of landscape elements for capital projects
- Enhance the diversity and population of species inhabiting our land
- Integrate green features into areas previously characterised by 'hard standing' during the design phase of capital projects
- Achieve year-on-year reductions in the use of herbicides, pesticides, and inorganic fertilisers, with the goal of potentially eliminating them where practical
- Decrease reliance on irrigation for ornamental areas and implement ground water run-off capture systems where suitable
- Promote the physical and mental well-being of our pupils and staff by optimising and enjoying the use of the green spaces on our school site



## KEY PERFORMANCE INDICATORS

- Species counts
- Usage of the Outdoor Education areas of the school grounds
- Feedback from surveys of our site users (and potentially local residents) about our green space usage
- Numbers of pupils taking part in gardening activities/ assisting the grounds staff
- Usage of herbicides, pesticides and artificial fertiliser



## ACTIONS TO CONSIDER

- Establish a species counting programme to monitor bio-diversity
- Incorporate specific measures for bio-diversity actions into new construction plans, such as bird boxes, green roofs, and grey-water harvesting
- Develop a planting programme along the boundary to increase species diversity
- Enhance plant diversity in areas of grass not designated for sports fields
- Increase the number of trees and plants on the site
- Continue to involve pupils in the development of green spaces through various gardening activities, encouraging their active participation
- Encourage teaching staff to utilise outdoor spaces and the nearby forest for educational purposes
- Decrease pesticide and herbicide usage while expanding the production of composting and natural recycling, where feasible
- Establish run-off prevention zones and flood mitigation strategies
- Conduct regular surveys to assess the perceptions of users and residents



# Environmental Education

To elevate Environmental Sustainability to the same level of importance as Safeguarding and Welfare, and Health and Safety.

**TARGETS**

- To educate the School community about key environmental issues and the climate crisis
- To create action through education by applying a 'green screen' approach (i.e. sustainability check) to current practice and by taking steps to reduce our carbon footprints (at both an individual and institutional level)

**KEY PERFORMANCE INDICATORS**

- Development of the Environmental Sustainability curriculum
- Visible growth of a 'Green Culture' in school through the increased adoption of sustainable practices e.g. Printing/ photocopying quotas are reduced; sustainable modes of transport to School are adopted; single use plastic is eliminated; reusable drinks bottles are used

**ACTIONS TO CONSIDER**

- Evaluate and scrutinise the existing curriculum, encompassing academic and extracurricular aspects, PSHE Education, visiting speakers, assemblies, form time, volunteering/partnership programs, etc. Identify opportunities for integrating and delivering environmental sustainability education
- Provide appropriate training for both staff and students, including general sustainability education and role-specific training
- Identify key global environmental issues (e.g., ocean acidification, deforestation, pollution, recycling) to be presented in age-appropriate ways
- Enhance Outdoor Education to ensure all pupils have enriching first-hand experiences in the natural world, both within the local environment and beyond
- Review and assess the current Educational Visits programme for both day and residential outings, adapting it to prioritise environmental sustainability
- Foster greater pupil involvement in the School's action groups and strengthen pupil voice and leadership opportunities, such as 'sustainability champions'
- Encourage innovative thinking and develop pupils' problem-solving skills, including critical thinking and participation in creative/entrepreneurial competitions centered on sustainable solutions.
- Raise awareness of career opportunities in green technologies and the broader ethical and social economy
- Establish connections with alumni and parents engaged in environmental fields.
- Lead the way in building cross-school environmental partnerships, sharing best practices, and eventually organising sustainability events for other local schools
- Collaborate with the Mental Health Champion and Director of Sport to integrate sustainability into physical and mental health strategies.
- Reduce individual and collective carbon footprints by adapting teaching and learning practices, including increased use of digital technologies



***My Garden - by George Evans Year 1***

*My Garden is quiet, my garden is pretty*

*Very different from the noise of the city*

*Dirty streets and smoky skies, rubbish bins with lots of flies*

*The ducks in the pond get their heads stuck in plastic, we all need  
to do something very drastic*

*Get on our bikes and stop using cars, heal the world of all its scars.*



# Community Engagement

Data tracking analytics and marketing metrics to monitor frequency of traffic to the relevant sustainability pages on the website.  
 % number of pupils and staff engaged in school sustainability initiatives and local environmental volunteering opportunities  
 Number of schools attending cross-school environmental events run by St. Aubyn's.



## TARGETS

- Develop a comprehensive communication plan and strategy aimed at reaching our families and the broader community, keeping them well-informed and up to date on our plans and progress
- Enhance the understanding of environmental issues within our school and local communities
- Celebrate achievements through the application of 'nudge economics' to inspire others to take action
- Foster increased engagement with our local neighbours, creating significant opportunities to enhance the local environment
- Identify and explore opportunities for collaboration with stakeholders at regional, national, and international levels



## ACTIONS TO CONSIDER

- Embrace digital and electronic technologies and platforms to enhance the quality of teaching and learning, reducing reliance on paper
- Enhance the functionality and utilisation of our website and Microsoft Teams for engaging with parents, aiming to reduce the volume of printed publications
- Optimise the use of our website for communicating with prospective parents, particularly for Admissions, Open Days, and Questionnaires
- Ensure that 'sustainability' is consistently and prominently featured on our website and across social media platforms (such as X, Instagram, Head's Newsletter) as well as in local and national press
- Utilise monitors, display areas, and physical notice-boards and signage to increase awareness of sustainability issues and actions.
- Celebrate environmental achievements in various forums, including school assemblies and online platforms
- Strive to attain nationally recognised awards for our environmental sustainability initiatives.
- Encourage both staff and pupils to share their sustainability ideas through participation in School Councils, environment groups, and other relevant platforms



## PARTNERSHIP ENGAGEMENT

- Engage with our partners to identify potential issues/areas of concern and to take action to address them
- Identify opportunities to increase our school's level of engagement with local, national, and international environmental sustainability initiatives



# Food And Catering

To improve the environmental impact of our food and catering systems by working closely with the catering providers at the School.



## TARGETS

- To investigate what can be usefully measured in terms of food consumption and wastage
- To review, audit and explore current supply chains and systems in order to reduce our carbon footprint (e.g. from air-freight usage)
- To use ethically and locally sourced products and food that is in season (where feasible)
- To reduce meat consumption; to increase the quality and variety of vegetarian/vegan options
- To improve our system of waste removal; to reduce the quantity of waste from catering (both during the day and at - after School functions)
- To reduce our water and energy usage in the Dining Hall



## ACTIONS TO CONSIDER

- Audit and review current supply chains to identify the origin of products and their transport methods; work with suppliers to source products with lower food mile counts
- Assess the need to consult with experts e.g. re: measurability and impact assessment methods
- Work with suppliers to work out the best methods for reducing our environmental footprint e.g. minimising packaging/plastic waste
- Improve the re-cycling facilities in the kitchen, Dining Hall and around the School site
- Reduce meat consumption by purchasing less meat and by increasing the vegetarian options
- Create displays in the Dining Hall with important information about health, nutrition and sustainability issues related to the food chain
- Audit and review current food waste methods; carry out food waste measurement surveys and implement improvements
- Educate staff and pupils about appropriate portion sizes
- Introduce water metering in the Dining Hall
- Investigate the potential for working with local food charities/foodbanks
- Ensure that opportunities for operational economies (in the way in which food waste is managed and utilities consumed) are incorporated into the any future designs in catering areas



## KEY PERFORMANCE INDICATORS

- Introduce water metering in the Dining Hall
- Investigate the potential for working with local food charities/foodbanks
- Ensure that opportunities for operational economies (in the way in which food waste is managed and utilities consumed) are incorporated into the design of the proposed project to refurbish the school's kitchens



# Travel And Transport

To provide viable and accessible sustainable travel options for staff and pupils for travel to work, travel at work and travel for work and education which results in a reduction of carbon emissions.



## TARGETS

- Decrease the count of both staff and pupils commuting to school via cars, particularly in single-occupancy vehicles
- Lower carbon-fuel consumption by school-owned vehicles
- Conduct a carbon footprint assessment of educational trips and revise the Educational Visits Policy to cut down on carbon emissions
- Strive for accreditation for an environmentally-friendly travel plan
- Explore the potential implementation of a school bus to support these objectives



## ACTIONS TO CONSIDER

- Assess the School's Travel Plan
- Look into the introduction of a salary sacrifice car scheme for key staff, by which they can lease electric vehicles, therefore reducing the overall carbon footprint of staff journeys to School
- Implement sustainable travel incentives and initiatives to promote walking, cycling, public transportation, and car-pooling. These initiatives may encompass cycle schemes, bike-parking, electric charging points, public transport fare subsidies, walking groups, car-sharing programmes, and personalised travel planning
- Enhance on-site facilities for cyclists and runners, including showers and bike racks
- Introduce a School Bus service
- Introduce e-cargo bikes for the transportation of light intra-school goods
- Gradually reduce on-site staff parking
- Replace the School's vehicle fleet with electric or hybrid vehicles, ensuring appropriate provisions for charging are included in capital project designs
- create a School Flight policy, with the objective of reducing the number of flights taken, thereby reducing our carbon footprint. Explore the possibility of carbon offsetting during phased changes
- Install enhanced video-conferencing facilities and offer guidance on their usage
- Implement air pollution reduction measures in the School's vicinity, such as air pollution monitoring, heightened signage around the school, and awareness-raising campaigns
- Explore the possibility of establishing or participating in a local Schools' Travel Network, providing a platform for neighbouring schools to collaborate on improving local traffic conditions



## KEY PERFORMANCE INDICATORS

- Reduce the number of staff and pupils commuting to school in single-occupancy cars
- Minimise the carbon emissions from school-owned vehicles
- Assess the carbon footprint of educational trips and revise the Educational Visits Policy to reduce emissions
- Pursue accreditation for an eco-friendly travel plan
- Investigate the feasibility of introducing a school bus to support these goals



# Energy And Carbon Management

To decrease our carbon emissions while supporting the School's plans for investment in and modernisation of the buildings within the school grounds.

**TARGETS**

- To engage with appropriate experts to produce a non-generic and realistic (yet ambitious) Carbon Management Plan (CMP) that captures the key areas to target across all operational platforms (identifying capital costs and benefits accordingly)
- To establish what is measurable and to create baselines by 2025
- To reduce carbon emissions from energy as defined by the CMP against our 2025 baselines
- To implement incremental phasing (as contracts expire) across suppliers to more renewable sources

**ACTIONS TO CONSIDER**

- Work to ensure that energy performance of capital developments achieve “Very good” or “Excellent” ratings (BREEAM)
- Consult with experts to audit, review and improve current systems; develop appropriate metrics to monitor emissions and analyse energy and carbon data
- Rationalise the use of the current meters and transfer to smart metering system
- Achieve progressive changes to energy contracts e.g. 100% renewable electricity
- Explore the potential for onsite renewable energies (or low carbon sources); include on-site sustainable energy generation in new projects (e.g. photo voltaic/ground source heat pumps)
- Reduce the amount of natural gas used on site; decrease the carbon emissions from heating
- Increase use and scrutiny of building management systems (BMS) to control and monitor thermal performance of buildings (to allow reduction in plant run times and lowering of temperature setpoints)
- Implement a phased introduction of lower energy lighting e.g. LED
- Use improved, energy efficient ICT hardware

**KEY PERFORMANCE INDICATORS**

- % of natural gas used (m3) for space heating, and catering
- % of carbon dioxide emissions from heating per staff and pupil (Tonnes/FTE)
- % energy (KWh) produced from sustainable sources
- Migration of electricity suppliers from non-renewable sources to renewable sources
- Fuel use (litres) by school vehicles





## ***A Message from the Sun - Sebastian Dawe Year 5***

*You've put plastic in the ocean*

*You've polluted the sky*

*You've used up all the oil*

*And helped your planet die*

*I've seen you melt the ice caps*

*I've seen you chop down trees*

*I've seen natural disasters*

*Bring the planet to its knees*

*I've seen you wipe-out species*

*Waster your food and power too*

*The seas are rising quickly and you don't know what to do*

*So start using all my energy*

*My heat, my light, my life*

*And care for your planet like I do*


*It's time to make things right*






# COMMUNITY ENGAGEMENT

To discover and acquire products and services with the utmost focus on sustainability, and when feasible, to actively encourage suppliers to enhance their sustainability initiatives.



**KEY PERFORMANCE INDICATORS**

- Identification and evaluation of our primary suppliers
- Effective engagement with pertinent suppliers within the fiscal year
- Establishment of targets based on information gathered during the assessment



**ACTIONS TO CONSIDER**

- Create a Supplier Sustainability Risk Assessment (SRA) to pinpoint suppliers with a significant carbon footprint
- Utilise the SRA to prioritise engagement with suppliers through a sustainability questionnaire, used to evaluate their sustainability credentials
- Periodically assess the SRA and questionnaire results and, when feasible and suitable, identify and engage alternative providers
- Raise awareness among all budget holders about the significance of sustainability and explicitly incorporate it into the School's documentation
- Over time, enhance comprehension of the environmental impact of the school's supply chain and strive for ongoing improvement



**INITIATIVES TO CONSIDER**

- Offer relevant training and guidance to all staff engaged in procurement decisions
- Create and execute a focused supplier engagement programme to encourage ongoing enhancements by both suppliers and school purchasers
- Annually identify, assess, and report the top 10 supplier performances





# WASTE MANAGEMENT

To minimise and actively manage waste through elimination, reduction, re-usage and recycling.



## Establish baseline waste figures by 2024.

- Achieve annual increases in recycling as a proportion of total waste
- Reduce non-hazardous waste sent to landfills from construction projects
- Attain continuous year-on-year reductions in waste generated per full-time equivalent (FTE) for both staff and pupils
- Decrease printer paper consumption per pupil/staff headcount each year

### TARGETS



### ACTIONS TO CONSIDER

- Conduct an audit of the existing waste disposal systems to establish baselines
- Develop clear management plans, targets, and systems for each waste stream
- Strive to secure construction contracts that achieve “zero to landfill” outcomes
- Continue efforts to completely phase out single-use plastics
- Advocate recycling and educate users on the importance of waste segregation, while increasing the number and visibility of recycling facilities across the site
- Progress toward implementing school-wide reprographics and printing projects, resulting in the reduction of individual printers and the installation of large-scale printers with centralised ID card-controlled devices, while setting printers to default to double-sided printing
- Procure recycled paper for printers and opt for FSC-certified paper for the limited number of external publications
- Utilise software to monitor printing usage and implement printing quotas
- Establish pupil engagement programs aimed at fostering innovative waste reduction ideas
- Procure repairable and recyclable furniture.
- Encourage the reuse of materials in lessons and after-school activities



### KEY PERFORMANCE INDICATORS

- Waste sent to landfill (tonnes or litres)
- Waste mass generated per person (staff/pupil) per tonnes / FTE
- % waste generated that is recycled or composted (construction and non- construction waste)
- Quantity of printer paper purchased; use of recycled paper



# WATER MANAGEMENT

To reduce overall water consumption and wastage.



## TARGETS

- To reduce total water consumption year on year against baseline data
- To recycle grey water (water without major contaminants)
- To reduce water loss through leakage and wastage



## ACTIONS TO CONSIDER

- Implement the ongoing monitoring of water consumption data to help identify potential areas for savings
- Introduce more accurate measurement systems, such as smart metering
- Seek opportunities to install a programme of water management measures, such as rainwater harvesting and sustainable urban drainage systems
- Introduce low-water planting in garden areas
- Enhance water efficiency in kitchens by improving food waste disposal and modernising catering equipment
- Transition from a stored water design philosophy to mains-fed systems
- Promptly address water infrastructure leaks and explore the use of leak detection systems in high-risk areas
- Enhance the quantity and quality of water-filling stations across the School site



## KEY PERFORMANCE INDICATORS

- Total water consumption (m3)
- Total water consumption per staff and student (m3/FTE)





# Conclusion

## 01 Decisive Action

We are clearly, and without question, at a vital stage of our planet's history. Decisive action is needed and schools should be at the forefront of that action.

## 02 Progress

In the coming years, it will be up to us to use this document as a launch pad for, at first, understanding where our school and community stand at the start of our journey towards sustainability and then subsequently.

We must develop more specific and trackable sustainability targets based on data and our experience.

## 03 Next Steps

To develop more specific and trackable sustainability targets based on data and our experience.

It is a daunting prospect, but an exciting one. If not now, then when? All of us have a role to play in safeguarding the future of our children and our planet – and we will do just that.





## To Contact

Bunces Lane,  
Woodford Green, Essex IG8 9DU

**Tel:** 020 8504 1577  
**Email:** [school@staubyns.com](mailto:school@staubyns.com)