



## **South Hampstead High School**

### *Project Zero Sustainability Policy*

<b>UPDATED BY</b>	<b>DATE OF ISSUE</b>	<b>NEXT REVIEW DATE</b>
School Consultant Teacher for Sustainability	October 2021	July 2022

## **Key strategic aims**

- Make Education for Sustainability a priority in our whole school curriculum to encourage students to make connections between issues and become global citizens.
- Reduce the negative impact of our day-to-day activities on the environment.
- Upskill staff on climate change science and how to facilitate Education for Sustainability.
- Establish meaningful local and global partnerships to support our Education for Sustainability provision.

## **Targets**

- To establish a culture of Global Citizenship and a holistic approach to problem-solving and change-making for Sustainability.
- To become carbon neutral by 2026.
- To significantly reduce the Carbon Footprint of the school community's travel to and from school.
- To significantly reduce the Carbon Footprint of our school trips provision, including travel to and from curriculum-related events (business travel).
- To significantly reduce our Scope 1 & 2 energy consumption across all buildings.
- To conserve water through efficient management and careful use.
- To purchase from responsible sources, minimise our consumption, and significantly reduce the amount of waste going to landfill.
- To minimise our food waste from the kitchen and canteen and provide nutritious food that is sustainably sourced.
- To have a positive impact on local biodiversity, encourage stewardship of the natural world, and champion the physical and mental health benefits of connecting with nature.

Globally, we face unprecedented challenges brought about by the increasing threat of climate change. We need to adopt ways of working and living sustainably, as individuals and communities. As a school, we have the responsibility to prepare our students for these challenges, support them in developing the resilience to do so, and empower them to have a say in how their futures are shaped. More so than ever, young people are demanding that people in roles of responsibility, such as teachers and school leaders, step up and integrate Education for Sustainability and Sustainable practice into policymaking, as a priority and with urgency.

SHHS has a strong tradition for debate around current affairs and contentious issues, and students are encouraged to speak up and speak out about things that matter to them. This Sustainability policy aims to put in place measurable targets that will prepare our students for the future and to face the challenges that lie ahead. Our ultimate aim is to support them in developing the confidence to demand and lead on positive change for Sustainability. We will do this by enhancing engagement, increasing empowerment, and developing an understanding of individual and collective responsibility with regards to climate change and sustainable development.

A meaningful and measurable SHHS Sustainability policy is also necessary as part of our overarching 'Towards 150' strategy and in support of our whole school aims, which encourage students to:

- *Find their voice*
- *Explore the big questions*
- *Engage in debate and discussion*
- *Take up opportunities for creative output*
- *Take risks*
- *Have a sense of purpose, pride, and determination*
- *Be part of a warm, tolerant, and creative community*
- *Engage in community in school and beyond*

In 2018, SHHS launched Project Zero, an ambitious initiative that moves the school towards becoming carbon neutral by 2026. This policy is steered by the project's 3 aims, along with targets from the UN Sustainable Development Goals, the GDST Sixth Form Eco Society pledges, and the Camden Schools Climate Charter.

We acknowledge that, in the first instance, collecting the right information and data will have to be a priority, so that any measurable targets that we set are appropriate and meaningful. We also acknowledge that the COVID pandemic will have had significant impact on the school's levels of consumption (e.g. energy use), and the data from the 2019/20 and 2020/21 academic years won't be completely representative of standard working practice. Our top priority is to feed more accurate information into the carbon footprint auditing process, so that we have a better understanding of how to move forward.

## **PROJECT ZERO GOALS**

**By 2026**

1. Become Carbon Neutral
2. Reduce our waste to landfill
3. Reduce our use of single-use plastics

## **GDST ECO SOCIETY PLEDGES**

**Student-led consultation that will inform the GDST Sustainability Strategy**

1. Significant drive to reduce plastic consumption
2. Removing beef/lamb from the school menu
3. Hybridising/electrifying school transportation
4. Paper-less/recycled-paper only
5. Fundraising initiative every year for the same environmental charity
6. Compulsory half-termly/termly high-profile speaker programme: compulsory for students, and open to the wider GDST community
7. Eco-friendly products used for all cleaning procedures

## **CAMDEN SCHOOLS CLIMATE CHARTER**

<https://www.camdencca.org/content/uploads/2021/03/Camden-School-Climate-Charter-DRAFT-October-2020.pdf>

### **Focus areas:**

1. Sustainability & the curriculum
2. Single-use plastics
3. Waste
4. Food
5. Transport
6. Energy
7. Procurement
8. Greening/Biodiversity
9. Engage school community
10. School partnerships
11. Engage with local businesses
12. Climate justice

## **1- Education for Sustainability, Community & Partnerships**

*Links:*

*Project Zero Goal 1*

*CSCC Sections 1, 9, 11 & 12*

***Overarching aim: To establish a culture of Global Citizenship and a holistic approach to problem-solving and change-making for Sustainability.***

*Overview and progress so far*

- The Geography department already has a strong Education for Sustainability provision integrated into their curriculum. Students are already engaged in the issues surrounding Sustainability and actively encouraged to learn about these at a deeper level. Key areas of focus include the social implications of globalisation and the physical effects of climate change on the environment.
- Eco Week is well established in the school calendar and provides an excellent opportunity for looking at Sustainability issues outside of curriculum time. This year 20/21, the event focused on raising awareness and increasing understanding of the UN Sustainable Development Goals, and the interconnectivity of these issues.
- We have a busy Social Action programme, which encourages students to look beyond their individual experiences and become actively involved in the local and global community. There is a lot of overlap between Social and Sustainability issues and there have already been some successful collaborative projects (Poppy Appeal, Y8 Think Global, Act Local project) that examine the connections between the two.
- Staff are generally supportive of Education for Sustainability activities and appreciate its importance in school strategy (based on feedback from a sample of teaching and support staff).
- Many students are outwardly spoken about key issues surrounding Sustainability including fast fashion, food, and climate justice.

*Targets*

- Upskill all teaching and support staff on science-led climate change facts.
- Train all teaching staff to facilitate Education for Sustainability through their curriculum.
- Increase student awareness of the UN Sustainable Development Goals and their targets.
- Increase student awareness of the interconnectivity of issues in relation to Environmental, Social, and Economic Sustainability.
- Increase student understanding of the global drive for climate justice and the intersection of race, gender, and climate change issues.
- Increase student understanding of the difference in global and local contexts in relation to climate change and Sustainability issues.
- Inspire students to make positive change for Sustainability within the school community, local environment and beyond.
- To embed Creativity, Community & Collaboration, and Communication into all Education for Sustainability initiatives.

*Measures*

- Annual Sustainability review to assess how well the school community is engaging in Education for Sustainability activities.

- Annual Sustainability review to assess school community understanding of Sustainability issues.
- The level of engagement in extra-curricular activities connected to Sustainability.

### *Challenges*

- Students are lucky enough to enjoy a vast array of different extra-curricular activities. Maintaining consistent interest in Sustainability projects to ensure long-term change will be a challenge.
- Making sure that all stakeholders are fully informed of Sustainability initiatives, projects, and aims.
- Staff are busy and Sustainability may not be a priority for all.

### *What can the school community do?*

#### *Students*

- Can join the weekly Sixth Form led Eco Society (launched Sept 2021).
- Y7-11 can become a form Eco Rep and attend half termly consultative meetings.
- Y10-11 can attend weekly Eco Committee meetings when a topic of interest is being discussed.
- Sixth Form can apply to be an Eco Captain or Deputy Head Girl for Environment & Estates.
- Can engage with Sustainability activities happening in lessons and in extra-curricular activities.
- Can organise events related to themes of Sustainability.
- Can strive to lead a low-carbon and healthy lifestyle.

#### *Staff*

- Can become a UN Educate Global Climate Change teacher, funded and facilitated by the GDST.
- Can complete the AimHi Climate Change & Sustainability course.
- Can strive to embed Sustainability into their curriculum content, in particular reference to the UN SDGs and the interconnectivity of issues.
- Can use resources developed by the SCT for Sustainability, and other staff members, for form time activities and curriculum lessons.
- Can attend Eco Committee meetings when a topic of interest is being discussed.
- Can volunteer to lead on or support key Sustainability projects and initiatives listed in this strategy document.
- Can encourage respectful debate and conversation around the UN SDG topics and related issues.
- Can strive to lead a low-carbon and healthy lifestyle.

#### *Parents*

- Can engage their children in conversation on the UN SDGs and issues surrounding Environmental, Social, and Economic Sustainability.
- Can encourage their children to lead a low-carbon and healthy lifestyle.
- Can offer their expertise working in related industries to develop whole-school student knowledge of current Sustainability topics and issues.

### *What can SHHS do?*

- Provide meaningful CPD opportunities for staff to learn about climate change and global issues surrounding Sustainability.
- Provide time for departments to map their current Education for Sustainability provision and identify opportunities for development.
- Support Education for Sustainability initiatives and projects developed by students and staff.
- Establish projects that give the opportunity for a deep dive into particular issues so that students understand how positive change can be made.
- Establish partnerships with local schools and businesses to support community action on Sustainability issues.
- Establish partnerships with schools abroad to exchange knowledge and develop a richer understanding of Sustainability issues.
- Advocate the benefits of Sustainable living for mental and physical wellbeing.
- Provide meaningful opportunities for students to engage in respectful debate on issues surrounding Sustainability.
- Make climate change learning and Education for Sustainability a priority for whole school strategy.
- Appoint a school Governor with responsibility for Sustainability.
- Engage the alumnae community through consistent communication of Sustainability projects and encourage support of Education for Sustainability activities (contributing expertise, mentoring, consulting etc.).

## **2 - Carbon footprint**

### ***Links:***

*Project Zero Goal 1*

*CSCC Sections 3, 4, 5, 6, 7 & 9*

### ***Overarching aim: To become carbon neutral by 2026***

#### *Overview and progress so far*

In January 2021, SHHS commissioned One Carbon World to carry out a full scope Carbon Footprint Audit. The audit was funded by our Project Zero Fund and carried out to establish meaningful targets in line with our Project Zero Goals.

One Carbon World is a UN certified charity helping businesses and organisations reduce and rebalance their carbon footprint. They were commissioned to look at SHHS's data and assess our Carbon Footprint according to the UN criteria.

We submitted data for Scope 1 & 2 areas (as per the UN criteria) and also additional data (scope 3). Based on this, One Carbon World have assessed our Carbon footprint for 2018-19 (the starting year for our Project Zero commitment) as 0.80 tonnes/per school member. They congratulated SHHS for producing extensive data way beyond the UN basis requirement and for our very low carbon footprint for an organisation of this sort.

For reference:

- Scope 1 = Fuel combustion, company vehicles, fugitive emissions.

- Scope 2 = Purchased electricity, heat, and steam.
- Scope 3 = Purchased goods and services, business travel, employee commuting, waste disposal, use of sold products, transportation and distribution (up- and downstream), investments, leased assets and franchises.

### *Targets*

- To make our data more robust and add in further areas to be considered for carbon footprint each year – Food consumption would be a key area.
- To reduce our like for like consumption by **10% per annum** (the UN target is 7.6% by country so this would be a stretch target). The focus for this year would be reduction in Gas (heating) consumption.
- To rebalance our carbon footprint on an annual basis with the purchase of Verified Carbon Offset credits (VERs) so that we are certified Net Carbon Zero.

All of the emissions measured for the academic year 2018/19 have been compensated entirely. 90% of our Verified Carbon Credits (VERs) supported La Pitanga / Weyerhaeuser– a reforestation project in South America. This project lasts for 100 years, covers 18,000 hectares, and is verified by the Rainforest Alliance. The project is also certified by the FSC (ensuring fair wages), and they have been retired by VERRA, who are the World’s largest environmental registry. The forestry project re-purposes land from Cattle production and replants with trees. Part of this project is focused on local employment, and they aim to create jobs for more local people than would have been employed on the cattle farms. Their second project is focused on biodiversity and maintaining the water table.

10% of carbon credits (CERs) were retired from the United Nations platform. Each project goes through a strict vetting process and is directly overseen by the United Nations. Each project involves several stakeholders including the UN, host country national authorities who oversee national implementation, as well as independent auditors. These come from UN Clean Development Mechanism projects and are to support renewable energy projects.

### **Our 2018/2019 Carbon Footprint = 0.80 t CO2e per person**

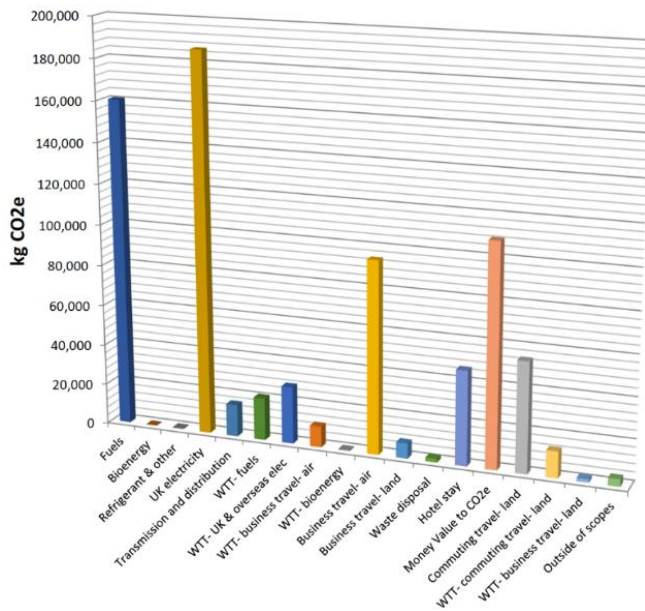
**CO2e** = ‘CO2 equivalent’ represents the total climate change impact of all of the greenhouse gases:

- CO2 Carbon Dioxide
- CH4 Methane- 25 times more potent per kilogram than CO2
- N2O Nitrous Oxide- About 300 times more potent than CO2
- Hydrofluorocarbons (HFCs), Perfluorocarbons (PFCs), Sulphur hexafluoride SF6

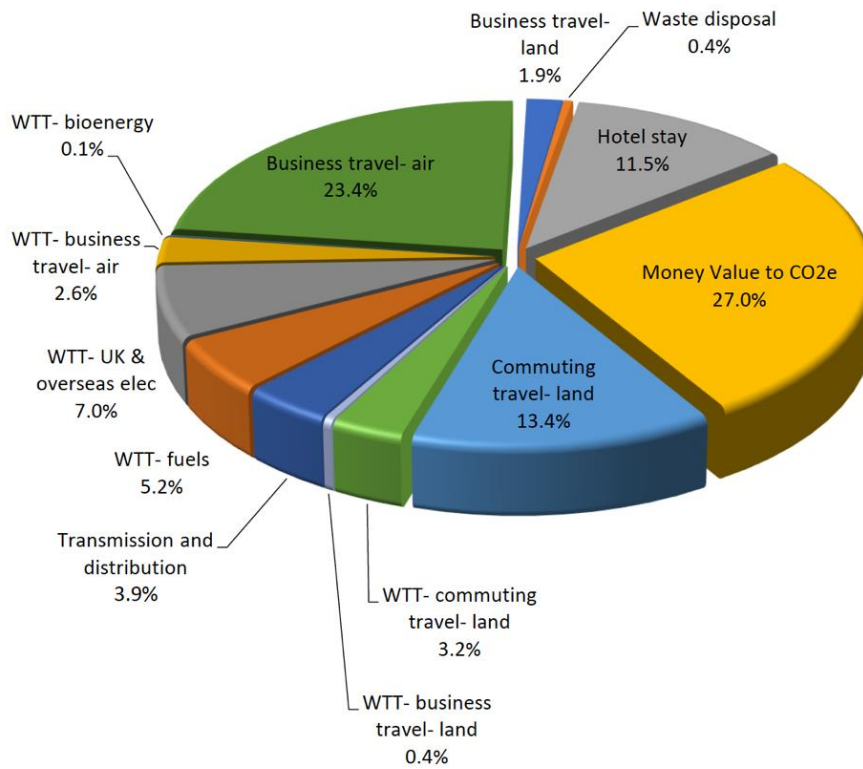
Because we’re not just considering CO2, we quantify it using the term CO2e, which represents the amount of CO2 that would have the same impact. Throughout this document the term ‘CO2e’ will refer to the CO2 equivalent.



**Sources of CO<sub>2</sub>e by emission activity**



**SHHS Scope 3 emissions**



### 3 - Travel to school

*Links:*

*Project Zero Goal 1*

*CSCC Sections 5 & 9*

N.B. 'More sustainable means of transport' = public transport, cycle, walk

***Overarching aim: To significantly reduce the Carbon Footprint of the school community's travel to and from school.***

*Overview and progress so far*

- Majority (~ 80%) of staff body travelling to work by more sustainable means.
- Majority (~ 75%) of students travel to school by more sustainable means.
- A 'Healthy school street' trial is in place- reducing the flow of cars directly outside the school and decreasing the opportunity for engine idling.

*Targets*

- Increase the number of students travelling to school by more sustainable methods of transport.
- Increase the number of staff commuting to work by more sustainable methods of transport.
- Decrease the number of 'idling' cars outside the school entrance.

*Measures*

- Annual method of travel survey for all staff and students.
- Carbon emissions from staff car use (tonnes CO<sub>2</sub>e per capita and total).
- Collect and analyse air pollution data (via Airly monitor) to assess the effectiveness of the school street, where possible, and identify the fluctuations in air pollution levels outside of healthy school street hours.

*Challenges*

- Parental concerns for their daughters using public transport, cycling or walking independently.
- More sustainable methods of transport may be more time-consuming, less efficient, and/or more expensive.
- Potential concern from the school community depending on the air quality data collected.

*What can the school community do?*

*Students*

- Should use sustainable methods of transport wherever possible.
- Talk to their parents about the issue of air pollution and the health benefits of cycling and walking.

*Staff*

- Should use more sustainable methods of transport wherever possible.
- Those that live close to the school should cycle or walk to work.

- Share car journeys wherever possible.

#### *Parents*

- Should sign up to the Homerun app.
- Should not idle their engines outside the school or in neighbouring streets.
- Encourage their children to use sustainable methods of transport wherever possible.

#### *What can SHHS do?*

- Educate on the issue of air pollution and engine idling and promote the health benefits of cycling and walking.
- Promote the permanency of the Healthy School Street.
- Promote the [Homerun app](#)
- Promote the Cycle to Work scheme to staff.
- Facilitate provision of the [DfT's Bikeability](#) training Levels 1, 2, 3 & Plus for students and staff.
- Develop cycling infrastructure e.g. more bike racks, sharing/mapping of safe cycling routes.
- Create sustainable travel incentives e.g. Walk-in Wednesday or a sustainable travel points scheme.
- Establish a 'buddy system' for Y7 joiners to connect with older students and share lifts (or could be done through HomeRun).
- Create a Sustainable Travel Plan.

## **4 - School trips and travel**

#### *Links:*

*Project Zero Goal 1*

*CSCC Sections 5 & 9*

***Overarching aim: To significantly reduce the Carbon Footprint of our school trips provision, including travel to and from curriculum-related events (business travel).***

#### *Overview and progress so far*

- Leaders of proposed trips must complete a flights carbon footprint calculation and parents can choose to purchase appropriate carbon footprint offset credits. Future trip planning from September 2021 will build this carbon offset calculation into the whole trip cost. Carbon credits currently fund international Verified Carbon Standard projects

#### *Targets*

- Reduce the carbon footprint of our school trip flights (UK goal is a 78% reduction in emissions)
- Offset all emissions where reductions are impossible.

- Reduce the carbon footprint of school trip travel by land (in the first instance this will go up as we move more of our trips to UK-based).
- *Eliminate* the use of coaches to transport students to and from the Cumberland sports ground.

### *Measures*

- Carbon footprint (CO<sub>2</sub>e) of all flights.
- Carbon footprint (CO<sub>2</sub>e) of all business travel by land.

### *Challenges*

- Continuing to offer a vibrant international extra-curricular programme whilst reducing our carbon emissions.
- Switching to overland travel could have cost and time implications.
- A change to the logistics of PE lessons. The timetable may need to be adapted to accommodate the time needed to walk to the sports ground and there will need to be sufficient staff available for safeguarding purposes.
- School vehicles are currently petrol or diesel-fuelled, which increases our Carbon Footprint of 'travel by land' and the use of fuels. Switching to hybrid vehicles is costly and would need to be built into long term planning.

### *What can the school community do?*

#### *At school:*

Staff are encouraged to avoid long-haul flights when planning trips and consider the alternatives in Europe or the UK. Wherever possible, education on, and experience of, the Sustainable Development Goals should be incorporated into the trip learning aims.

#### *At home:*

We would encourage students, staff and parents to make any possible changes to lower their personal carbon emissions, such as considering the alternatives to flying, reducing the number of flights they take, and/or purchasing Verified Carbon Credits.

### *What can SHHS do?*

- Assess our current trips provision to identify any opportunities for more sustainable choices e.g. Year 7 PGL trip to a 'Conservation and sustainability trip' that focuses on team-building and bonding.
- Establish a trips hierarchy where those with a lower carbon footprint are prioritised.
- *Create a Sustainable School Trips policy.*
- Replace all diesel and petrol-based school vehicles with hybrid or full electric vehicles by 2026.

## **5 - Energy consumption on site**

### *Links:*

*Project Zero Goal 1*

*CSCC Sections 6, 7 & 9*

***Overarching aim: To significantly reduce our Scope 1 & 2 energy consumption across all buildings.***

*Overview and progress so far*

- Procurement of electricity from a renewable sources programme since January 2021.
- BREAAAM 'Excellent' certified secondary school building.
- Retrofitting of LED energy efficient lighting in the canteen and science labs.
- 72 solar photovoltaic panels on the Maresfield building, which generate 16.6 MWh of energy and offset 4300t CO<sub>2</sub>e.

*Targets*

- Annual net reduction in electricity and gas consumption.
- All new building work to be certified BREAAAM standard.

*Measures*

- Total net consumption of electricity and gas pa (kWh).
- Average annual energy consumption per staff and student (kWh).
- Average annual energy consumption per m<sup>2</sup> gross internal floor area (kWh).
- Carbon Footprint of energy use (tonnes CO<sub>2</sub>e).

*Potential challenges*

- The Junior School buildings are due for redevelopment and/or refurbishment, so are not yet energy efficient.
- The historic buildings on site (Oakwood & the JS) will set limitations on what we can retrofit and modify to achieve energy efficiency.
- Energy use reduction requires behavioural change, which can take time to become habit.

*What can the school community do?*

*Students and staff*

- Turn off lights, desktop monitors, laptops and electrical equipment when not in use.
- Staff are encouraged to carry out a full shut down of electrical equipment at the end of P9 or if they are the last to leave the room (including meeting rooms and large spaces) at the end of the school day.

*Parents*

- Promote 'energy-efficient behaviour' at home- encourage your children to turn lights, electrical equipment, laptops and phones off when not in use.

*What can SHHS do?*

- Convert all lighting to energy-saving LEDs.
- Use the Energy Sparks widget to monitor our electricity and gas consumption throughout the academic year.
- Promote the use of the Energy Sparks widget in curriculum lessons, to allow data to be monitored by students.

- Promote behavioural change in energy consumption- switching off lights, electrical equipment etc.
- Create a shut-down code that switches off desktop computers (unless interrupted by staff member).
- Brief the cleaning team (Zoom) to turn off all lights once they have finished cleaning a room.

## 6 - Water

*Links:*

*Project Zero Goal 1*

*CSCC Sections 3 & 9*

***Overarching aim: To conserve water through efficient management and careful use.***

*Overview and progress so far*

Currently, we don't have enough consistent data on our water consumption to set meaningful targets for reduction. So, in the first instance, our focus will be on collecting the appropriate information as soon as possible.

*Targets*

- Collect data on water use across the school sites.
- Ensure that water is being used efficiently with minimal waste.

*Measures*

- Water use per annum (m<sup>3</sup>).
- Average water use per person, per annum.
- Carbon emissions from water use (tonnes CO<sub>2</sub>e per annum).

*Challenges*

- Water-use reduction requires behavioural change, which can take time to become habit.
- Particular curriculum lessons (Science, Art, & DT) necessitate the use of chemicals and solvents, which can be hazardous to marine-life if they enter the waterways.

*What can the school community do?*

*At school:*

- Staff and students should be mindful of water-use and try to conserve as much as possible.
- All plumbing faults should be recorded asap via Incy.

*At home:*

- Encourage 'water-saving behaviour' at home, e.g. turning off the tap when brushing teeth, and promote the value of clean, readily available water.

*What can SHHS do?*

- Create a more efficient closed-loop system for reporting plumbing issues.

- Install dual-flush systems to all toilets on all sites.
- Install timed taps for all sinks on all sites.
- Install a rainwater management system for watering our green spaces and plants.
- Water our green spaces and plants in the late afternoon to prevent water evaporation.
- Ensure that all cleaning products used by Zoom are non-toxic to marine life.
- Dispose of hazardous chemicals and waste responsibly.

## 7 - Waste, recycling & procurement

*Links:*

*Project Zero Goal 1, 2, 3*

*CSCC Sections 2, 3, 7 & 9*

***Overarching aim: To purchase from responsible sources, minimise our consumption, and significantly reduce the amount of waste going to landfill.***

*Overview and progress so far*

- Each classroom has a separate bin for dry, mixed recycling.
- Currently, all general waste goes to incineration, not landfill, where energy recapture is carried out.
- All paper procured by the school is FSC approved.

*Targets*

- 10% annual reduction of general waste leading up to 2026.
- 20% reduction of paper use by 2026.
- 90% waste composted or recycled by 2026.

*Measures*

- Waste mass per annum (tonnes).
- Carbon footprint of waste disposal (CO<sub>2</sub>e).
- Paper reams purchased and used per annum.

*Challenges*

- Shifting the culture of consumption will require difficult behavioural change, which will take a while to become habit.
- Contamination of recycling undermines the purpose of the system. Education about what can and can't be recycled will need continual messaging to ensure it reaches everyone.

*What can the school community do?*

*Students and staff:*

- Should take the time to understand the waste and recycling system at school so that cross-contamination is avoided.
- Consider 'Reduce, Reuse, Recycle', in that order when using consumable products and making purchases.

*Parents:*

- Can contribute to our Project Zero Fund to help purchase cool air hand dryers.
- Can contribute to our Project Zero Fund to help purchase more plumbed-in water fountains.

*What can SHHS do?*

- Educate students and staff about the waste disposal system to prevent contamination.
- Reduce paper towel usage by installing cool air hand dryers (in every toilet).
- Promote the use of Terracycle boxes at school (masks, crisp packets, pens, contact lenses) and other schemes across London (beauty packaging, pill blister packaging,
- Promote the collection of batteries via the Duracell Big Battery Hunt.
- Encourage and support staff to digitise lesson resources to reduce paper usage.
- Ensure that all toilet paper and paper towels are at least FSC approved and ideally recycled.
- Ensure that all paper procured by the school is recycled.
- Ensure that all printer cartridges are refilled and/or recycled.
- Ensure that all e-waste is repaired when possible and disposed of responsibly when not e.g. via organisations like Bioteknik.
- Ensure that unwanted furniture is reused elsewhere in the school or collected for redistribution/repurposing via organisations like Warp, or via Ebay.
- Ensure that all green and garden waste is composted.
- Ensure that all spent energy lightbulbs are disposed of responsibly via the council. (Incandescent bulbs cannot be recycled.)
- Investigate the supply chain of the SHHS school uniform to understand how ethically and sustainably it is made. If necessary, switch suppliers.

## **8 - Food and canteen waste**

*Links:*

*Project Zero Goal 1, 2, 3*

*CSCC Sections 2, 3, 4, 9 & 11*

***Overarching aim: To minimise our food waste from the kitchen and canteen and provide nutritious food that is sustainably sourced.***

*Overview and progress to far*

Harrisons, our catering provider, has been hugely proactive in helping us to minimise the impact of our catering provision. This is a particular area of interest to the students, and they are passionate about learning about the impacts of our food production and consumption system.

- Installation of bins for waste separation- dry, mixed recycling, food waste, Vegware and general waste.
- Switch from single-use, fossil-fuel based food packaging to compostable Vegware.
- Food waste is collected by Hosier? and converted to Biomass, rather than going to landfill.



- Vegware is collected by the company and industrially composted, to avoid it going to landfill or destroying recycling systems.
- Elimination of plastic water bottles from the canteen and grab and dash bags, and refillable water bottles added to uniform list; installation of plumbed-in water fountains to support this. Flavoured water from glass drinks dispensers is now offered as an alternative add-on purchase in the canteen.
- Harrisons have signed up to the Guardians of Grub campaign, which helps businesses in the hospitality and food sector to minimise food waste and train their staff on this.
- SHHS have partnered with FEAST with Us, a local charity, who will support us in educating students about the impact of food and plastic waste.
- Successful integration of a meat-free day into the weekly menu, thereby reducing the school's carbon footprint.

### *Targets*

- Reduce the carbon footprint of meals produced by 50%
- To reduce the amount of food preparation waste per day by at least 50% by 2026.
- To reduce the amount of plate waste per day by 50% by 2026

### *Measures*

- Carbon footprint of meals produced (tonnes CO2e)
- Mass of food preparation waste (kg)
- Mass of plate waste (kg)

### *Challenges*

- The impact of our food choices on the environment is a sensitive topic. Members of the school community should be encouraged to make responsible food choices whilst also respecting individual health requirements.
- Educating students about the environmental impacts of food production and consumption in a way that respects individual choices and is sensitive to vulnerable individuals.
- Continuing to provide the breadth of food choices in the canteen, whilst prioritising nutrition and the environment.

### *What can the school community do?*

#### *At school:*

- Choose to eat foods that have a lower carbon footprint and a lower water use footprint.
- Make sensible food choices to minimise plate waste.

#### *At home:*

- Choose to buy foods that have fewer air miles, a lower carbon footprint, and a lower water-use footprint.
- Choose to buy foods that have minimal or no packaging and ensure that any packaging can be easily recycled.

### *What can SHHS do?*

- Install more plumbed-in water fountains on the 7<sup>th</sup> floor, (Sports hall), and in the Science/Art/DT wing of the school (to minimise the use of single-use plastic water bottles).
- Educate students on the environmental impact of food consumption and waste e.g. via the partnership with FEAST.
- Create a visual map of the daily menu's food miles so that students understand the provenance and environmental impact of their food.
- Investigate a potential switch from a meat-free day to zero beef and lamb throughout the week. Research by Oxford University suggests that this has a greater impact on carbon footprint reduction.
- Ensure that all fish served is MSC certified.
- Ensure that single-use plastic items are switched to Vegware when possible and eliminated when not e.g. switch from individual sauce sachets to refillable sauce bottles.

## **9 - Biodiversity, Greening and Biophilia**

***Overarching aim: To have a positive impact on local biodiversity, encourage stewardship of the natural world, and champion the physical and mental health benefits of connecting with nature.***

### *Links:*

*Project Zero Goal 1*

*CSCC Sections 1, 8 & 9*

### *Overview and progress so far*

- Popular Bees and Peas club with a keen interest from Y7 students.
- Biology and Geography field trips, and the Duke of Edinburgh Award allow students the opportunity to spend time outdoors in green spaces. Dof E continues to be a popular extra-curricular activity with large % of the Y10 cohort signing up (pre-covid).

### *Targets*

- 'Green' the teaching and learning spaces in the school to improve air quality and mental wellbeing.
- Increase the opportunities for outside learning.
- Maximise the ecological value of available green spaces in the school.
- Increase the diversity and number of identified species on the school sites.
- Increase student knowledge and appreciation of nature and the importance of biodiversity.

### *Measures*

- Student survey to gauge the psychological impact of our current teaching and learning spaces.
- Number of lessons taking place outside.
- % increase in ecological valuable spaces.
- % increase of identified species.
- Student survey responses on biodiversity.

## *Challenges*

- Limitations of the school site- space and opportunity for greening.
- Time needed and cost to maintain green spaces.
- Knowledge of school staff to support and maintain these spaces.

## *What can the school community do?*

### *Students*

- Can join Bees and Peas club to learn about gardening and growing vegetables.
- Take up the opportunities that school provides to get outside and enjoy green spaces- field trips, DofE, wellness walks, sporting activities.

### *Staff*

- Should find opportunities to move learning outside whenever possible and appropriate.
- Make links between subject content and the natural world wherever appropriate, so that students don't see nature as a separate entity.

### *Parents*

- Can contribute to our Project Zero Fund to help us green our school sites.

## *What can SHHS do?*

- Provide air-filtering plants for each classroom.
- Encourage teaching staff to use outside spaces for curriculum lessons.
- Make these spaces more conducive to teaching and learning e.g. provide flexible shelter from rain and sun, whiteboards etc.
- Ensure the raised beds on the roof garden support biodiversity e.g. pollinator plants for bees and butterflies.
- Investigate the opportunities for increasing wildlife habitats e.g. beehives, bird and bat boxes, bug hotels.
- Maximise the biophilic potential of the 7<sup>th</sup> floor seating area, to provide a calm space for students e.g. install plant beds, more indoor plants, seating using natural materials.
- 'Green screen' the MUGA to provide a barrier from the adjacent road and green the space.
- Increase the opportunities for students to be involved in maintaining the green spaces around the school e.g. form time gardening activities and food growing.
- Make biodiversity and biophilia a priority in the redevelopment of the Junior School site.
- Employ a 'Horticulturalist in residence' to maintain our green spaces and facilitate learning on key topics such as gardening for biodiversity, growing food etc.
- Continue Wellness walks, but in school time, to increase student opportunities to get outside and into green spaces during the school day.
- Plant trees on site and/or contribute to diverse reforestation and rewilding projects in the UK.