



St Hilda's School  
HARPENDEN  
*Caring, Curious & Confident*

## SUSTAINABILITY POLICY

Name of Policy	Sustainability Policy
Reviewed by	Daniel James Helen Sewell Dan Sayers
Review Date	4 <sup>th</sup> November 2025
Next Review Date	3 <sup>rd</sup> November 2026
To be Read in Conjunction with	
Legislation Referenced	Climate Change Act 2008 Net Zero 2050

Unless otherwise stated, all Policies of St Hilda’s School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

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## 1. PURPOSE

St Hilda's School recognises its responsibility to act as a steward of the environment and to educate pupils about sustainability, climate change, and responsible resource use.

This policy sets out the School's commitment to reducing its environmental impact, embedding sustainable practice across all operations, and inspiring the school community to take meaningful action towards a net-zero future.

## 2. SCOPE

This policy applies to all aspects of the School's operations, including:

- Premises management and energy consumption
- Procurement and catering
- Waste management and recycling
- Water use and biodiversity
- Curriculum, culture, and community engagement
- Staff, pupil, and visitor travel

It applies to all staff, pupils, contractors, volunteers, and visitors.

## 3. AIMS AND COMMITMENTS

St Hilda's School commits to:

- Working towards the *Let's Go Zero 2030* pledge, supporting the national ambition for all schools to reach net-zero carbon emissions.
- Measuring, monitoring, and reducing its carbon footprint annually.
- Incorporating sustainability principles into decision-making and governance.
- Embedding sustainability and climate education across the curriculum.
- Supporting wellbeing through a healthy, low-impact environment.
- Engaging pupils, staff, families, and the wider community in sustainable practices.

## 4. FOCUS AREAS

### 4.1 Decarbonisation and Energy Efficiency

- Monitor and analyse energy use through platforms such as *Energy Sparks* to identify and act on areas for reduction.
- Introduce low and no-cost efficiency measures (e.g. timed charging, automatic lighting control, radiator reflectors).
- Include energy performance improvements (double glazing, insulation, efficient heating).
- Explore renewable technologies such as solar collectors for the swimming pool.

## 4.2 Sustainable Procurement and Resource Use

- Select suppliers that demonstrate responsible environmental practices.
- Consider lifecycle costs and environmental impact in purchasing decisions.
- Maintain and promote the FoSH uniform exchange to extend the life of school clothing.
- Integrate sustainability clauses into contracts and supplier reviews.

## 4.3 Food and Catering

- Collaborate with *ProVeg UK* to review menus and increase plant-forward options.
- Measure and reduce food waste through regular weighing and monitoring.
- Use produce grown on site where possible and involve pupils in growing herbs and salads.
- Communicate menu changes to encourage understanding of sustainable food choices.

## 4.4 Transport

- Conduct staff and pupil travel surveys to establish baseline data.
- Develop and implement an *Active Travel Plan* via *Modeshift STARS*.
- Promote walking, cycling, and public transport, including provision of safe cycle storage.
- Reduce unnecessary vehicle journeys by coordinating deliveries and lift-sharing where possible.

## 4.5 Waste Reduction and Recycling

- Apply the waste hierarchy: *reduce, reuse, recycle*.
- Continue plastic-reduction initiatives (e.g. participation in *Plastic Free Schools*).
- Provide clear signage for recycling across the site.
- Encourage reuse of costumes and resources for themed days and events.

## 4.6 Climate Adaptation and Resilience

- Assess the estate for overheating, flood risk, and other climate-related vulnerabilities.
- Install heat-reflective measures, radiator reflectors, and pipe lagging.
- Use water-saving measures, including water-butts and leak detection checks.
- Promote responsible water use through pupil-led campaigns and displays.

## 4.7 Biodiversity and Green Infrastructure

- Increase biodiversity through planting, bird boxes, and habitat creation.
- Join *The Nature Park (NENP)* and *RHS Campaign for School Gardening*.
- Establish a Gardening and Nature Club to maintain outdoor learning areas.
- Conduct pupil wildlife surveys to inform ongoing conservation work.

## 4.8 Climate Education, Culture, and Governance

- Appoint a Sustainability Lead and link Governor to oversee progress.
- Establish a Sustainability Working Group including staff, pupils, and parent representatives.
- Share achievements via the school website and newsletters.
- Embed sustainability themes into the curriculum, assemblies, and enrichment activities.

- Provide staff training and share best practice in teaching climate and environmental issues.

## 5. ROLES AND RESPONSIBILITIES

- **Headteacher and Governing Board:** Approve and oversee implementation of this policy and the Climate Action Plan.
- **Business Manager / Sustainability Lead:** Coordinate the policy, collect data, liaise with partners, and report progress.
- **Premises Manager:** Implement energy-efficiency, waste, and water-saving measures.
- **Catering Provider (Connect):** Support sustainable menu planning and food-waste reduction.
- **Staff:** Incorporate sustainability within teaching, daily practice, and resource use.
- **Pupils:** Participate in Eco-Committee, sustainability clubs, and classroom initiatives.
- **Parents and Community:** Support school campaigns and adopt sustainable practices at home.

## 6. MONITORING AND REVIEW

- Progress will be monitored through the *Climate Action Plan Tracker*, reviewed termly by the Sustainability Lead, and reported to the Governing Board annually.
- Carbon and energy data will be reviewed annually via *Count Your Carbon* or similar platforms.
- The policy will be reviewed annually, or sooner if significant changes occur in legislation, estate developments, or DfE guidance.