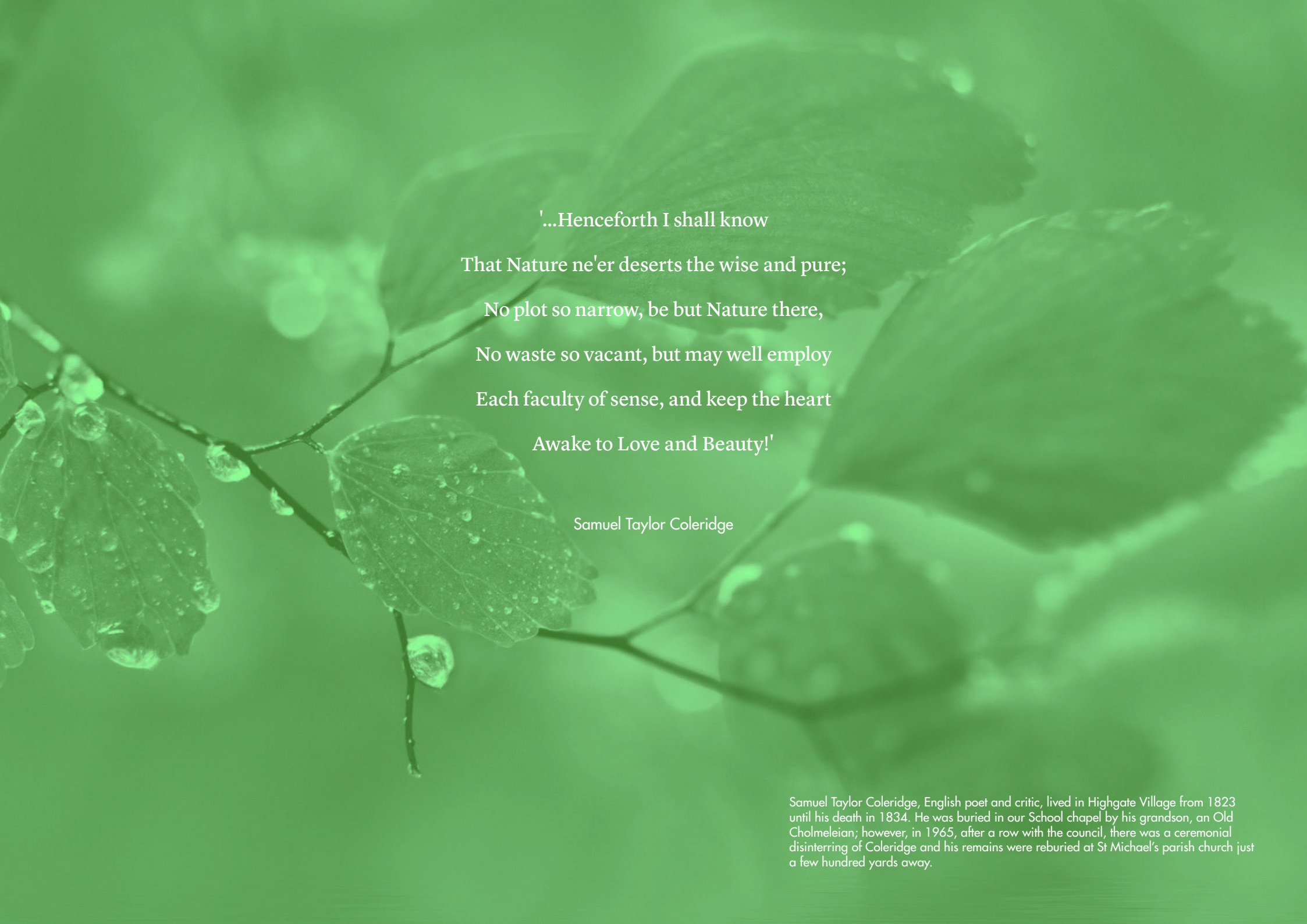


Environmental Sustainability

Initial Strategy Plan





'...Henceforth I shall know
That Nature ne'er deserts the wise and pure;
No plot so narrow, be but Nature there,
No waste so vacant, but may well employ
Each faculty of sense, and keep the heart
Awake to Love and Beauty!'

Samuel Taylor Coleridge

Samuel Taylor Coleridge, English poet and critic, lived in Highgate Village from 1823 until his death in 1834. He was buried in our School chapel by his grandson, an Old Cholmeleian; however, in 1965, after a row with the council, there was a ceremonial disinterring of Coleridge and his remains were reburied at St Michael's parish church just a few hundred yards away.

Table of Contents

Foreword	1
Introduction and Ambition	2
Aims and Objectives	3
Implementation	4
Roles and Responsibilities	5
Strategic and Operational Committees	6
Policy Framework and Priority Areas	7
Environmental Education	9
Biodiversity and the Natural Environment	10
Buildings and Construction	11
Community Engagement	12
Energy and Carbon Management	13
Food and Catering	15
Procurement and Third Parties	16
Travel and Transport	17
Waste Management	18
Water Management	19
Conclusion	21

Foreword

Highgate is part of the growing global community that is taking positive action to tackle the negative effects of climate change. We have prioritised 'Sustainability' as one of six core objectives in our School Development Plan (SDP) and are working hard to embed environmental sustainability into our thinking and actions.

As a school, we have a central role to play in educating our pupils, staff (and parents) about the importance of environmental sustainability. We want our school community to have a clear understanding of the current global issues and to embrace the proposed solutions. By mobilising our pupils with the requisite knowledge, skills and desire to affect positive change, we also hope that the younger generation will become the creative problem-solvers of the future.

In addition to our role as educators, we must lead by example and are committed to achieving outstanding environmental performance. In order to fulfil our ambition, we are currently going through a process of audit, review and consultation. We recognise that we need to understand and address our biggest environmental impacts and then build a clear strategy to maximise the opportunities for improvement in these and other areas.

This **Environmental Sustainability Initial Strategy Plan** is a clear statement of our intent to respond to current environmental issues and the global warming crisis; our full **Environmental Sustainability Policy and Strategy** will be published on completion of our formal period of review. Over the next two years, our aim is to develop an ambitious and forward-looking Policy and Strategy that contains specific aims, operational objectives and detailed supporting policies and plans (including an effective carbon management programme).

Without doubt, we are excited by our environmental sustainability vision and call upon all members of our School community to support us in achieving our aims. The Intergovernmental Panel on Climate Change (IPCC)'s report (Oct 2018) stressed the need for us to curb our carbon emissions by at least 49% by 2030 and to achieve carbon neutrality by 2050. Our own borough, Haringey Council, has committed to being carbon neutral by 2050 and, following its declaration of a 'Climate Emergency' (March 2019), it is now working towards a 2030 deadline - this is a great step.

As a school, we are determined to be part of the solution and we feel optimistic about joining the fight to build a better future for us all and our planet.

Adam Pettitt

Head, Highgate

Paul Rothwell

Governor, Highgate,
and Sustainability Lead on the Governing Body

Introduction and Ambition

To put sustainability at the heart of the School's development by educating our community about environmental issues and by adopting effective sustainability practice that has a positive impact on local, national and international communities.

School Development Plan (SDP) Objective

At Highgate, we are determined to achieve outstanding levels of environmental sustainability; as such, we will work with commitment to ensure that sustainability is prioritised in the minds and actions of our staff and pupils. In order to fulfil our ambitious vision, we have identified the need for two principal actions:

1. Effective environmental sustainability education
2. Positive and impactful sustainability practice

Environmental Sustainability Education

By raising levels of sustainability literacy, we will educate our staff and pupils (and their families) about our individual and collective responsibilities. Through a variety of learning opportunities, including outdoor education, we will strive to re-balance the growing disconnect between people and the environment: we want our pupils to enjoy and appreciate the natural world but we also want them to understand the current impact of human behaviour on our planet. Armed with knowledge, we hope that all members of our community will be inspired to take positive action by adopting 'greener' more sustainable practices.

It is also vital for us to create a sense of hope about the future; therefore, we will place positive messaging at the fore of our environmental action. We want our community to understand that living in a lower carbon, less polluted world will bring a host of advantages: cleaner, greener cities; improved public transport; better insulated houses; greater energy options; a potential reduction in consumerism; exciting innovation; healthier diets etc. In addition, we want our pupils to learn about innovation in green technologies and environmental careers in fields as diverse as science, social science, journalism, and the creative industries.

Positive and Impactful Sustainability Practice

As well as raising awareness of environmental issues, we seek to achieve outstanding environmental performance in the way that the School is run and is seen to be run. By limiting the negative impact of our institution on the environment - and by taking responsibility for and, where possible, mitigating the impact of its operation - we aim to implement effective sustainability practice. Above all, we recognise that it is vital for us to reduce our carbon footprint (in line with the recommendations of the IPCC) and work towards becoming carbon neutral.

By seeking to improve the quality of our school and local environment - and by promoting the benefits of increased interaction with the natural world - we intend to safeguard the health and wellbeing of our School and wider communities.

Aims and Objectives



Deliver

our SDP Objective by establishing a comprehensive Environmental Sustainability Policy and Strategy with clear aims, objectives and measurable targets (on a rolling 5 year basis).



Engage

with our pupils, staff, parents and the wider community by effectively communicating our plans.



Educate

our School community by developing our environmental educational programme; empower our community to take direct action 'to live more greenly.'



Audit

and review our current practices, processes and procurement procedures to establish clear baseline data; consult and engage with experts.



Reduce

our carbon footprint and ultimately move towards net zero emissions (date TBC).



Promote

the health and wellbeing benefits of increased engagement with - and enjoyment of - the natural environment.



Create

a positive impact, through our actions, on the local and global environments.



Work

collaboratively with our local community and Chrysalis partners to address environmental concerns.



Adhere

to the core principles of sustainability: Refuse; Reduce; Reuse; Repurpose; Recycle.



Make

significant progress in the ten key priority areas.

Implementation

In order to achieve our ambition, we recognise the need to create a comprehensive Environmental Sustainability Policy and Strategy. The publication of this initial planning document is designed to reflect our level of commitment and to provide an overview of our priorities and implementation mechanisms. During this two year period of strategic planning, review and consultation, we will continue to engage positively with pupils, staff, parents, alumni, local partners, our Governors and environmental experts with a view to adapting our plans accordingly.

Once we are confident that we have developed a coherent Sustainability Policy and Strategy (that takes into account a wide range of issues including financial considerations), we will put into place the relevant structures in order to drive through the agenda. We will set specific, annual and longer-term SMART targets and establish an effective monitoring system to ensure that progress towards our SDP objective is regularly reviewed and evaluated by the relevant staff and Governors (NB. This will include termly updates and an annual report to the Governors.)

Our Environmental Sustainability Strategy will encompass not only what we need to do now (in order to have a positive impact) but also what we need to do, moving forward, in order to future-proof our commitment to environmental issues. In addition, we are aware that we must do all that we can to inspire our pupils to be positive agents of change; indeed, our pupils might be the greatest legacy we can create for Highgate and the global stage.



Adam Pettitt
Head



Paul Rothwell
Governor



Louise Shelley
Deputy Head



John Pheasant
Bursar

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

The Head delegates operationally to the following two members of the Strategy Management Committee:

- **The Deputy Head (Pupils' Personal Development and Employability)** - for 'effective environmental sustainability education' and for the development and implementation of the Environmental Sustainability Policy and Strategy Plan
- **The Bursar** - for 'positive and impactful sustainability practice' (most notably in his management of the Estate and the Bursary)

The Governor, with lead responsibility for Sustainability, sits on the *Environmental Sustainability Executive Committee* and the *Governors' Estates Committee*.



Roles and Responsibilities

All Staff

We expect all Highgate staff to be positive environmental role models. By encouraging our staff to reflect upon their personal and professional practices, we want them to support our environmental agenda and to make positive changes wherever possible e.g. minimising the wasteful use of resources; using water bottles and reusable cups; eliminating single-use plastics; reducing paper usage in printing and photocopying; using public transport or sharing lifts or walking or cycling to work.

Parents and Alumni

We are engaging with our parents and alumni in two key ways: firstly, by encouraging Highgate parents to adopt effective sustainable practice e.g. by improving the air quality in the vicinity of the School by not dropping off/picking up their children by car; secondly, by drawing on the expertise of environmental experts within these two important communities.

The Local Community

Through the work of our Director of Community Partnerships Director and other Senior staff, we will work collaboratively with our local community to ensure that we develop meaningful relationships and implement actions that will have a positive impact on the local environment. Wherever possible, we aim to add capacity to existing community initiatives and to share best practice with - and learn from - our partner schools.

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. Through our integrated environmental education programmes, we seek to inspire our pupils to be reflective and pro-active sustainability champions. In addition, we hope that some of our pupils will pursue careers in the green technologies, becoming innovators and creative problem solvers of the future.

Strategic and Operational Committees

We have a several key committees whose members are responsible for developing and driving through our Environmental Sustainability Strategy:

Governors

The Estates Committee (NB. This committee has ultimate executive oversight of the work of the Environmental Sustainability Executive Committee.)

Highgate Staff and Governors

The Environmental Sustainability Executive Committee

Highgate Staff

The Environmental Sustainability Consultative Committee

Pupils

Environment Committee/Eco Councils (in all three schools)

The Environmental Sustainability Executive Committee (ESEC)

- Governor with lead responsibility for Sustainability
- Chair - Deputy Head (Pupils' Personal Development and Employability)
- Secretary - Assistant Head (Projects and Logistics)
- The Bursar
- Commercial and Operations Director
- Estates Director
- Director of ICT
- Executive Assistant to the Bursar

Key Functions of the Committee

The ESEC meets half-termly and has responsibility for the following:

- Creating and shaping the Environmental Sustainability Policy and Strategy and having a strategic and operational oversight of its implementation
- Establishing clear, measurable and ambitious targets and objectives
- Liaising with the Environmental Sustainability Consultative Committee (including drawing on the advice of its members and helping to support their work)
- Monitoring, reviewing and evaluating the progress of the Environmental Sustainability Policy and Strategy, targets and objectives
- Communicating with the relevant stakeholders and preparing reports/information for the Head, the Governors' Estates Committee and the full governing body
- Allocating adequate departmental resources to ensure the success of the Environmental Sustainability Strategy

The Environmental Sustainability Consultative Committee (ESCC)

The ESCC also meets half-termly and comprises the following members:

- All members of the Executive Committee (with the exception of the Governor and the Bursar)
- Lead teachers for Sustainability in all three schools (Pre-Prep, Junior and Senior)
- Transport and Logistics Manager
- Catering Manager
- Director of Outdoor Education
- Director of Community Partnerships

Key Function of the Committee:

- To bring together the relevant academic and support staff from all three schools to discuss ideas and to share good practice
- To help inform the strategy and policy decisions of the ESEC
- To act as a critical friend to the ESEC
- To keep abreast of relevant environmental issues
- To drive through the plan (as set and agreed by the ESEC and the Estates Committee)

Policy Framework and Key Priority Areas



We will do the following:

- Audit and review current practices (drawing on expert advice and using consultants)
- Work out where meaningful measurables can be taken (including identifying, as a preliminary step, where capital investment will be required to facilitate data gathering e.g. The installation of smart meters); use this information to gain a clear understanding of our current position and to identify opportunities for improvement. Draw together the baseline data (where applicable) in order to shape the strategy
- Create a multi-step policy and strategy plan (and develop supporting policies and plans for each of the priority areas); establish systems and structures that will enable the plan to be implemented effectively
- Establish clear overarching aims, operational objectives, SMART targets, key actions and implementation mechanisms and key performance indicators
- Implement a process for monitoring progress and evaluating the impact and effectiveness of the relevant policies and plans

The background image is a landscape photograph of a mountain range, heavily tinted with a teal or cyan color. In the foreground, there are large, light-colored rocks. The middle ground is filled with a dense forest of tall, dark evergreen trees. In the background, a prominent mountain peak with a sharp summit rises above the treeline. The sky is a pale, hazy blue.

IMPORTANT NOTICE

During this initial period of planning and review, it is vital to understand that the details relating to the 10 priority areas (which follow in the rest of this planning document), often refer (necessarily) to the establishments of systems and baselines rather than to the setting of specific, data driven targets and objectives. At this stage, we must be flexible in our approach and willing to adjust and adapt our areas of focus, targets and initial plans in order to achieve the most effective outcomes.

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

Environmental Education

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 curricular across all 3 schools
- 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

Key actions

- Audit, review and explore the current curricular (including the academic and co-curricular, PSHE Education, visiting speakers, assemblies, pastoral time, religious services, volunteering/partnership programmes etc.); identify opportunities to embed and deliver environmental sustainability education
- Provide appropriate training (both general and role specific) for staff and pupils
- Identify the key global, environment issues (e.g. Ocean acidification, de-forestation, pollution, re-cycling etc.) that will be delivered in an age-appropriate way
- Develop Outdoor Education so that all pupils enjoy positive first-hand experiences of the natural world (both in the local environment and beyond)
- Audit and review the current Educational Visits programme (for both day and residential visits); adapt it to be more environmentally sustainable
- Increase pupil engagement in the School's action groups; develop the effectiveness of pupil voice and leadership opportunities in this area (e.g. 'sustainability champions')
- Encourage innovative thinking and develop our pupils' problem-solving capabilities e.g. Critical thinking skills and creative/entrepreneurial competitions linked to sustainable solutions
- Promote awareness, through our careers programme, of job opportunities in green technologies and the wider economy (e.g. social, ethical, corporate responsibility)
- Build relations with alumni and parents linked to environmental fields
- Continue to take a lead in developing cross school environmental links and sharing good practice following the success of both the Senior School Sustainability Conference (Sept 2019) and the Junior School one (Dec 2019)
- Engage with the Director of Wellbeing and the Director of SpEx to integrate sustainability into the physical and mental health strategies
- Reduce our individual and collective carbon footprints by adapting our teaching and learning practices e.g. increased use of digital technologies

Supporting policies and plans

- Departmental Developmental Plans (including Co-curricular and Outdoor Education)
- Staff and Pupil Wellbeing Policies; '5 a Day for Good Mental Health'



Biodiversity and the Natural Environment

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

- To ensure that careful attention is paid to biodiversity, ecosystems and the natural environment whilst planning the landscaped elements of capital projects
- To increase the diversity and population of the species found on our estates
- To 'green' areas of previous 'hard standing' within the design process for capital projects
- To achieve a year on year reduction in the use of herbicide, pesticide and inorganic fertilisers (where practical) with a view to their potential, ultimate elimination
- To reduce our use of irrigation on ornamental areas and to employ ground water run off capture systems (where appropriate)
- To help our users to experience increased physical and mental health well-being benefits through optimising and enjoying the usage of the green space areas of our Estate

Key performance indicators

- Species counts
- Usage of the Outdoor Education Classroom/ wood/non-pitch areas of the Estate
- Feedback from surveys of our site users (and potentially local residents) about our green space usage
- Numbers of pupils taking part in the gardening clubs/assisting the grounds staff
- Usage of Herbicides, Pesticides and artificial fertiliser

Key actions

- Establish a programme of species counts
- Ensure that new build plans include specific methods to identify and implement biodiversity actions (e.g. Bird boxes, green roofs, grey water harvesting)
- Develop a species diversity boundary planting programme
- Increase plant diversity on grass that is not used as pitches
- Enhance the area of meadow (non-pitch) grassland and create attractive social spaces (e.g. through clever use of seating) which staff and pupils can enjoy
- Increase the number of trees and plants on the site; increase the number and variety of plants that we propagate/germinate on site and in the greenhouse
- Continue to enable pupils to play an active role in the development of the green spaces through their engagement in the various gardening clubs
- Ensure teaching staff make use of the outdoor classroom and woods
- Reduce pesticide and herbicide usage and increase the production of our own composting/natural recycling (where possible)
- Create run-off prevention zones and flood mitigation strategies
- Undertake regular surveys to test the perceptions of users and residents

Buildings and Construction

To improve the environmental impact of our construction and refurbishment projects

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 Estate)

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

Key actions

- Adopt a strategic approach to the use of the existing estate by making more efficient use of the space and by increasing the use of shared facilities (whilst ensuring appropriate resilience in the event of a building loss)
- Consult closely with design teams for Capital projects and establish clear expectations relating to environmental sustainability; share and publicise successes
- Incorporate objectives into the tendering and procurement of construction work and compel designers to ensure that all new build completions achieve a BREEAM rating of “Very Good” or “Excellent”
- Employ appropriate energy saving and sustainable power generation technologies within the building services design process
- Ensure the progressive refurbishment and enhancement of existing ‘end of life’ buildings (that are not being replaced) in order to achieve a higher level of energy performance (e.g. increase insulation, install energy efficient lighting)
- Limit mechanical cooling and heating designed within capital projects by relying on passive ventilation where feasible (considering acoustic impacts from non-sealed buildings)
- Standardise common plant systems to provide continuity of assets (e.g. increasing life cycle; reducing maintenance liability)
- Recycle and reuse ‘end of life’ construction materials on site (e.g. using demolition materials as hard core)
- Review (as part of the feasibility process) the option to retain and refurbish buildings as opposed to demolishing them (e.g. retaining structural concrete frames)
- Compel contractors (as part of a tendering pre-qualification process) to report accurately on their waste management processes during the construction process (e.g. volumes and material types to landfill)
- Work to eliminate the amount of non-hazardous construction waste that is sent to landfill

Supporting policies and plans

Standard Equipment Specification Ref: SC22879a
October 2019

To engage effectively with our School and local communities to achieve positive environmental action

Community Engagement

Targets

- To establish a communication plan and strategy to reach our target audiences (including our alumni) and to keep them informed and updated about our plans and progress
- To improve our School and local communities' understanding of environmental issues
- To celebrate success stories using 'nudge economics' to influence others to take action
- To engage with increasing numbers of local Chrysalis partner schools and Highgate neighbours to create meaningful opportunities to improve the local environment
- To identify opportunities for collaboration with regional, national & international stakeholders

Key performance indicators

- Data tracking analytics and marketing metrics to monitor frequency of traffic to the relevant sustainability pages on the website/parent portal
- % usage of digital technologies and platforms by pupils, staff and parents
- % number of pupils and staff engaged in school sustainability initiatives and local environmental volunteering opportunities
- Number of schools attending the Environmental Sustainability Conferences (set up by Highgate) and supporting the cross-schools' network

Key actions

Communication

- Increase our use of digital and electronic technologies and platforms (e.g. Hero and Juno) to improve the quality of our teaching and learning
- Increase the functionality and usage of the Parent Portal, School Post and Website to engage with our parents; reduce the amount of post/hard copy publications
- Improve our use of the website for communications with prospective parents (most notably for Admissions/Open Days/Questionnaires)
- Ensure that 'sustainability' features regularly and repeatedly on our website and social media platforms (Twitter, Instagram, Head's blog etc.) and in the press (both local and national)
- Make greater use of the monitors, display areas (e.g. in Central Hall and the Dining Hall) and physical notice-boards/signage to raise awareness of sustainability issues and actions
- Celebrate the success of environmental action (e.g. in assemblies, online)
- Achieve nationally recognized awards for our environmental sustainability work
- Use the Highgate Festival (and other initiatives) to raise awareness of local environmental issues
- Encourage staff and pupils to share their sustainability ideas via the School Councils, Environment groups and the email: sustainability@highgateschool.org.uk

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
- Extend the impact of our y10 Environment Day by auditing and monitoring its impact, widening its scope and by improving its effectiveness

Supporting policies and plans

- School's Communications Policy and Strategy
- Community Partnerships Policy

Energy and Carbon Management

To reduce our carbon emissions whilst supporting the School's plans for the investment in and modernisation of the Estate

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 2021
- To reduce carbon emissions from energy as defined by the CMP against our 2021 baselines
- To implement incremental phasing (as contracts expire) across suppliers to more renewable sources

Key performance indicators

- % of natural gas used (m3) for space heating, swimming pool management 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

Key actions

- 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 set points)
- Implement a phased introduction of lower energy lighting e.g. LED
- Use improved, energy efficient ICT hardware;

replace individual printers by centralized ID card-controlled devices; set up automated shutdown of devices; reduce email traffic

- Explore the potential for waste from catering oil to be recycled for fuel
- Move to a phased replacement of the School vehicle fleet with Electric or Hybrid vehicles
- Use a carbon offsetting levy for flights and vehicle carbon consumption e.g. coaches
- Follow the Mayor of London's ‘Energy Hierarchy’:
 - **Be lean** – reduce the demand for energy through passive design and energy efficiency measures such as good levels of insulation and efficient windows
 - **Be clean** – generate useful energy by using the most efficient technologies such as combined heat and power (CHP)
 - **Be green** – use renewable energy technologies where feasible to reduce the demands on the national grid and non-renewable sources

Supporting policies and plans

- Travel Plan; Educational Visits Policy
- ICT Policies
- Standard Equipment Specification Ref: SC22879a October 2019

' ...

They sent out a boat.

Go little breaker,
splinter the pack-ice and floes, nose
through the rafts and pads
of wrappers and bottles and nurdles and cans,
the bergs and atolls and islands and states
of plastic bags and micro-beads
and the forests of smoke.

*Bring back, bring back the leaf,
bring back the river and sea.'*

Excerpt from 'Ark'
by Simon Armitage

Poet Laureate, Simon Armitage, describes the climate crisis as a "background hum that won't go away" when he is writing. Armitage himself recently wrote 'Ark' to mark the naming of the UK's polar research ship, RRS Sir David Attenborough. "I've always written poems about the area where I live, and my interests in things like the Antarctic and the Arctic and geography generally, all those subject matters are shaded now by the environmental situation," he says. "It's not all I write about, but I write about it more and more consciously."

To improve the environmental impact of our food and catering systems

Food and Catering

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

Key performance indicators

- % level of meat purchase and consumption
- % uptake of vegetarian options and positive feedback (from user questionnaires)
- % level of food wastage in terms of volume
- Mileage from transported goods

Key actions

- 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/food banks
- 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

Supporting policies and plans

- Catering Policy
- Procurement Policy
- Carbon Management Plan
- Design data for kitchen refurbishment project

Procurement and Third Parties

To identify and procure goods and services that are as sustainable as possible and, whenever practical, to influence positively the sustainability practices of suppliers



Targets

- To develop a Supplier Sustainability Risk Assessment (RA) that identifies the suppliers that are most likely to create a large carbon footprint
- Use the RA to prioritise which suppliers to engage with through the use of a sustainability questionnaire (which will then be used to appraise their sustainability credentials)
- To review periodically the outcomes of the RA and questionnaire and, where practical and appropriate, identify and engage suitable alternative providers
- To ensure all budget holders are aware of the importance of sustainability and explicitly include a reference to it in the School's Financial Handbook
- To develop, over time, a better understanding of the environmental impact of the School's supply chain and endeavour to continually improve it

Key performance indicators

- Identification and appraisal of our top suppliers
- Successful in-year engagement with relevant suppliers
- Development of targets following information gathering exercise

Key actions (indicative)

- Provide appropriate training and guidance to all staff who are involved in purchasing decisions
- Develop and implement a targeted supplier engagement programme to promote continual improvements by both suppliers and school purchasers
- Identify, measure and report the top 10 supplier performance annually

Supporting policies and plans

- Financial Handbook
- Supplier Sustainability Risk Assessment
- Supplier Sustainability Questionnaire

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

- To reduce the number of staff and pupils travelling to school by car (most notably in single occupancy vehicles)
- To reduce carbon fuel use by school road vehicles
- To audit the carbon footprint of educational visits and to review the Educational Visits Policy in order to achieve a reduction in carbon emissions
- To maintain Stars Gold accreditation
- To increase the use of school buses

Key performance indicators

- Modal split for staff and pupils commuting through annual travel survey
- Per capita carbon emissions from travel from educational visits
- Fuel use monitoring of minibuses, vans and Third Party road transport providers
- External Accreditations
- Usage figures for school bus service

Key actions

- Review the School's Travel Plan
- Deliver sustainable travel incentives and projects to encourage walking, cycling, use of public transport and car sharing. This might include some of the following: cycle schemes; cycle parking; electric charging points; public transport ticket subsidies; walking buses; car sharing; car clubs, and personalised travel planning
- Improve the end of trip on-site facilities for cyclists/runners (e.g. showers/bike racks)
- Increase the use of the School bus service
- Introduce e-cargo bikes for light intra-school goods movements
- Achieve the progressive reduction in on-site staff parking
- Replace the School fleet with electric or hybrid vehicles (with appropriate provision for charging being incorporated into capital project designs)
- Review the School's flight policy with a view to reducing the number of flights taken and thus reducing our carbon footprint; consider carbon-offsetting during phased changes
- Install improved video-conferencing facilities and the provision of support with regards to how to use them
- Use air pollution reducing initiatives in the vicinity of the School e.g. Air pollution monitoring; increased signage outside school; awareness-raising campaigns
- Continue the operation of the local *Schools' Travel Network* as a forum for local schools to come together to improve local traffic conditions

Supporting policies and plans

- Travel Plan
- Educational Visits Policy

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

Waste Management

Targets

- To establish baseline figures for waste by 2021
- To reduce non-hazardous waste to landfill from construction projects
- To achieve year on year increases in recycling as a proportion of waste
- To achieve continuous year-on-year reductions in waste arising per FTE for staff and pupils
- To reduce printer paper consumption per pupil/staff headcount year on year

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 re-cycled paper

Key actions

- Audit the current waste disposal systems to create baselines
- Create clear management plans, targets and systems for each waste stream
- Work towards construction contracts that achieve “zero to landfill”
- Continue to work towards the total elimination of single use plastics
- Promote recycling and educate users about the importance of segregation; increase the number and visibility of re-cycling facilities around the site
- Work towards the implementation of the whole School reprographics and printing projects which will result in the reduction of individual printers and installation of large-scale printers with centralized ID card-controlled devices; set printers to default to double sided
- Purchase recycled paper for printers and FSC paper for the limited number of external publications
- Use ‘Paper Cut’ software to monitor printing usage and to introduce quotas
- Create effective pupil engagement programmes to help them to come up with innovative ideas for reducing waste
- Source repairable and recyclable furniture
- Promote the DIY PSHEE carousel and the ‘Fix It’ club

- Supporting policies and plans**
- Waste Management Plans
 - Sustainable Food Policy

To reduce overall water consumption and wastage

Water Management

Targets

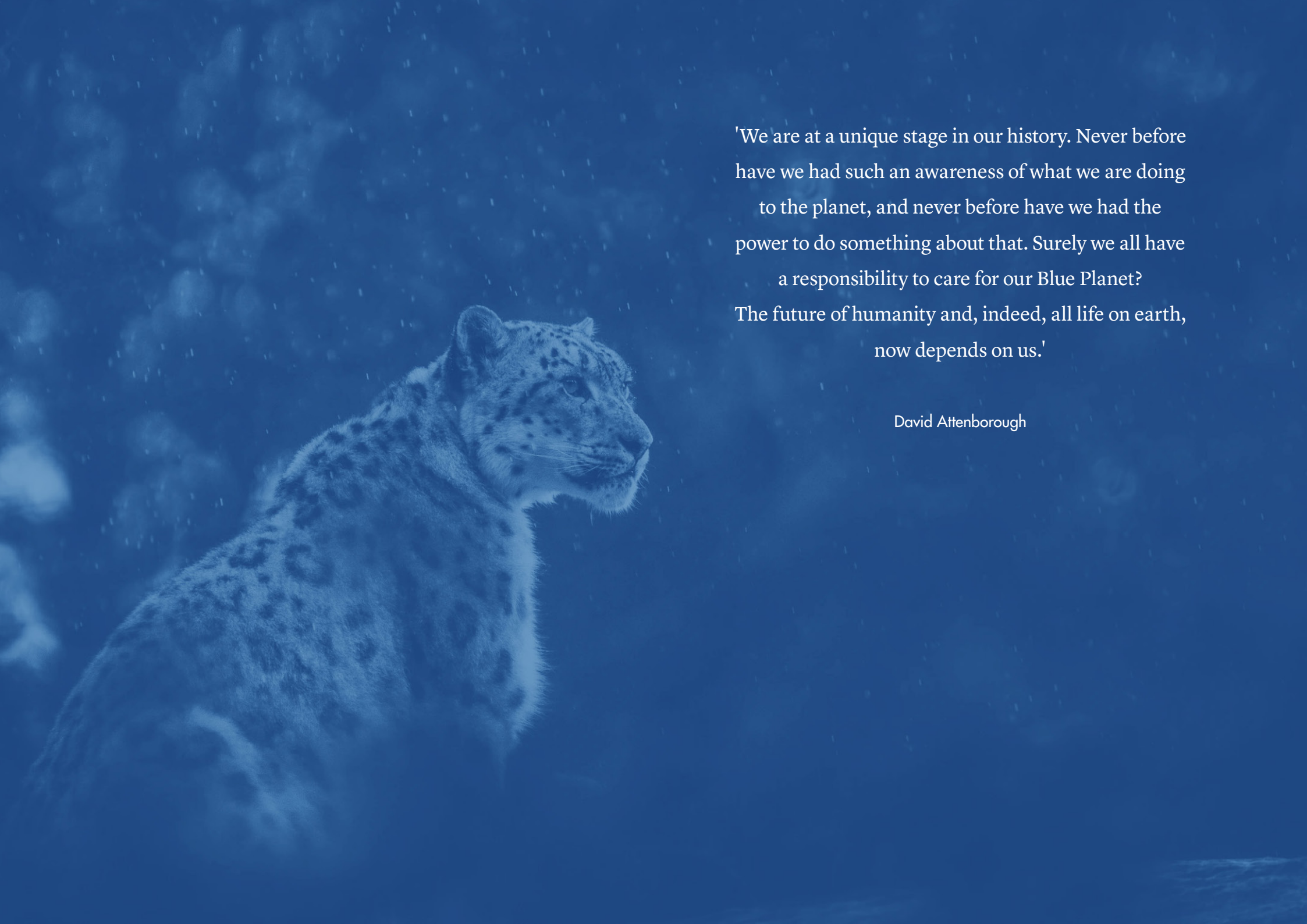
- To reduce total water consumption year on year against baseline data
- To recycle grey water
- To reduce water loss through leakage and wastage

Key performance indicators

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

Key actions

- Introduce more accurate measurement systems (e.g. smart metering)
- Implement the ongoing monitoring of water consumption data to assist in identifying areas of potential savings
- Seek opportunities for installing a programme of water management measures e.g. rainwater harvesting and sustainable urban drainage systems
- Introduce low water planting in garden areas
- Reduce water use in kitchens by improving food waste disposal and the modernisation of catering equipment
- Move away from a stored water design philosophy to mains fed
- Attend to leaks in water infrastructure promptly, consider leak detection systems in high risk areas (e.g. plant rooms)
- Increase the number and quality of the water-filling stations around the School site

A snow leopard is shown in profile, looking towards the right. The leopard's fur is covered in dark spots, and it is surrounded by a snowy, hilly landscape. The entire image is tinted with a deep blue color, giving it a monochromatic appearance. The text is positioned in the upper right quadrant of the image.

'We are at a unique stage in our history. Never before have we had such an awareness of what we are doing to the planet, and never before have we had the power to do something about that. Surely we all have a responsibility to care for our Blue Planet? The future of humanity and, indeed, all life on earth, now depends on us.'

David Attenborough

Conclusion

This initial strategy document highlights our genuine commitment to environmental sustainability. Given that we are at such a crucial stage in our planet's history, we understand how important it is for us to place environmental considerations at the heart of our School's culture. By taking decisive action now, we hope to play our part in combatting the negative effects of global climate change.

Over the next two years, during our period of consultation and review, we will enjoy creating a more data specific Sustainability Policy and Strategy (with supporting policies and plans) and we look forward to updating you, in the future, with news of our progress.

In short, we are excited by our plans and trust that our School community will work with energy and commitment to support us to achieve our aims. After all, every single one of us has a role to play in safeguarding the future of both our children and our planet.

Louise Shelley, Deputy Head (Pupils' Personal Development and Employability)

Date for review: January 2022

Contact sustainability@highgateschool.org.uk for enquiries.

While all efforts have been made to ensure the accuracy of the information contained in this guide (as of February 2020), should you find any errors or omissions, please do get in touch.



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