



OLD BUCKENHAM HALL

A leading co-educational preparatory school for children aged 2-13 years

ENVIRONMENTAL SUSTAINABILITY POLICY

OBHP56

Policy owner: Headmaster
Date of issue: November 2021
Date last reviewed: August 2022
Next review due: August 2023

Background

A number of schools have devised policies and strategy documents to deliver environmental benefits and embed the issue of environmental sustainability in the minds of pupils and their families. Old Buckenham Hall School has undertaken various excellent initiatives over recent years but has been lacking an overall policy document to guide and drive comprehensive action across the school.

What follows has been drawn from a number of published environmental sustainability policies and tailored specifically to Old Buckenham Hall School. The purpose of the policy is to give the School a firm framework that will lead to decision making at all levels that pays due regard to Environmental Sustainability and builds upon the work undertaken to date.

Aims

Environmental sustainability means responsibly interacting with the planet to maintain natural resources and not jeopardise the ability of future generations to meet their needs. We cannot maintain our quality of life as human beings, the diversity of life on Earth or the Earth's ecosystems unless we embrace it.

Our overall aim is to pursue a coherent, consistent and achievable policy on sustainability issues throughout the School, in order to control and reduce the school's direct impact on the environment. In doing so, we aim to educate children, staff, parents and the whole school community about the importance of good sustainability practices to the benefit of the planet and us all. It will also provide a framework to encourage regular review of practices and support continual improvement.

Strategic Aims

Our three strategic aims cover:

- The reduction of the carbon footprint and environmental impact of the School's activities
- Following of the principles of reduce, reuse and recycle as far as possible
- Ensuring that environmental concerns and considerations are taught across the curriculum thereby promoting sustainable practices and awareness amongst pupils and the whole school community.

In order to achieve these aims ten key priority areas have been identified.

Targets, performance indicators and key actions will be established for each area.

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Key Priority Areas

1. Biodiversity and the Natural Environment

Targets

- To plant a tree for every pupil in the school
- To establish beehives in the grounds
- To establish an Eco garden
- To ensure that attention is paid to biodiversity, ecosystems and the natural environment in all development plans
- To increase the diversity and population of the species found in our grounds
- 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 increase use of water run off capture systems (where appropriate)
- To continue to increase physical and mental health well-being through the use of our Grounds

Key performance indicators

- Tree count
- Species counts
- Beehive count
- Usage of the outdoor classroom/ woods/ dragonfly pond
- Usage of herbicides, pesticides and artificial fertilizer
- Numbers of pupils taking part in the gardening clubs/ assisting the grounds staff
- Building of an Eco garden

2. Buildings and Construction

Targets

- To encourage and promote sustainable forms of construction that limit the negative impact on the environment
- To deliver higher performing energy efficient buildings

Key performance indicators

- Consult this policy when deciding upon capital projects and establish clear expectations relating to environmental sustainability
- Make environmentally sound choices in design, renovation and construction
- Use appropriate energy saving and sustainable power systems
- Recycle and reuse waste construction materials on site where appropriate

3. Energy and Carbon Management

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Targets

- To establish what is measurable and to create baselines by 2021
- To produce a carbon management plan
- To reduce carbon emissions by ??
- To explore sustainable energy generation (e.g. solar panels, ground source heat pumps)

Key performance indicators

- Carbon dioxide emissions from heating
- % of energy produced from sustainable sources

4. Waste Management

Targets

- To establish baseline figures for waste by 2021
- To achieve year on year increases in recycling as a proportion of waste
- To achieve continuous year-on-year reductions in waste (5% per year)
- To reduce photocopying and printer paper consumption
- To facilitate recycling in school for the whole school community (eg school uniform, clothing, batteries, shoes)

Key performance indicators

- Waste sent to landfill
- Waste generated per person
- % waste generated that is recycled or composted
- Quantity of printer paper purchased; use of re-cycled paper; number of photocopies
- Take up of recycling opportunities

5. Water Management

Targets

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

Key performance indicators

- Total water consumption
- Total water consumption per staff and student

6. Procurement and third parties

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Targets

- To identify suppliers that are most likely to create a large carbon footprint and assess their corporate responsibility
- Where appropriate and possible engage suitable alternative providers
- To ensure all budget holders are aware of the importance of sustainability in all purchases
- To develop a better understanding of the environmental impact of the School's supply chain and to continually improve it

Key performance indicators

- Review of top suppliers' carbon footprint and corporate responsibility
- Develop targets based on information gathered

7. 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 possible)
- To reduce meat consumption
- To reduce the quantity of waste from catering

Key performance indicators

- Quantity of meat purchased and consumed
- Quantity of food wastage
- Mileage from transported goods

8. Travel and Transport

Targets

- To reduce the number of staff and pupils travelling to school by car in single occupancy vehicles
- To reduce carbon fuel use by school vehicles
- To audit the carbon footprint of educational visits and achieve a reduction in carbon emissions
- To increase the use of school buses

Key performance indicators

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- Numbers travelling in single occupancy vehicles
- Per capita carbon emissions from travel to educational visits
- Fuel use monitoring of school vehicles
- Numbers using school bus service

9. Community Engagement

Targets

- To keep our target audiences (including our alumni) informed and updated about our plans and progress
- To improve our School and local communities' understanding of environmental issues
- To celebrate success stories to influence others to take action
- To identify opportunities for collaboration regionally, nationally & internationally

Key performance indicators

- Number of features on OBH website, social media and in the press covering sustainability initiatives
- Eco Schools Silver Award achieved
- Number of pupils and staff engaged in school sustainability initiatives and local environmental volunteering opportunities including annual Aldeburgh Beach Clean

10. Environmental Education

Targets

- To educate the School community about key environmental issues and the climate crisis

Key performance indicators

- Development of the Environmental Sustainability curriculum across the School
- Visible increase in environmental awareness across the school, through the increased adoption of sustainable practices e.g. reduction of printing/photocopying; elimination of single use plastic; use of reusable drinks bottles; switching off lights/devices

Key actions

- identify opportunities to embed and provide environmental sustainability education

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- Identify the key global, environment issues that will be delivered in an age-appropriate way
- Continue to develop Outdoor Education for all pupils
- Build relations with alumni and parents linked to environmental fields to provide educational talks, visits etc

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