



Prince Henry's Grammar School  
COLLABORATIVE LEARNING TRUST



# Environmental Sustainability Strategy Plan 2021-2024

Updated  
January 2023



Our **Environmental Sustainability Strategy Group** brings together those members of staff who are best placed to implement positive change to our policies and practices across the school.



## **Environmental Sustainability Strategy Group**

- Chris Lillington (*Assistant Headteacher: Learning Community*)
- Kieren Armitage (*Senior IT Technician*)
- Richard Blackmore-Holmes (*CLT Estates Manager*)
- Emma Dayes (*Student Eco-committee Lead Teacher*)
- Jon Kilmartin (*Executive Officer: Site, Health & Safety*)
- Pippa McPherson (*Admin Manager: Community Engagement*)
- Kate Owen (*CLT Director of Business & Finance*)
- Andrew Rice (*Catering Manager*)

We have identified **eight key areas** of focus to ensure that all aspects of the life and work of the school make a positive contribution to reducing our carbon footprint, improving sustainability and tackling the climate emergency.

1. Biodiversity
2. Buildings & construction
3. Community engagement
4. Energy & carbon management
5. Environmental education
6. Food & catering
7. Recycling & waste management
8. Travel





# Biodiversity

*Enhance the biodiversity of the school site, maximise access to green spaces and contribute positively to improving the natural environment.*

## KPIs (2022/2023)

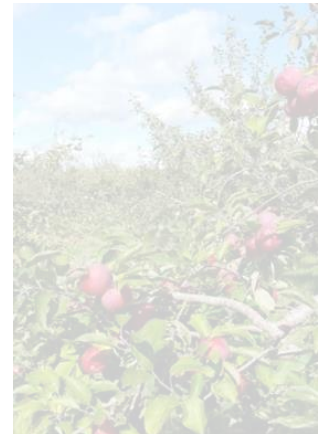
- Gardening Club re-launched with at least 10 students attending regularly
- Student-grown produce used as part of Henry's Diner menu
- Full Biodiversity Enhancement Plan implemented as part of 3G Pitch construction project
- Composting area established and utilised as part of routine grounds maintenance programme

- (a) To increase **student engagement** in enhancing and celebrating the biodiversity of the site
- (b) To implement a comprehensive **Biodiversity Enhancement Plan** as part of the 3G Pitch project
- (c) To explore other opportunities to exploit the **biodiversity potential** of the school site



## Biodiversity

*Enhance the biodiversity of the school site, maximise access to green spaces and contribute positively to improving the natural environment.*





# Buildings & construction

*Prioritise sustainability in routine estates maintenance programmes, as well as construction and refurbishment projects.*

## KPIs (2022/2023)

- Robust and up to date planned preventative maintenance records
- At least one successful CIF bid to support sustainability of existing buildings
- New energy efficient building erected to replace current life-expired gym
- Updated Procurement & Tendering Policy and set of 'Sustainable Construction Principles' in place

- (a) To maximise the life cycle and efficiency of assets through effective **planned preventative maintenance** and **‘end of life’** management plans
- (b) To ensure the progressive **refurbishment of existing buildings** to improve sustainability
- (c) To prioritise sustainability in the **design and procurement** process for refurbishment and new build projects





# Community engagement

*Maximise the impact of our actions by engaging students, staff, governors, parents/carers and members of the local community.*

## KPIs (2022/2023)

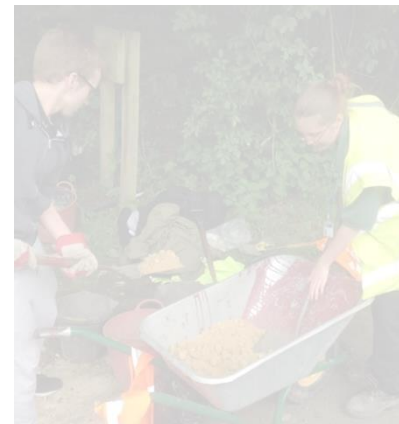
- At least two specific sustainability-related community partnership projects in place
- At least 40% of Year 10 students engaged in an environmental volunteering activity for Timanyane Day
- At least 10 students undertake a sustainability-related Volunteering activity as part of the DofE Award
- Active Travel Hub scheme implemented in line with planned programme

- (a) To continue to develop **strong partnerships** with community organisations committed to sustainability
- (b) To build further opportunities for **students to engage actively** in environmental sustainability projects, including through volunteering
- (c) To work with the Otley Family of Schools and other partners to implement the WYCA CityConnect Active Travel Hub scheme



## Community engagement

*Maximise the impact of our actions by engaging students, staff, governors, parents/carers and members of the local community.*





# Energy & carbon management

*Reduce our consumption of electricity, gas and water as well as school-wide carbon emissions, including through increased use of sustainable energy.*

## KPIs (2022/2023)

- Overall reduction in energy consumption (electricity and gas)
- Improvement in Energy Performance Certificate Operational Rating (Display Energy Certificate)
- Increase in proportion of energy (kWh) produced from sustainable sources
- Reduction in overall water usage

- (a) To reduce the overall **consumption of electricity** across the site
- (b) To improve **heating / hot water efficiency** across the site
- (c) To continue to increase the proportion of **energy** produced **from sustainable sources**
- (d) To reduce **water consumption** across the site



## Energy & carbon management

*Reduce our consumption of electricity, gas and water as well as school-wide carbon emissions, including through increased use of sustainable energy.*





# Environmental education

*To ensure that all students develop the knowledge, skills, understanding and motivation to play an active part in tackling the climate emergency.*

## KPIs (2022/2023)

- Eco School Green Flag Award re-accreditation achieved with Merit
- At least two sustainability-themed lessons for all year groups delivered through the PSHE / Citizenship prog
- Full 'Sustainability Curriculum Audit' with at least two subjects strengthening coverage of sustainability issues
- Student participation in collaborative work with at least one other school

- (a) To embed environmental education within the **PSHE / Citizenship** and **assembly** programme
- (b) To embed environmental education within the **formal curriculum** across a range of subjects
- (c) To engage students in sustainability-related **research** and **leadership** activities through the **extra-curricular programme**



## Environmental education

*To ensure that all students develop the knowledge, skills, understanding and motivation to play an active part in tackling the climate emergency.*





# Food & catering

*To improve the environmental impact of our catering offer, including issues such as menu choices, supply chain considerations, packaging and food waste.*

## KPIs (2022/2023)

- Increase in consumption of meat-free options as part of menu offer
- Sustainability considerations inform choice of suppliers / products, wherever possible
- Further reduction in use of non-recyclable containers / packaging
- Reduction in overall quantity of food waste across the whole school

- (a) To work towards providing a **more sustainable menu offer**
- (b) To continue to reduce the use of **single-use packaging** and work towards eliminating **non-recyclable items**
- (c) To reduce the amount of **food waste** to landfill





# Recycling & waste management

*To minimise waste by implementing a school-wide commitment to the 3 R's (**Reduce, Reuse, Recycle**).*

## KPIs (2022/2023)

- Further reduction by at least 5% in paper usage across the school
- Increase in number of second-hand uniform items donated and reused
- Increase in range of materials recycled
- Increase in recycling as a proportion of overall waste
- Elimination of food waste to landfill

- (a) To minimise waste by reducing the use of resources
- (b) To minimise waste by reusing resources
- (c) To minimise the quantity of waste sent to landfill by recycling a greater proportion of all types of waste



## Recycling & waste management

*To minimise waste by implementing a school-wide commitment to the 3 R's (**Reduce, Reuse, Recycle**).*





# Travel

*To reduce carbon emissions by encouraging sustainable travel options for students, staff and visitors to school.*

## KPIs (2022/2023)

- Modeshift STARS accreditation achieved: Bronze re-accreditation (Jul 23); Silver (Dec 23)
- Reduction in the proportion of students who travel to/from the school site by car
- At least 30 students successfully complete Bikeability training
- Increase in proportion of evening site users who adopt active modes of travel to/from the school site

- (a) To engage **students** in sustainable travel through participation in the Modeshift **Active Travel Ambassadors** programme
- (b) To increase the use of sustainable travel by **parents/carers, staff and students** for **travel to/from school**
- (c) To implement and continue to develop the comprehensive **School Travel Plan** to reduce overall car usage by **all site users**



## Travel

*To reduce carbon emissions by encouraging sustainable travel options for students, staff and visitors to school.*

