



PROSPECT HOUSE
SCHOOL

SUSTAINABILITY POLICY

SEPTEMBER 2025

SUSTAINABILITY POLICY

1. Policy Statement and Vision

1.1 Our Commitment

At Prospect House School, we are committed to embedding sustainability across all aspects of school life. We recognise our responsibility to educate pupils about environmental issues and to operate our school in a way that minimises our environmental impact and prepares pupils to be responsible global citizens.

1.2 Our Vision

"We aim to develop environmentally conscious learners who understand their responsibility to protect our planet. Through our curriculum, operations, and culture, we will equip pupils with the knowledge, skills, and values to contribute to a sustainable future."

1.3 Policy Scope

This policy applies to all staff, pupils, governors, volunteers, contractors, and visitors to Prospect House School. It covers our curriculum, school operations, procurement, and engagement with our wider community.

2. Legal Framework and Guidance

This policy has due regard to legislation and statutory guidance including, but not limited to:

- The DfE's Sustainability and Climate Change Strategy (April 2022), which expects all schools to have a climate action plan covering: decarbonisation, adaptation and resilience, improving the environment and biodiversity, and climate education and green careers
 - Keeping Children Safe in Education (2025) - safeguarding requirements Relationships Education, Relationships and Sex Education and Health Education statutory guidance
 - The Equality Act 2010
 - Health and Safety at Work etc. Act 1974
 - The Education Act 2002
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3. Roles and Responsibilities

3.1 The Governing Body

The governing body will:

- Ensure sustainability is a strategic priority and provide support for making it part of the school's vision
- Collaborate with the headteacher to ensure sustainability is embedded in the school's vision and values, and agree a strategy setting out how to turn this vision into reality over the next 3 to 5 years
- Monitor progress towards sustainability goals through regular reports and may appoint a link governor on sustainability to lead on monitoring progress
- Ensure adequate resources are allocated to implement this policy
- Review this policy annually



3.2 The Headteacher

The headteacher will:

- Follow an action plan to address sustainability goals, structured around the DfE's 4 focus areas (decarbonisation, adaptation and resilience, improving the environment and biodiversity, and climate education and green careers)
- Ensure this policy is implemented effectively across the school
- Report findings from sustainability audits and stakeholder consultations to the governing body
- Lead the development of the school's climate action plan
- Ensure staff receive appropriate training and support

3.3 The Sustainability Lead

All schools are expected to have a sustainability lead in place in 2025, as created by the DfE's sustainability and climate change strategy

The sustainability lead will:

- Coordinate the implementation of this policy and the climate action plan
- Conduct regular audits covering energy usage, energy infrastructure, water usage, procurement, the school site, waste, transport, school culture, and the curriculum
- Lead staff training on sustainability
- Coordinate pupil voice activities (e.g., eco-club)
- Monitor and report on progress towards sustainability goals
- Liaise with external partners and organisations
- Keep up to date with best practice and emerging sustainability issues

3.4 All Staff

All staff will:

- Implement this policy in their daily practice
- Embed sustainability into the curriculum, identifying where topics about environmentalism and sustainable practice can be included alongside what is already taught
- Model sustainable behaviours to pupils
- Participate in sustainability training and CPD
- Support pupils to develop knowledge and skills for sustainable living

3.5 Pupils

Pupils will:

- Follow the school's sustainability practices
- Participate in sustainability learning and activities
- Contribute their views through pupil voice mechanisms such as the eco-club or student council
- Act as environmental ambassadors in school and at home

3.6 Parents/Carers

Parents and carers will:

- Support the school's sustainability initiatives
- Encourage sustainable practices at home
- Participate in consultations about sustainability priorities

4. Our Climate Action Plan: The Four Focus Areas

Our climate action plan covers the following 4 areas as expected by the DfE: decarbonisation, adaptation and resilience, improving the environment and biodiversity, and climate education and green careers

4.1 Decarbonisation

Our Goal: To reduce our carbon emissions through a 20% reduction by 2027, 40% by 2030 and aiming for the DfE's goal of net carbon emissions by 2050. We will strive to achieve this through improved energy efficiency and reduced energy consumption.

Actions:

- Prioritise solutions that will help cut costs, such as changes to everyday behaviour (reminding people to turn off lights or checking heating settings), updating procedures for things we're doing anyway (making energy efficiency part of procurement requirements), and investments that will shield us from high energy costs in the long term (such as installing solar panels or better insulation)
- Conduct annual energy audits
- Install LED lighting throughout the school
- Improve building insulation where possible
- Review and optimise heating controls and timers
- Explore renewable energy options (e.g., solar panels)
- Reduce unnecessary printing and promote digital alternatives
- Implement a "switch off" campaign for lights, computers, and equipment

Monitoring:

- Monthly energy consumption data reviewed by the sustainability lead
- Annual carbon footprint calculation
- Report to Head of Sustainability at Dukes

4.2 Adaptation and Resilience

Our Goal: To ensure our school buildings and grounds are resilient to climate change impacts, particularly flooding and overheating.

Actions:

- Conduct a climate risk assessment for our site
- Improve drainage systems to reduce flood risk
- Plant trees and vegetation to provide shade and cooling
- Install water butts to collect rainwater
- Review and update emergency procedures for extreme weather events
- Ensure adequate ventilation in classrooms
- Consider window films or blinds to reduce overheating

Monitoring:

- Annual review of climate risks
- Incident logging for weather-related disruptions
- Regular site inspections



4.3 Improving the Environment and Biodiversity

Our Goal: To enhance biodiversity on our school site and engage with the National Education Nature Park.

Actions:

- Create wildlife-friendly areas (e.g., wildflower meadows, bug hotels, bird boxes)
- Establish a school garden for growing food
- Reduce pesticide use on school grounds
- Plant native species that support local wildlife
- Register with the National Education Nature Park
- Continue with eco-club to engage pupils in environmental projects
- Partner with local environmental organisations
- Conduct regular biodiversity surveys with pupils

Monitoring:

- Termly biodiversity audits led by pupils
- Photo documentation of habitat improvements
- Pupil participation records in environmental activities

4.4 Climate Education and Green Careers

Our Goal: To embed sustainability throughout the curriculum and ensure staff feel equipped to deliver knowledge-rich teaching about climate change

Actions:

- Review the curriculum to embed sustainability into learning, identifying where topics about environmentalism and sustainable practice can be included alongside what is already taught (for example, choosing books about the environment when developing reading skills, or highlighting opportunities for sustainable practices when discussing science topics like the water and carbon cycles)
- Provide CPD for staff on sustainability teaching, using resources such as WWF's free courses on driving change towards sustainable schools, the Carbon Literacy Project's CPD programme, and OASES' Climate Friendly Schools programme which includes free lessons, assemblies and teacher training
- Deliver age-appropriate RSHE content that includes environmental health
- Invite speakers from green industries and environmental organisations
- Organise visits to sustainable businesses or environmental sites
- Celebrate environmental awareness days (e.g., Earth Day, World Environment Day)
- Develop pupils' understanding of green careers and opportunities

Monitoring:

- Annual curriculum audit for sustainability content
 - Staff confidence surveys on teaching sustainability
 - Pupil voice feedback on sustainability learning
 - Records of external partnerships and visits
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5. Operational Practices

5.1 Energy Management

- We will monitor energy usage, review energy infrastructure, and implement changes to everyday behaviour such as reminding people to turn off lights and checking heating settings
- All staff and pupils will be encouraged to switch off lights, computers, and equipment when not in use
- Heating will be set to appropriate temperatures and reviewed regularly
- Energy-efficient appliances will be prioritised in procurement decisions
- Annual energy audits will be conducted

5.2 Water Conservation

- We will monitor water usage and implement water-saving measures
- Fix leaks promptly
- Install water-saving devices where possible (e.g., dual-flush toilets, tap aerators)
- Collect rainwater for watering plants and gardens
- Educate pupils about water conservation

5.3 Waste Management

- We will monitor waste and aim to become a zero-waste school by implementing a comprehensive waste reduction strategy
- Implement a "reduce, reuse, recycle" approach
- Provide clearly labelled recycling bins throughout school
- Reduce single-use plastics
- Compost food and garden waste where possible
- Monitor waste levels and set reduction targets
- Set up a second-hand uniform shop to reduce waste and save families money

5.4 Sustainable Procurement

- We will review procurement procedures and consider the environmental impact of purchasing decisions, making energy efficiency part of procurement requirements
- Prioritise suppliers with strong environmental credentials
- Choose products with minimal packaging
- Buy locally sourced products where possible to reduce food miles
- Select Fair Trade and ethically sourced products
- Consider whole-life costs, not just initial purchase price
- Avoid single-use items where alternatives exist

5.5 Sustainable Catering

- The school menu includes meat-free or half-and-half days to make school meals more sustainable
- Source food locally where possible
- Reduce food waste through careful portion planning
- Offer vegetarian and vegan options
- Avoid single-use cutlery and packaging
- Educate pupils about sustainable food choices



5.6 Transport and Travel

- We will monitor transport patterns and encourage sustainable travel options
- Promote walking, cycling, and scooting to school
- Provide secure cycle storage
- Encourage car-sharing for families who must drive
- Use public transport for school trips where possible
- Consider the environmental impact when planning trips
- Participate in initiatives like Walk to School Week

5.7 School Grounds

- We will maintain and develop our school site with sustainability in mind
- Maintain green spaces for biodiversity
- Use peat-free compost
- Avoid harmful pesticides and herbicides
- Create outdoor learning spaces
- Plant trees and shrubs for shade and wildlife habitat

6. Curriculum Integration

We will embed sustainability throughout the curriculum, recognising that we won't need to make sweeping changes but will identify where we can include topics about environmentalism and sustainable practice alongside what we already teach

6.1 Curriculum Planning

Subject leads will:

- Identify opportunities to include sustainability topics in their subject areas (for example, choosing books about the environment when developing reading skills in English, or highlighting opportunities for sustainable practices when discussing science topics like the water and carbon cycles in Science)
- Plan age-appropriate learning about climate change and sustainability
- Use outdoor learning opportunities where appropriate
- Connect learning to real-world sustainability challenges

6.2 RSHE and Personal Development

Sustainability aspects of our RSHE curriculum are developed with key principles in mind, including positivity (focusing on building positive attitudes and skills about health, including environmental health), and careful sequencing (covering all statutory topics and sequencing teaching so pupils are supported with knowledge before experiences occur)

Through our RSHE and personal development curriculum, pupils will learn about:

- The importance of environmental stewardship
- How individual actions impact the environment and can make sustainable choices
- Healthy lifestyles that are also sustainable

- The connection between environmental health and personal wellbeing

6.3 Outdoor Learning

- We will use outdoor learning opportunities, recognising that teachers' existing skills are highly applicable when teaching outdoors, and will provide staff with appropriate equipment and support to feel confident in delivering outdoor teaching
- Regular outdoor lessons across subjects
- Forest school sessions where appropriate
- Use of school grounds for learning
- Seasonal observations and nature studies
- Practical gardening and conservation activities
- All outdoor sessions will be accessible for all pupils and differentiated accordingly
- Any outdoor activities will be supported with the appropriate risk assessment with consideration for health and safety when using tools, weather related considerations and first aid provisions

6.4 Recognising and responding to climate awareness anxiety in pupils

- All staff will receive appropriate safeguarding training at induction, which will be regularly updated, and will receive safeguarding updates at least annually to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- Staff will be alert to pupils who may be experiencing climate anxiety
- Any staff member who has any concerns about a child's welfare should follow the processes set out in the school's safeguarding procedures.
- All sessions surrounding climate awareness will be delivered with age appropriate content and the necessary reassurance

7. Stakeholder Engagement

7.1 Pupil Voice

We will actively seek and listen to pupil views and experiences, and let our pupil eco-club or eco-reps look at our audit and suggest changes they want to prioritise, offering pupils the opportunity for climate leadership

We will:

- Continue to meet with an eco-committee
- Elect eco-representatives from each class each year
- Conduct regular pupil surveys on sustainability
- Involve pupils in decision-making about sustainability initiatives
- Celebrate pupil-led environmental projects
- Provide opportunities for pupils to share learning with others

7.2 Staff Engagement

We will find out what the priorities for action are within our school community and consider whether we could delegate responsibility to staff members who are passionate about particular actions, giving them the opportunity to take the lead on a change or initiative

We will:

- Conduct staff surveys to find out where staff's enthusiasm, strengths and experience lie, and use this to identify possible candidates for the role of sustainability lead
- Provide regular CPD on sustainability
- Share best practice among staff
- Recognise and celebrate staff contributions
- Create opportunities for staff to lead initiatives

7.3 Parent and Community Engagement

We will gather views from as diverse a range of stakeholders as possible through surveys, focus groups, parent forums or informal coffee mornings

We will:

- Communicate sustainability initiatives through newsletters and website
- Invite parents to sustainability events
- Provide resources to support sustainable practices at home
- Partner with local environmental groups
- Share our sustainability journey with the wider community
- Encourage family participation in environmental activities and challenges

8. Monitoring and Evaluation

8.1 Regular Audits

We will use audit tools to understand where our school currently is on sustainability and how we can improve our practices, covering energy usage, energy infrastructure, water usage, procurement, the school site, waste, transport, school culture, and the curriculum

- Annual whole-school sustainability audit using tools based on the DfE's Sustainability and Climate Change Strategy
- Annual teaching staff audit to understand where staff are feeling confident or unsure about sustainability and climate change
- Termly review of progress against action plan targets
- Yearly survey sent to Dukes