



## SUSTAINABILITY POLICY

This Policy applies to all year groups at Thomas's Schools, including the EYFS.

This policy should be read in conjunction with the Thomas's Coronavirus Re-opening Policy, SMSC Policy.

<b>CONTENTS</b>	<b>Page</b>
1. Introduction	1
2. Aims	1
3. Roles and Responsibilities	1
4. Procedures	2
5. Monitoring	5
6. Legislation and Guidance	6
7. Policy Review Record	7

### 1. INTRODUCTION

Thomas's is committed to educating its pupils about the importance of respecting the environment, and to promoting sustainable development. The school recognises that it has a duty to prepare its children with the knowledge and skills to look after our planet, to manage the world's resources wisely and to make a positive contribution by improving its local area.

### 2. AIMS

The school aims to develop good habits and behaviour patterns amongst all members of the school community in the following ways:

- Reducing the amount of materials used and waste produced;
- Recycling and re-using materials wherever possible;
- Restoring what is deemed to have been destroyed;
- Respecting the neighbourhood and the environment.

### 3. ROLES AND RESPONSIBILITIES

The focus of school sustainability is led by Miles Chester, Executive Head of Thomas's Academy and Director of Communities and Outreach. There is a cross-school sustainability committee consisting of representatives from each school as well as those responsible for cross-school departments such as catering or IT. Each school also has a

sustainability committee or “Green Unicorn” team formed of pupils and staff to support the promotion of environmental issues.

## **4. PROCEDURES**

An awareness of the importance of the environment forms an intrinsic part of the curriculum and is covered through many aspects such as PSHE, Drugs Education, RSE, SEAL, Science, PE, and Outdoor Education.

While each school's procedures may vary slightly to accommodate their facilities, we endeavour to employ the following strategies to promote positive environmental habits.

### **4.1 REDUCE**

#### **Paper and Stationery supplies**

- Write and print on both sides of the paper wherever possible
- Photocopy on both sides
- Print 2 sides to a page wherever practical
- File unused photocopies of worksheets to be used at a later date
- Use email, CHQ or the website as much as possible in communication with parents to reduce the amount of ‘paper’ letters sent home
- Use email or TLP as much as possible for staff communication
- Check carefully that only essential pages of a document are printed
- Ask pupils to share worksheets where practical or put the work on iPads or an interactive whiteboard
- Only laminate documents that are due to be used outside or for an extended length of time (eg fire exit routes)
- Order exercise books on a cross-school basis to eliminate excess supplies

#### **Equipment**

- Ensure all communal use printers and photocopiers are accessed with personal log in codes

#### **Energy**

- Switch off lights when not in use
- Keep outside doors closed in cold weather
- Ensure radiators are managed efficiently
- Turn off laminating machines and other equipment as soon as use of the appliance is finished
- Audit the amount of energy used each term
- Display posters around school to encourage the people to switch off lights and computers
- Turn off computer monitors, projectors and IWB when not in use

#### **Water**

- Ensure all taps are turned off when not in use
- Display posters to promote saving water
- Monitor the amount of water used by assessing the water meter
- Ensure any leaks or dripping taps are dealt with promptly

## **Litter and Waste**

- Ensure there are plenty of bins around school and in the playgrounds
- Display posters around school to encourage people to dispose of their litter correctly

## **Transport**

- Continue to promote walking to school, particularly in spring and summer
- Provide bicycle and scooter storage racks in school
- Provide cycling and scooter proficiency training in school to promote sustainable travel
- Encourage staff to share transport for courses/meetings etc
- Carry out annual travel audits through school travel plans
- Provide road safety awareness training annually

## **4.2 REUSE**

### **Paper and Stationery supplies**

- Re-use single sided paper
- Use scrap paper instead of a clean sheet of paper wherever possible
- Store exercise books tidily so that any unused books remain in a serviceable condition for the next year

## **Equipment**

- Set an expectation for pupils bring in their own reusable water bottles every day
- Provide reusable cups for coffee and tea for staff and parents
- Hold second hand uniform sales
- Hold second hand ski kit sales
- Have a “bank” of ski equipment for pupils and staff to use for Daheim weeks
- Have a staff area on the TLP “Unicycle” through which staff can make available unwanted goods from school or home that may be of use to others.
- Adopt initiatives such as Bag2School ([bag2school.com](http://bag2school.com)) and wellington boots for Farms for city children

## **Water**

- Have water butts on site to collect rainwater for the garden

## **Litter and Waste**

- Save offcuts of card and material for use in art and craft projects

## **4.3 REUSE**

### **Paper and Stationery supplies**

- Have a clearly labelled recycling bins in every classroom and office area and nominate recycling monitors to collect these regularly
- Have large recycling containers outside that are emptied regularly
- Have a system whereby all confidential documents are collected by an external company and shredded securely. The paper waste is then recycled and the non-paper waste goes to an Energy from Waste plant where it is incinerated to provide energy for the National Grid. For every tonne of paper shredded the company plant a tree ([www.shredstation.co.uk](http://www.shredstation.co.uk))

## **Equipment**

- Recycle printer cartridges
- Recycle batteries recycled ([www.batteryback.org](http://www.batteryback.org))

- Recycle everyday materials such as milk cartons and cereal boxes

#### **4.4 RESTORE**

##### **Equipment**

- Set up “Repair cafes” where people can bring items in to be mended on site on specific days each term

#### **4.5 RESPECT**

##### **Paper and Stationery supplies**

- Endeavour to purchase paper and other stationery that is recycled or from sustainably managed forests

##### **Equipment**

- Check environmental standards of suppliers and contractors
- Ensure that tea and coffee provided is Fairtrade
- Ensure that all cleaning products are eco-friendly ([www.delphiseco.com](http://www.delphiseco.com) )
- Ensure all paper cups and plates used in the dining rooms are made from plant based renewable, lower carbon or recycled materials, and can all be commercially composted with food waste where accepted. ([www.vegware.com](http://www.vegware.com))

##### **Water**

- Make pupils aware of the link between water use and financial cost
- Help pupils and the wider community understand that conserving water is vital to our future

##### **Litter and Waste**

- Promote habits of putting litter in bins and keeping the local area respectable
- Discuss with pupils some of the causes and effects of littering, graffiti and careless disposal of items

##### **Transport**

- Fully support walk to school weeks and car free days

#### **4.5 ENVIRONMENTAL AWARENESS**

The Green Unicorn teams are encouraged to come up with environmentally friendly suggestions for possible implementation around the school, where feasible. Some points that have been raised for consideration recently are:

- install individual heating controls on classroom radiators
- use recycled paper in printers and for exercise books
- have compost bins in the kitchen to put all fruit peel after snacks
- investigate the conversion to environmentally friendly school buses
- buy sustainable wood products where possible
- avoid the use of palm oil products in the kitchen
- only use environmentally friendly glitter in displays

#### **4.6 CORONAVIRUS (Covid-19) PANDEMIC**

During the coronavirus pandemic, some aspects of this Sustainability Policy, such as sharing resources and reusing equipment, have had to be curtailed for hygiene reasons in

line with Government Guidance. However, the school remains committed to being as environmentally aware as is possible within the boundaries of the current circumstances.

## 5. MONITORING

The cross-school Sustainability Committee meets regularly to report back on the effectiveness of efforts to promote sustainability within the schools and to explore new initiatives to increase awareness.

## 6. LEGISLATION AND GUIDANCE

This policy pays due regard to the following statutory guidance and other government advice.

DfE Guidance ‘Top tips for sustainability in schools’ (2012)

## 7. POLICY REVIEW RECORD

<b>This policy will be reviewed every two years unless there is a change in legislation</b>		
Created: November 2018	By:	Joanna Copland, Vice Principal
Latest Review: February 2021	By:	Joanna Copland, Vice Principal Miles Chester, Director of Communities and Outreach Rob Bennink, Sustainability Lead, Battersea Emily Simon, Sustainability Lead, Clapham Kitty Dudgeon, Sustainability Lead, Fulham April Symers, Sustainability Lead, Kensington
Approved: February 2021	By:	Tobyn Thomas, Ben Thomas, Principals Simon O’Malley, Headmaster, Battersea Phil Ward, Headmaster, Clapham Annette Dobson, Headmistress, Fulham Jo Ebner, Headmistress, Kensington
Next Review: May 2022	By:	Joanna Copland, Vice Principal Cross-School Leads