



1.34 Sustainability Policy

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Reviewed by:	AP/MS	Date of next review:	10/27
Authorised by:	Exec		

1. Introduction

Notting Hill Prep is committed to adopting, maintaining and continuously improving environmentally sustainable and climate-resilient practices within the school and wider community. This policy sets out our principles, governance and strategies for reducing environmental impact, adapting to climate risks and developing pupils' knowledge, skills and agency.

At NHP, we believe that understanding environmental responsibility is fundamental to preparing pupils for a changing world. We integrate sustainability across school life while safeguarding pupils' welfare, maintaining accessibility and inclusion, and balancing environmental aims with health, safety, educational quality and operational resilience.

2. Vision and Guiding Principles

At NHP, our vision is to become a leading example of a whole-school approach to sustainability. Our work is informed by the Department for Education's sustainability and climate change strategy and current guidance for sustainability leadership and climate action plans. Our efforts are guided by the following principles:

- **Model Sustainable Practices:** Staff, leaders and the school community aim to act as positive role models through practical, evidence-informed and proportionate action.
- **Curriculum Integration:** Pupils are educated and encouraged to understand climate change, biodiversity, responsible resource use, adaptation and green skills, and to make informed choices without placing adult responsibility for climate action on children.
- **Efficient Site Management:** The school sites are managed in an environmentally responsible and climate-resilient manner, seeking to reduce greenhouse-gas emissions, improve energy and water efficiency, protect air quality and prepare for extreme weather.
- **Resource Efficiency:** We apply the waste hierarchy by preventing waste first, then reusing, repairing and recycling where safe and practicable, while ensuring that safeguarding, hygiene, food safety and accessibility are not compromised.
- **Student Voice:** Pupils throughout the school share ideas and participate in age-appropriate discussions and projects. Members of the Student Council serve as an Eco-Committee and are provided with opportunities to help shape and evaluate sustainability initiatives. Adults retain responsibility for safety, resourcing and final decisions.
- **Continuous Improvement:** Our sustainability work is regularly assessed and refined using appropriate evidence, measurable objectives and review of outcomes.
- **Community Collaboration:** We aim to engage parents, carers, suppliers and the wider community in our sustainability priorities, while ensuring participation is inclusive and does not disadvantage families because of disability, distance, cost, work or caring responsibilities.

3. Sustainability Education

Notting Hill Prep acknowledges the critical role of education in preparing pupils for a sustainable and climate-resilient future. Through subject teaching, careers-related learning appropriate to pupils' ages, enrichment and whole-school initiatives, we aim to equip pupils with the knowledge and skills to make informed choices and contribute positively.

- Curriculum Integration: Sustainability is mapped and progressively developed across subjects from EYFS through to KS3, including climate change, biodiversity, conservation, responsible consumption, energy, adaptation and resilience, and age-appropriate awareness of green skills and careers. Curriculum review will ensure breadth, accuracy, progression and avoidance of political partisanship.
- Sustainability Week: Each year, NHP will celebrate a Sustainability Week in which a key theme is explored through assemblies, form activities, curriculum opportunities and practical action. Fundraising will be used only where it is purposeful, transparent and consistent with school policies.

4. Sustainability Strategies and Actions

In order to achieve our vision for sustainability at NHP, we will implement a whole-school climate action plan covering decarbonisation, adaptation and resilience, biodiversity, and climate education and green skills, alongside relevant operational priorities:

- Climate Action Plan: Maintain and annually refresh a written Sustainability and Climate Action Plan. The plan will record baseline information where practicable, measurable priorities, responsible persons, resources, timescales, risks and review arrangements. It will address carbon reduction, school engagement, biodiversity and habitat creation, climate adaptation and community impact.
- Sustainability Leadership: Retain a named Sustainability Champion with sufficient authority, support and access to relevant operational information to coordinate the plan. Senior leadership and governance will retain oversight and accountability.
- Staff Development: Provide proportionate training and resources so staff understand sustainability priorities, climate risks, curriculum responsibilities and how these apply to their roles.
- Parent, Supplier and Community Involvement: Create accessible opportunities for parents, carers, suppliers and community partners to contribute to relevant goals in the Sustainability and Climate Action Plan.
- Student Engagement: Student Council members across all year groups will meet with the Sustainability Champion at least half-termly. Pupils may contribute ideas and take part in safe, inclusive projects such as gardens, supervised energy or waste reviews and biodiversity initiatives. The Eco-Club will support progress towards Eco-Schools recognition. Activities will be risk assessed and adjusted for age, SEND, health and accessibility.
- Carbon Reduction: Develop an evidence-based decarbonisation trajectory aligned with the Dukes Education ambition of net zero by 2050. Priority will be given to measuring and reducing emissions through energy efficiency, lower-carbon purchasing and travel, and renewable energy where feasible. Any residual-emissions claim or offset will be transparent, credible and not used instead of direct reduction.
- Supporting Policies and Plans: Maintain or develop proportionate arrangements for sustainable procurement, waste and resources, biodiversity and green spaces, travel, food, energy and water, and climate adaptation. These arrangements will align with the school's safeguarding, health and safety, equality, risk management, emergency planning and data-protection duties.

Climate Adaptation and Resilience: Assess and manage foreseeable risks including overheating, flooding, severe weather, water disruption, poor air quality and impacts on vulnerable pupils or staff. Actions will link to site risk assessments, health and safety, emergency planning and business continuity.

Sustainable Travel and Air Quality: Encourage walking, wheeling, cycling, public transport, lift-sharing and reduced idling where safe and practicable, without judging or disadvantaging families whose disability, distance, safety, work or caring needs require other arrangements.

Procurement and Environmental Claims: Consider whole-life cost, durability, repairability, ethical and environmental impacts, packaging and supplier performance in purchasing decisions, proportionate to value and risk. Public claims and targets will be accurate, qualified and supported by appropriate evidence.

5. Monitoring and Evaluation

We are committed to proportionate transparency, accountability and evidence-informed improvement. To ensure we meet our goals, we will:

- **Review the Climate Action Plan:** Review progress at least termly, record barriers and corrective actions, and refresh priorities formally each year.
- **Track Relevant Indicators:** Where reliable data is available, monitor energy and water use, greenhouse-gas emissions, waste and recycling, procurement, travel, biodiversity actions, curriculum delivery and participation. Baselines, boundaries and methods will be recorded so comparisons are meaningful.
- **Provide Annual Reporting:** Report annually to senior leadership and governance on progress, risks, actions and agreed key indicators. An appropriate summary may be shared with the school community and aligned with Dukes Education reporting.
- **Provide Community Updates:** Share accurate and proportionate information about priorities, progress and opportunities to participate. Environmental claims will be specific and supported by evidence; unqualified claims such as “carbon neutral” or “zero waste” will not be made without a robust basis.
- **Build Partnerships:** Collaborate with local authorities, environmental organisations, the Dukes community and other schools to share practice and support wider sustainability initiatives.

6. Long-Term Goals

In alignment with Dukes Education and relevant national environmental objectives, NHP aims to:

- **Net Zero by 2050:** Support the Dukes Education net-zero ambition by prioritising direct emissions reduction and credible measurement. Renewable energy and verified treatment of residual emissions may form part of the pathway, but biodiversity projects will not automatically be described as carbon offsetting.
- **Eco-Schools Recognition:** Work towards and maintain the appropriate level of Eco-Schools recognition by 2027, subject to the programme’s current criteria and independent assessment.
- **Resource and Waste Ambition by 2035:** Work towards eliminating avoidable waste to landfill by preventing waste, increasing safe reuse, repair, recycling and composting, and reducing unnecessary single-use items. This is an ambition rather than an unsupported guarantee and will not override safeguarding, hygiene, medical, food-safety or accessibility requirements.

7. Conclusion

At Notting Hill Prep, we understand that sustainability is an ongoing, evidence-informed commitment. By following these principles and implementing our Sustainability and Climate Action Plan, we will reduce environmental impact, strengthen resilience, enrich pupils' education and contribute positively to our community. Progress will be reviewed openly and priorities adjusted as evidence, guidance and circumstances develop.