

Moulsford Sustainability Policy

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Reviewed by: J Roberts

In 2015, the UN Sustainable Development Goals were designed in order to begin to achieve a more sustainable world, where the protection of the environment and reversal of climate change was at its core. In order to satisfy these goals, Moulsford Preparatory School recognises that it has a responsibility to actively reduce the negative impacts that the daily running of the School has on the environment.

Moulsford will integrate and address environmental sustainability in these key areas:



Education



Waste



Sports and Activities



Events



Energy



Buildings and Grounds



Classroom Equipment



Community



Water



Catering



Transport

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LIST OF KEY TERMS

Throughout this policy, the following key terms will be mentioned; Moultsford's definitions of these terms, for the purposes of this policy, are defined below:

Sustainability: The use of Earth's resources in ways that ensure their availability in the future. This means that whatever is taken out of the environment, must be replaced. Similarly, producing high levels of emissions without absorbing them back into 'stores' or 'sinks', is not sustainable to the future of the planet. Therefore, sustainable resources are defined by this policy as those that are renewable and infinite.

The Environment: The natural world which encompasses all living (animals, plants, forests etc.) and non-living (water, land, sunlight, air, etc.) things.

Carbon Neutral: Contributing net zero Greenhouse Gas (GHG) emissions to the atmosphere. For the purposes of this policy, this means that all of the GHG emissions that the School produces is equal to the amount of GHG emissions that are absorbed from the atmosphere. This is achieved through energy efficiency, the use of renewable energy sources, and offsetting emissions.

Emissions: This is the release of Carbon Dioxide (CO₂) and other Greenhouse Gases into the atmosphere, which contributes to climate change as they trap heat in the atmosphere. This leads to extreme weather, food supply disruptions, and other serious environmental changes.

Offset: An action that compensates for emissions by creating 'sinks' or 'stores'. This can be done through planting trees, or other means of carbon sequestration, in order to absorb emissions from the atmosphere so that they are stored and cannot contribute to Climate Change.

Renewable/Green Energy: Energy that is naturally and constantly replenished when it is used, which includes sources such as sunlight, wind, rain, tides, waves and geothermal heat.

Carbon Footprint: The amount of CO₂ and other GHGs released into the atmosphere as a result of the activities of a particular individual, organisation, or community.



EDUCATION

Aims:

- To integrate the need and desire for environmental sustainability into every aspect of school life, including the ethos of the School, and to ensure that the pupils, from Reception through to Year 8, as well as staff, parents and the wider Moulsoford community, understand the reasons why this policy has been put into place.
- To incorporate sustainability and the importance of protecting the environment into the curriculum teaching of the School.
- To make sure the entire School community is aware of this policy and its aims, so that everyone knows what they can do to achieve its aims.

Action:

'To integrate the need and desire for environmental sustainability into every aspect of school life, including the ethos of the School, and to ensure that the pupils, from Reception through to Year 8, as well as staff, parents and the wider Moulsoford community, understand the reasons why this policy has been put into place.'

- Have a dedicated week where this initiative is introduced and explained to staff and pupils alike, as a launching platform and have regular assemblies/talks to update the pupils and staff on the actions and progress that is being made.

'To incorporate sustainability and the importance of protecting the environment into the curriculum teaching of the School.'

- Incorporate the environmental impact of our school and our lives into the curriculum teaching of every subject across the school, and have dedicated environmental awareness lessons each term, focussing on topical issues.

'To make sure the entire School community is aware of this policy and its aims, so that everyone knows what they can do to achieve its aims.'

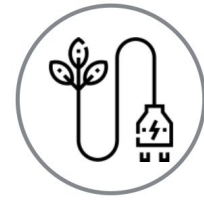
- Create Eco groups within each year group, including students, staff and parents, to oversee certain aspects and areas of this policy as well as to generate, suggest and implement ideas as and when they arise.
- Attach a smart meter to the Visual Display units around school so that the School's actions and impacts can be monitored throughout the year to ensure that this policy's goals are upheld.

Other:

Moulsoford will also enrol in the 'Let's Go Zero 2030' campaign, pledging to work towards a more sustainable future, while urging the government to support this vital mission.

Impact:

- We will all be working together towards a common goal and will have a desire to achieve the aims within this policy. The School community will be more aware of their own carbon footprint and will strive to reduce this in every aspect of their lives. Students and staff will feel empowered to protect their future through their actions, and as such will feel a greater sense of community within the school. Pupils will also be in a position to influence their parents' views and so some of these values and initiatives will be spread to our wider community.



ENERGY

Aims:

- To reduce Moultsford's energy-use and carbon emissions to as low as possible.
- To take steps to offset any negative impacts the School's energy-use has on the environment.
- To invest in renewable and sustainable energy sources for the school

Action:

To reduce Moultsford's energy-use and carbon emissions to as low as feasibly possible':

- Install automatic, energy-efficient lighting in School buildings and instil in both staff and pupils the need to switch off lights and other electric appliances when they are not in use.
- Monitor the temperature of School thermostats in order to correctly balance temperature and energy-use (18°C in the classrooms and 15°C in areas involving physical excursion, e.g. the Sports Hall, as set out in the Education School Premises Regulations 1999).
- Manage ICT and other electric appliances around the school and to switch these off completely when they are not in use.
- Explore options to manage and reduce the energy-use and heat loss of the Swimming Pool.

To take steps to offset any negative impacts that the School's energy-use has on the environment':

- Capture carbon emissions of the School by planting trees and other plants which take CO₂ out of the atmosphere.
- To compensate for the negative impacts of the School by investing in and promoting sustainable projects in other parts of the country or internationally (For example, the Great Green Wall Project across the Sahara and the Sahel in Africa)

To invest in renewable and sustainable energy sources for the school':

- The school currently uses a renewable-energy provider, and therefore does not rely on the use of fossil-fuels for electricity.
- However, Moultsford will still look to produce sustainable, renewable energy on-site, for example through installing Solar Panels on school buildings, and/or purchasing a small-scale Wind Turbine which will produce green energy for the school as well as provide pupils and staff with an amazing learning opportunity to understand how these technologies work, and the real-life impacts that they have.

Impact:

- Moultsford will minimise its negative impact on the environment by producing less emissions and using only Green energy sources. This, alongside offsetting energy-use through planting green spaces, will help to draw down CO₂ from the atmosphere so that it cannot contribute to Global Climate Change and will therefore result in a more efficient and sustainable running of the School.

WATER



Aims:

- To manage and reduce our water consumption and to promote sustainable water use around the School.
- Moultsford currently uses an on-site borehole as its primary water source. While these are considered to be one of the most environmentally-conscious sources of water, our Moultsford borehole can, at times, not sustain Moultsford's water use. As the school continues to grow, we must look at increasing our water stores through other means. Moultsford will therefore use Rainwater and Grey water (Water generated from sinks, dishwashers and other water appliances) to increase our water supply in a sustainable and environmentally-friendly manner.

Action:

'To manage and reduce our water consumption and to promote sustainable water use around the School.'

- Change behaviour by informing the School community about the importance of turning off taps, showers etc. off when they are not in use.
- Install water-conservative technology such as Percussion Taps and Low Flush Toilets in bathrooms around the school and Water-Saving Eco Showers in the Sports Hall and Boarding House.

'Moultsford ... must look at increasing our water stores through other means, therefore use Rainwater and Grey water to increase our water supply in a sustainable and environmentally-friendly manner.'

- Investigate the potential to store grey water in order to recycle water that is already being used within the school.
- Collect rainwater in Water Butts around the School that will be used to irrigate plants and fields in Moultsford grounds in order to reduce our consumption of water from other sources.
- Check for, and repair, water leaks in pipes and monitor the water meter regularly in order to eradicate unnecessary water loss.

Impact:

- Moultsford will significantly reduce their demand for, and pressure on, water sources. This, as well as promoting staff and pupils to do the same at home, will help to reduce the over-abstraction of water and keep the water cycle and the environment healthy and efficient. It will also improve the area's resilience to water scarcity so that there is less chance of water-shortages in the future.



WASTE

Aims:

- To reduce the amount of waste that the School produces.
- To recycle all waste that is currently recyclable (including all paper, cardboard, glass, metal, food waste etc.)
- To eradicate single-use plastics.
- To source more sustainable products for the school, and to consciously seek products that are both environmentally-conscious and, if possible, locally sourced.

Action:

'To reduce the amount of waste that the School produces.'

- Reduce the number of consumable items that the School buys, and make sure that the ones that are bought are recyclable.
- Only replace old technology when it is absolutely necessary, and where it is, consider selling staff and other members of the School community the old technology so that they are not disposed of when they are still usable.

'To recycle all waste that is currently recyclable (including all paper, cardboard, glass, metal, food waste etc.):'

- Broaden the range of materials that the school regularly recycles through separating materials into different bins that will be placed around school and in classrooms and to make it easier for pupils and staff to know which bins these materials need to be placed in (and what is and isn't recyclable).
- Make sure that recyclable materials get recycled. It is the School's responsibility to employ waste disposal companies that recycle as much recyclable material as possible.

'To eradicate single-use plastics.'

- Aim to eradicate single-use plastics by refraining from buying products that come in excess packaging that cannot be recycled, and immediately cutting out the purchasing of plastics that are a simple-fix (for example disposable plastic water bottles, plastic cups/utensils etc).

'To source more sustainable products for the school, and to consciously seek products that are both environmentally-conscious and, if possible, locally sourced.'

- Source more environmentally sustainable products that are long lasting and made of recyclable/recycled materials in order to lower the negative impact on the environment. (This could include recycled paper, recycled chairs for classrooms etc.)

Impact:

- Cutting down on the waste that the School produces, and recycling more materials will massively decrease the Carbon Footprint of the School. Less waste will make it into Landfill sites, which will result in less emissions and reduced pressure on Climate Change.



BUILDINGS & GROUNDS

Aims:

- To run our current buildings and grounds as sustainably and energy-efficiently as possible and, given that they are older buildings, look into the potential of retro-fitting some of these buildings with sustainable technology. (For example, the potential of fitting Solar Panels or Solar Water-heating Panels to the roof of the Sports Hall).
- To design and construct new buildings that meet a high standard of environmental sustainability.
- To consider the cost to the environment first whenever changes are made to School buildings or grounds.
- To switch to electric or hybrid tools and equipment that are used by the Grounds Staff where possible, when they need to be replaced.
- To increase the area of the school that is designated as a wildlife haven.
- To replace all old existing windows with double glazed windows.
- To refrain from using any Pesticides or Fertilizers that have a negative impact on the environment and the biodiversity and wildlife that reside on school grounds, as well as near/in the River Thames.

Action:

'To run our current buildings and grounds as sustainably and energy-efficiently as possible and, given that they are older buildings, look into the potential of retro-fitting some of these buildings with sustainable technology. (For example, the potential of fitting Solar Panels or Solar Water-heating Panels to the roof of the Sports Hall).' and *'To consider the cost to the environment first whenever changes are made to School buildings or grounds.'*

- Seek environmentally-conscious ways of reducing the negative impact the School has on the planet by ensuring that less heat, energy and overall efficiency is lost as a result of having older buildings. This can be achieved through better insulation, more sustainable and efficient materials and the production of the School's own power (see Energy).

'To design and construct new buildings that meet a high standard of environmental sustainability.'

- Design new buildings and structures with the environment at the forefront of the planning. New builds should be made using sustainable materials, and should be designed to be as close to Carbon neutral as possible.

'To switch to electric or hybrid tools and equipment that are used by the Grounds Staff where possible, when they need to be replaced.'

- When tools and equipment used in the maintenance of the School are at their end of life, replace these with sustainable and energy-efficient alternatives. For example through switching Petrol-fuelled Leaf Blowers to Electric ones and using Electric or Hybrid Kubotas).

'To increase the area of the school that is designated as a wildlife haven':

- Leave some areas of the School site, which are not used, to become wild areas, where plants and animals can thrive (for example the land opposite the used Water Meadow or on the field with the nursery).

'To refrain from using any Pesticides or Fertilizers that have a negative impact on the environment and the biodiversity and wildlife that reside on school grounds, as well as near/in the River Thames:

- To stop using harmful pesticides and fertilizers on school land, which damages the ecosystems around the school, including the river, which they can be washed into. Replace these with ones that are not harmful to the environment and the biodiversity around the school.

Impact:

- Aiming to improve the sustainability and efficiency of the School buildings, and caring for the school grounds, refraining from using harmful substances, will significantly contribute to the goal of being Carbon Neutral by 2030 (Lets Go Zero).
- By dedicating more space to wildlife and wildflowers, Moulford will allow animals and plants to return to the School Site. Wild plants take in Carbon Dioxide from the atmosphere, and provide shelter and nutrients for animals. Keeping areas wild will also help to improve soil quality, and the plant's roots will take up water, thus reducing the amount of water that sits on the ground, which could potentially lead to less flooding.
- Becoming more sustainable will not only have a positive impact on the environment, it will also reduce the annual cost to run the School, as fitting buildings with energy-efficient technology and installing renewable energy sources on the School site will result in a lower energy bill after the initial cost of installing these technologies.
- Schools will have to become more sustainable if the UK is going to reach the targets set out by the Government. If this is to be ensured, taking steps to change Moulford's building and grounds so that they are more sustainable will be a significant step towards achieving this. Much of the change needs to come from a switch in views and ethos, but other aspects, such as the physical features of the School must also see change.



CATERING

Aims:

- To ensure that as many products as possible are locally sourced and seasonal.
- To completely eradicate the use of single use plastics.
- To reduce the amount of meat eaten on a weekly basis by the School.
- To significantly reduce the amount of food waste generated by the School.
- To use biodegradable bin bags for unavoidable waste and to make sure anything that can be recycled, is recycled.
- To use only biodegradable tea-bags throughout school.
- To make sure that School Packed lunches for trips and events are plastic-free.

Action:

'To ensure that as many products as possible are locally sourced and seasonal.'

- Currently the meat that the School purchases comes from Vicars Game (Ashampstead), and our greengrocers are located in London which provide a majority of produce that is grown in the UK. While some produce has to come from other countries, Moulsoford will aim to keep this as low as possible in order to reduce food miles.
- Online Menus will be updated with information on where the food items have come from. Also consider the option of including the Carbon Footprint of meals onto the School menu in order to allow staff and pupils to make informed decisions about the impact that their diet has on the planet.

'To completely eradicate the use of single use plastics.' and 'To make sure that School Packed lunches for trips and events are plastic-free.'

- Source biodegradable or recyclable alternatives for single use plastics used by the kitchen (Post-Covid), this will begin by replacing cling film with wax wraps and silicone 'stretch-lids' which can be reused.
- Moulsoford currently uses paper bags for School trips, and staff and pupils bring their own reusable water bottles with them.

'To reduce the amount of meat eaten on a weekly basis by the School.'

- Provide more vegetarian and vegan options for staff and pupils, following a survey to find out what the pupils would happily eat that is meat free.
- Moulsoford will have two meat-free days per week in order to cut back our meat-related emissions by 40%.

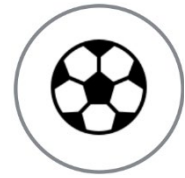
'To significantly reduce the amount of food waste generated by the School.' and 'To use biodegradable bin bags for unavoidable waste and to make sure anything that can be recycled, is recycled.'

- Educate the pupils about food waste and the need to reduce it so that they will be willing/wanting to clear their plates. Offer smaller portions to all with the chance of second helpings if desired in order to reduce the amount of food that is needlessly wasted.
- Balance the amount of food that the kitchen produces with the amount that is consumed by the School, so that less food is wasted.
- Talk to suppliers about reducing the amount of packaging they send produce in.
- Provide more bins for the kitchen so that recycled items can be separated and collected easily.
- To research the possibility of purchasing an aerobic digester for the school in order to convert Moulsoford's food waste into Grey Water.

Impact:

- Moulsoford will significantly reduce the amount of waste that comes from the kitchen and dining areas, therefore minimising the impact on our planet.

- The catering side of the school will become more appealing to current and prospective parents and pupils alike. The commitment to sustainability will help Moulford to stand out.
- This is an area where students can feel as though they are making a significant contribution and therefore it can only add to their sense of community and achievement. This may also boost staff morale through working towards a common goal and facing a new initiative.
- Reduction in costs as waste is reduced and reusable rather than disposable items are used.



SPORTS & ACTIVITIES

Aims:

- To minimise the waste generated by any sporting event or activity that the school runs.
- To minimise carbon emissions generated by any such event by way of transport. (Also see the 'Transport' section of this document).
- To review Team Teas to reduce waste (see Catering).
- To review the cost vs benefits of all fixtures, tournaments and School trips.
- To encourage a greater number of eco-conscious activities within the after school program.

Action:

'To minimise the waste generated by any sporting event or activity that the school runs.' and *'Sports events should switch to having e-programs rather than paper copies'* and *'To review Team Teas to reduce waste (see Catering)'*:

- Provide well labelled recycling and composting bins at every sporting event attended by parents.
- To send out digital programmes for all events (Including Sports Day, Musical and Theatre recitals etc) that can be downloaded onto a phone, so that they do not need to be printed with the exception of events where a printed Hymn or Song is needed for Parents or alternatively, these could be projected at events.
- The Director of Activities will have more say over the choice of activities offered (avoiding those that generate waste) and more activities will have an environmental focus.

'To minimise carbon emissions generated by any such event by way of transport. (Also see the 'Transport' section of this document)':

- Minimise the use of vehicles to any such event. This can be done by making sure numbers are known and buses are used at maximum capacity.
- Parents will be encouraged to car share (post COVID restrictions), which will be facilitated through the development of an app.

'To review the cost vs benefits of all fixtures, tournaments and School trips':

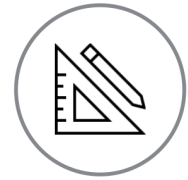
- Review sports matches and the distances Moulsoford teams travel to get there; could they be played at a more central location? (Perhaps more tournaments where multiple schools can convene on the same day rather than performing multiple journeys).
- The Director of Sport will consider the value of each fixture and make a judgement on whether the distance travelled is worth the benefits gained by the pupils.

'To encourage a greater number of eco-conscious activities within the after school program':

- Activities should be run on site where possible to avoid the need for transport.
- A number of environmental awareness activities will be run each term to give the pupils an opportunity to expand their knowledge of this topic. For example, gardening, nature club, litter picking, eco club. The Director of Activities will have more say over the choice of activities offered (avoiding those that generate waste) and more activities will have an environmental focus.

Impact:

- Moulsoford will reduce overall carbon emissions for such events, as well as reducing local traffic congestion. This will also improve awareness of such issues in both parents and children.
- More ideas will be generated as to how Moulsoford can become more sustainable as well as providing education for the children and a growing concern that they can carry forward with them into the future.



SCHOOL EQUIPMENT

Aims:

- To ensure students and staff take pride in the equipment that is provided for them by the school and by their parents.
- To make sure everyone is aware that such items are not disposable and should be looked after and why this is necessary and important. Things that get broken or damaged become waste, much of which is plastic and is not easily recycled.
- To purchase equipment that is recyclable and has been sustainably sourced, wherever possible, for example exercise books, paper, and other consumables.
- To only laminate things that staff/pupils plan to use more than once.
- To reduce the amount of paper that the School uses through printing, textbooks, exercise books etc.
- To reduce the amount of non-sustainable materials used in departments such as Art, DT and Pre-Prep and to source suitable alternatives.
- To use only environmentally friendly cleaning and sanitary products throughout the school.
- To think ahead to the furnishing of the new Pre-Prep build and to buy suitably sustainable fixtures and fittings.
- To make sure that, where possible, certain medical supplies are switched for more sustainable alternatives.

Action:

'To ensure students and staff take pride in the equipment that is provided for them by the school and by their parents' and 'To make sure everyone is aware that such items are not disposable and should be looked after and why this is necessary and important. Things that get broken or damaged become waste, much of which is plastic and is not easily recycled':

- Take more care when handing out and collecting classroom/playground equipment. This responsibility falls to both staff and students.
- Each classroom should have a supply of equipment that is easily monitored and counted back in at the end of each lesson by a designated member of each form. Likewise, each year group should have a designated team of pupils who collect sports equipment at the end of each break. Teams need to be monitored closely by duty staff.

'To purchase equipment that is recyclable and has been sustainably sourced, for example exercise books, paper, and other consumables' , 'To reduce the amount of paper that the School uses through printing, textbooks, exercise books etc' and 'To think ahead to the furnishing of the new Pre-Prep build and to buy suitably sustainable fixtures and fittings':

- Consider using ebook apps on the pupils' i-Pads when replacing class-readers so that physical copies do not have to be purchased.
- Purchase more sustainable and environmentally-friendly products where possible, for example recycled paper exercise books and eco glue-sticks.

'To only laminate things that staff/pupils plan to use more than once':

- Only laminate things that staff know will be used for a number of years, or many times during the year where the need to laminate outweighs the amount of printing that would be done if these items were not laminated.

'To reduce the amount of non-sustainable materials used in departments such as Art, DT and Pre-prep and to source suitable alternatives':

- Ensure projects are completed to a good standard and are items that the pupils will keep/use rather than dispose of. To use sustainable woods and recycled plastics wherever possible and to use only recycled card/paper.

'To use only environmentally friendly cleaning and sanitary products throughout the school':

- To source environmentally friendly alternatives to cleaning products currently used by the school, as well as purchasing recycled toilet paper, mop heads and reusable washing equipment.
- Make sure cleaning products are free of micro plastics

'To make sure that, where possible, certain medical supplies are switched for more sustainable alternatives':

- Make environmentally conscious decisions where it is possible to do so, e.g. Plasters.
- Switch out single-use ice packs for ones that can be kept in the Freezer, and set up a sign-out policy where pupils are required to return the items that they borrow from Matron.

Impact:

- Less waste and more sustainable equipment, which are less harmful to the environment, and create an ethos of care and appreciation for our equipment.
- Monetary savings as equipment will need to be replaced less often.



TRANSPORT

Aims:

- To reduce the number of vehicles that participate in the 'School Run'.
- To increase the percentage of staff and pupils who come to School via Public Transport and/or car-sharing, and encouraging those who live in close proximity to the school to walk or cycle where possible.
- To decrease the number of journeys to/from School as a result of events that could be held online (for example Parents Evening).
- To encourage those that have electric or hybrid vehicles to drive these to work/school.
- To encourage staff to switch to electric or hybrid cars and give them the ability to charge these on-site.
- To switch out current School buses with hybrid/electric alternatives when they reach their end of life.

Action:

'To reduce the number of vehicles that participate in the 'School Run':

- Encourage parents and staff to lift share when driving to school, to ensure that fewer cars are travelling to and from the school every day. This could be achieved through the development of an app, or social media group, where parents and staff can easily find people to lift share with.

'To increase the percentage of staff and pupils who come to School via Public Transport and/or car-sharing, and encouraging those who live in close proximity to the school to walk or cycle where possible':

- Canvas the parents regarding new transport hubs and bus routes in order to pick up as many pupils as possible.

'To decrease the number of journeys to/from School as a result of events that could be held online (for example Parents Evening)':

- Give parents the option to attend events such as Parents Evening or meetings with teachers online, so that they do not have to travel into school.

'To encourage those that have electric or hybrid vehicles to drive these to work/school' and 'To encourage staff to switch to electric or hybrid cars and give them the ability to charge these on-site':

- Educate the school community on the benefits of using Electric vehicles and the importance of using these where possible.
- Install Electric Vehicle Charging Points in the school car park, for both school buses and staff cars.

'To switch out current School buses with hybrid/electric alternatives when they reach their end of life.'

- Purchase hybrid buses, or electric when they are available, when current buses need to be changed.
- To negotiate with Plastows regarding switching to hybrid/electric buses.

Impact:

- Fewer single-occupant vehicles travelling to and from the School will result in reduced carbon emissions. Similarly, an increase in the number of pupils who travel to School on public transport, or by car-share, will also result in reduced emissions.
- Encouraging staff to drive electric/hybrid vehicles to school will mean that fewer people will depend on fossil fuels to power their vehicles. These vehicles produce fewer/ no emissions and are therefore better for the environment.
- Switching the diesel-powered school buses to greener alternatives will considerably enhance the sustainability of the school and is a huge step in becoming Carbon Neutral.



EVENTS

Aims:

- To reduce the amount of paper which is used at events which often gets thrown away.
- To make sure all waste from events is recycled correctly.
- To reduce the amount of traffic attending each event.
- To use events attended by families/friends of Moultsford to raise the profile of Moultsford's Environmental Policy.

Action:

'To reduce the amount of paper which is used at events which often gets thrown away':

- Switch programmes at events such as music recitals, drama productions and Prize Giving to e-programs that can be sent out to parents rather than paper copies. If certain parents then require the programmes to be printed for the event, they can do so.

'To make sure all waste from events is recycled correctly':

- Have clearly labelled bins for separating recycling/food waste at all events and to recycle the waste that is produced at these events.
- Currently, the school is only able to recycle paper and card, however if more bins are provided in order to separate out plastics, glass and other recyclable materials, event organisers/ domestic staff can take these items in a recycling-registered vehicle to be recycled. Also see Waste.

'To reduce the amount of traffic attending each event':

- Encourage car share (post COVID) to all events to limit the number of vehicles in use. Car share documents could be sent out to parents and utilised where possible by families coming from similar areas.
- Review all events and consider whether some of them could be held online rather than in person, or have this as an option - for example parents evenings.
- Also create signs around school to urge parents to turn off their engines when waiting to pick up/ drop off their children, this currently a recurring problem.

'To use events attended by families/friends of Moultsford to raise the profile of Moultsford's Environmental Policy':

- Advertise Moultsford's Environmental Policy and actions at all events and include notes on this in all event correspondence to parents.
- Attach a strapline to school posters/ information documents at events in order to make parents and visitors aware of the goals of the school, and to encourage them to follow suit.
- Moultsford will launch this policy and the goals that it sets out in September 2021. This will take the form of a 'Sustainability Week', where all assemblies, lessons, talks and activities encompass sustainability and the environment so that Staff and pupils are aware of the changes to school life that will take place over the course of the next few years. A talk for parents on our participation in the 'Let's go Zero' campaign will also take place for those who want to attend - this could be in the form of a panel of speakers who can answer any questions that might arise.

Impact:

- Moultsford will reduce waste and the number of vehicles which travel to and from events. This will result in reduced carbon emissions, as well as easing pressure on parking at Moultsford during such events.
- Increased awareness of the aims and objectives of Moultsford's environmental policy which in turn should result in more support from parents, grandparents and the wider community.



COMMUNITY

Aims:

- To create new, and expand existing, partnerships with local businesses and schools for the purposes of shared sustainability.
- To learn from and offer support to areas of the local community with similar objectives, and to give back to the community where possible.
- To support environmental charities as a school.
- To generate power for the local community wherever or whenever possible when Moultsford has excess energy (e.g. in the Summer Holidays where renewable energy sources are still producing energy, but demand is minimal).
- To reduce waste from events and old equipment by sharing/selling them to local schools in the area.
- To encourage local staff and parents to shop locally and support local businesses.

Action:

'To create new, and expand existing, partnerships with local businesses and schools for the purposes of shared sustainability':

- Offer the use of mini-buses to primary schools in the area so that they do not have to use multiple vehicles.
- Consider the possibility of sharing events with other schools in the local area.

'To learn from and offer support to areas of the local community with similar objectives, and to give back to the community where possible':

- Moultsford currently has a number of new beehives (2021) that reside on the school property. These bees will benefit the community by pollinating the surrounding plants, but they will also produce honey which could be sold/given to local people at events (e.g. sell Moultsford Honey).

'To support environmental charities as a school':

- Support charities that are known to be environmentally-conscious
- To offset carbon emissions of the school by raising money/supporting organisations/projects that are involved in taking carbon out of the atmosphere, for example Tree-planting projects or carbon capture projects.

'To generate power for the local community wherever or whenever possible when Moultsford has excess energy (e.g. in the Summer Holidays where renewable energy sources are still producing energy, but demand is minimal)':

- When Moultsford produces more energy than it uses (e.g through solar power production) this excess energy will go back into the National Grid, thereby supporting the local community in its energy needs.

'To reduce waste from events and old equipment by sharing/selling them to local schools in the area':

- Continue to sell/ lend parts of Theatre sets, props and costumes to other local schools who are putting on the same production, and look to borrow these from other schools.
- Give away/sell old technology, equipment and furniture to surrounding schools, staff etc.

'To encourage local staff and parents to shop locally and support local businesses':

- Look into the idea of setting up a loyalty card scheme for parents and staff to encourage them to shop locally and support local businesses. This could take the form of discounted prices, which would be negotiated with local businesses.

Impact:

- By sharing resources with surrounding schools, Moulsoford will reduce the amount of waste that it produces (as more resources will be recycled). Similarly, giving away the food waste that the School produces to local farms, not only will these farms benefit from having free feed and/or compost, but it also benefits the School as more food waste will be used.
- By encouraging staff and parents to shop locally to Moulsoford, not only will the School help to support local businesses, but it will also promote shorter car journeys, thus producing less emissions.
- Keeping a beehive on the School property will provide a huge benefit to the community, as the local plants will be pollinated, thus helping to foster a healthy ecosystem.

CONCLUSIONS

Moulsford strives to become a leader in environmental sustainability and will inspire other schools to follow suit. The School realises that the aims of this policy will take a number of years to achieve and this is a long-term plan, but recognises the importance of acting now.

In order to achieve the aims set out in this policy, Moulsford will set up a group within the School who will review this policy annually in order to keep these aims up-to-date, ensure that the actions set out in this policy are being taken, and that the predicted impacts are being attained. The group will also update this policy if the School believes further aims or actions are needed, and will inform the School community when aims are satisfied.

This Policy Group will be made up of:

1. The Headmaster
2. Representative(s) of the Governors
3. Representative(s) of the Senior Management Team
4. Representative(s) of the Teaching Staff
5. Representative(s) of the Grounds/Domestic Staff
6. Representative(s) of the Students

Climate Change poses an enormous challenge for the future of the planet. Schools play a crucial role in providing pupils and staff with sustainable values and the knowledge that is needed to make more environmentally-aware decisions.

Starting with this policy, Moulsford's goal is to instil in both staff and pupils a desire to help protect the planet. While the aim for the School is to be Carbon Neutral by 2030, we hope that in providing this education, pupils and staff will take what they have learnt, and incorporate it throughout their personal and professional lives, so that they may motivate others to do the same.