



Environmental Sustainability Beaumont Strategy Plan

2023-2024



Please consider the environment before printing this document

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Student EcoCode



I will try to minimise waste and will recycle and reuse what I can.



I will utilise the correct bins to dispose of my litter.

I will try to bring my own reusable water bottle to reduce my plastic waste.



I will consider sustainable food options when deciding what to eat.



I will care for and actively protect our School environment.

I will aim to educate myself and others about the impacts of personal choices on the environment.



Finally, I will continue to apply this code outside of my school life and beyond Beaumont aiming to develop sustainable habits for positive change.



NGA - Greener Governance - Environmental sustainability: a whole school approach

A whole school approach to environmental sustainability, by definition, should encompass all aspects of school life, learning and management.

- Curriculum: teaching and learning
- Campus: buildings, grounds and budget
- Community: inside and out
- Culture: caring and respect

DfE Education Sustainability and Climate Change Vision

(DfE target of reducing carbon emissions by 75% by 2037 against a 2017 baseline)

- Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.
- Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically with the net zero concept.
- Resilient to climate change: adapting to mitigate against the worst impacts of climate change in our education and care buildings and infrastructure.
- A better environment for future generations: enhancing biodiversity and increasing access to nature in and around education and care settings.
- Climate Education
- Green Skills and careers
- Education estate and digital
- Operations and supply chains

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Beaumont Vision

To put sustainability at the heart of the School's development by educating our community about environmental issues and by adopting effective sustainability practice that has a positive impact on local, national and international communities.

This is based on 2 key principles:

- Environmental Sustainability Education
- Positive and Impactful Sustainability Practice

Environmental Sustainability Education

By raising levels of sustainability literacy, we will educate our staff and students (and their families) about our individual and collective responsibilities. Through a variety of learning opportunities, including outdoor education, students will understand their role in sustainability and the benefits it will bring to them as well as the wider community.

Positive and Impactful Sustainability Practice

As well as raising awareness of environmental issues, we seek to achieve outstanding environmental performance in the way that the School is run and is seen to be run. By limiting the negative impact of our institution on the environment - and by taking responsibility for and, where possible, mitigating the impact of its operation - we aim to implement effective sustainability practice.

Above all, we recognise that it is vital for us to reduce our carbon footprint and work towards becoming carbon neutral. By seeking to improve the quality of our school and local environment - and by promoting the benefits of increased interaction with the natural world - we intend to safeguard the health and wellbeing of our School and wider communities.





Staff

We expect all Beaumont Staff to be positive environmental role models. By encouraging our staff to reflect upon their personal and professional practices, we want them to support our environmental agenda and to make positive changes wherever possible e.g. minimising the wasteful use of resources; using water bottles and reusable cups; eliminating single-use plastics; reducing paper usage in printing and photocopying; using public transport or sharing lifts or walking or cycling to work.

Students

As with our staff, we expect our pupils to act in a way that demonstrates concern for the environment and shows a commitment to sustainable living. Through our integrated environmental education programmes, we seek to inspire our students to be reflective and pro-active sustainability champions. In addition, we hope that some of our students will pursue careers in the green technologies, becoming innovators and creative problem solvers of the future.



Key Roles:

- Trustee with lead responsibility for Sustainability
- Sustainability Lead - Education and extra - curricular
 - Student Sustainability group
 - Staff Leads from each department
- Business Manager and Site Manager - Sustainability operations leads
- Staff Ambassadors for each area
 - Travel and Transport
 - Energy
 - Food Waste
 - Recycling
 - Water
 - Communications and marketing
 - Biodiversity and Natural Environment
 - Policy and Strategy

Key Function of the Staff:

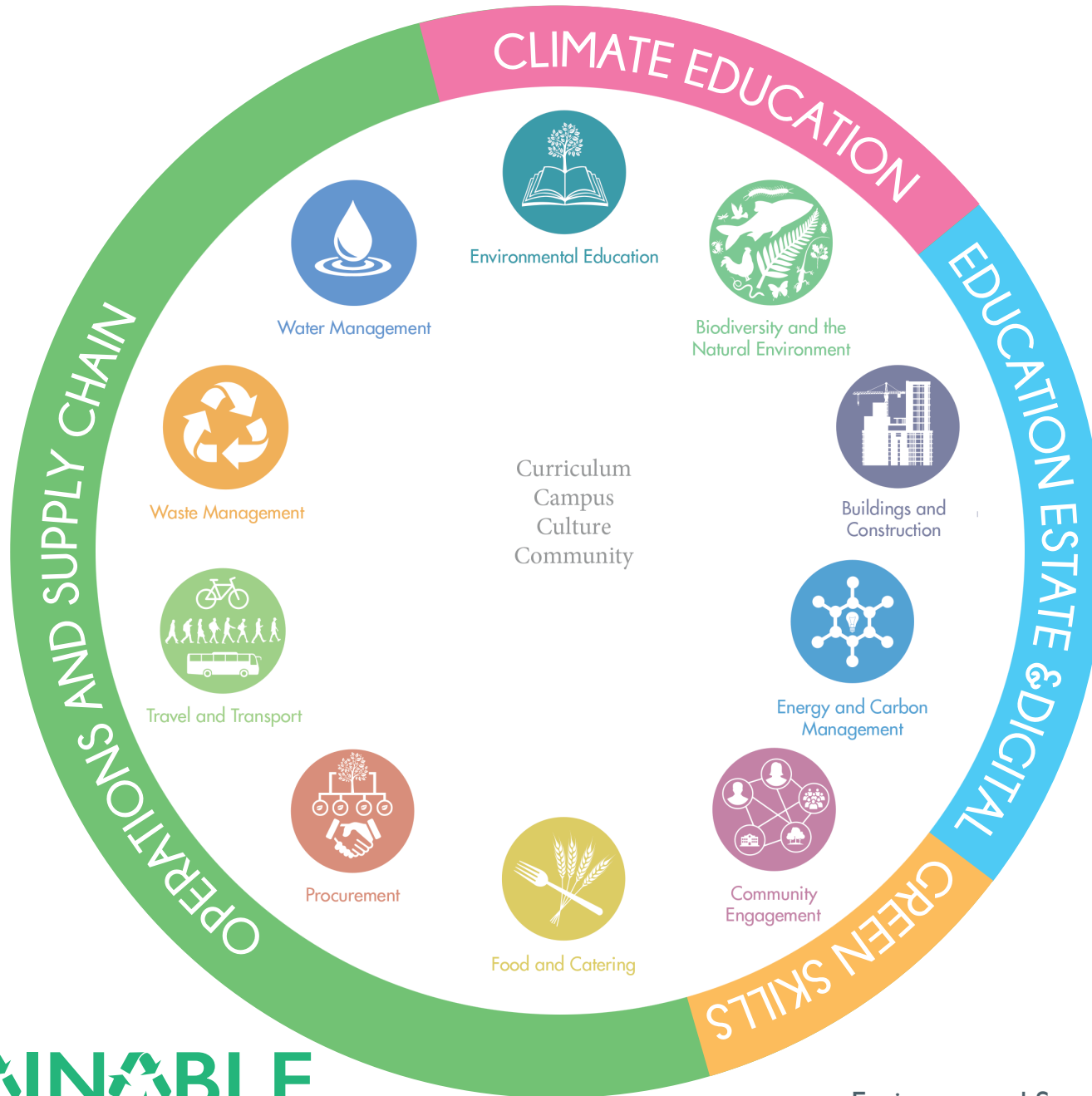
- Creating and shaping the Environmental Sustainability Policy and Strategy and having a strategic and operational oversight of its implementation
- Establishing clear, measurable and ambitious targets and objectives
- Monitoring, reviewing and evaluating the progress
- Communicating with the relevant stakeholders and preparing reports/ information
- Allocating adequate departmental resources to ensure the success of the Environmental Sustainability Strategy

Key Function of the Students:

- To be the Student Voice of the school
- Initiating and taking part in sustainability activities
- Working with Staff Ambassadors to drive a whole school approach
- Embracing and championing the sustainable curriculum and extra curricular opportunities



Beaumont Priority Areas



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Targets

- To educate the School community about key environmental issues and the climate crisis
- To create action through education by applying a 'green screen' approach (i.e. sustainability check) to current practice and by taking steps to reduce our carbon footprints (at both an individual and institutional level)

Key performance indicators

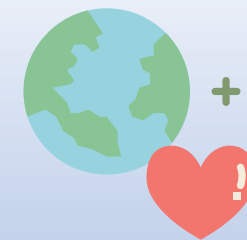
- Development of the Environmental Sustainability curricular across all Year groups
- Visible growth of a 'Green Culture' in school through the increased adoption of sustainable practices e.g. Printing/ photocopying quotas are reduced; sustainable modes of transport to School are adopted; single use plastic is eliminated; reusable drinks bottles are used

Key actions

- Audit, review and explore the current curricular (including the academic and co-curricular, PSHE Education, visiting speakers, assemblies, pastoral time, volunteering/partnership programmes etc.); identify opportunities to embed and deliver environmental sustainability education
- Provide appropriate training (both general and role specific) for staff and pupils
- Identify the key global, environment issues (e.g. Ocean acidification, deforestation, pollution, re-cycling etc.) that will be delivered in an ageappropriate way
- Investigate the carbon ofsetting options for the trips and visits programme
- Increase pupil engagement in the School's action groups; develop the effectiveness of pupil voice and leadership opportunities in this area (e.g. 'sustainability champions')
- Encourage innovative thinking and develop our pupils' problem-solving capabilities e.g. Critical thinking skills and creative/entrepreneurial competitions linked to sustainable solutions
- Promote awareness, through our careers programme, of job opportunities in green technologies and the wider economy (e.g. social, ethical, corporate responsibility)
- Build relations with parents and wider community linked to environmental fields

Supporting policies and plans

- Departmental Developmental Plans
- Staff and Pupil Wellbeing Policies; Personal Development Programme



To elevate Environmental Sustainability to the same level of importance as Safeguarding and Welfare, and Health and Safety

Targets

- To ensure that careful attention is paid to biodiversity, ecosystems and the natural environment whilst planning the landscaped elements of capital projects
- To introduce re-wilding into appropriate areas within the school site.
- To make best use of outdoor spaces to encourage biodiversity
- To keep the natural environment of the school site litter free
- To help our users to experience increased physical and mental health well-being benefits through optimising and enjoying the usage of the green space areas of our School

Key performance indicators

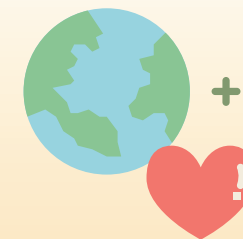
- % of green spaces used for rewilding
- Usage of the Outdoor Education Classroom/wood/non-pitch areas of the School
- Feedback from surveys of our site users about our green space usage
- Numbers of pupils taking part in the gardening clubs/assisting the grounds staff

Key actions

- Establish a programme of rewilding
- Ensure that new build plans include specific methods to identify and implement biodiversity actions (e.g. green roofs, grey water harvesting)
- Enhance the area of meadow (nonpitch) grassland and create attractive social spaces (e.g. through clever use of seating) which staff and pupils can enjoy
- Increase the number of trees and plants on the site; increase the number and variety of plants that we propagate/germinate on site and in the greenhouse
- Continue to enable pupils to play an active role in the development of the green spaces through their engagement in the various clubs
- Use the DfE National Education Nature Park to map Beaumont's Estate

Supporting policies and plans

Site Biodiversity Plan



To improve the quality of our green spaces and biodiversity by increasing positive impacts) on our natural environment and limiting the negative impacts

Targets

- To encourage and promote sustainable forms of construction that limit the negative impact on the environment (during the construction process)
- To deliver higher performing energy efficient buildings

Key performance indicators

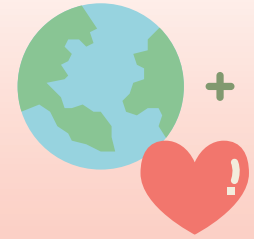
- Estate wide energy consumption
- 'Very good' or 'Excellent' BREEAM performance ratings
- An external award/s for sustainable construction and design
- %age waste sent to landfill per project as the pipeline of projects progresses

Key actions

- Adopt a strategic approach to the use of the existing estate by making more efficient use of the space and by increasing the use of shared facilities (whilst ensuring appropriate resilience in the event of a building loss)
- Consult closely with design teams for Capital projects and establish clear expectations relating to environmental sustainability; share and publicise successes
- Incorporate objectives into the tendering and procurement of construction work and compel designers to ensure that all new build completions achieve a BREEAM rating of "Very Good" or "Excellent"
- Employ appropriate energy saving and sustainable power generation technologies within the building services design process
- Ensure the progressive refurbishment and enhancement of existing 'end of life' buildings (that are not being replaced) in order to achieve a higher level of energy performance (e.g. increase insulation, install energy efficient lighting)

Supporting policies and plans

- GEMS Strategy Documents
- School Capital Spend Development Plan



To improve the environmental impact of our construction and refurbishment projects

Targets

- To establish what is measurable and to create baselines by 2022
- To reduce carbon emissions from energy as defined by the CMP against our 2022 baselines
- To implement incremental phasing (as contracts expire) across suppliers to more renewable sources
- To consider engaging with specialists to develop a Carbon Management Plan

Key performance indicators

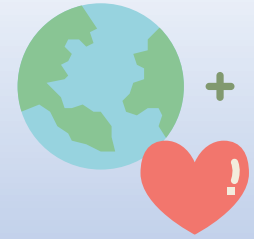
- % of carbon dioxide emissions from heating per staff and pupil (Tonnes/FTE)
- % energy (KWh) produced from sustainable sources
- Migration of electricity suppliers from nonrenewable sources to renewable sources

Key actions

- Work to ensure that energy performance of capital developments and equipment achieve “very good” or ‘excellent’ ratings (BREEAM)
- Consult with experts to audit, review and improve current systems; develop appropriate metrics to monitor emissions and analyse energy and carbon data
- Rationalise the use of the current meters and transfer to smart metering system
- Achieve progressive changes to energy contracts e.g. 100% renewable electricity
- Explore the potential for onsite renewable energies (or low carbon sources); include on-site sustainable energy generation in new projects (e.g. photo voltaic/ground source heat pumps)
- Reduce the amount of natural gas used on site; decrease the carbon emissions from heating
- Increase use and scrutiny of building management systems (BMS) to control and monitor thermal performance of buildings (to allow reduction in plant run times and lowering of temperature set points)
- Implement a phased introduction of lower energy lighting e.g. LED
- Use improved, energy efficient ICT hardware;

Supporting policies and plans

- Travel Plan; Educational Visits Policy
- ICT Policies
- Carbon Management Plan



Targets

- To establish a communication plan and strategy to reach our target audiences (including our alumni) and to keep them informed and updated about our plans and progress
- To work towards Nationally recognised accreditations
- To improve our School and local communities' understanding of environmental issues
- To celebrate success stories
- To identify opportunities for collaboration locally and nationally

Key performance indicators

- Tracking of progress towards accreditation
- Engagement with School Library resources
- % usage of digital technologies and platforms by pupils, staff and parents
- % number of pupils and staff engaged in school sustainability initiatives and local environmental volunteering opportunities

Key actions

Communication

- Establish dedicated Library resources and a sustainability Library Hub
- Ensure that 'sustainability' features regularly and repeatedly on our website and social media platforms (Twitter, Instagram, Beaumont Life) and in the press (both local and national)
- Make greater use of the display areas and physical notice-boards/signage to raise awareness of sustainability issues and actions
- Celebrate the success of environmental action (e.g. in assemblies, online)
- Achieve nationally recognized awards for our environmental sustainability work
- Encourage staff and pupils to share their sustainability ideas
- Launch Climate Leaders award

Community Engagement

- Engage with our community to identify potential issues/areas of concern and to take action to address them
- Identify opportunities to increase our School's level of engagement with local, national and international environmental sustainability initiatives
- Continue to be involved in St Albans Sustainability Festival

Supporting policies and plans

- School Communication Strategy



To engage effectively with our School and local communities to achieve positive environmental action

Targets

- To investigate what can be usefully measured in terms of food consumption and wastage
- To review, audit and explore current supply chains and systems in order to reduce our carbon footprint
- To promote options for reduced meat consumption; to increase the quality and variety of vegetarian/vegan options
- To improve our system of waste removal; to reduce the quantity of waste from catering
- To reduce our water and energy usage in the dining hall

Key performance indicators

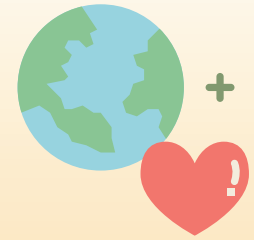
- % level of meat purchase and consumption
- % uptake of vegetarian options and positive feedback (from Catering company)
- % level of food wastage in terms of volume
- Mileage from transported goods

Key actions

- Work with Chartwells to work out the best methods for reducing our environmental footprint e.g. Minimising packaging/plastic waste
- Improve the re-cycling facilities in the kitchen, dining hall and around the School site
- Reduce meat consumption by purchasing less meat and by increasing the vegetarian options
- Monitor using new installed LiveRegister software
- Create displays in the dining hall with important information about health, nutrition and sustainability issues related to the food chain
- Audit and review current food waste methods; carry out food waste measurement surveys and implement improvements
- Educate staff and pupils about appropriate portion sizes
- Re-introduce drinking water in the dining hall
- Investigate the potential for working with local food charities/food banks
- Ensure that opportunities for operational economies (in the way in which food waste is managed and utilities consumed) are incorporated into the design of the proposed project to refurbish the School's kitchens

Supporting policies and plans

- Chartwells working strategy documents
- Carbon Management Plan
- Site recycling facilities Plan



To improve the environmental impact of our food and catering systems

Targets

- To develop a questionnaire / template to understand the sustainability policies of suppliers
- Use the template to prioritise which suppliers to engage with through the use of a sustainability questionnaire (which will then be used to appraise their sustainability credentials)
- To review periodically the outcomes of the RA and questionnaire and, where practical and appropriate, identify and engage suitable alternative providers
- To ensure all budget holders are aware of the importance of sustainability and explicitly include a reference to it in the School's Financial Procedures manual
- To develop, over time, a better understanding of the environmental impact of the School's supply chain and endeavour to continually improve it

Key performance indicators

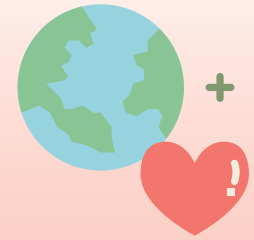
- Identification and appraisal of our top suppliers
- Successful in-year engagement with relevant suppliers
- Development of targets following information gathering exercise

Key actions (indicative)

- Provide appropriate training and guidance to all staff who are involved in purchasing decisions
- Develop and implement a targeted supplier engagement programme to promote continual improvements by both suppliers and school purchasers

Supporting policies and plans

- Financial Handbook
- Supplier Sustainability Template
- Supplier Sustainability Questionnaire



To identify and procure goods and services that are as sustainable as possible and, whenever practical, to influence positively the sustainability practices of suppliers

Targets

- To reduce the number of staff and pupils travelling to school by car (most notably in single occupancy vehicles)
- To reduce carbon fuel use by school road vehicles
- To audit the carbon footprint of educational visits and to review the Educational Visits Policy in order to achieve a reduction in carbon emissions
- Touse Modetars travel to set taregts and moitor

Key performance indicators

- Modal split for staff and pupils commuting through annual travel survey
- Per capita carbon emissions from travel from educational visits
- Fuel use monitoring of minibuses, coaches
- External Accreditations

Key actions

- Review the School's Travel Plan
- Deliver sustainable travel incentives and projects to encourage walking, cycling, use of public transport and car sharing. This might include some of the following: cycle schemes; cycle parking; electric charging points; public transport information displays, car sharing; car clubs, and personalised travel planning
- Maintain the end of trip on-site facilities for cyclists/runners (e.g. showers/bike racks)
- Investige options for charging facilities for staff, explore salary sacrifice schemes and electric minibus opportunities
- Explore options for carbon offsetting for school trips
- Install improved video-conferencing facilities and the provision of support with regards to how to use them to reduce need for face to face meetings
- Always promote walking to school for Parents evenings, school events
- Work wth Hertfordshire County council utilising | ModStars

Supporting policies and plans

- Travel Plan
- Educational Visits Policy



Targets

- To reduce non-hazardous waste to landfill from construction projects
- To achieve year on year increases in recycling as a proportion of waste
- To achieve continuous year-on-year reductions in waste arising per FTE for staff and pupils
- To reduce single use plastic
- To reduce printer paper consumption per pupil/staff headcount year on year
- Investigate options to reduce and reuse before purchasing

Key performance indicators

- Waste sent to landfill (tonnes or litres) - work with KP waste to get this measurement
- Waste mass generated per person (staff/ pupil) per tonnes/FTE
- % waste generated that is recycled or composted (construction and nonconstruction waste)
- Quantity of printer paper purchased; use of re-cycled paper

Key actions

- Audit the current waste systems to create baselines - work with KP Waste
- Create clear management plans, targets and systems for each waste stream
- Continue to work towards the total elimination of single use plastics
- Promote recycling and educate users about the importance of segregation; increase the number and visibility of recycling facilities around the site
- Purchase FSC paper for printers and for the limited number of external publications
- Audit and review use of school planners

- Use 'Paper Cut' software further to actively monitor printing usage and to introduce stricter quotas
- Create effective pupil engagement programmes to help them to come up with innovative ideas for reducing waste
- Source repairable and recyclable furniture
- Consider setting up the DIY PSHEE carousel and the 'Fix It' club

Supporting policies and plans

- Waste Management Plans



To minimise and actively manage waste through elimination, reduction, re-usage and recycling

Targets

- To reduce total water consumption year on year against baseline data
- To recycle grey water
- To reduce water loss through leakage and wastage

Key actions

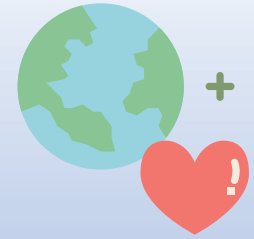
- Introduce more accurate measurement systems (e.g. smart metering)
- Implement the ongoing monitoring of water consumption data to assist in identifying areas of potential savings
- Seek opportunities for installing a programme of water management measures e.g. rainwater harvesting and sustainable urban drainage systems
- Introduce low water planting in garden areas
- Reduce water use in kitchens by improving food waste disposal and the modernisation of catering equipment
- Attend to leaks in water infrastructure promptly, consider leak detection systems in high risk areas (e.g. plant rooms)
- Increase the number and quality of the water-filling stations around the School site

Key performance indicators

- Total water consumption (m3)
- Total water consumption per staff and student (m3/FTE)

Supporting policies and plans

- Water Risk Assessment



This initial strategy document highlights our genuine commitment to environmental sustainability. Given that we are at such a crucial stage in our planet's history, we understand how important it is for us to place environmental considerations at the heart of our School's culture. By taking decisive action now, we hope to play our part in combatting the negative effects of global climate change.

We are excited by our plans and look forward to working together with the whole school community to achieve our aims.

