



GUILDFORD
HIGH SCHOOL

SUSTAINABILITY PLAN





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STATEMENT OF SUSTAINABILITY AMBITION

Guildford High is part of the growing global community taking positive action to tackle the negative impacts of climate change. We have embedded sustainability in our School Development Plan and are working hard to prioritise it into our thinking, culture and actions.

As a school we are aware of our role in educating pupils, staff, parents and our wider community. Understanding of the current global issues is imperative, along with generating and embracing relevant solutions.

GHS is aware we must lead by example and are committed to achieving outstanding environmental performance. We are going through a period of consultation, audit and review, recognising that we need to understand our biggest impacts and develop clear strategies for maximising opportunities for improvement in these and other areas. The Intergovernmental Panel on Climate Change (IPCC)'s report (October 2018) stressed the need to curb our carbon emissions by at least 49% by 2030 and to achieve carbon neutrality by 2050. Surrey County Council declared a climate emergency in July 2019 and is now working towards a 2030 deadline.

As a school we are motivated to be part of the solution and we feel optimistic about building a cleaner, safer and better future for us all and our planet.

STRATEGIC AIMS

The Department of Education's Sustainability and Climate Change Strategy (April 2022) sets out a vision that the United Kingdom is the world-leading education sector in sustainability and climate change by 2030. GHS is working towards its strategic aims, as follows:

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 in the transition to net zero.

A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with nature in and around education and care settings.

Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.

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A. EFFECTIVE ENVIRONMENTAL SUSTAINABILITY

By raising carbon literacy we will be inspired to:

- take positive action.
- enable staff, pupils and parents to appreciate the natural world.
- rebalance the disconnect between people and the environment.
- understand the current impact of human behaviour on our planet.

We want our community to appreciate that living in a less polluted, lower emissions world brings a host of advantages with cleaner, greener, more connected places, greater energy options, better diets, exciting innovation, potentially lower consumerism, and an array of new job opportunities in fields as diverse as science, social science, journalism and creative industries.

B. POSITIVE AND IMPACTFUL SUSTAINABILITY PRACTICE

We seek to achieve outstanding environmental performance in how the school is run. We need to work towards our carbon neutral ambition as quickly as possible. We wish to improve the quality of the school, its grounds, the local environment and we intend to safeguard the health and wellbeing of our school and wider communities.





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ALL STAFF

We encourage all Guildford High staff to be positive environmental role models, reflecting upon their personal and professional practices. Positive changes can include:

- Minimising wasteful use of resources.
- Using reusable water bottles and cups, phasing out single use plastics.
- Reducing paper usage in printing and photocopying.
- Seeking to use active and sustainable transport e.g. using public transport, lift shares or walking or cycling to work or on trips.



PUPILS

We expect pupils to act in a way that demonstrates concern for the environment and local communities and shows a commitment to sustainable living. Through integrated environmental education programmes, we seek to inspire pupils to be reflective and pro-active sustainability champions. In addition, we know that pupils will go on to pursue professions which take into account sustainability, innovating and being creative problem solvers. Some may become specialist in green technologies, or consultancy, research and management across a broad range of careers.



PARENTS & ALUMNI

We are engaging with parents and alumni in several key ways: we are consulting with parents as we move forward with our sustainability plan, learning from the expertise of environmental experts and encouraging parents to reflect on and adopt effective sustainable practice, for example improving the air quality by encouraging use of active and sustainable transport.



LOCAL COMMUNITY

Through the work of our Director of Partnerships and other senior staff we are working collaboratively with our local community to develop meaningful relationships and implement actions that have a positive impact on the local environment and society. We aim to add capacity to existing community initiatives and share best practice within partner schools. Guildford High School is proud to work with other organisations, charities, businesses and forums including:



THE SUSTAINABILITY WORKING PARTY

The Sustainability Working Party meets once every half term and consists of:

- Facilities Manager
- Member of SMT
- Governor
- Representatives of various school departments
- Representatives of pastoral team
- IT team representative

Key functions of the Working Party:

- To bring together relevant academic and support staff across both Junior and Senior schools to discuss ideas and to share good practice.
- To help inform strategy and decision-making.
- To keep abreast of relevant sustainability issues.
- To help with actioning strategies.

We report to United Learning's Sustainability Team who support Carbon Champions in schools to vision, outline, plan and realise carbon neutral ambitions, in addition to measure and track progress towards targets and goals, building accountability and supporting conversations with SMT, governors, teachers, parents, pupils and the wider local community.



FRAMEWORK & THEMES

The six themes within this live document are reviewed, discussed and updated at regular intervals. Our aim is that adaptive and persistent collaboration supports these priority areas.



A. COMMUNITY & CULTURE

AMBITION: CHANGING ATTITUDES AND CREATING BEHAVIOUR CHANGE, BOTH IN SCHOOL AND IN THE WIDER COMMUNITY.

TARGETS

- To establish a communication plan and strategy for staff, pupils, parents, alumni, governors, local residents, UL, Surrey CC.
- To carry out consultations on sustainability themes with as many stakeholders as possible, keeping them informed and updated about plans and progress.
- To improve the school's understanding of sustainability issues.
- To celebrate success stories.
- To engage with other schools, sharing successes and learnings, shaping enhanced progress.
- To identify opportunities for collaboration with local, regional, national and international stakeholders.
- To establish a regular calendar of eco events, building on the success of previous events such as Walk & Wildlife Day, Zero Waste Week and community tree-planting days, Fast Fashion Free February, Active Travel Fortnight and a Green Careers event.
- To inspire pupils to take part in the Climate Leaders Award when launched, developing their connection to nature and making a real contribution to establishing a sustainable future.

KEY PERFORMANCE INDICATORS

- Data tracking analytics and marketing metrics to monitor frequency of traffic to the relevant sustainability pages on the website/parent portal.
- % usage of digital technologies and platforms by pupils, staff and parents.
- % number of pupils and staff generating and engaged in sustainability initiatives (both within school and in the local area, e.g. and local environmental volunteering opportunities).

KEY ACTIONS

- Increase our use of digital and electronic technologies and platforms simultaneously improving the quality of our teaching and learning and reducing reliance on paper, ink and printers/ photocopiers.
- Increase the functionality and usage of digital School Post and the website to engage with our parents and prospective parents; reduce the amount of post/hard copy publications.
- Ensure that 'sustainability' features regularly and repeatedly on our website and social media platforms (Twitter, Instagram, blogs etc.) and in the press.
- Make greater use of the monitors, display areas and physical notice-boards/signage to raise awareness of sustainability issues and actions.
- Celebrate the success of environmental action in assemblies and online.
- Participate in and achieve nationally recognized awards for our environmental sustainability work, i.e. Modeshift STARS, Eco-Schools and Green Flag.
- Be a presence at local events in order to share successes, e.g. Car Free Guildford Day.
- Encourage staff and pupils to share their sustainability ideas via the School Councils, Food Committee, Green Team, Green Prefects.
- Engage with our partners 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.



B. CURRICULUM

AMBITION: STUDENTS AND SCHOOL COMMUNITY TO LEARN ABOUT SUSTAINABILITY, EQUIPPING THEM WITH THE KNOWLEDGE AND SKILLS TO TAKE CLIMATE ACTION.

TARGETS

- To educate the School community about key environmental issues and the nature and climate emergency.
- To enable the school community to learn how to create a greener, more sustainable world and tackle the causes and impact of climate change, increasing carbon literacy and reducing carbon footprints (at an individual and institutional level).

KEY PERFORMANCE INDICATORS

- Development of an integrated sustainability curriculum across Junior and Senior Schools.
- 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.
- Visible growth of a culture of sustainability in school, e.g. sustainability is part of everyday decision making, purchasing and consumption, high carbon lifestyles become less inherent in what is praised or noticed, greater awareness of the context of private transport and flying when mentioned in assemblies.



KEY ACTIONS

- Audit, review and explore the current curriculum including the academic and extra-curricular, ASPIRE Education, visiting speakers, assemblies, pastoral time, religious services, 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 learning areas to build carbon literacy and sustainability literacy: global and local issues, societal and scientific management, cultural and psychological responses.
- Develop materials and strategies to deliver curriculum in an age-appropriate way with an emphasis on solutions.
- Develop visits so that all pupils enjoy positive first-hand experiences of the natural world, both in the local environment and beyond.
- Audit and review the current educational visits programme; adapt it to be more sustainable.
- 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 critical and 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. journalism, law, management consultancy, in social, ethical, corporate responsibility.
- Build relations with alumni and parents linked to environmental fields.
- Continue to develop and engage with cross school environmental links and sharing of good practice.
- Pastoral Deputy and the ASPIRE coordinator integrate sustainability into the physical and mental health strategies.
- Reduce our individual and collective carbon footprints by adapting our teaching and learning practices e.g. increased use of digital technologies.

C. OUR SITE

AMBITION: REDUCE EMISSIONS ON THE SCHOOL GROUNDS THROUGH PRACTICAL ACTION AND IMPROVE THE ENVIRONMENT AND BIODIVERSITY OF THE SITE.

BIODIVERSITY

TARGETS

- To make GHS an inspirational part of the ‘National Education Park’: engaging children with the natural world, directly involving them in measuring and improving biodiversity and reinforcing their connection with nature.
- To ensure that careful attention is paid to biodiversity, ecosystems and the natural environment whilst planning the landscapes elements of capital projects.
- To increase the diversity and population of the species found on our grounds, e.g. creation of a wildlife garden.
- To achieve a year-on-year reduction in the use of herbicide, pesticide and inorganic fertilisers with a view to their potential elimination.
- To reduce our use of irrigation on ornamental areas and to plan for employment of groundwater run off capture systems where possible.
- To help staff, pupils, parents, visitors and local neighbours experience increased physical and mental health well-being benefits through optimising and enjoying the usage of the green space areas of our grounds.

KEY PERFORMANCE INDICATORS

- Species counts.
- Use of the outdoor areas as learning space.
- Feedback from surveys of our site’s users and local residents about green space usage.
- Usage of herbicides, pesticides and artificial fertiliser.

KEY ACTIONS

- Establish a programme of species counts, developing important skills amongst pupils such as biodiversity mapping, data analysis.
- Ensure that new build plans include specific methods to identify and implement biodiversity actions e.g. bird boxes, green roofs, grey water harvesting.
- Develop a species diversity boundary planting programme.
- Increase plant diversity on lawn that is not being used as pitches, e.g. create attractive social spaces around adding 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.
- Continue to enable pupils to play an active role in the development of green spaces through their engagement in gardening clubs/general studies gardening as well as whole school planting initiatives.
- Encourage teaching staff to make use of outdoor space for teaching.
- Reduce pesticide and herbicide usage and increase the production of our own composting/natural recycling where possible.
- Monitor and extend flood prevention strategies.
- Undertake regular surveys to test the perception of users and neighbours.



PROCUREMENT AND THIRD PARTIES

TARGETS

- To introduce the school community to the circular economy, moving away from single use items and towards reusable and sustainable alternatives (cutlery, cleaning products, catering consumables).
- To identify the 10 largest suppliers that are most likely to create a large carbon footprint, make use of a sustainability questionnaire, review and identify and engage suitable alternative suppliers if needed.
- To ensure all budget holders are aware of the importance of sustainability and the concept of the circular economy, moving away from single use items to alternatives e.g. reusable cutlery, cleaning products, catering consumables, stationery, materials, costumes, energy efficient appliances.
- Over time, to gain 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

- 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.
- Identify, measure and report the top 10 supplier performance annually.
- Work with Friends of Guildford High School to encourage greater use of second hand uniform and other school equipment.

CONSTRUCTION

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

- Energy consumption.
- External awards for sustainable construction and design.
- Percentage waste sent to landfill per project as the pipeline of projects progresses.

KEY ACTIONS

- Consult closely with design teams for capital projects and establish clear expectations relating to environmental sustainability; share and publicise successes, e.g. incorporate sustainability targets into the tendering and procurement process; 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 design process.
- Ensure the progressive refurbishment and enhancement of existing buildings in order to achieve a higher level of energy performance (install/ increase insulation, install energy efficient lighting, install solar panels).
- Prepare adaptation measures for more heatwaves, bearing in mind the alternative options to mechanical heating and cooling, such as passive ventilation where possible.
- Recycle and reuse end of life construction materials on site where possible.
- Review the option to retain and refurbish buildings as opposed to demolishing them, e.g. retaining structural concrete frames.
- Work to eliminate the amount of non-hazardous construction waste that is sent to landfill, e.g. with reporting of waste management processes by contractors.

WATER MANAGEMENT

TARGETS

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

KEY PERFORMANCE INDICATORS

- Total water consumption.
- Total water consumption per staff/student.

KEY ACTIONS

- Seek opportunities for installing a programme of water management measures, e.g. sustainable urban drainage system, storage under lawns/ sports pitches.
- Introduce low water planting in garden areas.
- Attend to leaks in water infrastructure promptly.
- Increase the number of water filling stations around the school site.



D. FOOD

AMBITION: MAKE MORE SUSTAINABLY CONSCIOUS DECISIONS ABOUT FOOD CONSUMED, REDUCE FOOD WASTE AND ENSURE WASTE IS PROPERLY DISPOSED OF.

TARGETS

- To investigate what can usefully be measured in terms of food wastage and consumption.
- To review, audit and explore current supply chains and systems in order to reduce our carbon footprint.
- To use ethical and locally sourced products and food that is in season where possible.
- To boost the 'kitchen garden' menu, increasing the variety and quality of lower CO2e or vegetarian and vegan options.
- To improve our system of waste removal; to reduce the quantity of waste from catering (during the day and at school functions), both kitchen waste and plate waste.
- To improve appropriate messaging on nutrition, waste and carbon footprinting.
- To reduce water and energy usage in the dining hall.
- To design menus which include food grown in the school garden.

KEY PERFORMANCE INDICATORS

- % Level of food waste in terms of weight.
- % Uptake of 'kitchen garden' menu options.
- Positive feedback from user questionnaires and the food committee.

KEY ACTIONS

- Work with suppliers to audit and review supply chains, to identify the origins of products, their CO2e footprint and work with suppliers to source products with lower footprints.
- Work with suppliers to work out the best methods for reducing our environmental footprint.
- Improve the recycling facilities in the kitchen, dining hall and around the school site.
- Boost the 'kitchen garden' menu.
- Increase and signpost the lower carbon options on the menu.
- Create displays in the dining hall with important information about health, nutrition and sustainability solutions in the food chain.
- Carry out food waste measurement surveys and implement suggestions on improvements .
- Educate staff and pupils about portion sizes.



E. WASTE

AMBITION: REDUCE WASTE THROUGH REDUCING CONSUMPTION AND RECYCLING, AND ENSURING PROPER TREATMENT OF WASTE.

TARGETS

- To establish baseline figures for waste.
- To reduce non-hazardous waste to landfill or other from construction projects or non-construction events or sources.
- To achieve year-on-year increases in recycling as a proportion of waste.
- To achieve continuous year-on-year reductions in waste arising per staff/pupil.
- To reduce printer paper consumption per pupil/staff headcount year-on-year.

KEY PERFORMANCE INDICATORS

- Waste sent to landfill (tonnes).
- % Waste that is recycled or composted (construction or non-construction waste).
- Quantity of printer paper purchased.



KEY ACTIONS

- Audit the current waste disposal systems to create baselines.
- Create clear management plans, targets and systems for each waste stream.
- Work towards construction projects that achieve “zero to landfill”.
- Continue to work towards the total elimination of single use plastics.
- Promote recycling and educate users about the importance of recycling correctly; increase the number and visibility of re-cycling facilities around the site.
- Use ‘Paper Cut’ software to monitor printing usage and to reduce waste.
- Create effective pupil engagement programmes to help them to come up with innovative ideas for reducing waste.
- Source high quality, repairable and recyclable furniture and fittings which will last a long time.
- Promote Repair Café events and Fashion Fixit clubs, mending and upcycling items to avoid landfill/ incineration.



F. TRAVEL

AMBITION: REDUCE THE EMISSIONS EMITTED BY TRAVEL BY USING MORE SUSTAINABLE TRAVEL MODES.

TARGETS

- To increase the number of staff, pupils and parents travelling to school by active and sustainable methods.
- To reduce carbon fuel use by school road vehicles.
- To audit the carbon footprint of educational visits and review the Educational Visits Policy in order to achieve a reduction in carbon emissions.
- To achieve further Modeshift STARS accreditation.
- To increase use of the train buddy system, broaden the walking buddy system and start a bus buddy system.
- To increase engagement of parents and the local community in the school travel ambitions.
- Provide electric vehicle charging facilities for school vehicles as a starting point.

KEY PERFORMANCE INDICATORS

- Modal split for staff and pupils commuting through annual survey.
- Reduction of the 27% of pupils in senior school and the 77% of Junior School arriving to school by single pupil occupancy car (not car sharing)- 2021-22 figures.
- Per capita carbon emissions from travel from educational visits.
- Fuel use monitoring of minibuses and vans.
- External accreditations such as Modeshift STARS.

KEY ACTIONS

- Extend sustainable travel incentives and projects to encourage walking, cycling, use of public transport and car sharing. This might include further promotion of the train buddy scheme, extension of the walking buddy scheme and the creation of a bus buddy scheme, promoting cycling and walking schemes, improving cycle and scooter parking, walking buses and help with individual transport planning, lobbying for traffic calming in vicinity of school, e.g. lower speed limits.
- Engage with local authorities and other organisations e.g. car free days and weeks.
- Improve the end of trip on-site facilities for cyclists and runners (showers/ bike racks/ active travel breakfasts).
- Achieve reduction in on-site staff parking for single occupancy vehicles.
- Replace the school fleet with electric or hybrid vehicles.
- Review the school trip policy with a view to increasing the number of trips undertaken by public transport/ reducing the number of flights taken, thus reducing CO2e footprint.
- Use air pollution reducing initiatives, e.g. undertake air pollution monitoring in partnership with Dyson and with Surrey University, increased signage outside school, anti-idling campaigns, e.g. around Clean Air Day, awareness raising campaigns via assemblies and parent networks.
- Liaise with other local schools to improve traffic conditions.
- Hold educational/ curriculum walks, e.g. Walk & Wildlife Day, Duke of Edinburgh Award Scheme walking training, walking trips.
- Hold training on pedestrian skills and road safety.





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