



# **Sustainability Policy and Action Plan**

October 2025

## Table of Contents

Introduction	3
Sustainable Development	3
Strategic Principles	3
Leadership and Responsibilities	4
Curriculum Links	5
Action Plan	6
Version Control	8

**This policy can be made available in large print or other accessible format if required.**

## **Introduction**

At King's College School, we aim to instill in our pupils a deep commitment to kindness and respect for one another and the environment in which we live, learn, and work. We believe that every pupil should be taught the importance of looking after each other and the environment around them. Our vision is for our pupils to lead lives of consequence; King's pupils are future engineers, scientists, activists, business leaders, and political thinkers who will go on to develop new technologies and ideologies that can have a positive impact on the environment and the world beyond us. Through their journey and education at King's, pupils should begin to understand the consequences of human behaviour and the significant challenges we face as a society. It is our aim that pupils will learn that their actions will impact future generations and it is, therefore, imperative that we as educators are always looking forward as we shape the education we provide and equip pupils with the knowledge and tools necessary to become responsible global citizens committed to sustainability.

## **Sustainable Development**

As an educational institution, we have a responsibility to lead by example and ensure we are doing our best to protect the environment, by mitigating against and adapting to climate change. At King's we are committed to driving sustainable development and behaving in environmentally responsible ways.

This policy allows us to communicate our key sustainability commitments and our strategic principles which enable us to prioritise sustainable choices.

We believe that each of us plays a vital role in creating a kind and considerate community, not just for us as individuals, but for our wider environment. It is important that both our staff and pupils understand the importance of looking after the world around them and act to make positive changes that will benefit future generations.

A range of sustainability initiatives have already been implemented across our school site, with more to come as we seek to improve our sustainability performance.

## **Strategic Principles**

The School is committed to acting in a socially responsible way in order to minimise the negative impact we may have on the environment and communities around us. This principle of sustainability and social responsibility will be embedded in all our processes, operations, and developments, so that the impact of our operational decisions is always considered.

King's has adopted the Eco-Schools programme to raise the profile of eco-issues within the school and to develop our approach to all aspects of sustainability. The School aims to instill a sense of environmental responsibility in our pupils and offer them a hands-on experience in sustainability. King's has a long history of including environmental education in our curriculum and the Eco-Schools framework helps to further enhance this. In July 2025, the School earned the Eco-Schools Green Flag accreditation, and we intend to apply for renewal on an annual basis.

The School has identified five of the Eco-Schools Ten Topics for which we believe we can have a material positive impact:

**Energy** - We will reduce our energy use when possible and encourage investment in greener energy sources.

**Healthy Living** - Recognising that our health and the planet's health are intrinsically linked, we will aim to push ourselves to improve our health through a variety of means, including eating healthy foods and increasing our time spent exercising outside.

**School Grounds** - We recognise that our outdoor spaces are a valuable learning resource and we will support the plant, insect, and animal life living in them.

**Transport** - We will promote sustainable transport to and from school for pupils and staff.

**Waste** - We will promote the waste hierarchy (prevention > reuse > recycle > recover > disposal) and aim to send as little waste as possible to landfill.

These five strategic areas form the basis of the environmental targets adopted by the School and are the focus of our key action plan.

### **Leadership and Responsibilities**

Progress requires a shared vision and commitment from Governors, staff and pupils. Governors will be made aware of the policy and will receive annual reports from the Senior Leadership Team on the School's progress towards the agreed commitments and principles.

The School has created a King's 'Green Team', which is co-chaired by the School Bursar and the Sustainability Lead, and is comprised of members of staff across the School from a wide range of departments to ensure the best representation possible. The Green Team is responsible for progressing the School's sustainability efforts, including reviewing the targets and action plan to ensure their relevancy and appropriateness as the School moves towards the agreed aims and objectives.

The Green Team will work alongside the School Council to ensure pupils have a forum to suggest initiatives and engage directly on matters relating to environmental sustainability.

### Curriculum Links

Incorporating environmental issues into the curriculum is an opportunity to engage our pupils in real-life contexts and give them a deeper understanding of the current environmental issues we face. Teachers endeavour to incorporate environmental issues in many of our subjects with examples below; however, we aim to further develop these links into our action plan as we move forward with new initiatives.

Subject	Year Group	Learning Objective
Clubs / Activities /  Cresco	Year 5-6	Eco Club: meets once a week on Mondays after school. Pupils enter the Young Environmentalist competition.  Global Sustainability Cresco for Year 5: pupils enter the sustainable living competition.
Forest School	Reception	Inspires a meaningful connection to the natural world and fosters an appreciation for the environment.
Nature Academy	Year 1 and 2	Children learn to tackle challenges in a natural setting, fostering creativity and enhancing problem-solving skills. Pupils understand ways to conserve and protect the natural environment.
Art	Year 4	Pupils undertake a painting project exploring animals and their habitats, inspired by conservation artist Ben Rothery.
Design Technology	Year 6	All DT materials come from sustainable sources (forestry and recycled plastics).  Pupils make bird boxes and are conscious of the resources used to promote sustainability.
	Year 6-7	Pupils use air-powered cars as part of their F1 in Schools project.
	Year 8	Teams of pupils design and build electric karts as part of the Formula 1 in Schools programme.

English	Year 6	As a class pupils study the novel 'The Explorer', which debates whether or not we should protect civilizations in the Amazon.
Geography	Year 4	There are lessons on forest living and fair trade as well as sustainable farming and food miles.
History	Year 8	Pupils study the Industrial Revolution and the use of fossil fuels which is linked to deteriorating standards of health.
PSHE / Topic	Reception	Incorporated in the Seaside topic, children learn about cleaning up the oceans and make posters about stopping pollution.
	Year 1	Pupils learn about the environmental factors that put African animals at risk and deforestation.
	Year 2	Pupils learn about Asian animals at risk.
	Year 3	Pupils undertake a block of work on being a Global Citizen. They look at their responsibilities as well as specific issues such as global warming and water shortage.
	Years 3-6	Pupils cover a topic of Community and Environmental Responsibility.
Science	Year 1	Explore a topic on 'Let's get growing' for which we aim to grow vegetables on site.
	Year 4	Pupils have lessons on food chains and woodland habitats. In the materials topic, pupils learn about thermal insulators and conductors understanding heat loss from homes and the greenhouse effect.
	Year 5	Electrical circuits and alternative energy sources.
	Years 6-8	Once acquainted with photosynthesis pupils continue to explore the role plants have in atmospheric CO <sup>2</sup> .
	Year 7	Pupils study energy and the implication of fossil fuels and their use as well as alternative energy sources.
	All	In all topics and year groups, pupils are encouraged to discuss individual responsibility and choices in relation to intergenerational, social and geographic fairness and justice.

### Key Action Plan

The three key areas of focus for the current academic year are as below:

<b>Michaelmas Term</b>	<b>Healthy eating and recycling:</b> a display board will be used to track our food waste and where it goes. We will also calculate the food miles in our menu and the seasonal and local ingredients we are using. Each form group will nominate classroom monitors to collect recycling around the School.
------------------------	--

<b>Lent Term</b>	<p><b>Conserve energy:</b> School Council will create posters to go around the school with tips on how to conserve energy. We will gather data on the School's electricity consumption in order to set a target and monitor.</p> <p>Participate in the Big Schools Bird Watch from 6 Jan – 13 Feb 2026.</p>
<b>Easter Term</b>	<p><b>Transport:</b> School Council will undertake a travel survey of pupils and staff to gather data on how our community travel to School. Forms will create posters on tips to motivate all to walk and cycle (or car share) as the weather improves.</p>

In addition to the current termly targets, the School has identified the following actions we would like to undertake when practicable:

Energy	<p>IT to investigate whether all desktop screens can be set to automatically turn off overnight.</p> <p>Optimise heating and cooling controls to limit consumption when the facilities are unoccupied.</p> <p>Complete the replacement of all lights with LEDs.</p>
Healthy Living	<p>Use the planters near the tennis court to start a vegetable patch for St Martin's, with any produce to be used by the Catering Department.</p> <p>Games Department to suggest exercise challenges to be completed during break time for older pupils.</p>
School Grounds	<p>Identify a staff member who would like to run a gardening club to help maintain planting on site.</p> <p>Medium term – develop a forest trail around the back of the Briggs building. Create spaces for wildlife around the school – e.g. bird boxes and more bee and butterfly friendly planting.</p>
Transport	<p>Investigate the transition of the school minibuses to hybrid vehicles when due for renewal.</p>
Waste	<p>Reuse exercise books through multiple years to ensure they are fully used.</p> <p>Remove laminators from staff room and admin; replace with sturdy card.</p> <p>Use cardboard wallets instead of plastic wallets.</p> <p>Replace display board paper backing with durable hessian fabric.</p> <p>Continue work on making KCS uniform as reusable as possible.</p>

**Version Control**

Date of last review	October 2025
Date of next review	October 2027
Policy Owner	School Bursar / Sustainability Lead
Authorisation	Senior Leadership Team