

KATHERINE WARINGTON SCHOOL



SUSTAINABILITY POLICY

July 2026

Resources Committee: Approved 1st July 2026

Next Review 30th June 2027

INTRODUCTION & BACKGROUND

All UK schools are required to develop and implement a Sustainability Policy aligning with the national strategy.

(<https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>)

The national strategy is aiming for the UK to become world-leading in sustainability and climate change by 2030.

In addition to the national strategy, Herts County Council has mandated schools to engage with its Sustainability Programme and has established a supporting website.

HASSH –

(<https://www.hertfordshire.gov.uk/microsites/sustainable-hertfordshire/sustainability-guide-for-schools.aspx>)

Both of these approaches have informed the draft Sustainability Policy here at Katherine Warrington School.

A number of work structures have been created around the requirement to develop a policy and to support schools with what could be a massive task.

Schools will have to decide the level and extent of their engagement, particularly given that there are no additional funding resources.

Sustainability Support for Education:

(<https://www.sustainabilitysupportforeducation.org.uk/taking-the-first-steps>)

Katherine Warrington School benefits from a recently-built campus and acres of land.

We are already undertaking a number of environmental and carbon reduction activities - this is a great platform to commence the next stage of our sustainability journey.

The scope of this policy is five years, from 2025-26 to 2029-30, inclusive. Targets for the work streams will be set each year and agreed by SLT/Resources Committee.

AIMS

Katherine Warrington School is committed to sustainable development and reducing its environmental footprint.

As a school, it is important to prepare young people for the future. It is our goal that our students will be able to make their own judgments on how sustainable development should be reflected in their purpose, day-to-day school operations and their education.

We are committed to educating our students about living sustainably.

- We will create a vibrant environment and structural framework to enable staff, students and the wider KWS community to collaborate on sustainability activities.
- To seek out opportunities to increase the bio-diversity of the school site.
- Increase opportunities for climate education and access to nature.
- Develop a whole-school approach to climate education and sustainability

SUBJECT SPECIFIC COMMITMENTS

1. Climate Education

We will ensure the curriculum is broad and allows all students to learn about nature, the causes and impacts of climate change, and the importance of sustainability.

The knowledge will be largely built and developed through Science, Geography, PSHCE, Design & Food technology and Economics.

The subject matter can and will be made visible in other topics where teachers can make an explicit link.

We will consider the importance of climate education when making decisions about the curriculum and will continue to identify appropriate opportunities to align climate education within the curriculum.

 [Climate Action Plan - KWS 2026 - 2027.docx](#)

2. Green Careers and Skills.

We are aware that developing the 'green skills' of our students will allow them to build careers in STEM and other key sectors.

We understand our responsibility to support more young people into green jobs and will execute same via high quality Information, Advice and Guidance practice.

3. Education estate and digital infrastructure.

We commit to creating/sustaining a green education estate that is resilient to the impacts of climate change. Specific monitoring of our buildings will continue, building data on our usage, energy and water consumption. This is a continuous learning task, aiming to support reductions in energy and water consumption.

We are also committed to ensuring that the digital infrastructure of the school meets DfE Guidance. We will minimise our carbon footprint in this area by recycling redundant and outdated technology.

4. Operations and Supply Chains.

We will commit to introduce our students to important concepts such as the circular economy, waste prevention and resource efficiency. Form Time activities, Assemblies and the wider curriculum on offer will be utilised to support this commitment.

GEMS data and the work of the School Business Team will contribute to this commitment by operating sustainable practices and purchasing 'green' products where possible.

Supply Partners will be expected to make sustainable procurement choices and this expectation will be built into our tender processes.

ROLES AND RESPONSIBILITIES TO DELIVER THE SUSTAINABILITY AIMS

The Trust Board and SLT will work together to create the structure to underpin all Sustainability work in the school. This will include but is not limited to:

1. A Sustainability Lead – a member of staff to drive forward and co-ordinate the threads of activity described in the Policy.
2. A lead Trustee for Sustainability.
3. A Sustainability Group or Committee. To be formed as the decision-making authority for Sustainability actions and support the Sustainability Lead. This group should also identify and apply to funding streams for grants which may support the work.
4. Student Council. The Student Council already exists and it is expected that ideas and initiative will flow from our students. Their role in decision making should be determined, and at least two members of the student body should be members of the Sustainability Group.
5. Curriculum Design. The SLT will allocate resources to enable all aspects of Sustainability to be built into lesson planning across the school, for the five years of the Plan.
6. Careers Lead, to drive forward information and resource planning to support the Green Careers Agenda, with transparent target-setting and annual reports on progress.
7. Premises lead to establish and document the school base position, then devising and implementing a comprehensive strategy to decarbonise the school and improve its energy efficiency.

Infrastructure improvements to be sought by regular funding applications.

8. External support for our work will come from the University of East Anglia (national appointment) and the 'Let's Go Zero' team, who have been appointed to pursue the national strategy for all East England schools.

WORK STRANDS

Following the guidance from Herts County Council in HASSH, the following work strands will be our priorities over the life of the plan:

- Climate Change
- Cleaner Air (there are a number of projects already operating for air monitoring in schools, including SAMHE). Herts CC also have their own, well-established Cleaner Air Programme.
- Enhancing Nature
- Recycling & Water
- Energy & Emissions
- Green Careers.
- Green Procurement

The Sustainability Lead will prepare a detailed Action Plan for each strand, following the guidance, but tailoring it to KWS.

From this a master workflow programme will be produced by the Sustainability Lead and each item will be prioritised by the Sustainability Group.

Steps we are already taking can be optimised for 'quick wins' and targets set for each group in the school.

Data and record keeping will be vital in order to secure accurate reporting, for external agencies and both to the Sustainability Group and the Trust Board and

Committees. The Sustainability Lead will devise the data framework and allocated duties to those responsible for record-keeping.

Requirements for reporting to external stakeholders may very well increase over the life of the Policy, particularly if any funding is received and will be reported to the Trust Board and Committees.

SLT will receive reports termly. The Resources Committee will receive an annual report and the Policy itself will be reviewed each year.

Myles Hamilton

Assistant Business Manager

June 2026