



**Broomfield
House School**

Broomfield Sustainability Commitment Policy

Purpose

This policy outlines Broomfield's commitment to embedding sustainability across all aspects of school life. It sets a guiding framework to support the detailed action plan and ensures that sustainability is a core value, not just an add-on.

Scope

This policy applies to all staff, pupils, governors, contractors, visitors, and partners of Broomfield.

Last reviewed: June 2025

Due for review: June 2026

Policy Statement

At Broomfield, we recognise the urgent responsibility we hold towards the environment, our community, and future generations. We are committed to:

- ✓ Reducing our environmental footprint by measuring, managing, and lowering our carbon emissions.
- ✓ Embedding sustainability, climate awareness, and ecological responsibility within our curriculum, operations, and culture.
- ✓ Supporting behavioural change among staff, pupils, and families to adopt more sustainable practices.
- ✓ Ensuring transparent reporting, continuous review, and accountability for our sustainability initiatives.

Key Principles

1. Measurement and Monitoring

We will track our energy, water, waste, and emissions data. This provides a baseline and enables us to set clear targets and monitor progress (for example, using Hyscore or other energy-tracking systems).

2. Reduction and Efficiency

Our default is to reduce before we renew: prioritise energy efficiency upgrades, low-

carbon technologies, waste minimisation, water conservation, and behaviour change over high-cost interventions.

3. **Renewable and Low-Carbon Technologies**

Where renewables (such as solar) or low-carbon heating systems are feasible, we will work to integrate them sustainably and cost-effectively.

4. **Curriculum Integration and Education**

Sustainability will not be isolated as a single subject. It will be interwoven through all disciplines, with project-based learning, outdoor education, and student leadership.

5. **Community and Travel**

We will promote sustainable transport (walking, cycling, public transit, carpooling) and extend engagement to parents, alumni, and local community partners.

6. **Procurement and Waste**

Our purchasing decisions will favour sustainable, local, and ethically produced goods. We will implement robust waste segregation and reduction strategies, especially focusing on food waste.

7. **Biodiversity and Green Spaces**

We will enhance ecological health on the Broomfield site by planting native species, creating wildlife habitats, and managing grounds to support biodiversity.

8. **Transparency and Accountability**

We will report progress annually to the school community (staff, pupils, parents, governors) and review our policy and targets regularly (minimum bi-annually).

9. **Continuous Improvement**

Sustainability is a dynamic field. We will remain responsive to new evidence, technology, and best practices, adjusting our approach as needed.

Responsibilities

- **Headmaster / Senior Leadership:** champion sustainability, allocate resources, review progress.
- **Sustainability Committee /Dukes Director of Sustainability:** lead strategy, coordinate action plan, monitor metrics, report outcomes.
- **Heads of Department / Teaching and Learning:** embed sustainability in curriculum, monitor progress in classes.
- **Operations / Site Team:** implement energy, water, waste, grounds management measures.
- **All Staff and Pupils:** adopt sustainable behaviour, support initiatives, propose improvements.

- **Governors / Trustees:** oversight, accountability, ensuring alignment with institutional aims.

Review and Reporting

This policy will be reviewed throughout the academic year by the Sustainability Committee. Progress against the action plan and key performance metrics will be published in an annual Sustainability Report to the school community.



Objective	Action Plan	Responsibility	Timeline	Metrics for Success
Embed Sustainability in Curriculum	Integrate sustainability and climate change topics into the school's curriculum across all age groups and subjects. Encourage project-based learning and outdoor education.	Head of Teaching and Learning	Ongoing (Each Term)	Integration of sustainability in at least 50% of subjects. Increased student engagement in sustainability projects.
Energy Efficiency Improvement	Utilise Hyscore's energy tracking hardware to monitor energy consumption in real-time. Analyse data to identify high energy consumption areas and prioritize capital investments for energy efficiency upgrades.	Headmaster/All Staff	Autumn Term 2024	Reduction in energy consumption by 15% in targeted areas.
Renewable Energy Implementation	Initiate a feasibility study for the installation of solar panels on school buildings. Secure funding and plan installation.	Headmaster	Spring Term 2025	Solar panels installed and operational, contributing to 20% of the school's energy needs.



Reducing Gas Consumption	Transition from gas heating to more sustainable options such as electric heat pumps or biomass boilers. Implement a phased approach to replace existing infrastructure.	Headmaster	Spring-Autumn Term 2025	30% reduction in gas consumption.
Waste Management and Reduction	Introduce a comprehensive waste segregation system and conduct a food waste audit. Collaborate with the eco-council for best practices in food waste management and reduction.	Holroyde Howe/Eco-Council Lead/Headmaster	Autumn Term 2024	25% reduction in overall waste, with a 40% reduction in food waste.
Sustainable Food Procurement	Develop a policy for sourcing food from local, sustainable sources. Train kitchen staff in sustainable food preparation and minimise food waste.	Holroyde Howe/Chef Tom and team	Spring Term 2025	50% of food sourced sustainably and a reduction in food waste by 40%.
Awareness and Education	Organise workshops and educational programs for pupils and staff about sustainability, energy conservation, and waste reduction. Leverage PlanetMark accreditation to foster a culture of environmental stewardship.	Sustainability Director	Ongoing (Each Term)	90% of Pupils and staff trained; measurable increase in sustainability practices.



Transportation and Emissions	Promote carpooling, cycling, and use of public transportation among Pupils and staff. Consider incentives for low-emission commuting. Work towards achieving the Transport for London Gold Award for sustainable travel.	Chris Doyle	Autumn Term 2023	20% reduction in emissions from school-related transportation. TfL Gold Award achieved.
Water Conservation	Install low-flow fixtures and implement rainwater harvesting systems. Conduct regular audits to check for leaks and inefficient usage.	Site Manager	Summer Term 2025	20% reduction in water usage.
Continuous Improvement and Review	Establish a bi-annual review process to assess the effectiveness of implemented strategies and make necessary adjustments. Maintain active communication with all stakeholders for feedback and suggestions.	Sustainability Committee	End of Each Term	Implementation of improvements based on review findings.
Biodiversity and Green Spaces	Develop and implement a plan to enhance biodiversity on school grounds through planting native species, creating wildlife habitats, and establishing no-mow zones.	Headmaster	Autumn Term 2024-Spring Term 2025	Increased biodiversity index on school grounds by introducing more plants and rewilding more spaces..



Professional Development	Provide regular professional development opportunities for staff to learn about the latest in sustainability education and best practices in climate change mitigation.	Internal CPD and Dukes CPD offering	Ongoing (Each Term)	At least one professional development sessions per term.
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