



Environmental Policy 2025-2026

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Policy Statement

The Board of Governors and the Senior Leadership Team of More House School are committed to responsible stewardship of the environment of our School. Current environmental regulations, laws and codes of practice will be regarded as setting the minimum standards of environmental performance and we shall strive to:

- reduce our use of natural resources;
- support the sustainable production of the resources we use by purchasing renewable, reusable, recyclable, and recycled materials;
- minimise use of toxic substances;
- reduce the amount of waste generated and promote strategies to reuse and recycle those wastes that cannot be avoided;
- restore the environment where possible; and
- develop and empower our More Green council of pupils to lead and drive green initiatives.

Each member of the School community is encouraged to set an example for others by serving as an active steward of our environment and we will ensure that all staff and pupils are trained in our environmental management policy and given guidance in its implementation.

Context & Alignment

We align our approach with national guidance and sector best practice, including the Department for Education's Sustainability & Climate Change Strategy and guidance on Sustainability Leadership and Climate Action Plans, the National Education Nature Park programme, and recognised whole-school sustainability models. We participate in external initiatives (e.g., Eco-Schools, the Global School Alliance Sustainability Pledge Challenge) to benchmark progress.

Principles

- Comply with environmental law and treat legal requirements as a minimum standard;
- Educate for sustainability across all subjects and phases; develop green knowledge, skills and values;
- Prevent pollution and minimise resource use through 'reduce, reuse, repair, recycle';
- Conserve water, improve air quality, protect and enhance biodiversity, and build climate resilience;
- Plan for net-zero operations in line with sector guidance; prioritise 'fabric first' efficiency and on-site renewables where possible;
- Empower pupils through the More Green Council to lead, co-design and evaluate action;
- Work with parents, local partners and global networks to amplify impact; and
- Appreciate the impact that small changes can make.

Roles & Responsibilities

Board of Governors: sets policy direction, reviews annual progress, and ensures adequate resourcing.

Head & Senior Leadership Team: integrate sustainability into school improvement planning; ensure a nominated Sustainability Lead; oversee compliance and risk.

Sustainability Lead (Deputy Head): maintains the Climate Action Plan; coordinates audits, targets and reporting; leads staff and pupil engagement; liaises with estates and catering.

Director of Finance and Resources: delivers the estates decarbonisation roadmap, procurement standards and contractor compliance; tracks utilities and waste data.

Curriculum Leaders & Teachers: map sustainability learning into schemes of work; use campus and local area as learning resources; assess and evidence impact.

Pupils (More Green Council): identify priorities, run campaigns, lead data collection (energy, waste, travel, biodiversity), and present findings.

All Staff & Volunteers: role-model pro-environmental behaviours and follow operational procedures (e.g., switching off, safe waste segregation).

Contractors & Suppliers: meet our environmental standards and assist with waste minimisation and compliance (including Duty of Care).

Curriculum

We will educate students to be informed, capable and optimistic agents of change. Our approach includes:

- Whole-curriculum integration: each subject embeds sustainability knowledge, systems thinking and real-world problem-solving where possible.
- Skills & competencies: inquiry, data literacy, collaboration, design thinking, communication, and ethical decision-making.
- Local-to-global learning: link classroom topics to the School site, London context, the UK and global sustainability goals. This is supported through the Global strand of the More House Diploma.
- Place-based and outdoor learning: use nearby parks, gardens, museums and galleries to deepen learning and wellbeing.
- Careers: highlight green skills and pathways; connect with alumni and industry for talks, projects and work experience.

Subject exemplars include (indicative, to be tailored annually):

- English: Rhetoric, climate communication, environmental journalism; speeches and letters to decision-makers; eco-poetry.
- Mathematics: Analyse live energy/water/waste datasets; modelling trends; statistics on air quality and travel surveys.
- Science: Carbon cycle, energy systems, life-cycle assessment, materials science, air pollution monitoring, biodiversity sampling.
- Geography: Climate justice, adaptation and resilience, urban heat island mapping, GIS projects, sustainable cities.
- History: Environmental change over time; industrialisation; environmental movements and policy milestones.
- MFL: Environmental vocabulary and debates; compare sustainability policies in target-language countries.
- Art & Design: Circular design, repair and materials; upcycling; product life-cycle; sustainable architecture challenges.
- PSHE/RSHE: Health, wellbeing and the environment; active travel; food choices; responsible digital consumption.
- Business Studies: Externalities, ESG, ethical finance, supply chains; School social enterprise projects.

Operations and estate

Waste

As an integral part of the School's environmental policy, special attention is given to recycling as an ideal means by which to better preserve dwindling natural resources. The School regularly reviews its sorting system for recycling.

We will always dispose of all waste in a responsible manner, ensuring that we comply with the Duty of Care Regulations. Any services used for the storage or disposal of waste must be checked by the Director of Finance and Resources to ensure that appropriate licences are held.

Paper will be used sensibly, with measures taken to reuse and recycle waste paper, and the increased use of electronic communication to reduce the need for paper use. We will:

- photocopy on both sides;
- print two pages to a sheet, where possible,
- check carefully that we are only printing essential pages,
- where possible, ask pupils to share worksheets or put the work on the interactive whiteboards,
- use the eco staple option on the photocopier when possible; and
- recycle waste paper, ensuring all classes have recycling bins.

Waste streams should be segregated where possible to ensure that effective recycling can take place and to support monitoring processes.

Promote repair and reuse (uniform swaps, stationery recovery, IT re-use) and responsible e-waste management.

Water usage

- run pupil campaigns on water stewardship;
- encourage all users to report defective taps to the caretakers;
- automatic taps in bathrooms;
- install low-flow devices where feasible; and
- collect rainwater for the plants on site.

Energy usage

- Adopt a 'fabric first' approach (insulation, draught-proofing, glazing) before low-carbon technologies;
- Install LED lighting when bulbs need replacing
- switching off lights, projectors, and interactive whiteboards in classrooms before leaving the classroom at the end of each lesson;
- ensuring that radiators are managed efficiently eg TRV checks, holiday shutdowns, lower thermostat temperatures.
- set ICT to maximum power-saving modes;
- procure green electricity tariffs where appropriate;
- encouraging pupils to participate in all the energy saving activities and allowing energy monitors to carry out their duties; and
- Create a plan for heat decarbonisation.
- Review feasibility of solar panels for the School.

Food Waste

- A food waste system with weekly collections; and
- track food wastage and plan for reductions.

Transport

We will implement measures to help the School's staff and pupils to use 'green transport', by:

- raising awareness about the impact of transport to the environment and to people's health,
- providing facilities for cyclists,
- encouraging car sharing,
- enforce anti-idling at drop off and pick up;
- encouraging the use of public transport, and
- maintaining adequate and safe facilities for pupils and staff cycling and walking to School.

Purchasing Policy

We will endeavour to use sub-contractors and suppliers who comply with the requirements of our environmental policy and will help subcontractors and suppliers to comply with environmental laws and regulations as much as possible. Where possible we will:

- Move services to the cloud where efficient;
- purchase A+++ rated equipment;
- adopt environmental criteria for all tenders and supplier audits;
- favour recycled and Fairtrade products; and
- minimise packaging and require take-back schemes.

More Green

More Green is a group of pupils led, with staff support, by the Eco Officers who are involved in the development, implementation and review of the School's environmental policy. They recommend action that could be taken to meet the policy's aims and where possible help to implement the action plan.

The group will meet half-termly with the Sustainability Lead and where appropriate the Director of Finance and Resourcing. Minutes from the meeting will be shared with all stakeholders and discussed at SLT meetings and highlights shared in assemblies.

Parents and staff will be invited to be part of the More Green group.

Targets, KPIs & Reporting

Annual targets will be set and reviewed termly. Indicative KPIs include:

- Energy: -10% electricity kWh/m² year-on-year from a 2024/25 baseline; 100% LED by 2026; PV feasibility decision by 2026;
- Heat: Heat-decarbonisation roadmap approved; priority boiler-to-heat-pump plan at end-of-life; emitter upgrades scheduled;
- Water: -10% potable use per pupil by 2026; 100% leak fixes within 5 working days;

- Waste: 50% reduction in single-use plastics by 2026; 10% reduction in paper use; -30% food waste per meal.
- Transport: +20% active travel mode share; zero-idling at gates; annual travel survey; and
- Education: all departments map sustainability into schemes; pupil climate literacy surveys show improvement.