



Sustainability Policy

September 2021

1. **AIMS**

- 1.1 To be a Catholic school where all members of the community live according to Gospel values and the principles and teachings of Mary Ward, promoting the virtues of freedom, sincerity, justice, truth and joy, to allow all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.
- 1.2 The Governors seek to ensure that the values of Mary Ward are reflected in the planning and delivery of all policies. The principle values covered by this policy are:
 - Justice – We recognise our duty of care to the environment, to the poor and the vulnerable and to all of God’s creation. We aim to reduce the negative impact of our operations on the environment.
- 1.3 To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.

2. **GUIDING PRINCIPLES**

- 2.1 The Governors and school recognise the challenge facing the world community in ensuring our environment is preserved and protected for future generations. The school aims to comply with all its legal, regulatory and moral obligations to contribute to the effective overall management of sustainability and decarbonisation in accordance with government legislation, the teachings of Pope Francis and The Institute of the Blessed Virgin Mary.
- 2.2 As a faith school in the Catholic tradition, we embrace the teachings of Pope Francis, and hear “both the cry of the earth and the cry of the poor”. We commit to meeting the needs of the present without compromising the ability of future generations to meet their own needs. We are emboldened by the Pope’s reassurance “that local individuals and groups can make a real difference”.
- 2.3 As a Loreto school, we embrace the very latest in teaching methods and technologies within an international community inspired by the spirit of Mary Ward, the foundress of the Institute of the Blessed Virgin Mary. As part of this community, we embark on a 7-year journey toward Integral Ecology (2021-2028)
- 2.4 As educators, we recognise the important role we must play in developing the environmental stewardship of staff, students and visitors. We encourage students to be doers of justice who will stand with those on the margins of life and become responsible global citizens and agents of social change, committed to building a better world.

3. **SCOPE OF THE POLICY**

- 3.1 This policy applies to all operations, instructed, executed or maintained by permanent and temporary staff of the school in the course of carrying out its functions. Also, by any agents, contractors, consultants or third parties acting on behalf of the school.

3.2 Operations are defined as activities which facilitate the business carried out by the school. These activities include but are not limited to the acquisition of energy services, the refurbishment and maintenance of school grounds and property, waste creation and disposal, the procurement of goods and services other than energy and transport and traffic created by all the above.

4. **RESPONSIBILITIES**

4.1 The governing body of the school has a responsibility to help reduce the negative impact of the school's operations on the environment. They take due note of relevant environmental legislation and national and local guidance. To this end they adopt policies suggested by Hertfordshire County Council.

4.2 Central government commitment to action to tackle climate change is outlined in The Environment Act 2021, The Environment Plan (A Green Future: Our 25 Year Plan to Improve the Environment, 2018) and in The Climate Change Act (2008) –amended 2019.

4.3 The Department of Education's most recent guidance for Developing Sustainable Schools was issued in 2012.

4.4 In their document Sustainable Hertfordshire Strategy 2020, HCC outlined their ambitions for the county as follows:

- Carbon neutral operations by 2030.
- Improve biodiversity on Hertfordshire land by 20% by 2030.
- Reduce what we throw away. Send nothing to landfill by 2030.
- Net zero greenhouse gas county before 2050.
- Ensure Hertfordshire communities are ready for future climates.
- Improve wildlife in Hertfordshire land and water by 20% by 2050.
- Clean air for all by 2030.

5. **ACTION**

5.1 Loreto College St Albans' commitment to environmental protection is set out within the following framework of strategic objectives and existing programmes (see appendix).

Appendix A

Waste Management

In common with many schools in the district, Loreto College is proud to partner with KP Waste for general waste management. KP Waste have been a virtual Zero Waste to landfill company for many years and currently sends non-recyclable waste to an Energy Recovery Facility to produce Refuse Derived Fuel. This waste is turned into energy to power homes and businesses.

Landfill:

Of the general waste produced by Loreto College on a weekly basis, virtually zero waste is sent to landfill.

Of the mixed construction and demolition waste produced by the college on an irregular basis, less than 10% is sent to landfill.

These figures are evidenced in the Breakdown of Waste Streams and Data provided to the college by its contractors and held on record by the Facilities Manager.

By means of comparison, St Albans City Council currently send up to 40% of its collected waste to landfill.

Recycling

The separation of waste for recycling is a useful tool in encouraging environmental stewardship among students, a moral obligation, and likely to be the subject of increasingly stringent government legislation in the near future.

The overwhelming majority of Recyclable Waste produced by the college is in the form of paper and cardboard. There are two large recycling bins on the premises for the weekly collection of this waste and numerous small bins across departments and classrooms. Whenever possible, this waste paper is sorted into grades by our waste contractor and sent to paper mills to create new paper products such as newspapers. Card is baled to be sold for new cardboard manufacture.

Single use plastics are discouraged on site and are not considered prevalent.

Wood and glass waste is not regularly produced on site and typically leaves the premises as part of a construction and refurbishment project. These projects have a waste recycling rate well in excess of 90%.

Cooking oil produced by our sub-contracted canteen company is separated on site, collected regularly and recycled to provide bio-fuel. The canteen staff have also dramatically reduced food waste in recent years.

Housekeeping

Loreto College has a proliferation of waste bins across site which are cleared on a daily basis by the sub-contracted cleaning staff.

In addition, daily litter picking is undertaken by the site team following the students lunch break. Litter can have a devastating impact on ecological habitats. Working with the student council, it is the intention to become a litter free school as we enter our centennial year.

Waste Management Targets:

- To implement a zero tolerance approach to littering
- To continue to send zero general waste to landfill
- To continue to send non-recyclable waste to Energy Recover facilities to produce Refuse Derived Fuel
- To respond quickly to any impending changes in legislation regarding waste management

Waste Management Lead:

Facilities Manager, Senior Management Team

Appendix B

Procurement

Loreto College St Albans recognises that all procurement decisions will have some impact on sustainable development. As accounting officer, the head teacher has responsibility for ensuring the Academy Trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

Before making purchases, the accounting officer considers the necessity, alternatives and long term impact of cost based decisions.

Electricity:

Loreto College has recently procured a three-year contract for the supply of 'Green' Electricity. Due to the variety of ways in which electricity can be generated, the cost of sustainably sourced Electricity is almost comparable to 'Brown', non-sustainably sourced electricity. In an effort to reduce the negative impact of the school's operations on the environment, senior management and Governors of the college chose to absorb this cost difference.

Gas:

Loreto College has recently procured a three-year contract for the supply of 'Brown' Gas. In contrast to Electricity, there is no real variety to the way in which Gas is harvested, a fact which significantly impacts pricing. At our current rate of consumption, the costs associated with procuring 'Green Gas' are considered too punitive and do not represent a truly viable, best value option for the school. The three-year contract on 'Brown' Gas does however provide the flexibility to look at this option again within a relatively short time frame, when prices may be lower and government support more tangible.

Consumables:

Loreto College routinely purchases many products in the service of its operations, such as paper, teaching resources, stationary products, sanitary and cleaning products, machinery and equipment. Where cost and technology allows, these goods are manufactured from sustainable resources, are energy efficient and can be recycled. Goods and services are sourced from well established, trusted, education specialists, ensuring high standards of environmental, social and ethical performance.

The provision of school food is generally considered to account for over 20% of a secondary school's carbon footprint. At Loreto College catering is outsourced to an independent sub-contractor, with performance monitored by senior management and an independent contracts manager. Carbon footprint from canteen operations is reduced by buying local, fresh products, offering vegetarian options and employing locally based staff.

Collaboration:

The college maintains excellent lines of communication with other local schools in the area, at all levels of management. This helps to ensure the sharing of specialist knowledge of individuals with regard to sustainable development issues and the recycling of unused or unwanted resources. For example, Loreto College recently collected over forty computer screens from a local school who had purchased new equipment. Following PAT testing and cleaning, these screens will be recommissioned and used by both staff and students.

The college is a member of the Loreto Education Trust, responsible for all the Loreto schools in the United Kingdom. Although geographically disparate, the possibility of working collaboratively with these schools to increase purchasing power of more sustainable goods and services is under

discussion within the trust.

Procurement Targets:

- To continue to deliver good value in the use of public resources
- To give serious consideration to procuring a contract for the supply of 'Green' gas on the expiration of the current contract
- To continue to purchase sustainably sourced electricity
- To continue to purchase sustainably sourced consumables
- To continue to work with sub-contractors to reduce their carbon footprint, particularly in the canteen
- To continue to collaborate effectively with other local schools, sharing skills, knowledge and resources that can impact positively on sustainability
- To continue to collaborate effectively with the Loreto Educational Trust

Procurement Lead:

Accounting Officer, Finance Manager

Appendix C

Energy Consumption & Conservation

The college is legally required to display its Energy Performance Operational Rating, based on its Carbon Dioxide Emissions for the last year.

It is given a score (from 0-150 with 0 being the best) and an operational rating on a scale from A (lowest emissions) to G (highest emissions).

The most recent rating award to the college is D, with a score of 88. The typical score for a public building is 100, and the typical rating for a public building is D.

Energy consumption is also monitored in house, with appropriate data records kept by the Facilities Manager.

The colleges energy rating has either improved or remained stable, in each of the past 4 years.

Gas:

The college used 144.79 KWh/m² of gas in the last year, with the vast majority used to heat the premises – other uses include the service of the canteen and the science department. The college has applied for Conditional Improvement Funding to replace five energy inefficient boilers but have hitherto been unsuccessful. We are consulting with independent consultants with regard to securing funding to provide heating by more sustainable means.

We have however been more successful in securing funding with regard to associated measures to improve the energy efficiency of our buildings. Over the past few years over £1m of energy efficient glazing has been installed at the premises, replacing energy inefficient single glazed units and doors.

Electric:

The college used 30.67 KWh/m² of electricity in the last year, serving a wide range of teaching resources for almost 1000 pupils as well as lighting over eight buildings.

In an effort to reduce electricity consumption the college has introduced automatic shutdown of PC's at an agreed time each evening, occupancy switching to toilet blocks and infrequently used rooms and time clocks to certain items of equipment. Catering equipment, which can often be a source of energy inefficiency, is well maintained and serviced bi-annually by industry professionals.

In recent years we have also invested heavily to replace energy inefficient fluorescent lighting across the premises with new LED lighting, accepting the high initial installation costs in return for the significant environmental benefits of switching to LED and reduced running costs in the long run.

Water:

Over the course of a year we estimate average water consumption on site to be in the region of 1,300 cubic metres, with 100% discharged into the main sewerage system (figures based upon billing for the last full academic year). This is a large amount but should be framed in the context of the number of students and staff who use the facilities and the fact that the average UK household consumes 130 cubic metres/per annum.

Following recent refurbishment works, the overwhelming majority of taps in student WC facilities benefit from non-concussive taps, designed to automatically shut off the flow of water after a pre-set time, reducing water waste. The majority of toilets are now dual flush, which substantially cut water usage by using just enough water to adequately flush the toilet.

Irrigation is used sparingly in grounds maintenance, with only new plants being watered. Furthermore, planting is infrequent. Foliage, lawns and the hockey pitch depend upon rainwater to aid growth.

Polluting discharges to waste water services from the art department are managed with sump boxes to sinks. Polluting discharges to waste water services from the science department are managed in accordance with CLEAPS.

Filtered drinking water on site is provided by Cooleraid, who donate 10% of rental revenue from mains-fed coolers and 35 pence from every bottle of water sold to the Lifeline Fund, which brings much needed relief to orphaned and abandoned children in Malawi.

Fuel:

We currently own two vehicles, both minibuses, which run on heavy oil. The CO2 Certificate detailing the amount of direct greenhouse gases emitted by these vehicles is regularly produced by the fuel provider, with appropriate records kept by the Facilities Manager. The mileage on these vehicles is low and there are currently no plans to replace them in the short term. In the medium to long term, these minibuses will likely be replaced with electric.

We have commissioned a feasibility study into the supply of electric vehicle charging points on the premises and can confirm that we currently have capacity for the same at 2no locations – The Mary Ward car park and the Beaconsfield Road car park. Once demand among staff increases and/or the school purchases electric minibuses, the college is in a good position to instruct this work. For safeguarding and security reasons, the college does not believe it is feasible to provide EV Charging points to members of the local community or businesses.

As a faith school, the students of Loreto College are drawn from a wide catchment area and often travel long distances to school. A large number of students do however travel together in coaches, either by private or public transport, significantly reducing the potential emissions which might otherwise be generated by each child being driven to the premises in a separate car. Student behaviour on transport is considered to be good.

Including sub-contracted cleaning staff, the college employs a significant number of people who live in close proximity to the premises and who can and do walk to work.

Cycle parking is available on site, with sufficient spaces for current demand and the scope to add more as required. Lockers are available to every student, meaning school bags and books can be left on site overnight –making cycling easier and safer.

The college has recently opened dialogue with the highways team at Hertfordshire County Council, with a view to improving student pedestrian safety at entrances and exits to the grounds. As a minimum, 'School Keep Clear' markings are to be repainted. However, this work is subject to the council's budgetary restraints and will not be actioned until the next financial year.

Solar:

We have no photovoltaic systems on the premises and no current plan to install. In conjunction with independent property consultants, this is annually reviewed.

Energy Consumption & Conservation Targets:

- To further reduce our energy consumption and achieve a better operational rating.
- To continue to consult with Public Sector Decarbonisation Scheme experts with a view to reducing our dependency on gas and introducing alternate fuel supplies as cost and technology allow.

- To respond positively to demand for electric vehicle charging points from our staff.
- To continue to monitor all aspects of our energy consumption with sustainability & decarbonisation at the forefront of our thinking.

Energy Consumption Lead:

Facilities Manager

Appendix D

Maintenance & Refurbishment

Three of the largest buildings at Loreto College are over 100 years old. We experience significant challenges maintaining a built environment suitable for delivering outstanding education, on a premises more akin to a historic privately funded school than a public building.

In recent years the college has successfully applied for government funding to overhaul the single glazed window systems to the main building and music, art and science block. The installation of modern, energy efficient double glazed systems has helped improve our energy consumption in these buildings, alongside the installation of LED lighting. The recent refurbishment of 6 toilet blocks is likely to significantly reduce water waste. As noted previously, the waste produced in refurbishment projects has a typical recycling rate in excess of 90%.

Timber materials required by contractors and the site support staff are invariably locally sourced, from suppliers certified by the Forest Stewardship Council. The 'FSC' system allows businesses and consumers to identify, purchase and use wood, paper and other forest products made with materials from well-managed forests and/or recycled sources.

Newly installed ceiling tiles to large areas of the school have a 44% recycled content and are 100% recyclable.

Heavy-side deliveries to the premises are invariably made by FORS accredited companies whose members report double digit reductions in CO2 emissions from vehicles.

Insulation in our older buildings could be improved. This work may possibly be the subject of a Public Sector Decarbonisation Scheme funding application in the near future.

The premises are cleaned by a sub-contracted cleaning company. In line with the requirements of COSHH, the resources used to clean the premises do not contain the strongest and harshest chemicals available on the market. However, some items of sanitary-ware are cleaned daily with chemical based products in the interests of hygiene and efficiency. Neutral detergents are used to clean most other surfaces. These have a reduced environmental impact.

Toilet paper and hand towels are heavily consumed on the premises. The college has recently procured and installed toilet roll holders designed to reduce waste by as much as 40% and lease/purchase hand dryers to reduce dependency on paper towels.

Sub-contracted landscapers regularly attend to cut lawns and hedgerows.

Maintenance & Refurbishment Targets:

- To continue to take account of sustainability & decarbonisation when planning, instructing and undertaking maintenance and refurbishment work
- To consult with Public Sector Decarbonisation Scheme experts with a view to securing funding to improve the level of insulation in some of our buildings
- To consult with Sustainable Construction principles with regard to any new build activity

Maintenance & Refurbishment Lead:

Facilities Manager

Appendix E

Bio Diversity

“If the simple fact of being human moves people to care for the environment of which they are a part, Christians in turn realise that their responsibility within creation, and their duty towards nature and the Creator, are an essential part of their faith”

Pope Francis, 'Laudato Si'

At Loreto we are part of the Institute of the Blessed Virgin Mary, founded by the Venerable Mary Ward, whose life and values have inspired a truly international Catholic community. Integral to this community are the principles of Justice, Peace and the Integrity of Creation (JPIC). To walk in Mary Ward's footsteps is to promote JPIC to all of God's creation in all circumstances. Protection of the environment and solidarity with all God's creation is therefore a central tenant of the Mary Ward mission.

Situated on the site of a former New Zealand nursery, the eight-acre college estate is home to mature gardens and woodlands, including the following trees: Irish yew, holly, sycamore, horse chestnut, sweet cherry, cypress, maple, blackberry, lime, apple, plum and conifer. The trees are inspected annually by respected arboriculturists and the governors have invested significant sums over the years maintaining the trees, some of which are the subject of Tree Preservation Orders.

The grounds provide habitats for a rich variety of wildlife. Staff consultations report sightings of the following: red fox, grey squirrel, red kite, goldcrest, treecreeper, thrush, magpie, jay, frog, toad, wild bee, bumblebee, hairy footed flower bee, wasp, dragonfly, damselfly, pond skater, backswimmer, water beetle, hoverfly, weevil, tawny owl, muntjac deer, rat, bat, blue great and coal tit, wren, dunnock, redwing, fieldfare, robin, grey wagtail, pied wagtail, goldfinch, greenfinch, blackbird, various butterflies and moths.

The site also features a pond, greenhouse and allotment area, maintained by the site team and regularly visited by students from the Learning Support Department, under supervision from teaching assistants. Vegetables are grown in this area in small numbers and distributed to staff, along with fruit collected from the variety of trees on the premises.

Loreto College St Albans recognises the positive learning and health benefits that contact with nature can have on both students and staff. These have been shown to include reducing the effects of childhood obesity and improving mental health and emotional well-being. Although access roads and car parks are out of bounds for obvious safety reasons, students are free to roam the grounds at break and lunch. Many students leaving the school at the end of their education comment on the enjoyment they experienced by relaxing in this environment

In order to further enhance wildlife habitats within the grounds, we plan to create just under 5000 square foot of wildflower plants over the next academic year, providing pollinating insects with food from leaves, pollen, nectar, shelter and places to breed.

Further small measures, such as small bird feeding stations and solitary bee hives are already present on the premises.

The colleges commitment to zero littering is obviously expected to benefit the wildlife population. Researchers estimate that over one million animals die each year after ingesting, or becoming entrapped in, improperly discarded waste.

Bio Diversity Targets:

- To continue to support the high level of bio-diversity on the premises
- To enhance the environment for pollinators by removing turf and planting wildflowers

- To reduce littering on site given the harmful effects it can have on biodiversity
- To continue to allow students the opportunity to engage with nature, as a means of developing their own rights and responsibilities in caring for themselves and all creation.

Bio Diversity Lead:

Facilities Manager

Appendix F

Student Education & Engagement

The most recent inspection of Loreto College St Albans, conducted by the Westminster Diocese in January 2020, found all aspects of Catholic education and Catholic life at the school to be outstanding. With regard to "The contribution to the Common Good – service and social justice" the report stated the following: "Outstanding.. It is clear that not only do pupils actively engage in acts of service but they have an excellent understanding of the theology underpinning their actions. The 'JPIC' (Justice, Peace and the Integrity of Creation) group exemplifies outstanding service and social justice in a school"

Sustainability, decarbonisation, climate change and environmental stewardship are topics covered by a broad range of subjects including religious education, geography, science, business studies and PSHE (Personal, Social and Health Education).

The following summary is provided by our Religious Education Department:

All year groups are taught about their responsibility to care for the environment, with reference to 'Laudato Si'.

In Key Stage 3 the pupils study the Genesis creation stories and reflect on their responsibility to be good stewards of God's earth. They are encouraged to identify ways in which they can instigate positive change on a local, national and global level.

In Key stage 4 pupils study creation as part of the Catholic Christianity GCSE course. In this topic students look at Genesis 1 and 2 in far greater depth and look further at the significance of the creation stories for Catholics. Whilst studying 'Laudato Si,' students are encouraged to recognise the intimate relationship between protecting and sustaining the environment and promoting human development.

In Year 12/13, students study environmental ethics and concepts of stewardship and conservation from the point of view of at least one religious denomination and one secular viewpoint. They also look at sustainability, climate change, waste management and animal welfare and protection.

The following summary is provided by our Geography Department:

We are constantly looking at sustainability from years 7-13.

All year groups study climate change and this year reference has been made to the COP26 summit. 9S took part in the "Great Big Lesson" live from the conference, which was run by "Aim Hi Earth." In Year 7-10, class discussions have focused on what climate change is, the goals and achievements of the conference and what we as individuals can do to reduce the impacts of climate change. We have also referenced the "Earthshot" prize, where over the next decade, five different projects will be given £1 million to develop sustainable technological innovations by The Royal Foundation. We have set a competition for the girls to come up with their own ideas and will display these around the school.

We have done work on plastic pollution as part of a cross curricular themed week and this led to some of our sixth form creating a reusable bottle with the form logo on to be purchased from the school shop.

We have previously run a sustainable fashion swap and have been involved in "Green leaders" where our sixth form students went into primary schools to deliver the sustainability message. Topic wise, we cover sustainability specifically as follows:

Year 7: *How to make local areas more sustainable.*

Year 8: Sustainable management of the rainforest.

Year 9: Sustainable fashion, sustainable aid projects using intermediate technology, The Global goals for sustainable development and sustainable management of cold environments (e.g. Alaska and Antarctica).

Year 10/11: Sustainable management of rivers and coasts, climate change, extreme weather in the UK, sustainable management of rainforests and cold environments, sustainable cities and renewable / sustainable energy.

Year 12: Sustainable cities, sustainable management of waste, sustainable management of rivers, coasts and rainforests.

Year 13: Sustainable management of hazards and sustainable management of Antarctica and other global common areas. Global goals for sustainable development.

The following summary is provided by our PSHE Department:

Through citizenship, we have looked at climate change and COP26 and the global goals for sustainable development. We also cover topics like gender equality (social sustainability) and hold mock elections. (political sustainability).

In 2019 the college school took part in and won a competition from the local "Sustainable St Albans" organisation, in which the students outlined the ways in which we have attempted to create a more sustainable environment.

For more information, please visit: <https://www.loreto.herts.sch.uk/sustainability-success-story/>

Student Council

The pupils of Loreto College elect a student council, with representatives from each year group, who meet regularly to discuss issues and improvements which could be made to school life. The council have consistently shown a keen sense of environmental justice and have mobilised this year in support of the school's target to become litter free.

Learning resources regarding sustainability are on display around the school.

Student Education Targets:

- To continue to inspire environmental stewardship in our students in accordance with the curriculum, the imploring of the Catholic church and the Institute of the Blessed Virgin Mary.
- To continue to recognise the importance of engaging with the student population, via the student council

Student Education Leads:

Heads of Department, JPIC leader, Student Council Teacher Representative/Chair