

BOLD FUTURES



Bold Futures Federation Sustainability Policy

Written: November 2025
Next Review Planned: January 2027

Signed: _____ (Policy Owner)

Print Name: _____

Review Date: _____

Signed: _____ (Governor Approval)

Print Name: _____

Approval Date: _____

Purpose and scope:

Bold Futures Federation is committed to becoming a network of sustainable schools. This is in line with the DfE policy – Sustainability and climate change: a strategy for the education and children’s service’s system, April 2022.

This policy reflects our belief that effective sustainable management of our schools can positively contribute to our schools and their wider local communities. This document sets out how the policy will be implemented; the organisation, role and responsibilities of those involved; and summarises the arrangements for managing the process of becoming a group of sustainable schools.

The Governors and Senior Leadership Teams are dedicated to ensuring that Bold Futures Federation will become sustainable. We aim to:

1. To embed energy saving culture across the federation whereby all stakeholders have an active role in saving energy.
2. To create a culture that promotes sustainability.
3. To raise awareness and educate our young people, staff and local communities about key environmental issues, their role in creating a sustainable lifestyle and how this contributes towards being a global citizen.
4. To improve energy and water efficiency and reduce operating costs.
5. To promote environmentally friendly behaviour both within and outside of school by developing relationships with external organisations.

There are seven areas that the World Wildlife Foundation (WWF) encourage schools to focus on, which this policy will incorporate into our implementation of becoming a sustainable school, tackling climate change and supporting nature. Our Eco Teams include our subject leads, sustainability leads and pupils who are called Eco-Warriors. Throughout the academic year, sustainability is embedded throughout the curriculum as well as in forest school, specific assemblies and guest speakers. This helps to create and promote a culture of sustainability whilst raising awareness and encouraging environmentally friendly behaviour both within and outside of school in the local community.

Legislation:

The UK government declared that schools must have a nominated Sustainability Lead, including a climate action plan by 2025 (available at: <https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education>). In addition, the WWF provides further guidance and advice for schools for their vision and climate action plans (available at: <https://www.wwf.org.uk/get-involved/schools>). Sustainable development is woven into teaching and learning across the curriculum and teaches pupils about the UN seventeen world sustainability goals (available at: <https://sdgs.un.org/goals>) and how we all can make a difference and play our role as global citizens in fighting climate change for a brighter, more sustainable future. As part of Hampshire County Council, we also align with their sustainability ethos which is available at: <https://www.hants.gov.uk/educationandlearning/education-catering/about-us/sustainability>.

Sustainability structure:

Below, sets out our sustainability structure and responsibility chart.

Marlborough	Talavera	Wellington
Board of Governors		
Executive Headteacher: Amanda Webb		
Site manager: Vince Fattore	Site manager: Kim Hardy	Site manager: Vince Fattore
Senior Leadership Teams		
Sustainability Lead: Ann McGonagle	Sustainability Lead: Alex Willcocks	Sustainability Lead: Ann McGonagle
Eco-council lead: Zoe Beattie	Eco-council lead: Martha Baylis	Eco-council lead: Zoe Beattie
All pupils, staff, parents/guardians and visitors.		

Biodiversity:

Due to an increase in global temperatures, rising sea levels, melting ice sheets and many natural environments changing, our global wildlife populations are struggling to adapt to the sudden changes. The planet's biodiversity (the rich variety of life) is fundamental to our survival. Without it, we would not have food, water or air to breathe.

'Biodiversity and climate change are two sides of the same coin; we can't tackle one without the other!' (WWF, 2025). Consequently, we aim to create more space for local nature on our school grounds, release less carbon into the atmosphere and produce less waste.

Across our schools, we aim to use our school grounds to promote biodiversity whilst educating our pupils, staff and community about how they can help generate ways to boost nature in our local communities. This can include reusing and recycling materials to support Design and Technology units and environmental projects; such as, upcycling old items into planters.

Energy:

The biggest source of carbon emissions in the UK is making electricity by burning fossil fuels. During this process, greenhouse gases are released directly causing pollution and climate change. Bold Futures Federation are committed to investigating eco-friendly and cost-effective solutions which foster energy saving solutions. Some of our buildings have solar panels and, when possible, more can be considered across the federation depending on efficiency and long-term impact.

Energy saving lightbulbs are used where possible. Staff and pupils are encouraged to switch off lights and electrical points when not in use or if activities can be completed without the need for

electricity. Classrooms have blinds which are encouraged to be up to allow as much natural light into rooms as possible. Classrooms and bathrooms also have automatic lighting controls which turn lights off when no one is using the room. Lights are switched off when not in use.

Natural ventilation is used as much as possible to reduce the need for heating and air conditioning. Staff are encouraged to close the blinds on hot days, open the windows in the morning to let in cold air and close them when it is hot, as well as keeping doors and windows closed when it is cold.

Regular site checks are conducted to check insulation and look for sources of heat loss such as broken window or door seals, or holes in the flooring. Where possible, solar panels are to be considered across the federation. Equipment is regularly serviced and inspected to ensure efficient functionality.

Devices are to be shut down completely and not left on standby or charging unnecessarily. All staff and visitors must make sure that everything is switched off at the wall at the end of the day, before weekends and holidays. Eco-council representative from each class are nominated and responsible for checking lights are switched off when the class leaves the room.

Sustainability leads and site managers will monitor energy consumption as a tool for reducing our federation's energy bills. Regular monitoring and targets of this will be relayed to the headship team to develop frequent reduction targets.

Waste and recycling:

WRAP estimates that the average primary school pupil produces 45kg of waste per year. To combat this, we aim to reduce the use of single-use plastics, switch to reusable items and demand change from our suppliers.

Each classroom has two bins: one for paper recycling and the other for general waste. The dining hall, shared areas and staff rooms have designated food waste bins. Children are encouraged to only take the food that they will eat to avoid food wastage, but are encouraged to go back to the salad bar if they are hungry after eating their lunch.

Bold Futures Federation acknowledges the waste hierarchy of: Refuse, Reduce, Reuse, Recycle and Rot must all come before Rubbish and preventing waste (refusing and reducing) become before recycling.

We aim to create a culture of a 'sharing is caring' school by equipping staffrooms with reusable cups, glasses, plates, bowls, cutlery and other kitchen items for staff to use if they don't have their own and to discourage the use of single-use plastics. We also encourage everyone of their responsibility for the environment in relation to litter: if you see it, pick it up and dispose of it responsibly. Site managers carry out daily litter picks, which are frequently supported by eco-teams when needed.

Staff are encouraged to consider the impact of laminating on the environment. Although it means resources can be reused and last longer, it also means it is covered in plastic which cannot be recycled so it will end up in landfill.

Bold Futures Federation is dedicated to ensuring all of our families have access to the things they need. We hold regular events whereby families can pay a nominal amount for second hand uniform. In addition, equipment and books that are no longer required in school but still of good quality are donated to our vulnerable families. Book-swap stations are also used to encourage reading in the local community and sharing interesting reads with each other.

Subject leaders and teachers are encouraged to use eco-friendly alternative materials in activities and sequence of lessons. For example, glitter, sequins and pipe cleaners. These materials degrade into dangerous microplastics which are an environmental hazard. Alternative solutions can be natural items (like leaves) and a hole punch.

Paper and printing:

Research indicates that paper and card are two of the biggest wasted products in UK schools and at least a quarter of all school waste being paper (WWF, 2025). We try to ensure all paper, card, wood or bamboo products are deforestation-free by purchasing only 100% recycled or FSC-certified materials. Wherever possible, we try to source paper and timber from the UK and Europe to reduce the carbon miles from shipping. Use recycled toilet paper in school bathrooms.

In the classroom, teachers and pupils are encouraged to favour scrap paper over new sheets and students are encouraged to use every page and space in their exercise books before they can have a new one.

Eco-teams can monitor the number of sheets which have been printed each month and students can start a project to monitor printing. To calculate this, we take our total sheets printed, divide by the number of staff in our school, and then divide by the number of working days in that month (or year). We can then collectively set targets to reduce this – or to print more black and white, or double-sided. We aim to reduce our printing by encouraging staff, parents and guardians to read documents digitally as much as possible. Digital tools (such as ParentPay or Adobe Docusign) can be used to reduce printing costs and paper waste. Printers have an access code system so that the number of print jobs can be monitored – signing in can reduce volumes printed, can cancel unwanted jobs without printing them unnecessarily, and allows greater monitoring of print. We set printing to double-sided and black and white as default on staff computers and printers. We encourage staff to print and photocopy efficiently to get as much as they can on one page to limit excess paper waste. If external printing is carried out, we aim to look for printers who have an environmental management system (certified to ISO 14001 or other standard, where possible). All rooms with printers and all classrooms have a paper recycling bin so that more paper gets recycled.

All printer and toner cartridges are stored separately and recycled as per local regulations.

Food and food waste:

Food is a global necessity and environmental issue. It is a significant contributor to climate change and responsible for almost 60% of global biodiversity loss (WWF, 2025). Our food system relies on

nature but the rise of our Western diet – high in meat, dairy and ultra-processed food – is inefficient and resource intensive. Farming animals for meat and dairy requires space and huge amounts of water and feed. Today, one of the biggest causes of forest loss is the expansion of agricultural land for animal feed production. Producing meat also creates vastly more carbon dioxide than plants such as vegetables, grains and legumes so cutting down on meat and dairy in schools can have a huge positive impact on the environment. We believe it is essential for students in particular to be aware of these consequences and their subsequent impact on the environment. Therefore, in particular with Design and Technology food units, we embed this wider knowledge into the curriculum so that children understand the impact their food choices have on the environment and how these have changed over time.

Another problem we have with food is waste. An incredible one third of all food is wasted. In the UK, this adds up to 6.7m tonnes every year (WWF, 2025). Discarded food is one of the biggest creators of the greenhouse gas methane when it rots in landfill. And when we waste food, we're also wasting the energy used to grow, harvest, transport and package it. As a result, in the lunch hall and shared areas for packed lunches/snack times, there are food waste bins provided so that food waste is collected separately from general waste. We model this to pupils and teach them the importance of collating this separately and how it is the same for home food waste bins too.

Hampshire County Council (2025) supply our lunch meals across the federation and follow their own sustainability policy which is available at: <https://www.hants.gov.uk/educationandlearning/education-catering/about-us/sustainability>. They have aims to reduce carbon emissions, reduce and improve waste and recycling, implement better packaging, and consider their purchasing choices (choosing suppliers with sustainable credentials, choosing sustainable kitchen equipment and selecting low energy equipment to reduce consumption). There is always a least one vegetarian option with daily meals and a selection of salad options.

Food technology units encourage children to explore and research the sustainability of their recipe and whether the ingredients are seasonal, as well as if they were grown in the UK or do they have carbon miles from being imported into the country. When food is being ordered as part of a unit of teaching, palm oil is taken into consideration. For sustainable palm oil, we look for the RSPO certification on products to make sure that palm oil is responsibly sourced, and use our Palm Oil Scorecard to check if suppliers are using sustainably sourced palm oil. Likewise, we look for sustainably sourced fish and seafood if it is part of the teaching unit. Ideally, we diversify from the most-consumed seafood: cod, haddock, salmon, prawns and tuna and, where possible, use MSC-certified wild seafood or ASC-certified farmed seafood. These certifications help to ensure fish stocks remain healthy around the globe. In the staff room, we choose sustainable tea, coffee, sugar and chocolate – by looking for Fairtrade, Soil Association Organic or Rainforest Alliance certified products.

'Growing and cooking food at school is a great activity for students of all ages, enabling them to build their understanding of where some of their food comes from and the impacts of food production, and to develop important life skills that are also rewarding and fun' (WWF, 2025). Across the federation, we have an array of areas to be able to plant and grow vegetables. We encourage gardening clubs at our schools and also encourage pupils to plant double (one for us and one for the

wildlife). Insects rely on nectar from the flowers and the larval stages of many pollinators need to eat plants or bury themselves in the ground. Another product children can embark on in school is producing insect and bug hotels to encourage pollinators to set up homes near to gardening patches. We teach children that seeds can be used from vegetables that have already been brought rather than paying for packets of seeds, by storing seeds appropriately and growing them accordingly. For gardening clubs, we aim for organic gardening which means avoiding pesticides and chemicals like weedkiller, and instead encouraging native predators by providing a good ecosystem balance. What we produce does not go to waste – we use food grown on the grounds of our schools for our school units where possible or as part of clubs. From plant to plate is a great way to educate students (and staff) on where our food comes from.

In some of our schools, we utilise garden space for a chicken coop and demonstrate to pupils how to look after and care for these animals in order to rear them ethically whilst uses their eggs for food. These are used within lessons where appropriate and used by staff if there are any surplus to avoid wastage.

We also encourage family members from our local community to help with planting plants and trees as well as tending to plants. Parents can donate unwanted pots, seeds or seedlings to help increase the biodiversity and selection on offer to our children.

Food waste is an increasing issue. To combat this, eco-teams can weigh food waste scraped from plates in the lunch hall and food waste bins across school to raise student awareness about not taking more food than they will eat. We aim to challenge students and staff to reduce overall food waste by a certain amount each year. We provide a 'free for all' for fruits and vegetable snacks that aren't consumed by the end of the day –these can be picked up by staff to avoid waste.

During the lead up to Harvest Assembly, children across the school learn songs about fruit and vegetables as well as being thankful for the food we have. School councillors generate and distribute posters to encourage food donations which is collected by our local food banks to support those in need within our local communities. Having the local food bank volunteers come into school to deliver an assembly provides a meaningful purpose to the food donation and children can ask questions to further their understanding. As a federation, we also support our vulnerable families with food bank vouchers and food packs (especially over the Christmas period) where possible.

Water:

Only 2.5% of the water on the planet is freshwater. Less than 1% of the world's freshwater is available for people to use because most of it is locked up in ice and snow (WWF, 2025). Pollution is a rising factor implicating essential drinking water and other natural water sources (which is increasingly threatening many species with extinction). Global water demand is increasing and part of the UK may run out of water by the year 2040 (WWF, 2025). As a result, water consideration must be high on our sustainability agenda. Education and raising awareness to students, staff and the local community is the first step in tackling this dilemma.

To do this, we aim to collect rainwater by installing water butts or rainwater recycling systems. This can then be used to water plants or flush toilets, saving money on mains water and helping climate

change. When areas need replacing, permeable surfaces (made from natural materials where possible) will help to improve drainage, reduce surface water run-off and reduce the likelihood of flooding. Where possible, we have installed flow regulators on taps and showers to reduce water wastage, as well as, installing dual flush toilets to help reduce the volume of water needed to flush the toilet. In gardens or green spaces outside, we use mulch or natural shading to protect plants during the summer, preventing the soil from drying out, where possible.

When purchasing new equipment, we endeavour to make sure it is water efficient as well as energy efficient. To reduce wastage, we check water pipes regularly and any leaks are reported and fixed urgently – these are often reported by eco-warriors. By reducing the number of dishwasher loads each day, ensuring that it is completely full before use and using the 'eco' mode, we can optimise the water efficiency. We also encourage staff to reuse their glasses or mugs rather than taking a new one each time throughout the day. Staff and students are encouraged to use reusable water bottles. If students have forgotten theirs or cannot afford one, the federation has alternative water bottles and cups which can be washed and reused.

Travel:

Vehicles using fossil fuels is a huge contributor to the UK carbon emissions because when these fuels are burnt, they release greenhouse gases into the atmosphere which directly contributes towards climate change. Within the federation, we pride ourselves with finding ways to reduce our reliance on cars by walking, cycling, scooting or taking public transport to help lower our carbon emissions and help the planet.

We implement this in a variety of ways across the federation: such as, Walk to School initiatives, Travel Trackers, Junior Road Safety Officers, and Wheel Shine to name a few. Living Street travel tracker encourages pupils to find eco-friendly ways to travel to school. Walk to school weeks are also used to promote families finding alternative ways to get to school to reduce our schools' carbon footprints. These initiatives ease congestion, improves air quality around the school grounds, encourages physical activity and increases road safety. Junior Road Safety Officers also provide children with the training and responsibilities to ensure all of the community is being road aware and safe towards themselves and others.

To support cycling proficiency and safety, the federation uses the organisation Bikeability to offer cycling training and resources for students to improve their cycling confidence. When carrying out educational visits within the local community, walking or public transport (like buses, trains, tube) are used as much as possible. Staff are encouraged to commute using the lowest carbon option possible, such as walking, cycling, using public transport or carpooling to school. For parents and carers who have to drive, we encourage carpooling to help share the lifts.