



1 CULTURE: CARING AND RESPECT. TO WHAT EXTENT DOES YOUR SCHOOL ...

Guidance

The SchoolIP sustainability audit builds on NGA's guidance for governing boards and the National Association of Environmental Education's six Cs of Culture, Campus, Curriculum, Community, Careers and CPD. This will help schools and trusts develop a truly whole organisation approach. It is great to be working with so many people and organisations supporting schools to do the very best they can to achieve Net Zero and help protect the planet.

[Download environmental sustainability guide \(PDF\)](#)

1.1 Try to integrate the principles of sustainable living across all of its core activities and values?

Do you use these to broaden student learning, including in relation to learning to care for and respect the world around them?

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Although there may be consideration given in specific subject/topic areas (such as specific Geography SoL), there isn't yet a whole school approach to embedding principles of sustainable living across all core activities.

1.2 Have an inclusive whole-school approach to sustainability that incorporates social and economic issues, including those of equity and justice?

Do you harness the energy of committed students to involve everyone?

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Appointment of Sustainability Lead and creation of Climate Action Plan (as of Sept 2024).

The Student Council does take some consideration into improving the schools sustainability, such as working towards reducing litter and improving recycling systems. Similarly, there has previously been student working groups dedicated to sustainability (such as previous work towards EcoSchools), however, these are not currently active within school.

1.3 Keep a sense of proportion about what young people and schools can realistically do?

Do you ensure that students understand their sphere of influence and take on responsibility for what they and the school can do and know who has responsibility for wider, bigger global issues?

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The current work towards improving sustainability is guided by the student council, whose aims can sometimes be over estimated or too far reaching with the current resources at their disposal.

1.4 Focus on actions that are achievable?

Do you avoid greenwashing, badge collecting, token gestures and complacency?

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Currently, the majority of sustainability awareness could be perceived to be tokenistic as it largely focuses around far reaching student led targets and specific awareness days. Although these go some way to promote a sustainable culture, there is still substantial work to be done to make this a more embedded element of school life for students and staff.

1.5 Remain mindful of student mental health and wellbeing in relation to these issues?

Do you maintain an awareness of the implications of raising awareness of sustainability issues (eg. eco-anxiety) and seek to foster a sense of hope through pro-environmental behaviours, and an awareness of research in these areas?

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There is wide ranging support for students with mental health difficulties, and a comprehensive personal development curriculum to help promote positive mental health despite the adverse impacts of modern societal issues. However, there is currently only limited connection to the implications of increased awareness of sustainability issues, such as eco-anxiety.

1.6 Respect students' views and concerns and know what they learn through the hidden curriculum?

Do you try to be completely open and transparent about what it can and cannot do at the moment – and why?

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There is currently no dedicated curriculum for students that focuses on sustainability or environmental issues and it is therefore difficult to audit the less transparent or hidden elements of the curriculum.

2 CURRICULUM: TEACHING AND LEARNING. TO WHAT EXTENT DOES YOUR SCHOOL ...

2.1 Recognise that the statutory curriculum and exam syllabuses cover necessary ground but leave gaps and provide opportunities for interpretation?

Do you foster curiosity and give students the chance to explore wider and deeper sustainability questions?

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The curriculum is comprehensive and well-designed to foster a general culture of curiosity among students, which by default includes curiosity around sustainability, but there is only limited specific opportunities for students explore these areas.

The school does meet it's statutory requirements and 'deep dives' into sustainable issues are conducted within specific subject areas, such as Science and Geography, as well as broader personal develop of students.

2.2 Know that all subject areas can make valuable contributions to students' learning about local and global sustainability?

Do you encourage working across subjects and collaboration between teachers?

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There are current systems in place that promote collaboration between subjects, such as cross-curricular staff meetings, create opportunities for subject leaders to understand the role they can have in contributing to student awareness about local and global sustainability. However, these meetings are not explicitly or exclusively linked to sustainability.

2.3 Appreciate that not all teachers will have a specialist knowledge or background in these issues?

Do you provide opportunities for appropriate professional development?

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Although there is a culture of learning among staff, and CPD is budgeted for and accessible, this is not explicitly or exclusively linked to sustainability.

2.4 Already audit what is currently experienced by students.

Do you consult students about the nature of their curricular and wider-school experiences?

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Through established student groups, such as the student council, there are already established ways for students to provide feedback about their school experience (MS forms, feedback groups etc.) - these include sustainability topics such as water usage, the biodiversity of the school site, and waste management.

2.5 Enable students to think about possible futures from a range of perspectives, including those of equity and justice?

Do you see the sustainable development goals as a helpful background to understanding these issues?

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While some subject areas do frame learning from the perspective of considering a sustainable future, these perspectives are not an embedded or routine aspect of curriculum design across all subject areas.

2.6 Understand that exploring values will be necessary when learning about possible futures?

Do you support students to think through issues using critical, creative and open-minded approaches that are age-appropriate, and include art based activities.

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Brighton Hill has an extremely effective and comprehensive careers programme, including 1:1 meetings with students and wider whole school approaches (Unifrog, DLD). These include guidance on developing core employability skills tracked against the Gatsby benchmarks.

2.7 Provide students with first-hand experience of investigating climate and ecological issues?

Do you help students develop useful practical skills in relation to conservation, energy, waste and food growing?

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Specific subject areas provide oportunitites for students to have first-hand experience of investigating climate and ecological issues, such as the KS4 local fieldwork projects in Geography.

3 CAMPUS: BUILDINGS, GROUNDS AND BUDGET. TO WHAT EXTENT DOES YOUR SCHOOL ...

3.1 Use its buildings and grounds as active teaching resources that model good practice?

Do you seek to increase biodiversity, and reduce the use of water and other resources and all forms of energy?

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Some specific subjects do use the school grounds as a teaching resource, such as Geography and Science, but not exclusively for learning about sustainability. Existing student groups are working to increase biodiversity (gardening club) and improve sustainability (student council). The school has recently invest in solar panels as an alternative, sustainable form of energy.

3.2 Have policies about sustainability in relation to how the school operates?

Do you work with students and staff to develop policies for managing the campus to make biodiversity gains, save energy, and create less waste?

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Some policies do consider sustainability and management of the school site, such as the Health, Safety and Well Being Policy, there are no specific policies that address sustainability of the school site and environment.

3.3 Make sure the budget reflects these policies and priorities?

Do you consult students and staff to monitor and further develop these?

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There is currently budgeting allowances for the development of the school site, but only with limited focus or alloaction for increasing sustainability, biodiversity or environmental improvements.

3.4 Take sustainability seriously, act responsibly and model pro-environmental behaviours transparently in the school's operation?

Do you go beyond seeing recycling and turning lights off as adequate responses, and see young people's participation and activity in a positive light?

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Leaders and school staff effectively model responsible and transparent approaches to sustainability, but these could be perceived to surface level or tokenistic as they tend to focus on recycling or turning off lights, for example.

4 COMMUNITY: INSIDE AND OUT. TO WHAT EXTENT DOES YOUR SCHOOL ...

4.1 Have a leadership team that promotes a focus on sustainability?

Do you consider how to incorporate sustainability into its school development plan and discuss these questions in governing board meetings?

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The recent appointment of a Sustainability Lead (Sept 2024) and published Climate Action Plan will work to ensure that sustainability is regularly and meaningfully incorporated into school develop plans moving forward.

4.2 Promote physical and psychological health of students and staff?

Do you encourage exercise, and grow and serve nutritious food?

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There is a wider ranging and comprehensive personal development curriculum for students, notably the My World and Personal Development sessions, that promote physical and psychological health for students. This covers healthy eating, healthy lifestyle, and how to maintain good mental and physical health. Where students are struggling, there is further support available (WBC, pastoral support team).

Positive staff well being is actively promoted by leaders, and developed routinely through initiatives such as enrichment activities on INSET days.

4.3 Encourage a collaborative, participative approach to decision making and leadership that engages both adults and children in meaningful ways?

Do you have practices and forums for enabling meaningful student and staff involvement in decision making processes?

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Established processes allow students and staff to have a proactive role in contributing to school improvement and decision making in meaningful ways. However, to date, these only have limited impact on the development of a sustainable and environmentally friendly culture and school setting.

4.4 Give students opportunities to investigate issues that matter to the local community?

Do you explore local land use, transport issues, air pollution and related issues?

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Some specific opportunities are given to students to investigate sustainability issues within the local community, such as local

4.5 Consider itself a role model for its internal and external community in relation to sustainability issues?

Do you seek feedback from members of the school community to determine how its practice is perceived and improve in line with this feedback?

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Currently, no collaborative work is done within the community regarding sustainability and environmental issues.

4.6 Work with parents and draw them into sustainability-focused activities in an appropriate manner?

Do you seek feedback from members of the school community to determine how its practice is perceived and improve in line with this feedback?

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Opportunities for feedback from parents and the wider school community are regularly given, including formally (such as following Parents Evenings) and in less formal ways such as the collaborative culture developed between school staff and parents. However, despite these providing opportunities for parents to comment on issues relating to sustainability, they have only limited focus on sustainability as a specific issue.

4.7 See itself as a community hub for issues related to sustainability, providing opportunities for local organisations to think about their own responses to sustainability issues?

Do you engage local community organisations to share and further develop their experiences of sustainability?

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Currently, no collaborative work is done within the community regarding sustainability and environmental issues.

4.8 Highlight sustainability in employment roles?

Do you consider sustainability credentials when hiring new staff?

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Currently, there is no specific reference to sustainability credentials when hiring new staff.

4.9 Engage with local, regional and national expert organisations to enhance learning in relation to environment and sustainability?

Do you work with other schools and community organisations (e.g. farms, botanical gardens and museums) on collaborative approaches to learning and campus management?

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Currently, no collaborative work is done within the community regarding sustainability and environmental issues, including with other local schools.

5 CAREERS: QUALIFICATIONS AND WORK EXPERIENCE

5.1 Do we incorporate green careers into our careers advice/programme?

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Brighton Hill has an extremely effective and comprehensive careers programme, including 1:1 meetings with students and wider whole school approaches (Unifrog, DLD). These include guidance on all career pathways, including green careers and working within local organisation.

5.2 How often do we get external speakers in to talk about their green careers/skills?

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Although external speakers do regularly come to speak to students about career paths, there have been none that have a specific focus on pathways in green careers.

5.3 Do we offer GCSEs or apprenticeships that include environmental sustainability content?

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Some specific courses offered at GCSE have content which covers sustainability and the environment, such as Geography and Science. This is also covered in KS3.

5.4 Have we consulted with our pupils on what they see as their future green careers?

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Brighton Hill has an extremely effective and comprehensive careers programme, including 1:1 meetings with students and wider whole school approaches (Unifrog, DLD). These include guidance on all career pathways, including green careers and working within local organisation.

5.5 Do we help students develop useful practical skills in relation to conservation, energy, waste and food growing?

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In specific and relevant subject areas, students are given effective guidance on developing useful practical skills in relation to conservation, energy, waste and food growing, such as in Geography, Science and Food Tech.

This is further highlighted in areas such as the Triple Science project to create sustainable water sources/filters for disadvantaged countries.

6 CPD: STAFF AND GOVERNING BOARD KNOWLEDGE

6.1 Have staff received any CPD relevant to environmental sustainability?

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There has been some limited CPD given to staff relating to sustainability, this has largely been around recycling or in a way that could be perceived as tokenistic, such as exclusively at milestone events/days.

6.2 Have staff been given the capacity to carry out CPD?

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There is a strong culture among staff of engaging in CPD, and are able to request access to specific CPD courses.

6.3 Have governors/trustees received any CPD relevant to environmental sustainability?

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Although governors are given broad CPD relevant to effective school and site management, which naturally has themes of sustainability running through it, no specific training is given to governors on environmental sustainability.

6.4 Do we consider sustainability credentials when hiring new staff? Could they help to distribute their knowledge to others?

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Currently, there is no specific reference to sustainability credentials when hiring new staff.

6.5 Is CPD within the school/trust budget?

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Staff are given ample opportunities for CPD, and a budget is dedicate to this annually.