

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Progress towards this target is evident in the establishment of a whole school CAP, and through the work of the school's sustainability group (the Green Army). This has resulted in whole-school briefings and student facing assemblies. Work still needed to embed sustainability as a key theme throughout all subject curriculums.

July 2026: Cross-Curricular staff working group have developed a Sustainability Roadmap, highlighting the environmental sustainability links across all subjects. Within this, there is a representative 'champion' from each faculty who has provided feedback and CPD to the rest of the team. The Eco-Council have launched a blog on the website (<https://www.brightonhill.org/news/?pid=129&nid=6>) as another method of education our wider community, in addition to a range of assemblies/tutor sessions.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Progress through the creation of a dedicated sustainability arm within the student council (The Green Army). Inclusive in the any student is welcome to be a part of the group. Assemblies delivered on Eco-Anxiety and the potential for social impacts. More work needed to develop the theme of 'equality and justice' within the sustainability plan.

July 2026: Continued with the above work of the student council/Green Army. They have focused their work this year on achieving the Eco-Schools Green Flag award (achieved in June 2026) which has facilitated projects that include the wider school community (such as a Science project for large numbers of year 9 students, House Events on sustainable education/quizzes, and encouraging households to take part in No-Mow May. Not rated as established as there is work to be done on involving the entire school community further.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Green Army delivered a range of assemblies to students on their role and how the student body can support. Incentives to encourage engagement (challenges set to students to design poster, challenge set to staff to reduce energy usage).

July 2026: Repeat delivery/extension of above assemblies, with a more honed focus on the 3 chosen areas within the Eco-Schools framework, enabling us to give more specific examples of how students can take action and in what ways they can hold themselves (and each other) responsible. However, there are still indicators that this isn't deeply embedded among students (for example, still litter around the school site) which suggests it's still in the developmental phase.

1.4 Focus on actions that are achievable?

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Some development from last year, in that there is a wider consideration fro aware sustainability awareness could be raised with staff and students. However, targets are sometimes not achievable (i.e., buying all new recycling bins - this has a significant financial barrier). New CAP to have achievable, relevant, and realistic goals and targets to broaden impact.

July 2026: Focus of the Eco Council has moved further away from simply token gestures or marking key national days like Earth Day, to promoting awareness of topics that are important to us as a school community (and in line with our Eco Schools action plan) such as biodiversity and water waste. Throughout the Eco Schools review/audit, we have been realistic in our strengths and areas for development, with clear targets/action points to carry forward (thus avoiding Greenwashing).

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Whole-school assembly on Eco-Anxiety delivered. Ongoing in school support available.

July 2026: Whole-school assembly on Eco-Anxiety delivered. Ongoing in school support available. Not rated as established as no explicit attempts made of reference given to fostering a sense of hope through pro-environmental behaviours (a development point for 26/27).

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: As of September 2025, faculty 'cross curricular meetings' will focus on embedding sustainability as a core concept across all departments. This will not only help to increase awareness of climate issues, but also address the 'hidden' curriculum, and what unwanted messages might be being reinforced by what isn't explicitly stated.

July 2026: Through the work of the Cross Curricular working group, a curriculum roadmap has been drafted which uncovered the 'hidden' curriculum and highlights all the points throughout the students' school journey where they encounter climate education. Students have taken an active role in developing the schools Climate Action Plan through the creation of the Eco Schools plan, and have realistic views about what they can and can't achieve. Priority has been given to raising awareness and education, as we are conscious that, as a large functioning school, there are limitations to what we can achieve.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Curriculum developments continue and majority of faculties in a strong position generally. Ready for formal launch in September 2025, the sustainability cross-curriculum project will promote middle leaders to develop areas where students can explore deeper sustainability questions within their subject areas.

July 2026: Cross Curricular work throughout the academic year has been rigorous and meaningful, and has prompted consideration for where the current gaps are within the environmental sustainability curriculum and how these can be plugged through established links with other faculty areas.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: As of September 2025, faculty 'cross curricular meetings' will focus on embedding sustainability as a core concept across all departments.

July 2026: Effective Cross Curricular work this academic year, evidence through the create of our road map and faculty specific CAPs.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: more work needed to develop sustainability CPD for staff. Possibly through T&L briefings etc.

July 2026: This past year there has been CPD for key staff from Change Agents. These staff form the Cross-Curricular working group, and the CPD focused on Climate Education and Green Skills. These staff representatives subsequently disseminated this to individual faculties through Faculty Climate Action Plans and Green Skills Audit, increasing staff knowledge and understanding. This is in addition to assemblies presented to all staff & students.

2.4 Already audit what is currently experienced by students.

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: as above - limited progress over last year, but plans for Green Army to canvas/survey students regarding sustainability.

July 2026: Students continue to be directly involved in the development of our CAP and the improvements within our community. However, consultation with the wider student body remains an area for development.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: As of September 2025, faculty 'cross curricular meetings' will focus on embedding sustainability as a core concept across all departments. Green Army also attended 'Sustainable Skies Summit' to consider green careers and how social/eco justice could be a viable career path.

July 2026: Further development of the careers programme to include specific reference to green skills and pathways within the UniFrog programme. This was further secured with year 7 who, as an entire cohort, competed in a nation competition to develop a sustainable product as part of the Gatsby Benchmark fulfilment.

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.

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Sustainability Lead worked closely with Careers Lead to develop sustainability / Green Careers as a key theme within the careers development plan. Green Army also attended 'Sustainable Skies Summit' to consider green careers and how social/eco justice could be a viable career path - subsequent whole-school assembly planned for Autumn 2025.

July 2026: Continued careers work has developed in task-based competitions for year 7. Curriculum audits and subsequent roadmap highlight the deeply embedded links to environmental sustainability within our curriculum. this includes numerous art-based projects, and specific creative tasks asking students to design objects with sustainability as the brief (for example, Yr9 Triple Science project or D&T projects). This is in addition to more 'niche' opportunities, such as KS3 Geography club so created art that was sent to Antarctica, and the Eco Council who attend the Climate Conference and engaged in a number of actives.

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?

Established	Developing	Started	Not Started
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July 2024: Specific subject areas provide opportunities for students to have first-hand experience of investigating climate and ecological issues, such as the KS4 local fieldwork projects in Geography.

July 2025: As of September 2025, faculty 'cross curricular meetings' will focus on embedding sustainability as a core concept across all departments, including embedding areas where students can link subjects to relatable, firsthand experience of climate and ecological issues (i.e., food waste in Food Tech lessons etc.)

July 2026: The Eco Council attended a Climate Conference with a number of other local schools, and consider practical ways to address issues of conservation and wastage. This has subsequently fed back into our Eco School action plan, which now needs to be embedded to see structured change. Individual subjects have specific links to individual areas, such as food wastage in Food Tech.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Engagement in bio-diversity issues, such as No-Mow May and planning for a tree-plant scheme for Nov 2025. Green Army led initiatives on promoting sustainability (such as poster design competition). More work could be done to make these reminders more visible and present around the school.

July 2026: Eco Schools action plan now formulated with specific focus-areas identified (water wastage, biodiversity and litter). These areas have been shared with the wider community in assemblies/news letter, and 2026/27 will see further work to improve in these areas. Impact can be seen on a small scale already from the Triple Science projects, where practical changes have been made to the school to improve biodiversity.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Still an outstanding area where further work is needed.

July 2026: Still an outstanding area where further work is needed.

3.3 Make sure the budget reflects these policies and priorities?

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

Established	Developing	Started	Not Started
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July 2024: There is currently budgeting allowances for the development of the school site, but only with limited focus or allocation for increasing sustainability, biodiversity or environmental improvements.

July 2025: Still an outstanding area where further work is needed.

July 2026: Still an outstanding area where further work is needed. There is currently no assigned budget for Environmental Sustainability.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Through the implementation of the CAP, and development of the Green Army, there is significantly more focus on praising the actions taken by students and encouraging further progress towards reducing the school's waste/usage.

July 2026: The Eco Council's work, along with the development of staff representatives for each faculty, has continued to instil environmental sustainability as not just a tokenistic responsibility left to a minority, but the responsibility of all members of the community. Students are celebrated for their contributions, whether this is engaging in House Events, work in lessons or through individual acts of kindness. Staff model these behaviours and values consistently.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: SLT member as Sustainability Lead, but still no linked governor. Action carried into future CAP.

July 2026: As above. SLT member as Sustainability Lead, but still no linked governor. Action carried into future CAP. However, Sustainability Lead continues to advocate for making environmentally friendly decisions within strategic plans, which are discussed at weekly SLT meetings.

4.2 Promote physical and psychological health of students and staff?

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: above work continually in development, with sustained positive impact.

July 2026: No substantive change in this area, although the actions taken by staff to promote physical and psychological health continues to grow. This is evident in ways such as the development of the support for disadvantaged students within the PE faculty (PE washing etc.) and in the appointment of a new Mental Health and Wellbeing Lead who will continue to review the effectiveness of the provision offered to students.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: 'Green Army' as standing group within the student council - anyone able to join. Staff incentives to become involved (competitions etc.). Possible benefit of having a Sustainability included on the Feedback Forms? Forms to be consolidated for 25/26 to increase participation and sense of staff buy-in.

July 2026: Work with the Green Army/Eco Council and with staff in the cross curricular working group has enable further meaningful involvement in helping steer the CAP for the coming year. The aim is for this to grow further to enable all staff/students to have a meaningful voice in the decision making process moving forward.

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?

Established	Developing	Started	Not Started
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July 2024: Some specific opportunities are given to students to investigate sustainability issues within the local community, such as local [previously unfinished - should have state "visits to construction sites and local field work in Geography. These are limited to specific subject areas, however.

July 2025: Continued to above opportunities, but this is an area that still needs expanding within the school CAP. Suggestion of Green Army doing a "how do you travel to school" survey, with feedback in assembly on air pollution etc.

July 2026: By utilising the Eco Schools framework, the Eco Council have conducted a review of our local environment/community to ascertain the key strategic priorities for us as a school - this included considered or transport to/from school and and land use around the school site. Further work to be done to consider the wider community that Brighton Hill serves.

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?

Established	Developing	Started	Not Started
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July 2024: Currently, no collaborative work is done within the community regarding sustainability and environmental issues.

July 2025: Sustainability lead has begun to explore links with local community, including joint meetings with Careers lead to local business, and arranging for subsequent assemblies to be held. This will hopefully be actioned throughout 25/26. Student Council also attended Sustainable Skies Summit, with lots of local employers.

July 2026: Continued position as 'started' as limited action taken in this area. The Eco Council have further engaged with members of the community by attending the Climate Conference with other local schools, and the wider student council have undertaken bespoke training to improve their approach to school development. However, further work to be done in relation to seeking specific feedback form the wider community.

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?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Focus for previous year has been setting up the in-school team, so only limited progress in this area. Aims/suggestions for 2025/26 include setting KS3 'home learning' challenges for students to do with parents over the school break (Earth Day, as closely proceeded by Easter break?)

July 2026: Some progress in this area, including setting the challenge of doing No May May alongside the school, and the development of a blog on our website that shares regular updates from the Eco Council. Next steps are to consider how to effectively and routinely utilise their feedback to support continued development.

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?

Established	Developing	Started	Not Started
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July 2024: Currently, no collaborative work is done within the community regarding sustainability and environmental issues.

July 2025: Sustainability lead has begun to explore links with local community, including joint meetings with Careers lead to local business, and arranging for subsequent assemblies to be held. This will hopefully be actioned throughout 25/26. Student Council also attended Sustainable Skies Summit, with lots of local employers. However, only limited work to create BHCS as a local hub.

July 2026: Continued engagement with other local organisations to develop our approach to environmental sustainability, such as the schools' Climate Conference. Next steps are to consider how to further engage local organisations other than schools to build our reputation as a local hub.

4.8 Highlight sustainability in employment roles?

Do you consider sustainability credentials when hiring new staff?

Established	Developing	Started	Not Started
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July 2024: Currently, there is no specific reference to sustainability credentials when hiring new staff.

July 2025: Still not currently a part of the formal recruiting process.

July 2026: Still not currently a part of the formal recruiting process.

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?

Established	Developing	Started	Not Started
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July 2024: Currently, no collaborative work is done within the community regarding sustainability and environmental issues, including with other local schools.

July 2025: Attempted to arrange a local 'summit' with other schools, but with very little/limited response from them. Will be re-visited in Autumn 2025.

July 2026: Attended a Climate Conference with other local schools, organised by another local secondary school. Potential for us to host in 26/27.

5 CAREERS: QUALIFICATIONS AND WORK EXPERIENCE

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Assembly on Green Careers delivered by sustainability lead. Student council attended the Sustainable Skies summit, with subsequent assembly booked for Autumn 2025. Explicit reference to Green Careers in UniFrog programme.

July 2026: Continued development in this area, with UniFrog being utilised again as the primary point of reference for Green careers. Yr7 engaged in a competition with environmental sustainability as its theme. Faculties also completed a Green Skills audit, with explicit curriculum links made to transferable employability skills.

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Attendance by student council at the Sustainable Skies summit - lots of external agencies discussing careers in the Green Industries. Still only limited in-school presentation, but sustainability lead has explored potential links ready for 2025/26.

July 2026: Change Agents worked with a select group of faculty staff representatives to offer specific CPD. Students attended local Climate Conference with other schools, which included some external speakers. Looking to host this conference at Brighton Hill throughout 26/27.

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Still developing, as only limited evidence of progress. However, cross-curricular meetings for 25/26 to focus on embedding sustainability within all subjects.

July 2026: Cross curricular group have developed a sustainability roadmap to identify all the areas throughout the student learning journey where climate action/environmental sustainability appears as a theme. Consideration for Natural History to be offered as a GCSE from 2027/28.

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Developed further with assembly on Green Careers delivered by sustainability lead. Student council attended the Sustainable Skies summit, with subsequent assembly booked for Autumn 2025. Explicit reference to Green Careers in UniFrog programme.

July 2026: Continued development in this area, with UniFrog being utilised again as the primary point of reference for Green careers. Yr7 engaged in a competition with environmental sustainability as its theme. Faculties also completed a Green Skills audit, with explicit curriculum links made to transferable employability skills. The Eco Council, using the Eco Schools framework, completed a review and audit of the school community which included seeking feedback from students and staff. Next steps are to ensure students are offered the chance to give feedback specifically on their knowledge of future green careers.

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Still developing, as only limited evidence of progress. However, cross-curricular meetings for 25/26 to focus on embedding sustainability within all subjects.

July 2026: The Eco Council attended a Climate Conference with a number of other local schools, and consider practical ways to address issues of conservation and wastage. This has subsequently fed back into our Eco School action plan, which now needs to be embedded to see structured change. Individual subjects have specific links to individual areas, such as food wastage in Food Tech.

6 CPD: STAFF AND GOVERNING BOARD KNOWLEDGE

6.1 Have staff received any CPD relevant to environmental sustainability?

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: Whole-school assemblies watched by majority of staff, who therefore receive information too. However, only limited CPD directly on embedding sustainability into their lessons, and how to do this effectively.

July 2026: Yes. This past year there has been CPD for key staff from Change Agents. These staff form the Cross-Curricular working group, and the CPD focused on Climate Education and Green Skills. These staff representatives subsequently disseminated this to individual faculties through Faculty Climate Action Plans and Green Skills Audit, increasing staff knowledge and understanding. This is in addition to assemblies presented to all staff & students.

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

Established	Developing	Started	Not Started
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July 2024: There is a strong culture among staff of engaging in CPD, and are able to request access to specific CPD courses.

July 2025: Maintained strong culture among staff.

July 2026: Broad range of CPD requests. This past year, this has included CPD for key staff from Change Agents for the Cross-Curricular group who subsequently disseminated this to individual faculties through Faculty Climate Action Plans.

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

Established	Developing	Started	Not Started
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July 2024: 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.

July 2025: As above. Little development within this area.

July 2026: Scheduled CPD for governors in September 2026 (from the school Sustainability Lead).

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

Established	Developing	Started	Not Started
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July 2024: Currently, there is no specific reference to sustainability credentials when hiring new staff.

July 2025: As above - this is an area where little/no progress has been made as focus has been on building the student groups/student facing work.

July 2026: As above, this is yet to have been considered. Carried into CAP for 26/27.

6.5 Is CPD within the school/trust budget?

Established	Developing	Started	Not Started
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July 2024: Staff are given ample opportunities for CPD, and a budget is dedicate to this annually.

July 2025: As above - continued budget used effectively (and could be for sustainability CPD as needed).

July 2026: Continued effective use of CPD budget. This past year, this has included CPD for key staff from Change Agents for the Cross-Curricular group who subsequently disseminated this to individual faculties through Faculty Climate Action Plans.