

Environment Strategy
2020 - 2030

NLCS Environment Strategy

North London Collegiate School has been a pioneering educational institution for nearly 175 years and has grown to have a truly global perspective. We aim to develop a school community that is outward looking, internationally minded and that promotes respect and compassion, service to others and active, positive participation in society and the wider world. In doing so, we must respond to the key challenges that we face at a local, national and global level, in particular, the impact that our activities have on our environment.

This strategy outlines our commitment to become a leading 'eco-school' and benchmark for sustainability excellence in the independent education sector. This strategy has the support of the school's Senior Leadership and its implementation is being led by the school's Environment Committee, which consists of student representatives and staff.

Technology alone will not address the challenges. Our approach must be to promote and support the behavioural changes that are needed to think and act differently. We hope that sustainability will become more of everyone's day-to-day thoughts, that more awareness will translate into more action and that a ripple effect will be felt outside the school community.

Education and empowerment are at the heart of our strategy

At NLCS we teach the leaders and thinkers of the future. The values they develop now will carry them through life and inform their personal and professional decisions. We have a responsibility to teach our students to be engaged citizens, which we do by raising their awareness of important issues and giving them the skills and confidence to enact change. Without these skills, knowledge and facts alone can be unsettling and disempowering.

Additionally, as an organisation, we have a responsibility to demonstrate to the Greater London Authority that we are working in line with the UK Climate Act 2008 to meet national emissions targets.

The climate crisis and ecological collapse pose an existential threat to life on Earth, and it is imperative that we act now both to reduce our impact and to educate and empower the next generation to hold sustainability at the core of their values.

We aim to be carbon neutral by 2030 by following UN guidelines

The Intergovernmental Panel on Climate Change has stated that humanity must keep global temperature rise below 1.5°C by drastically reducing greenhouse gas emissions by 45% from 2010 levels.

"We are already seeing the consequences of 1°C of global warming through more extreme weather, rising sea levels and diminishing Arctic sea ice." Panmao Zhai, IPCC, 2018

We all have a part to play in this global challenge whilst also ensuring that our local environment is safe and healthy. Our overarching aim is to be a carbon neutral institution by 2030, and many of the targets in this strategy feed directly into this goal.

Our aims are ambitious, and we acknowledge that we will face challenges

Some of the changes we need to make will incur costs but in most cases this will lead to long-term savings whilst reducing our impact on the environment. Our sustainability projects have already saved £60,000 in energy bills since 2015. The recent replacement of inefficient boilers and installation of double-glazing windows will lead to greater savings in the future. In other areas, such as transport, our commitment is already impressive with 74% of pupils traveling to and from school by sustainable means. However, we still need to reduce the number of cars coming to school, which will pose logistical challenges for some members of the community and may not be embraced willingly.

Ultimately, change needs to come from everyone and this requires us to rethink our lifestyles and shift our mindset.

"The biggest challenge we face is accepting that our lifestyles need to change." Nathan McMinn, Teacher of Geography

In this strategy we set quantitative targets against a baseline to track progress and be accountable. We will monitor these targets so that we can celebrate our successes and focus on areas that need greater attention. We hope that you will follow our progress via social media, our newsletters and our publications.

"No one is too small to make a difference" - Greta Thunberg

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The threat may seem great, and the challenge of finding solutions to global problems can seem daunting, but the cumulative action of many individuals *does* make a difference, and we must all do what we can.

What does it mean to be carbon neutral?

Greenhouse gasses, such as carbon dioxide and methane, trap heat in our atmosphere. Human activity has increased concentrations of these gasses, leading to an 'enhanced' greenhouse effect. The resulting rise in average global temperatures is changing our climate, which is already adversely affecting human health, agriculture and biodiversity.

"To increase environmental awareness among our community, and challenge and encourage our community to address the climate crisis and the challenges it presents." - NLCS Strategic Plan 2020-2025

NLCS intends to become carbon neutral. This means that we will remove as much carbon dioxide from the atmosphere as we emit. Firstly, we will reduce our emissions as much as possible and secondly, we will offset what we do emit. Offsetting involves investing in projects that remove greenhouse gasses from our atmosphere by planting trees or investing in renewable energy projects.



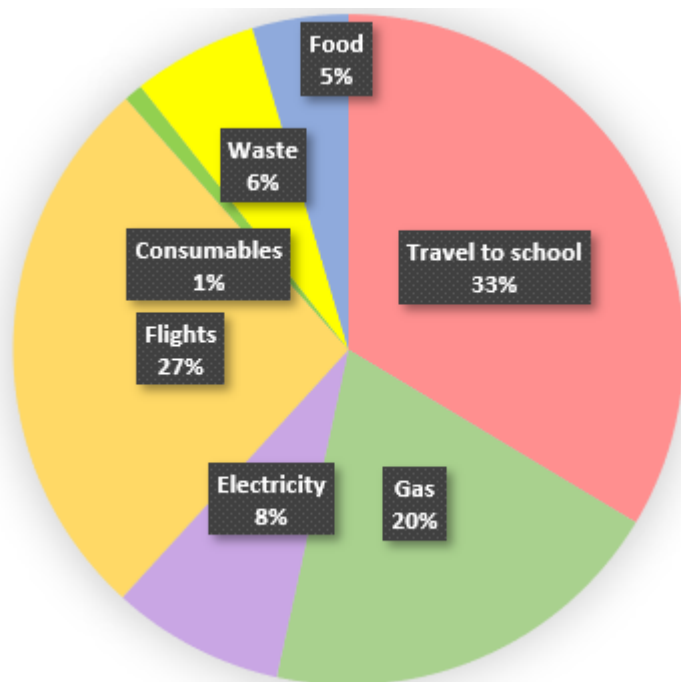
The UN recommends that organisations

- Measure their carbon footprint
- Reduce emissions as much as possible
- Offset what they cannot reduce with UN certified carbon credits
- Monitor and report on progress

Climate Neutral Now, 2015



In May 2019 we were independently audited. One Carbon World quantified the emissions generated by our travel, gas and electricity consumption, provision of food and generation of waste. As a result, we are now part of the UN Climate Neutral Now programme and will continue to report on our progress. The graph below shows the breakdown of our carbon footprint.



"The climate crisis affects water supplies, weather patterns, changes the growing season for crops and threatens coastal communities with rising sea levels. If we keep carrying on how we are now our planet will not be able to survive." - Alina Halstenberg, Year 12 student and Youth Climate Summit Ambassador

Throughout this document you will see the symbol CO₂e (carbon dioxide equivalent). This is a standard metric for measuring emissions which recognises that there are greenhouses gasses other than carbon dioxide, some of which are more or less potent in enhancing the greenhouse effect. The CO₂e value of a mass of a greenhouse gas is the mass of carbon dioxide that would generate the same degree of warming.

Communication, Education and Engagement

We aim to foster a culture where every member of our school community is informed of and engaged in our sustainability projects

The success of this strategy and the positive impact that these changes will have on our wider community hinge on engagement. We have designed this strategy to offer the potential for everyone to be involved in our projects, and, above all, we will 'educate by doing'. We will be transparent in the communication of our aims, motivations, successes and setbacks to everyone in our school community - students, staff, parents, ONLs and Governors - and invite feedback and discussion. Ultimately, we hope that by engaging our school community, the positive impacts of this strategy are felt outside of school - in our homes, lives and decisions.

Targets

- To regularly update the school community with news of our sustainability projects
- To update this strategy each academic year and publish our progress against the targets
- To have five members of teaching staff complete UN Climate Change teacher training by 2021
- To have a year on year increase in the number of students and staff involved in our sustainability projects
- To have a year on year increase in the awareness of our projects and the sentiments expressed in our annual sustainability survey
- To launch an annual Eco-STEAM competition to give students the opportunity to engage in the research and development of technological solutions to the climate crisis

How will we measure this?

- Student and staff attendance at sustainability events
- Survey responses and student voice sessions
- Interest in social media
- Student and staff attendance at Environment Committee meetings
- Number of sustainability projects and events organised by students and staff
- Number of news articles about our sustainability projects in the Head's Newsletter

- % of students applying to be members of the Y11 Green Team and Y13 Environmental Awareness Society



What are the challenges?

We need to maintain interest and enthusiasm in sustainability and must recognise that not everyone will be inherently engaged. Our communication must be honest and open and we must avoid being seen to preach. Engagement is difficult to quantify, and it may be tricky to assess whether we have reached some of our targets. We must balance our teaching to ensure that whilst we make our students aware of the facts, we also equip them with the skills needed to enact change.

What can members of the school community do?

Students can become 'eco-reps', attend the Fridays for Future club and join the Junior School Eco Club, Green Team and Environmental Awareness Society. Staff from all departments can support students in these projects, join the Environment Committee and complete UN 'eduCCate global' training modules to introduce ideas about sustainability into their lessons. Heads of Department and PSHE leads can ensure that the climate crisis and sustainability is included in the curriculum.

What will NLCS do?

We will ensure that everyone involved in school life is kept informed through newsletters, publications, our website, social media, staff briefings, noticeboards, assembly notices and tutor activities. We will

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celebrate successes and communicate setbacks. We will ensure that sustainability projects are well-resourced and supported by Governors and the Senior Team.

Successes to date

We have seen a huge surge in interest in the last academic year. For example, 32% of students in Year 10 applied to be on the Green Team committee. Students in all year groups have come forward with ideas of how we can make NLCS a greener school and many of these projects are already up and running. Students in Year 8 completed a project on biodiversity during the 2019 Summer Festival and the Year 8 Biology scheme of work has been updated to include a module on conservation. We have 80 Eco Reps in the Senior School who play a key role in running campaigns and communicating key messages to our school community. North London Collegiate School is a founding member of the London Schools Eco Network (LSEN) and we play an active role in its campaigns. Our student representatives have chaired LSEN meetings and been involved in a number of LSEN-coordinated projects. We also have students

actively involved in the Youth Climate Summit and two Year 12 students were chosen to be Youth Climate Summit Ambassadors.



On-site Energy Consumption

We aim to minimise the environmental impact of our facilities by reducing our energy demands

We will do this by making our existing school buildings more energy efficient and ensuring that any new developments are as sustainable as possible. We will also continue to encourage our school community to save energy.

Targets

- To reduce the net consumption of gas and electricity by 35% by 2024 against a 2018 baseline
- For 75% of buildings (by floor area) to have a minimum Display Energy Certificate rating of 'D' by 2026
- For all new buildings to be certified BREEAM 'Excellent' (or equivalent)



How will we measure this?

- Total net consumption of electricity and gas pa (kWh)
- Average energy consumption per staff, student and sports centre member (kWh)
- Average energy consumption per m² gross internal floor area (kWh)
- Carbon emissions from energy use (tonnes CO₂e - total and per capita)



- The percentage of new buildings that are certified at least BREEAM Excellent or equivalent (%)
- The percentage of buildings that have a minimum Display Energy Certificate rating of D (%)



What are the challenges?

There are significant behavioural changes we need all members of the school community to adopt. It will take time for these to become habit. We are privileged to enjoy teaching and learning in beautiful historical buildings but this heritage limits what infrastructure we can modify.

What can members of the school community do?

Everyone can play their part by turning off lights, projectors, computers, screens and speakers when not in use. Students and staff should think carefully about opening windows whilst the heating is on.

What will NLCS do?

We conducted Energy Savings and Carbon Emissions audits in January 2019 to determine our baseline energy consumption and identify areas where we can reduce our emissions. To make our existing buildings as energy efficient as possible, we will implement energy saving measures, such as installing double glazing and insulation, to bring our existing buildings to the required standard by 2026. We will also investigate ways to generate more of our energy on site.

Successes to date

We have solar panels on the roof of the New Teaching Building and the remainder of our electricity comes from a green energy supplier. To reduce emissions from heating we are in the process of installing secondary glazing across the school site. Around three quarters of our lights are already energy efficient LEDs and we are working to replace those that are not. Half of the ovens in the kitchens are now electric instead of gas and we have replaced the boilers in the swimming pool with highly efficient models.



“I think many people do not consider the effects of smaller actions such as leaving the light or a computer screen on. By reminding people to do these tasks we will reduce our energy usage.” Ria Patel, student in Y12



Travel to School

We aim to reduce the number of car journeys made by students and staff to reduce our carbon footprint and improve air quality on and around the school site



We will do this by providing viable, accessible and sustainable travel options for staff and students. Travel to and from school is the largest contributor to our carbon footprint, accounting for 33% of our emissions, and vehicle emissions negatively affect air quality. Having fewer vehicles on and around the school site will make our roads less congested and safer for everyone. There are also health benefits to walking and cycling.

“HomeRun reduces traffic congestion and air pollution on the school run and increases active travel as part of our mission to tackle the climate emergency and create healthier environments for communities. We connect parents to form stronger school networks and promote an array of sustainable travel solutions to ensure that everyone has the option to make a difference and improve their journeys.” - Pooya Kamvari, founder, HomeRun

The rollout of the HomeRun app has been a crucial first step in encouraging our school community to use sustainable modes of travel, such as walking, cycling, and public transport. It is allowing members of the school community to share journeys and it is encouraging independent travel in our younger students. By widening use of the app, we will have a more accurate picture of how students and staff get to and from school and thus will be better able to provide sustainable alternatives.

“Since signing up to HomeRun I have become more aware of the impact my travel choices have on the environment. The app has encouraged me to use public transport rather than driving and I can also search for colleagues who live in my area who are happy to car share. I now look forward to my journey to work as I’m not stuck in traffic each day. I enjoy the fresh air and exercise and I can’t wait to read the next chapter of my book!” - Lorraine Bristow, Marketing and Communications Manager

Targets

- At least 75% of students to be regularly commuting to school by sustainable modes of travel by 2025
- At least 60% of staff to be regularly commuting to work by sustainable modes of travel by 2025

How will we measure this?

- Mode of travel data for staff and students (as measured using HomeRun) (% overall and by distance)
- Carbon emissions from coaches/minibuses (tonnes CO₂e - total and per capita)
- Carbon emissions from student/staff car use (tonnes CO₂e - total and per capita)

What are the challenges?

Whilst many students and staff already use sustainable means to get to school, daily travel accounts for 33% of our carbon footprint - approximately 1,000 tonnes CO₂e per year. The challenge is to reduce the number of cars that come to school. For some, this may be achieved by car sharing and for others, switching to public transport. Many students, parents and staff have found that alternatives to driving can lead to reduced travel costs and a better quality of commute that reduces the stresses associated with congestion.

If 20 students were to use sustainable modes of transport instead of being driven to school our carbon footprint would reduce by 1%.





What can members of the school community do?

Parents and staff should sign up to HomeRun and use the app to find sustainable ways to get to school.

Staff who live within two miles of school should consider walking, cycling or taking public transport

If driving is the only option, car journeys should be shared where this is appropriate and convenient.

Those who must drive to school should not idle their engines.

What will NLCS do?

We will work with the school community to identify barriers to students and staff travelling sustainably and use this information to develop ways of increasing uptake, including car clubs, cycling infrastructure and more electric charging points. Based on these findings, we will publish a Travel Plan in 2020.

“Many forms of travel create air and noise pollution and hazards for pedestrians. All of these should be kept to a minimum.” - Gabriel Roberts, Teacher of English

Successes to date

NLCS has a comprehensive coach and minibus service which over 600 students use every day and our ‘buddy’ scheme ensures younger students feel comfortable using the coaches.

We provide cycle parking on site, offer a Cycle to Work scheme for staff and the PE department arrange annual Cycling Proficiency Tests.

All the maintenance vehicles used by our grounds staff are electric.

We already have parents and staff using the HomeRun app to find more sustainable ways to get to school and to share journeys.

Students have started collecting and analysing air pollution data and we are looking into installing a permanent air quality monitor.



Flights

We aim to reduce carbon emissions from flying whilst maintaining a vibrant and international extracurricular programme and links with our partner schools

We will do this by using video conferencing where possible and seeking alternative locations and modes of transport for school trips. This is important to us because emissions from flights represent 27% of our carbon footprint.

Targets

- Reduce CO₂e emissions from business and educational trip flights by 25% by 2021
- Offset all flights taken for business and educational purposes

How will we measure this?

Calculate carbon emissions from flights taken by the International Team and for school trips (tonnes CO₂e - total)

What are the challenges?

As a school we are proud of the exciting range of trips and exchanges we offer and we will need to consider how we can maintain this vibrancy whilst minimising our carbon footprint. This may mean seeking alternative locations for trips and using trains and coaches to travel to mainland Europe, which could have time and cost implications.

Video conferencing software has been proven to be a viable alternative for many face-to-face business meetings.

Offsetting carbon has a small fee but this will be negated by the savings made by making fewer and shorter flights.

What can members of the school community do?

We hope that our actions will set an example and show our school community how easy it is to cut personal emissions by choosing alternatives to flying, changing flying habits and by carbon offsetting.

"We all need to do our bit to try and reduce global emissions, but more importantly to lead by example and show pupils and parents that they too could and should do the same." - Tom Hardy, Teacher of Art

What will NLCS do?

We will ensure our Trips Policy reflects these aims and to ask trip leaders to investigate all possible modes of transport and choose overland options where feasible. We will avoid running trips outside of Europe wherever this is educationally viable.



Successes to date

NLCS already offsets all its business travel by investing in environmental projects. All overseas trips that necessitate air travel now include a small fee to offset flight emissions. Students have voted on the organisation they wish to use for offsetting and chose Trees for Life, a charity working to rewild the Scottish Highlands.

"We are ever so grateful to the students at NLCS who voted to work with Trees for Life to mitigate the carbon impact of flights for their school trips. Now, more than ever, it is so important that organisations act for the planet. Increasingly, we see this action coming from the next generation." - Alexander Baxter, Partnerships Officer, Trees for Life



Resources - Waste

We aim to purchase from responsible sources whilst minimising our resource consumption and recycling what we can, so that we reduce the volume of waste sent to landfill

We must remember that everything we purchase has a carbon footprint. Electronics require the mining of minerals, paper requires fuel for transportation and furniture requires trees to be felled. By reducing our consumption, reusing wherever possible and recycling as much as we can, we will minimise our impact.

“Consumption equals carbon, whether in the product or in its transportation.” – Guy Kaye, General Manager

Targets

- To reduce the carbon footprint of paper by 20% by 2024
- To achieve continuous year-on-year reduction in waste arising per FTE staff and students
- To recycle or compost at least 95% of total waste generated by the school by 2024
- To send zero non-hazardous waste to landfill by 2024

- Waste mass produced per FTE staff and per student (tonnes/FTE)
- Percentage of waste that is recycled or composted (%)
- Carbon emissions from waste (construction/non-construction) (tonnes CO₂e - total and per capita)



How will we measure this?

- Paper consumption (reams of A4 paper per FTE)
- Carbon emissions from paper use (tonnes CO₂e - total and per capita)
- Waste sent to landfill (tonnes)

What are the challenges?

Changing our approach to consumption and waste requires a shift in culture and mindset. We need all members of the school community to remember the ‘refuse, reduce, reuse, recycle’ mantra and change their behaviour. For example, there may be pressure to dispose of older items if they are seen as being dated, despite being functional. We need to rethink these decisions. With recycling, contamination of bins is an issue and the positive actions of many can be undone by the negative actions of a few. We must continue to raise awareness of what we can and cannot recycle and encourage all members of the school community to challenge apathetic behaviour. Our curriculum necessitates the use of hazardous chemicals in the science laboratories and we must dispose of these responsibly.

“Our approach to waste is one of the most visible ways we as an institution can set a good example to the students and appeal to their interest in the environment, which is theirs to inherit.” - Henry Linscott, Director of the International Baccalaureate Diploma Programme

What can members of the school community do?

Everyone has a part to play. Students can reduce their consumption of resources by using scrap paper to do rough work. Staff can think carefully about their printing requirements and make sure that old items are repaired and new items are only purchased where absolutely necessary.

Decisions to purchase new equipment should take into account the lifespan of the products and how easy they are to repair. The more we change our behaviour, the more we will see a shift in attitudes which will be felt outside of school.

“We need to reframe our priorities and ask the right sorts of questions around provenance of goods including environmental and social impact of production and transport.” - Tessa Anslow, Teacher of English



What will NLCS do?

We need to make these decisions as easy as possible for our community so that they become second nature. We will monitor resource use and continue to provide straightforward recycling infrastructure. Waste management plans will be developed for all capital projects and major works over £50,000. We will preferentially source all timber from Forest Stewardship Council-certified suppliers and require our preferred contractors to do the same. We will ensure our cleaning products and chemicals used in the gardens, such as fertilisers, are as low impact as possible.

Success to date

Assemblies have been given to highlight the impact of our resource consumption and what we can all do to minimise it. Students have set up a comprehensive recycling scheme which has been quickly and enthusiastically adopted by the school community.

Through the simple act of making disposable cutlery less visible, we have seen a significant reduction in its use. Although we still offer disposable cups in the PAC café, their use carries a charge to encourage students and staff to bring a reusable alternative.

Our paper supplier, Suzano, is Forest Stewardship Council and Rainforest Alliance certified and all the fish we serve is Marine Stewardship Council certified.

School uniforms are being donated to children's charities in Malawi, Uganda and Kenya. Our electronic waste is responsibly recycled through Bioteknik and we have a battery collection scheme.



Resources - Water

We aim to conserve water through efficient use and careful management

This is important to us because droughts are projected to become more severe, with south east England being particularly affected. We are seeing increasingly hot and dry summers, and we need to manage our water use whilst maintaining the biodiversity of our school grounds and the quality of our sports pitches.

“Rising populations and the climate crisis compound to make biomes drier at a time when agriculture and industry require more water than ever.” - Nathan McMinn, Teacher of Geography

Target

To reduce water consumption by 20% by 2024 against a 2018 baseline



How we will measure this?

- Total water consumption pa (m³)
- Average water consumption pa, per staff, student, sports centre member (m³)
- Carbon emissions from water use (tonnes CO₂e - total and per capita)

What are the challenges?

We need to balance the need to maintain our sports pitches and provide a biodiverse habitat with the need to minimise our water use.

We have water butts installed but are currently unable to build underground reservoirs to store larger volumes of grey water.

What can members of the school community do?

Staff and students should report issues with plumbing and strive to not waste water in kitchens, bathrooms and laboratories.

What will NLCS do?

We will carefully monitor our water consumption to help us identify where we can make savings. We will investigate the feasibility of installing water management measures, such as rainwater harvesting and urban drainage systems.

Successes to date

We have installed automated watering systems to irrigate flowerbeds at night, which reduces wasteful evaporation. Most of the taps in the school are on timers to prevent taps being left on accidentally.

“People don't see water as ever not being there so it's hard to see the problems ahead.” - Guy Kaye, General Manager



Resources - Food

We aim to provide our school community with a range of sustainably sourced, healthy and nutritious food and to minimise waste generated by the kitchen and dining room

As a school, we have a responsibility to encourage people to make responsible food choices with respect to both individual health and the environment. All the food we eat has an ecological footprint, from the land that must be cleared of forest for agriculture, to the water, pesticides and herbicides used, to the fuel needed to transport and package it. Decomposing food waste can release methane, a potent greenhouse gas.

Targets

- To reduce the overproduction of prepared food by 10% by 2022
- To reduce the carbon footprint of food consumed by 20% by 2024
- To reduce average preparation waste from 15kg to 10kg per day by 2022
- To reduce average plate waste to from 50kg to 40kg per day by 2022

How will we measure this?

- Percentage overproduction of food (%)
- Carbon emissions from food production (tonnes CO₂e - total and per capita)
- Mass of preparation waste (kg)
- Mass of plate waste (kg)



What are the challenges?

Food is, understandably, an emotive topic. We need to encourage people to make responsible choices without seeming to proselytise. At all stages we must take nutrition into consideration alongside sustainability.

“We need to set an example and encourage behaviour change outside school. For many people, altering their diet and minimising food waste are the biggest (and easiest) ways they can reduce their negative impact on the planet, but food can be a sensitive topic.” - Michael Burke, Director of Studies and Administration

What can members of the school community do?

Choosing to eat foods that have a lower footprint and require less water to produce is a simple first step. Making sensible choices to minimise plate waste is also key to reducing the impact our diet has on the environment.



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What will NLCS do?

We are investigating the possibility of installing an anaerobic digester to produce biogas from our food waste. We have started tracking plate waste to detect trends and opportunities for reduction. We will communicate these data and strategies with care, taking student and staff welfare and nutrition into consideration alongside environmental impact.



Successes to date

NLCS was the first school in the UK to join the international #NoBeef campaign. Our inedible food waste is collected separately by Harrow Council to prevent it from decomposing in landfill. All our takeaway containers and disposable cutlery are compostable.

Biodiversity

We aim to maintain and enhance the ecological, and therefore educational, value of the school site and have a net positive impact on local and global biodiversity

We will do this by conserving our wild spaces, creating new habitats, providing nesting and hibernation sites and monitoring biodiversity. We will also invest in carbon offsetting projects that maintain and enhance natural habitats. We are lucky to have a beautiful site at Canons which we enjoy throughout the year and use as a teaching resource. Our Natural History Club members have enjoyed laying mammal print tunnels, setting camera traps and building hedgehog houses.

“As an urban school there is a limit to the wildlife we can recruit and students may initially mistakenly view the wildlife we do have as uninteresting. It's our job to counter that and make them find enjoyment and wonder in the smallest cabbage white butterfly!” - Clare Bernstein, Head of Biology

Targets

- To achieve a continuous year-on-year increase in the diversity and abundance of bird, mammal, amphibian and insect species found on site against a 2020 baseline
- To increase year on year the area of grounds given over to ecologically valuable habitats against a 2020 baseline
- Ensure building development plans do not adversely impact local biodiversity



How will we measure this?

- Percentage increase in the diversity and abundance of identified species year on year (%)
- Percentage increase in ecologically valuable habitat area (%)
- Net increase in the number of native trees planted
- Net change in natural green areas as a result of building developments (m²)

What are the challenges?

There may be conflicts with enhancing biodiversity on the school site. We need to maintain the aesthetics of the grounds and ensure that unmanaged yet biodiverse areas are valued alongside our formal gardens.

We must use water carefully and ensure that the grounds are suitable for the range of sports fixtures that take place throughout the year.



“I am so glad that we have lots of species that call NLCS home! The gardeners recently planted lots of bee-friendly flowers and our Gardening Club have been busy cultivating strawberries, beans and herbs.” - Caroline Utermann, Year 12 student and Youth Climate Summit Ambassador

What can members of the school community do?

Students can join the Natural History Club, where they can play an important role in conducting wildlife surveys. All members of the school community can play a part by respecting the school site and not dropping litter.

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What will NLCS do?

We will conduct annual wildlife surveys and publish a biodiversity management plan which will ensure that all new building developments take biodiversity into account. We hope to install a beehive and we are erecting bird boxes and 'bug hotels'.

Success to date

Areas around the school site have been left as unmanaged wild spaces. These are used by our Year 10 students to learn the principles of ecological sampling using quadrats and transects and to conduct investigations.

The grounds staff have planted a range of pollinator-friendly flowers and a local apiarist has assessed the suitability of the school site for bees.

We recently had ecologists visit to survey the resident bat population and we have installed bat boxes to conserve these endangered mammals.

Green waste is composted on site and we do not use any peat.

Students are enjoying being members of the Natural History Club and are attending weekly sessions to learn more about local wildlife.

Our chosen offsetting organisation, Trees for Life, rewilds the Scottish Highlands, an activity which captures carbon but also provides an important habitat for endangered species such as the red squirrel.

