SUSTAINABILITY POLICY

Reviewed:	August 2026
Next Review Due:	July 2027
Applies To:	Whole School Community
Owner:	Head of School
Approved By:	Board of Directors

Mission, Vision and Values

Mission
To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

Vision
To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

Aim
An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

Values
Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential.

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1. Purpose and Philosophy

7Hills International School (7Hills) recognises that environmental sustainability is both an ethical obligation and an educational priority. Climate change, biodiversity loss, resource depletion and environmental inequality shape the world that our students are inheriting. As a school, we have a responsibility not only to minimise our own negative impact, but also to equip young people with the knowledge, skills and values to act as thoughtful, responsible global citizens.

Sustainability at 7Hills is not a stand-alone project. It is a culture that touches how we teach, how we manage resources, how we develop our campus and how we work together as a community. We aim to create an environment in which sustainable thinking and behaviour are visible in everyday decisions, are grounded in evidence and realism and are strengthened by collaboration between students, staff, families and the wider community.

This policy draws on recognised good practice in school sustainability, as well as internal reflection on our context and priorities. It provides a framework for embedding sustainability in both educational and operational aspects of school life and for guiding gradual improvement over time.

2. Vision and Intent

The vision for sustainability at 7Hills is that students and staff will:

- **understand** key environmental and sustainability issues in an age-appropriate way
- **experience** a school environment that models responsible and thoughtful use of resources
- **contribute** actively to positive environmental action within and beyond the school

To achieve this, the school commits itself to three broad areas of focus.

1. Integrate sustainability into the learning experience through curriculum, co-curricular activities and pastoral programmes. Students should encounter environmental ideas across different subject areas, not only within science or geography and should be encouraged to think critically rather than accept simplified narratives.

2. Work to ensure that operations and resource management reflect the values we promote. While recognising financial and contextual constraints, the school will look for practical, realistic ways to reduce waste, improve efficiency and make responsible procurement and development decisions.

3. Foster participation and shared responsibility. Sustainability will be positioned as a collective effort rather than the responsibility of a single role or small group. Students, staff and parents will be invited to contribute ideas, take part in initiatives and reflect on their own habits and choices.

3. Scope of the Policy

This policy applies to:

- teaching and learning
- support and administrative functions
- campus development and maintenance
- resource use, procurement and waste management
- student behaviour and expectations

- staff conduct and professional learning
- communication with parents and the wider community

It is to be read alongside the School Development Plan and other major policies. Sustainability considerations should inform planning and review in each of these areas, even where they are not the primary focus.

4. Governance and Leadership Responsibilities

The Board of Directors provides governance oversight of sustainability. Its role is to ensure that environmental and sustainability considerations are visible in strategic planning, are reflected in major decisions about campus development and finance and are reviewed in summary at least annually. The Board does not manage day-to-day implementation but expects evidence that the policy is active and meaningful.

The Head of School holds overall responsibility for ensuring that sustainability is integrated into leadership dialogue, planning cycles and operational decision-making. This includes appointing or confirming a Sustainability Lead, ensuring there is a realistic plan for development in this area, and modelling the expectation that sustainability is part of good leadership rather than an optional extra.

A designated Sustainability Lead (or sustainability committee) coordinates activity across the school. Their responsibilities include:

- supporting colleagues with planning and implementing sustainability initiatives
- liaising with facilities and operations staff on environmental aspects of site management
- helping to track progress against agreed sustainability priorities
- promoting communication, celebration and sharing of good practice
- encouraging student participation and leadership in sustainability-related activities

Teaching staff are expected to contribute by modelling responsible use of resources, by taking opportunities where appropriate to highlight environmental and ethical issues in their subject areas, and by supporting student involvement in sustainability projects. They are not required to be environmental experts, but they are expected to approach the topic in an informed, open and balanced way.

Support, administrative and operational staff play a critical role in the practical implementation of this policy. They contribute by following agreed procedures for waste, recycling and energy use, by highlighting practical solutions where they see them, and by working with the Sustainability Lead and leadership team to identify manageable improvements.

Role / Group	Primary Responsibilities
Board of Directors	Provides governance-level oversight of sustainability. Ensures sustainability and environmental considerations are visible in strategic planning, reflected in major decisions relating to campus development and finance, and reviewed in summary at least annually. Does not manage day-to-day implementation, but expects evidence that the policy is active, meaningful and influencing practice across the school.
Head of School	Holds overall responsibility for ensuring sustainability is integrated into leadership dialogue, planning cycles and operational decision-making. Appoints or confirms the Sustainability Lead, ensures there is a realistic and achievable development plan in this area, and models the expectation that sustainability is a core element of effective leadership rather than an optional initiative.
Sustainability Lead	Coordinates sustainability activity across the school. Responsibilities include: ● supporting colleagues with planning and implementing sustainability initiatives ● liaising with facilities and operations staff on environmental aspects of site management ● helping to track progress against agreed sustainability priorities ● promoting communication, celebration and sharing of good practice ● encouraging student participation and leadership in sustainability-related activities
Teaching Staff	Contribute to sustainability by modelling responsible use of resources, highlighting environmental and ethical issues where appropriate within their subject areas, and supporting student involvement in sustainability projects. Teachers are not required to be environmental specialists, but are expected to approach sustainability in an informed, open and balanced manner.
Support, Administrative and Operational Staff	Play a critical role in the practical implementation of sustainability across school operations. Contribute by following agreed procedures for waste, recycling and energy use, identifying and sharing practical solutions where they arise, and working collaboratively with the Sustainability Lead and leadership team to implement realistic and manageable improvements.
Students	Students are encouraged to behave in ways that demonstrate respect for the school environment and for the wider natural world. They are invited to participate in sustainability groups, events and projects, and are given appropriate opportunities to share ideas, raise concerns and contribute to sustainability initiatives within the school community.
Parents	Parents and carers are recognised as key partners in the development of sustainable habits and attitudes. The school communicates its sustainability priorities to families and encourages them, where realistic and safe, to reinforce sustainable behaviours and environmental responsibility at home and within the wider community.

5. Waste, Recycling and Resource Use

The school seeks to reduce waste and to make responsible choices in how resources are used. This includes both everyday classroom and office practice and the handling of larger items or equipment at the end of their useful life. In practical terms, this means that the school will:

- encourage staff and students to think before printing and to use digital alternatives where workable
- promote reuse of materials where safe and appropriate
- provide clearly labelled bins for recycling, food waste and general waste in key areas
- discourage unnecessary single-use plastics, especially where reusable alternatives are available
- ensure confidential material is disposed of securely and appropriately

Where it is feasible within the local context, the school will look for ways to recycle or responsibly dispose of obsolete electrical and electronic equipment, furniture and other large items. The facilities and administrative teams will work together to maintain records and procedures for this.

Students will be taught, through both curriculum and pastoral channels, that waste is not simply a cleanliness issue but a matter of environmental impact and fairness. Age-appropriate activities may be used to illustrate concepts such as resource finiteness, pollution and the consequences of littering for local communities and ecosystems.

6. Litter Awareness and Site Stewardship

A clean, well-maintained site is an important expression of respect and shared ownership. All members of the school community are expected to play their part in keeping the campus tidy and in treating shared spaces responsibly.

Staff model good practice through their own behaviour and through clear expectations. Students are reminded that dropping litter, misusing facilities or damaging the environment is not consistent with the values of the school.

7. Transport, Travel and Safety

Transport is a significant contributor to environmental impact. At the same time, road safety and safeguarding considerations must remain paramount. Within these constraints, the school will encourage more sustainable travel where possible.

This includes:

- supporting staff car-sharing for work-related travel where appropriate
- including road safety and responsible travel behaviour within relevant elements of the curriculum and pastoral programme

The school will not pressure students or staff into travel choices that are unsafe or unrealistic, but it will encourage reflection on how different modes of transport affect both personal wellbeing and the environment.

8. School Grounds, Biodiversity and Outdoor Learning

The physical environment of the school, including its grounds and outdoor spaces, is a valuable educational resource. Wherever possible, grounds will be cared for in ways that support biodiversity, create pleasant and calm spaces and avoid unnecessary harm to the local ecosystem.

Over time, and as budgets and practicalities allow, the school will consider:

- planting choices that favour indigenous species and support local biodiversity
- providing areas that allow students quiet contact with nature

- using outdoor spaces for learning activities where this supports curriculum aims

Teachers are encouraged, when appropriate, to use the outdoor environment as a stimulus for learning, whether in science, humanities, art, wellbeing or other subjects. This supports both engagement and a deeper connection with the natural world.

9. Healthy and Sustainable Living

The school recognises that personal wellbeing, health and sustainability are interconnected. Students are encouraged to think about how their daily choices, such as food, exercise, screen time and purchasing behaviour, affect both themselves and the wider environment.

Through curriculum and pastoral activities, students will encounter topics such as:

- the relationship between diet, health and environmental impact
- the idea of “enough” in a consumer culture
- fairness and equity in access to resources
- the environmental consequences of fast fashion and disposable products

The school will aim to present these ideas in a balanced, age-appropriate way, focusing on helping students to make informed decisions rather than imposing guilt or fear.

10. Energy Awareness and Resource Management

Energy use is monitored with the aim of reducing unnecessary consumption and improving efficiency where realistic. Simple habits often make a significant difference, and the school will seek to normalise these as part of daily routine.

Staff and students are encouraged to:

- switch off lights, air-conditioning and equipment when rooms are not in use
- avoid leaving devices on standby unnecessarily
- report faults such as leaking taps, damaged fittings or malfunctioning air-conditioning promptly

The facilities team works with leadership to track energy use patterns, to identify areas where change may be feasible and to advise on environmental considerations when refurbishments or new installations are planned. When replacing or purchasing equipment, environmental performance will be considered alongside cost and operational needs.

11. Procurement and Ethical Decision-Making

Procurement decisions are an important part of the school’s environmental footprint. While financial prudence remains essential, the school will, where possible, favour products and services that are:

- durable and repairable rather than disposable
- sourced from suppliers who can demonstrate responsible practice
- less harmful to the environment in terms of materials, packaging or lifecycle

Reasonable efforts will be made to avoid false economies where very cheap products result in short lifespans and higher long-term waste. The Finance and Operations teams will consider environmental factors as part of value-for-money assessments and will work with the Sustainability Lead to explore realistic alternatives where they exist.

12. Curriculum, Learning and Student Agency

Sustainability education is embedded across the curriculum rather than confined to a single subject. Students study environmental and sustainability themes through science, geography, social studies, literature, ethics, economics and citizenship education, depending on their age and pathways.
The aims are that students should:

- develop accurate knowledge about key environmental issues
- understand how these issues connect to social justice, economics and culture
- practise critical thinking when presented with claims or proposals about sustainability
- see themselves as capable of contributing to constructive change

Teachers are encouraged to create opportunities for discussion, inquiry and project-based learning that allow students to apply concepts to real situations. This may include local environmental projects, research tasks, debates, creative work or interdisciplinary projects.

Student voice is an important element of this policy. The school may support student-led sustainability or eco groups, giving them structured avenues to propose initiatives, share perspectives and contribute to school-wide events, while ensuring that projects are realistic and supervised appropriately.

13. Professional Learning and Staff Development

Sustainability is part of the wider professional learning culture at 7Hills. Staff are encouraged to reflect on their own understanding of sustainability and on how they can integrate relevant themes into their work, whether they are teachers, leaders or support staff.
The school may, where appropriate, include sustainability-related topics in CPD sessions or INSET days, such as:

- integrating sustainability into curriculum planning
- using the local environment as a teaching resource
- considering environmental impact in operational decisions

Staff surveys or self-evaluation tools may be used periodically to identify strengths, gaps and interests in relation to sustainability, so that professional learning can be targeted where it will be most useful.

14. Monitoring, Review and Continuous Improvement

The implementation of this policy will be monitored as part of routine school self-evaluation. The Sustainability Lead, working with the Senior Leadership Team, will periodically review progress against agreed priorities, identify emerging issues and propose realistic next steps.

Monitoring may include:

- reflection on curriculum coverage and student experiences
- feedback from staff and students on sustainability initiatives
- review of waste, energy use or procurement patterns where data is available
- consideration of how sustainability features in communication with parents and the wider community

A summary of key developments and priorities may be shared with the Board as part of the Head of School's reporting cycle.

This policy will be formally reviewed at least once every year. The review will consider whether the policy remains relevant, achievable and aligned with the School Development Plan, and whether adjustments are needed to reflect new opportunities, constraints or guidance.

15. Policy Review and Approval

This policy will be reviewed annually or as required to reflect changes in legislation, CIS standards, or school practice.

16. Distribution and Access

This policy is available to all staff, students, and parents via the school website and on the school Google drive. Printed copies can be requested from the school reception.