



Wellington College **Student-led Sustainability and Climate Action Report**





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Foreword by Ana Romero

Head of Sustainability, Wellington College

“ This student-led sustainability report represents a major milestone in our collective journey towards a more sustainable future.

As Head of Sustainability at Wellington College, I am proud to witness the dedication of our students to sustainability and climate stewardship. This student-led sustainability report represents a major milestone in our collective journey towards a more sustainable future. Through their hard work, innovation, and commitment, Wellington College students are showing leadership in addressing some of today's most pressing environmental challenges, while holding themselves accountable and transparent in their actions.

This report builds on the UK Sustainability Framework for Education for Sustainable Development (ESD), which integrates sustainability into education by encouraging students to engage with real-world projects. The framework empowers students by bridging learning and action, positioning them not only as learners but as active contributors to sustainable development. Through practical projects, they connect with their communities, build critical thinking skills, and gain the confidence to play their part in creating a sustainable future.

Wellington College is also proud to be the only UK school recognised for its commitment to the Action for Climate Empowerment (ACE) initiative, which supports individual and community-driven

climate action. By involving students in hands-on climate projects, from student-led committees to collaborations with external organisations, we provide practical experiences that build both skills and confidence. This approach aligns with ACE's broader mission to empower individuals to act as agents of sustainability and climate solutions, and inspires students to take meaningful, achievable actions to address sustainability and climate change matters.

Additionally, we have integrated intergenerational equity—a principle that underscores the responsibility to future generations—into our teaching practices. Through co-curricular programmes, workshops, and discussions, students are encouraged to consider the long-term impact of their decisions. This approach fosters a sense of responsibility that transcends generations, placing Wellington College at the forefront of sustainability and climate education.

We hope this report serves not only as a reflection of our students' achievements but also as a share of good practice model for other schools to embrace sustainability and climate action within their educational practices.



PACTS Climate Action Launch at Google Academy: Sustainability Ambassadors Jessie B and Rosie W represented Wellington at the launch of PACTS (Politicians Accountable for Climate to Students), where they discussed their sustainability journeys with leaders including Ann Finlayson, CEO of Our Shared World, and Lord Jim Knight. This new initiative empowers students to influence politicians on climate action through a range of activities, reflecting our commitment to equipping young leaders with the skills to advocate for climate change solutions.

Student-led sustainability and climate action at Wellington College

At Wellington College, we as students are stepping up to make a difference for the planet. This report is entirely student-led, and it is our way of taking a closer look at how we positively impact our community at the college and what we can do to improve it. By gathering and analysing data on sustainability and climate efforts across the college, we are gaining deeper insights into how our actions support the college's sustainability and climate initiatives.

We want to play an active role in helping Wellington College to make real progress on sustainability and climate. Working together with decision makers and stakeholders from the college, has been a great experience and we are showing that we as students can be part of the solution and have a voice in tackling big issues like climate change.

This report reflects how our projects have given us the chance to learn, reflect, and take action. Our actions are not only oriented to only supporting the college initiatives—it is about creating a culture where we all think more carefully about how we are connecting with nature, how we interact with others and how we treat the planet. We hope this report inspires other children, young people and students to join us in making their schools and community champions in sustainability and climate.

The Sustainability Committee

The Sustainability Committee at Wellington College started back in 2019 as a way to give students a real voice in tackling environmental issues. It was set up to let us take charge and make a difference in how the College approaches sustainability. The idea was to create a space where students could share ideas, lead projects, and take action to make Wellington greener and more eco-friendly. It is about giving us the chance to be part of the solution to some of the biggest challenges facing the planet today.

The committee exists to do more than just talk about change—it is about making it happen. Our main job is to come up with initiatives that help the College meet its sustainability goals, whether that is reducing waste, cutting carbon emissions, or raising awareness about environmental and social issues. We want sustainability to be something everyone thinks about, every day, and to show that small actions really can add up to something big.

Every year, students in the Lower Sixth can apply to become chairs of the committee, with one boy and one girl chosen to lead. It is a big responsibility, but also an exciting opportunity to guide the group and help shape what we do. Last year, we introduced an Advisory Board, giving those who were not picked as chairs a chance to still be involved in decision-making. This means more of us can bring our ideas to the table and work together to come up with creative solutions.

We also work closely with some decision makers in the College to make sure our projects align with the College's wider goals. By bringing together our passion and energy with the expertise of the staff, the Sustainability Committee plays a vital role in driving meaningful environmental, sustainability and climate efforts. We hope our work inspires everyone in the community to consider how they can make a difference too.



Driving Change Through the Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) – also known as Global Goals – are the product of an incredibly large consultation exercise. They are a set of universal goals organised in a very powerful framework to meet the most urgent social, economic and environmental challenges the world is facing today. In the education world, the SDGs help us focus our sustainability priorities on specific issues, aligned with our core values. They include 17 macro-themes and 169 targets.

Thanks to our stakeholder engagement exercise, we have identified sustainable development priorities with reference to the SDGs to plan and measure our sustainability efforts. We have engaged a total of 66 key stakeholders for Wellington College from 5 different groups taking part in the survey and sharing their opinion with us.



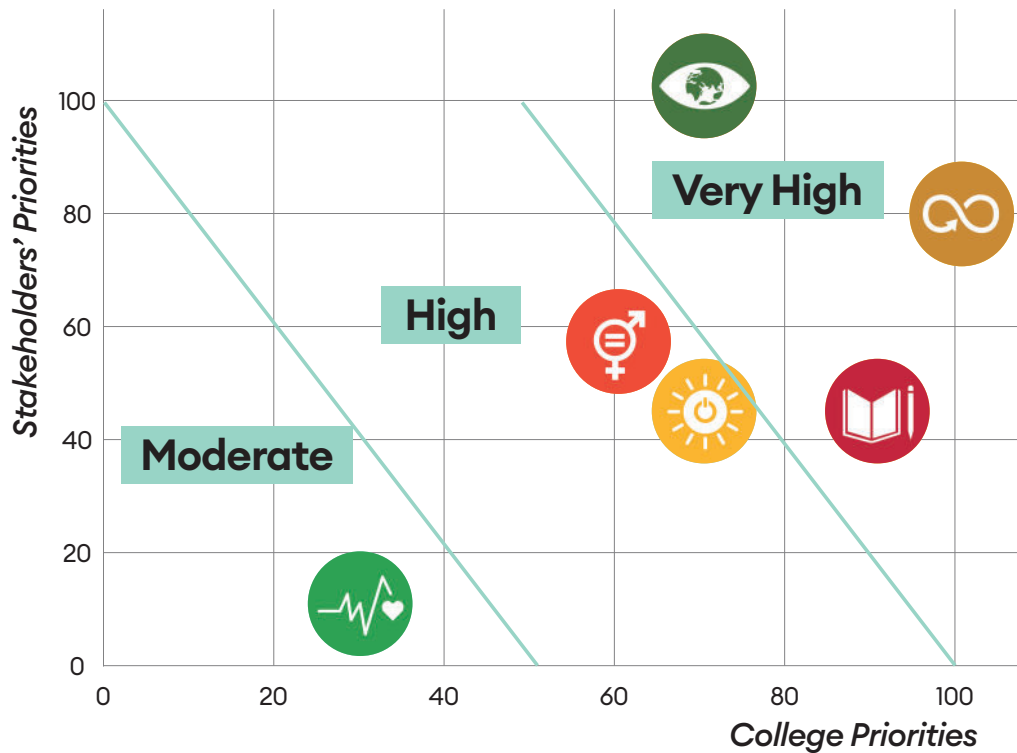
Stakeholders

Students	8
Parents	3
Teaching Staff	15
Support Teaching Staff	6
College Staff	22

School

- Head of Wellington College
- Master
- Senior Master
- Deputy Heads
- Governors
- Head of Sustainability
- Director of Digital Learning
- Operational Bursar
- Estates Bursar

Stakeholder priorities were cross-referenced with college priorities in order to identify our focus SDGs and respective levels of priority. We have then selected 5 key SDGs from the HIGH and VERY HIGH sections of the matrix below:



4 QUALITY EDUCATION
Educating students on human rights, peace, global citizenship and cultural diversity



5 GENDER EQUALITY
Raising awareness about gender equality and promoting leadership of girls and women



7 AFFORDABLE AND CLEAN ENERGY
Educating students on the importance of clean and efficient use of energy



12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Promoting best practices and activities to reduce food waste
Learning how to reduce, recycle and reuse in your everyday life



13 CLIMATE ACTION
Raising awareness about sustainability and climate change



SDG 3 - Good Health and Well-Being



SDG 4 - Quality Education



SDG 5 - Gender Equality



SDG 7 - Affordable and Clean Energy



SDG 12 - Responsibility Consumption and Production



SDG 13 - Climate Action

Starting from these SDGs we have then created working groups led by students who took responsibility for drafting and implementing a student-led sustainability action plan. In this report, we look at the academic year 2023-2024 to measure our efforts around the SDGs and demonstrate how students are taking action to make Wellington's community a more sustainable one, for our planet, society and future generations.

The following section looks at the main activities carried out by each SDG group in the 2023-2024 academy year.

Working in our Priority SDGs



SDG 4: Quality Education Led by: Marwha Mohamud

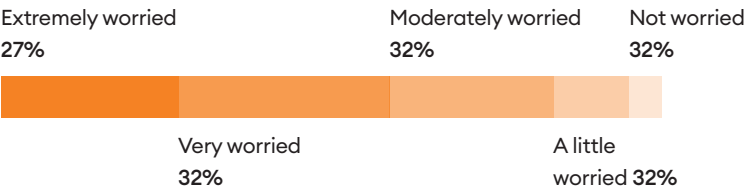
1. Eco-Anxiety pilot lesson

On 21 May 2024, Lower Sixth students at Wellington College, students participated in a pilot 45-minute lesson on Climate Education, with a focus on Climate Anxiety as part of our Wellbeing curriculum. We developed this lesson through careful research and conversations with experts because we wanted to address the emotional and mental effects of climate change in a meaningful way. We believe lessons like this are essential for helping students to manage their concerns around climate change and the environment while building resilience to face the challenges of a changing world.

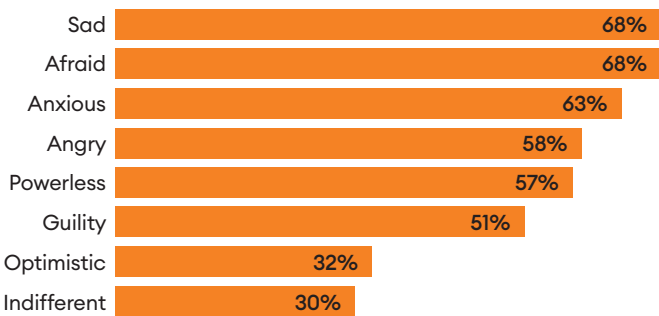
Climate Anxiety

A survey of 10,000 young people shows that negative feelings about climate change can cause psychological distress.

How are you worried about climate change?



Climate change makes me feel...



- 59% were very or extremely worried and 84% were at least moderately worried
- More than 50% reported each of the following emotions: sad, anxious, angry, powerless, helpless, and guilty.
- More than 45% of respondents said their feelings about climate change negatively affected their daily life and functioning
- 75% said that they think the future is frightening
- 83% said that they think people have failed to take care of the planet.

n=10,000



During the lesson, students participated in a group activity and reflected on how climate change had affected their emotions and mental health. They explored feelings such as fear, anxiety, and sadness, identifying the situations that triggered these emotions. Practical steps to manage climate anxiety were also shared, including:

- Lifestyle changes to reduce their carbon footprint.
- Strategies to stay informed without feeling overwhelmed.
- Personal coping methods like mindfulness.

Students also discussed ways the school and community could provide better support, suggesting initiatives such as counselling services, peer support groups, and community projects that promote a sense of purpose and teamwork.

2. Sustainability venture competition

The Sustainability Venture Competition at Wellington College was recently completed, marking a successful initiative that spanned three weeks. During this period, three Third Form groups engaged in the project, each identifying an issue aligned with a Sustainable Development Goal (SDG) within the College and proposing innovative solutions.

The presentations showcased a range of creative ideas, including suggestions for more wellbeing sessions held outdoors within house year groups, the installation of greenhouses

around the College, the development of a sustainability-focused game by a student, and the implementation of alternative light bulbs that dim based on natural light levels. These projects were evaluated by a panel of judges consisting of Rosie, Lydia, Marwa, Jessy, and Cressida. This competition not only highlighted the students' ability to think critically about sustainability but also provided valuable insights that can inform future initiatives at Wellington College. An example is available below:

Our Aims:

- + To encourage people to put things in the correct bin
- + Put up posters up to help people make correct decisions
 - + Recycling
 - + General Waste
 - + Food waste
 - + Turn off toasters and kettles
- + To gather information about the choices people make
- + To log what type of waste people throw away

Our posters:

- + We created these posters using our knowledge and online research to help people identify which materials can be disposed of in each bin.
- + We made sure to include common items used in our house
- + We put up posters in our brew above each of the bins.

3. Lesson on “My Future Self”

The Wellington College Sustainability Programme is an exciting opportunity for us, as students passionate about sustainability, to learn more about environmental and social issues while actively making a difference in our community. Through lessons, field trips, and hands-on activities, we got to deepen our understanding and undertake meaningful action. One of the highlights of the programme was exploring the grounds of Wellington College, where we connected with the natural environment right here in our school community, gaining a greater appreciation for the local ecosystem.

Jessy and Rosie, members of the Sustainability Committee, were part of the sustainability programme, which brought valuable insights and ideas back to the committee, enriching our ongoing projects and discussions, such as the experience visiting Eagle House to run eco-energy games with younger pupils, inspiring them to think about sustainability in a fun and engaging way. Jessy and Rosie also led a session called “My Future Self,” where we reflected on our dreams and aspirations, considering how we could align them with sustainable practices for the future. The programme also included educational trips to Ali’s Recycling in Berkshire and the Grondon Recycling plant, giving us a close-up look at waste management and recycling processes in action.

Through these activities, the Wellington College Sustainability Programme has not only taught us more about sustainability but also inspired us to undertake meaningful action both within the College and in the wider community.

Recommendations for the next sustainability committee 2024-2025

- **Keep Climate Education Going:** Work with teachers and decision-makers in the College to develop lessons or a programme on climate anxiety to stay part of the Wellbeing curriculum.
- **Start Conversations:** Create opportunities for students to openly talk about eco-anxiety, like organising discussion groups or awareness events to break the stigma.
- **Offer Peer Support:** Set up student-led support groups or buddy systems where people can share their thoughts and coping ideas in a relaxed and friendly space.
- **Build a Team Effort:** Continue the collaboration with other student committees, like the Wellbeing Committee, to run workshops or events that combine mental health and sustainability goals.
- **Stay Connected with Decision-Makers:** Keep a regular dialogue with College leaders to share ideas, suggest improvements, and make sure to reduce waste in school.
- **Future activities:** student voices shape future learning plans that can tackle climate or eco-anxiety.
- **Promote Sustainable Action:** Lead projects that encourage students to get involved in activities like tree planting, clean-up drives, or campaigns.
 - Audit all science practicals at Wellington College to identify and remove unsustainable items or those harmful to wildlife.
 - Conduct a thorough review of materials and substances used in science labs.
 - Replace harmful items with sustainable alternatives that perform effectively.
 - Ensure the safety of the local environment through the implementation of these substitutes.
 - Align science teaching practices with the College’s broader sustainability goals.
 - Foster a more conscious learning environment that promotes responsible scientific inquiry.



SDG 5: Gender Equality Led by Rosie Walker

What we did:

1. Gender equality posters

For International Women's Day, we collaborated with the Equality, Diversity, and Inclusion (EDI) Committee to create a series of posters displayed in the V&A. These posters aimed to raise awareness about the critical role of women in sustainability and the strong connection between gender equality and sustainable development.

The posters highlighted how empowering women and ensuring gender equality are vital for achieving broader sustainability goals, emphasising that inclusive approaches lead to more effective and lasting environmental solutions. This initiative not only celebrated the contributions of women in sustainability but also underscored the importance of gender equality as a fundamental component of sustainable development.

Recommendations for the next sustainability committee 2024-2025

- **Collaboration between committees:** continue a close collaboration with the EDI committee (and others) in different initiatives as per the following points:
 - **Joint Assemblies:** Collaborate on assemblies to address the intersection of sustainability and inclusion, such as how climate change disproportionately impacts marginalised communities or the role of diverse voices in environmental advocacy.
 - **Shared Visiting Speaker Programme:** Invite speakers who can address both EDI and sustainability topics, such as environmental justice or inclusive approaches to sustainable innovation.
 - **Combined Events and Campaigns:** Organise events celebrating both sustainability and diversity, such as inclusive eco-awareness days that highlight cultural traditions tied to nature and conservation (e.g., Ramadan, Diwali, Lunar New Year).
 - **Affinity Group Collaboration:** Work with affinity groups (LGBTQ+, FemSoc, Cultural Soc) to promote sustainable practices within their initiatives and explore shared goals like reducing environmental harm in underrepresented communities.
 - **Training and Workshops:** Develop workshops for students, staff and community that combine EDI principles with sustainability, such as reducing unconscious bias in environmental decision-making or promoting equitable access to green resources.
 - **Podcast and Media Projects:** Co-produce podcasts or videos that explore topics like sustainable development through an EDI lens, featuring student voices from both committees.

International Womens Day

8th March
2024

"The climate crisis is also a leadership crisis... and many women and girls are stepping in to fill that void... in a way that has not been the status quo in the climate movement"



SDG 5- Gender Equality

What is gender equality?

It is known as sexual equality or equality of the sexes, is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of gender

Why is it relevant to sustainability?

- It is an SDG set by the UN
- Gender gaps create barriers to sustainable economic development
- It is restricting half of the population to finding a solution

Find out more!

- **How gender inequality and climate change are interconnected** - UN Women
- **Why are women more affected by climate change?** - BBC Sounds
- **Why Climate Change Impacts Women Differently Than Men** - UN Climate change
- **Understanding Why Climate Change Impacts Women More Than Men** - Global Citizen

Women within sustainability



Rachel Kyte

Rachel Kyte has become the go-to expert for heads of state and multinational CEOs, when figuring out how to transition away from fossil fuels. Kyte has developed strategies to make hundreds of billions of dollars available to developing countries eager to address climate change. 'We have to make sure we take care of everybody'



Katharine Wilkinson

Author, public speaker and teacher Katharine Wilkinson is passionate about protecting the planet. One of her guiding principles is the need to shift the climate change discourse to 'be more courageous and more emotionally intelligent'. She recently co-hosted her own outdoor retreat, bringing together interdisciplinary women



Hindou Oumarou Ibrahim

From the Mbororo pastoralist community in Chad, Hindou has spent the past 10 years bridging the gap 'between the international decisions with reality on the ground'. 'The traditional knowledge of indigenous people, that is centuries old, can help the world adapt'

Women suffering from the climate crisis

Women in Malawi:

In Malawi, 9/10 people depend on rain-fed agriculture. Women make up 65% of smallholder farmers in Malawi, making them particularly exposed to food insecurity. Due to men's freer mobility and fewer household responsibilities they are dealing with the climate crisis much better.

Women are getting married as young as 15 to provide for themselves. There are now over 1.5 million child brides in Malawi alone. The UN estimates that 80% of climate refugees are women

Steps in the right direction!!

- Following Cop26, the UK announced it would put £165 million towards gender equality. £45 million is going to local communities in Asia and the Pacific, and £120 billion for 'building resilience' and supporting 'women's leadership'

A recent study by Cambridge University analyzing scientific literature on extreme weather events found that **gender-based violence** — such as sexual assault, intimate partner violence, or trafficking, both during and after disasters

Why are women most affected?

Climate change affects women more due to 2 reasons:

1. Natural disasters intensify existing inequalities
2. Women have inefficient representation at climate talks

Inequalities women face:

- More likely to live in poverty
- Less access to basic human rights e.g. freely move or acquire land
- Face systematic violence which escalates during periods of instability

Climate related hazards result in:

- Higher workloads for women
- Occupational hazards - indoors & outdoors
- Psychological and emotional stress

Examples:

- Especially in many rural communities, women often undertake the labour of gathering food, water and household energy sources, having to travel further during natural disasters.
- Women represent around 43% of global agricultural workforce but face countless barriers to economic independence. In many countries they are denied property rights and often barred from borrowing money for fertilizer or tools making it harder to successfully harvest their crops. Also have trouble accessing markets to sell produce.



SDG 7: Affordable and Clean Energy

Led by Jessy Banzoulou

What we did:

1. Eco-Games at Wellington College



On Monday, 22nd April, we celebrated Earth Week at Wellington College with an exciting Eco-Games tournament. This was a brilliant house competition where teams of up to 12 students from each house took part in a range of eco-themed games. It was an amazing way to promote environmental awareness and sustainability while having a bit of friendly competition. The winning house was announced the next day, 23rd April, and they got to enjoy a well-earned pizza night, kindly sponsored by our Sustainability Committee. The event was not just about having fun—it brought us together as a community and got us thinking in creative ways about how we can make a difference.

One of the highlights of the Eco-Games was the pledges. Each team had to come up with a sustainability pledge as part of their commitment to environmental action. Some of the ideas were really clever, like:

- Take the walking bus
- Lids on pans
- Eco-drive
- Go by coach
- Quick shower
- Turn the tap off
- Ditch the disposable
- Re-fashion fashion
- Ditch the car
- Don't overheat water
- Plastics not fantastic

During Earth Week, our Sustainability Committee also held an assembly where we shared what we have been doing to make Wellington College more sustainable. Afterwards, we hosted a fireside talk with Dr Omnia El Omrani on youth climate action, which was inspiring and made us feel that we really can make a difference. It was a week full of energy, ideas, and action that showed how much we can achieve when we work together

Recommendations for the next sustainability committee 2024-2025

- **Run Another Eco-Tournament:** Organise a second Eco-Games tournament during Earth Week, engaging all houses in eco-themed challenges.
- **Expand the Eco-Tournament to Partner Schools:** propose to the Berkshire Schools Eco-Network to organise an inter-school Eco-Tournament with the aim to share ideas and best practices.
- **Advance the Air Source Heat Pump Project:** Review the findings from this year's pilot study and explore scaling up installations with decision-makers.
- **Strengthen Partnerships and Stakeholder Engagement:** Work closely with the College's leadership and external organisations to expand opportunities for renewable energy projects and sustainability initiatives.
- **Plan Earth Week Events with Greater Impact:** Introduce interactive sessions, such as fireside talks or panels with sustainability experts, similar to this year's event with Dr Omnia El Omrani.

Below are some draft notes made by student Jessy Banzoulou as part of this project:

Species		Habitat
	<ul style="list-style-type: none"> • Spotted very few. • Birds likely to be present 	<ul style="list-style-type: none"> • Machine* near the green infrastructure as area has a lot of space, flat land. • Lots of leaves, minimal grass
	<ul style="list-style-type: none"> • Very unlikely for large animals to be present. • At most, squirrels or birds 	<ul style="list-style-type: none"> • Machine* could be placed next to this building (= fit for purpose) • Very flat (artificially managed) grass.
	<ul style="list-style-type: none"> • No/very few species present • Insects could be present in the grass 	<ul style="list-style-type: none"> • Machine* suitable here as it can be placed near infrastructure, low foot count (only staff mainly steps around here) • dry and artificial ground
	<ul style="list-style-type: none"> • No species 	<ul style="list-style-type: none"> • Only hindrance is the barriers
	<ul style="list-style-type: none"> • Area where grass is, squirrels could be present. 	<ul style="list-style-type: none"> • Machine* suitable next to green building as wildlife is not affected and ground is suitable for this machine*
	<ul style="list-style-type: none"> • No species 	<ul style="list-style-type: none"> • Artificial land provides good base for machine*.
	<ul style="list-style-type: none"> • Hard to spot, but unlikely any species due to the mass infrastructure in this area 	<ul style="list-style-type: none"> • Lots of grass and steep gradient of land
<p>Wellington College Land use:</p>  <p>Still deciding</p>  <p>Baudou Martin → We can put machines next to a green machinery building located here.</p> <p>Beside RDC - narrow place - Machine would be next to infrastructure.</p>  <p>The side of GWA where I presume there is infrastructure that look like machines. An air source heat pump would blend here.</p>		



SDG 12: Responsible Consumption and Production

Lead: Sophia Boyce

What we did:

1. Reducing paper usage and wastage in the chapel:

Students Jessy, Cressida, Nayan and Harriet met with Father Adrian to discuss ways to cut down on paper usage in the chapel. “We considered several options, including installing a screen in the chapel, creating an e-booklet accessible on phones, or using a hymn-book format. Ultimately, we decided on a solution involving a durable, reusable booklet for general use, along with a small, service-specific piece of paper for each service. These changes will be implemented from September 2024.”

2. Each house getting its own food waste bin:

During a visit to the boarding houses, we noticed that some houses did not have food waste bins. “To address this issue, we decided to provide each house with its own bin. We also needed to organise a system for transporting food waste from each house to a central bin. This involved planning the logistics to ensure that the bins were placed appropriately and that there was a reliable method for collecting and transporting the waste. Everything has been agreed by Mr Heffer, General Services Manager – Domestic, and we are now moving onto the planning and implementation stage of this initiative.”

3. Maya’s Refillables:

“We believe it is crucial to minimise the use of single-use plastics in our communities wherever possible”. To support this goal, we identified a local business, Maya’s Refillables—a zero-waste shop in Wokingham, Berkshire—that promotes sustainable living by offering refillable household products like laundry detergent. Their approach reduces reliance on single-use plastic packaging and encourages eco-friendly habits. We have initiated discussions with them and Mr Heffer to collaborate with Hardinge House on a trial programme, where laundry detergent containers can be refilled, helping to eliminate single-use plastics in this area.

Recommendations for the next sustainability committee 2024-2025

- **Follow Up on Chapel Paper Usage Reduction:** monitor the implementation of the reusable booklet system and service-specific paper sheets in the chapel from September 2024. It could be helpful as well to explore further opportunities to reduce paper use in other areas of the College.
- **Expand Food Waste Bin Initiative:** oversee the rollout of food waste bins in all boarding houses, ensuring the agreed logistics are in place for collection and transport. In a second phase it will be important to organise educational sessions or campaigns within houses to promote proper use of food waste bins and minimise contamination. And finally, an evaluation of the effectiveness of the system by tracking food waste reduction and identifying areas for improvement will be very important to know how successful this project is.
- **Progressive elimination of single-use plastics:** work with Hardinge House to run the trial programme with Maya’s Refillables for laundry detergent refills, trying to gather data on participation rates and single-use plastic reductions. Promote the switch from paper to rice straws in the V&A and look into alternatives to eliminate plastic water bottles from packed lunches.
- **Promote active learning:** organise sustainability workshops for students and staff, focusing on responsible consumption habits and reducing waste.



SDG 13: Climate Action

Led by Marco Martin Martines and Lydia Compton-Burnett

What we did:

1. Wellington College Estates - Sustainability Action Plan:

We contacted the Group Estates Bursar Mr Wai to better understand what Wellington College are doing to enhance sustainability in the campus. This enables us to stay informed with the College's sustainability updates and make sure that with our actions and student-led initiatives are aligned with the school-wide action plan and can contribute to it. Key details of such plan are:

Objective: Achieve net zero emissions (Scope 1 and 2) by 2050, or earlier.

- **College Transport Fleet:** Transitioning from petrol and diesel to electric vehicles, with 17 electric vehicles now making up 30% of the fleet.
- **Solar PV:** Installation of 8 systems, with a total capacity of 300 kWp.
- **Ground Source Heat Pump:** A new system with a 300-kW heat capacity is set to be completed this year.
- **Thermal Enhancements:** Implementing upgrades such as roof insulation, double glazing, and cavity wall insulation.
- **Boiler Replacements:** Replacing old, inefficient boilers with high-efficiency models.
- **Energy Management:** Improving the Building Management System to achieve 95% coverage across the campus.
- **EV Charging Infrastructure:** Expanding electric vehicle charging points across the estate.
- **Smart Meters:** Installing smart meters in domestic properties to better manage energy usage.

This College strategy is focused on modernising infrastructure, improving energy efficiency, and adopting renewable energy solutions to significantly reduce carbon emissions and achieve net zero targets.

Recommendations for the next sustainability committee 2024-2025

- **Host Climate Fresk Workshops:** organise interactive workshops to educate students and staff about climate change science, integrating them into events like Earth Week or the curriculum.
- **Deliver Carbon Literacy Training:** use activities like the Bananas Game to teach the community about carbon footprints and certify participants as "Carbon Literate."
- **Continue the participation at the PACTS initiative:** advocate for stronger climate education by joining the Politicians Accountable for Climate Education (PACTS) initiative and engaging with policymakers.
- **Implement the Carbon Zero Schools Programme:** implement the Carbon Zero Schools Programme from which Wellington College is member to set and track goals for reducing the College's carbon emissions from the view of students.
- **Create Peer-Led Climate Education:** train students to deliver practical, action-oriented climate education sessions in houses or assemblies.
- **Collaborate on Local Climate Projects:** identify local organisations for impactful community initiatives such as CROW.
- **Update the Student Sustainability and Climate Action Plan:** to continue with the good work and the efforts done by previous sustainability committees, it will be important to update this central document that will continue to establish goals, collaborations and leadership to implement and monitor progress of students led actions.
- **Run Awareness Campaigns:** organise events and campaigns, such as "Climate Action Week," to inspire the community and highlight sustainability efforts.

Last words

As students, we are eager to take action and demonstrate that we can be powerful agents of change at Wellington College. We recognise the urgency of addressing sustainability challenges and are committed to making a tangible difference within our community.

By leading initiatives, participating in decision-making processes, and collaborating on projects like the student-led sustainability report, we aim to show that our voices and actions can drive meaningful change. We believe that through our collective efforts, we can inspire our peers, influence the College's sustainability practices, and contribute to a more sustainable and equitable future for all.

We hope that the next sustainability committee will continue with the work we have done and will embrace this responsibility with the same passion and dedication. By building on the foundation we have laid, the next committee will have the

opportunity to push boundaries further, introduce new ideas, and strengthen the Student Lead Sustainability Action Plan within the College.

This is an evolving journey, and we trust the next generation of leaders to explore innovative approaches, engage with both local and global challenges, and work towards embedding sustainability and climate change into every aspect of college life. By maintaining a commitment to openness and collaboration, the future committee can expand partnerships with staff, students, external organisations, decision makers and other stakeholders ensuring that the great work we have done can be shared as a good practice of work beyond the classrooms.

With the new committee, we hope to see bolder goals, stronger initiatives, and an unwavering commitment to securing a greener and more responsible future for Wellington College and beyond.

Teamwork experiences

Teamwork is the foundation of any successful student-led sustainability initiative. Collaboration allows students to combine their diverse skills and perspectives to tackle complex challenges and create meaningful impact. By sharing ideas and responsibilities, students support each other and foster a sense of unity and purpose. Teamwork also builds essential skills like communication, problem-solving, and leadership, which are crucial for driving change. Together, students can amplify their efforts, take on larger projects, and inspire the community to join their mission. Most importantly, it cultivates a shared vision of a sustainable future, proving the power of collaboration in making a lasting difference.

Ana Romero

I feel I've been able to make a difference through implementing small scale change across my community for everyone's mutual benefit. I have realised the importance of calling out when something is wrong or can be changed and I think this will be a hugely beneficial transferrable skill into my later life.

Sophia Boyce

I feel I have tried to make an educational difference, and a difference in raising awareness in terms of gender equality within sustainability. Being in charge of SDG 5, I helped raise awareness by collaborating with EDI and creating posters for International Women's Day on Women in sustainability. I felt this had an immediate impact on those interested in reading the posters, but also to my peers and members of my house as I talked about it with them and made it a conversation for people to have. So my main aim was to raise educational awareness of the role of gender equality within sustainability. I think this will help raise this as an issue/ area of focus within sustainability at school and the sustainability community and will hopefully have stimulated something that will become much more important to students at school and something much more widely talked about. I think it will impact my life purely by the knowledge that I have gained through my research in the area, increasing its importance to me as someone who feels passionate about it and someone who can help take action in the future.

Rosie Walker

Annexes

The College's Approach

At Wellington College, the concept of sustainable development is a relevant element of the Social Impact Framework, a comprehensive plan designed to drive meaningful change across four key pillars: inclusion, equity, and environmental sustainability. This framework reflects the College's commitment to fostering a community that excels academically while making a positive impact on society and the environment.

Environmental sustainability is a cornerstone of this framework, emphasising the importance of equipping students with the skills and knowledge needed to tackle the world's pressing environmental challenges. By embedding sustainability into the heart of its ethos, Wellington College demonstrates that academic excellence and social responsibility go hand in hand, encouraging students to think critically and act decisively for a better future.

The focus on inclusion and equity strengthens the College's approach to environmental sustainability by ensuring that all students, regardless of background, have fair and meaningful opportunities to contribute. This inclusive culture empowers everyone in the school community to take part in shaping a more sustainable world, fostering collaboration and shared responsibility for environmental stewardship.

This framework highlights the importance of community engagement, recognising that meaningful sustainability efforts require collaboration beyond Wellington College. Through partnerships with local organisations and initiatives that connect students with locally, regionally, nationally and internationally, in that respect Wellington College is helping to build a more resilient and sustainable future for everyone within our community.

Support from decision-makers within the College is key to ensuring the success of this framework and by that of each one of its pillars. This commitment enables environmental sustainability to be integrated across all areas of school life, from the curriculum to co-curricular activities, and meaningful local, regional, national and international partnerships. This alignment of leadership and student effort exemplifies how an educational institution can inspire and empower the next generation to lead the way in sustainable development.





Credits

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