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DULWICH COLLEGE INTERNATIONAL AND  
DEHONG INTERNATIONAL CHINESE SCHOOL  
**SUSTAINABILITY PLEDGES**



Across the Dulwich College International network and Dehong sister schools, students come first in all that we do. As our students look to a future that is different to that of today, and is changing faster than ever before, we have a responsibility to do everything that we can to prepare them to live and work in a world that will face great challenges but also offer great opportunities. Given the overwhelming evidence coming from the scientific community about the social and environmental challenges facing the planet, we believe that educating our students about sustainability and encouraging them to take action is critically important. We want our students to be the future generation of leaders who will not only act responsibly but embrace the challenges and come up with the most innovative solutions to the world's problems. Across our network, while schools are at different stages of their sustainability journey, the overall direction of travel, shaped by this document, is clear: we can and will do more. We all have a role to play in this and so I encourage our staff, parents and wider communities to engage with the pledges in this document and support our students in taking action.

**Fraser White**

*‘People protect what they love, they love what they understand, and they understand what they’re taught’.*

Jacques Cousteau

As a leading provider of education, Dulwich College International and Dehong sister schools, educate over 9000 students, putting us in a privileged position to care for, inspire and grow the responsible leaders of the future, both within China and beyond.<sup>1</sup>

Since our inception in 2003, our schools have developed many unique and pioneering capabilities, not only in the academics but also in many other areas associated with the provision of a holistic education, including community and environmental action. Where our first ten years were associated with local action within our schools in support of the environment, the last five have witnessed a rapid increase in our activity across the Group, enabling action to be taken at scale. We can, and will, build upon this by leveraging the scale of the Group and our network to help each other share and implement new initiatives.

We have made great strides over the years in how we design and build the indoor and outdoor learning environments for our students, not only to help their education but because we know that young bodies and minds need to have the optimum conditions in which to thrive. For our students, this means clean, fresh air, sufficient levels of natural light, and outdoor spaces that connect students with nature.<sup>2</sup> Yet we can, and will, do more, informed by the latest evolving research. In designing our schools and campuses, we will use all learning spaces to help promote education about, in, and for the environment.<sup>3</sup>

We also recognize that, as a large organisation, we have a responsibility to be a good citizen of the communities in which we operate. That means that we not only involve ourselves in community projects, but we look after the local people who work for us, and drive down the environmental impact of our operations (whether through energy and water consumption or plastic usage) whenever we can.

As we look to the Group’s and our students’ future, we believe that we can use our unique position to help drive change at ever-increasing scale. We will provide our students with exciting opportunities, promote enhanced wellbeing through smart design decisions, and demonstrate to our students that their actions really do make a difference in a world that is facing increasing challenges. Above all, we believe that students come first and that we have a duty to prepare them to excel in a future world where sustainability will be an increasingly important aspect of their personal and professional lives.



## KEY FOCUS AREAS



### ENHANCE STUDENT AND STAFF WELLBEING



### INTEGRATE SUSTAINABILITY INTO THE CURRICULUM



### BE AN ENVIRONMENTALLY AND SOCIALLY RESPONSIBLE ORGANISATION

Reflecting our responsibility to our students and our communities at large, our pledges are grouped into three main focus areas: student and staff wellbeing, curriculum integration, and social and environmental responsibility. An additional focus area covering awards and certification is added in the document to reflect their importance in helping drive change and rewarding action that has been taken. In developing these pledges, we have not only taken guidance from our own action that is already underway, but have looked to international guidance, such as the UN Sustainable Development Goals and the UN Global Compact.

In reading this document, pledges that are most relevant to, or guided by, the group headquarters staff are annotated as group pledges, and those most relevant to, or guided by, schools and colleges as school pledges. Joint pledges are those that have relevance to headquarters staffs and schools/colleges. They are also colour-coded for ease of reference.

ENHANCE STUDENT AND STAFF WELLBEING			
BUILDING DESIGN	OUTDOOR LEARNING ENVIRONMENTS	NUTRITION	DRINKS
<p>Above all else, we believe that students come first and that means creating the optimum conditions for their wellbeing and education, based on research and leading industry standards.<sup>4</sup> As the third teacher, we know that the school environment matters greatly in impacting a student’s health, thinking and performance, and will therefore continue to design our learning environments around the question of <i>is this the right thing to do for the wellbeing, development and performance of our students?</i><sup>5</sup> We also want our school buildings to be intentional teaching tools, where students and teachers are encouraged to engage with the buildings as a learning experience.<sup>6</sup></p>	<p>Recognising that children around the world are increasingly disconnected from the natural world and are leading sedentary lifestyles, we believe that students have the fundamental right to learn and play in a natural environment, as this creates an empathy with nature and also enhances their wellbeing.<sup>7</sup> Some other schools may create playgrounds, however we create outdoor learning spaces that are inspiring and reflect the principle that learning should take beyond the bounds of a classroom.<sup>8</sup> We recognise that learning outside the classroom brings health and developmental benefits.<sup>9</sup></p>	<p>With the increasing prevalence of illnesses associated with lifestyle choices, we believe that it is important to promote a healthy lifestyle and provide students and staff with food choices that are nutritious, leading to better health and academic outcomes.<sup>10</sup> We also believe that students should be aware of the impact of their food choices on the environment and be provided with appropriate meal choices.<sup>11</sup> We will work with our catering suppliers to constantly review where ingredients are sourced from and how to reduce environmental impact. We will encourage food to be locally sourced where possible, and try to avoid pre-packaged snacks.</p>	<p>Our students, staff and visitors will have access to free, clean water throughout our campuses, and will refill their water using reusable containers. We will work with catering providers to phase out all plastic bottles and reduce the use of paper coffee cups in our schools.</p>
International standards, such as the WELL standard, are used to inform the design and build of our schools.	Educational visits and residential experiences exist to provide opportunities for students to enjoy nature and raise environmental awareness.	Students and staff are provided with a choice of healthy, nutritious food.	Free, filtered water fountains or water stations are available throughout the campuses.
Our design decisions are focused around maximizing student and staff health and wellbeing.	Outdoor learning environments are natural in look and feel.	Vegetarian options are available every day.	Zero plastic bottles will be sold in our schools by August 2019.
The use of natural materials is encouraged.	Specialist designers support the design of our outdoor learning environments.	Students will have the opportunity to grow their own food.	
		Schools are encouraged to have completely meat-free days at least once per week.	
		The use of palm oil for cooking, and in products we sell, will be actively discouraged.	



- SCHOOL PLEDGES
- JOINT PLEDGES
- GROUP PLEDGES

Integrate Sustainability into the Curriculum		
Supporting Education about, in, and for the Environment	Teachers	Students
While recognizing the importance of eco and gardening clubs and co-curricular activities (CCAs), we believe that sustainability cannot be seen as an optional add-on to the existing curriculum, where only some students are afforded the opportunities to learn about, and engage with, the natural world. Just as the environment touches our everyday lives and will impact an increasing number of future careers, whether they be in finance or architecture or in the leisure industry, it must be seen as the norm to integrate environmental and sustainability themes into school subjects. Using the power of our network, we will connect our teachers and students virtually and in-person, to increase the speed at which ideas and knowledge are developed and adopted.	We recognize and value the critical role that our teachers play in shaping our students’ ideas and action. In every school (DUCKS, Junior School, Senior School and High School), there will be a Sustainability Leader who will be responsible for leading sustainability education and encouraging activities in and outside the classroom. All teachers will be provided with the opportunity for professional learning to help them integrate sustainability into their lessons.	Through two successive eco-conferences, our students have created and committed to Sustainability Goals. We will support their action in achieving their goals and adopt them to enhance our daily operations in our colleges and schools. In looking to our students’ future, we will engage with inspiring socially and environmentally responsible leaders, and encourage them to visit our schools and speak with our students. We will also increase our efforts to expose our students to future careers involving sustainability, via our University Counselling programme.
Sustainability is intentionally integrated into the curriculum.	We will recognize and support the role of Sustainability Leader in our schools.	School leadership teams actively support students’ sustainability initiatives.
We will take part in the World’s Largest Lesson, to promote awareness of the Sustainable Development Goals (SDGs). <sup>12</sup>	Professional Learning will be provided to ensure teachers are equipped with the knowledge and skills to integrate sustainability into the curriculum.	Students have the opportunity to engage with inspiring socially and environmentally responsible leaders.
We will recognize annual environment events, such as Earth Day, to encourage action and promote environmental awareness amongst our school community. <sup>13</sup>	Induction training will include a sustainability module.	We encourage student-voice, listen to, encourage and support them to act on their views, and involve students in the College Sustainability Committee.
Sustainability Leaders are connected across the network and encouraged, with student participation, to collaborate and share ideas.	We will include the importance of sustainability in our senior leadership and teacher recruitment packs, and our careers website.	Students are provided with the opportunity to participate in an eco-camp, environment conference, or similar local event in school.
		University Counselling includes information about courses and careers in sustainability.



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As a large organisation that provides high quality education services to the communities in which we operate, Dulwich College International and Dehong International Chinese Schools recognise the need to be environmentally and socially responsible. Growing numbers of the world’s leading organisations also recognise these responsibilities, driven in part by younger generations who wish to work for, and exercise their choices as consumers with socially and environmentally responsible companies.<sup>14</sup> In recognition of these elements, we will do the following:

BE AN ENVIRONMENTALLY AND SOCIALLY RESPONSIBLE ORGANISATION					
COMMUNITY ENGAGEMENT	ENERGY AND WATER MANAGEMENT	REDUCING WASTE	RESPONSIBLE PROCUREMENT	VEHICLES	SUSTAINABILITY REPORTING
With students and teachers who have the knowledge and desire to help the local communities in which they live, we will create opportunities for them to undertake service projects in the local environment. Where possible, we will also share our knowledge on sustainability with local public schools and the wider community, to help them accelerate the adoption of sustainable practices. We will also actively share news about the actions we are taking.	We will actively manage and measure our gas and energy usage, and seek to exploit technology and source renewable forms of energy where practical, to ensure that we minimize our carbon emissions. Where possible, we will use water collection systems to reduce our water demand on local communities, and will actively manage and measure water usage.	We will measure and continually seek to reduce our use and wastage of resources. Plastic bottles, paper coffee cups, and single-use plastic will be actively discouraged, and we will work with our suppliers to source appropriate alternatives to flavoured drinks served in plastic bottles, before phasing out the sale of plastic bottles and a minimum of 90% all single use plastics from our campuses by August 2019. Coffee will be from environmentally sustainable sources and we will offer price reductions to students, staff and visitors for using their own mug for hot drinks. Food wastage will be measured and amounts displayed. We will use Forest Stewardship Council (FSC) paper where practical, and seek ways to reduce our paper usage. <sup>15</sup>	Recognising that our impact goes beyond the bounds of our campuses, we will source goods and materials from reputable suppliers, using our buying power to demand transparency in the supply chain and responsible sourcing of goods supplied to our schools. In doing so, we not only want to encourage good governance practices by our suppliers but also minimise the environmental and social impacts of suppliers’, and therefore our actions. <sup>16</sup> Where specific products and materials, such as coffee (Fairtrade or UTZ) and paper (FSC), have a respected industry certification, we will seek to source certified products. Where safety and quality can be guaranteed, we will seek to procure items locally.	While the current effectiveness of electric vehicles in helping control global warming remains contested due to their dependence on fossil-fuel burning power plants for their electricity, their adoption does have an immediate impact on PM2.5, as well as the reduction of NO2 and sulphur oxides. Given the local impact on air quality associated with operating school buses on or near our campuses, we will seek to migrate to electric vehicle fleets where practical.	In further developing our actions and reporting, as a responsible organisation we will look to global structures and organisations for guidance. These will include but not be limited to: The Sustainable Development Goals (SDGs); <sup>17</sup> UN Global Compact; <sup>18</sup> and International Integrated Reporting Council (IIRC). <sup>19</sup>
Where practical, we share our knowledge and practice freely with other schools in our community.	We measure and manage our electricity, gas and water usage and share the data with students and parents.	We will phase out all plastic bottles and a minimum of 90% of all single-use plastics from our schools by August 2019.	Wherever possible, we will work with partners and suppliers who demonstrate a commitment to social and environmental responsibilities.	As individual buses come to the end of their life, we will encourage their replacement with electric ones.	Sustainability pledges and activity will be reported at each Board of Management, or equivalent governance body.
We engage with the local authorities and communities in helping address environmental concerns.	We will continually investigate renewable sources of energy and how to integrate them into our schools.	Coffee sold in our schools will be from sustainable sources, such as Fairtrade or UTZ.	Certified products and materials will be sourced where possible.	At contract renewal, we will actively seek to replace diesel buses with electric ones, where possible.	We will provide education to our staff and students about the SDGs and UN Global Compact, and make clear how to integrate the principles into the group’s operations and reports.
We support our staff in volunteering in local community projects.	We will integrate water collection solutions into our schools where possible.	Where possible, only FSC certified paper, or a recognised alternative, will be used in our schools.	Sustainability considerations will be integrated into procurement decisions.		We will evolve our internal reporting mechanisms, using internationally recognized guidance where practical. <sup>20</sup>
We share news stories about the actions we are taking in our schools and colleges, and as a Group.		We will measure and share our paper usage with our students and parents, and seek to reduce that wastage wherever possible.			
		We will seek to reduce or replace paper-based coffee cups, offering incentives to those who bring their own drinks containers.			
		Food waste will be measured and data shared with our students and parents.			
		Resource consumption and improvements will be reported at each Board of Management.			



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AWARDS AND CERTIFICATIONS

We believe in helping our students drive change within their own schools and also gain recognition for their efforts. In doing so, we will encourage all schools to aim for the highest possible recognition for eco awards, via Eco-Schools or an equivalent body.<sup>21</sup>

PLEDGES

All schools understand the certifications available and how to achieve them.
Schools are actively encouraged to pursue certification.

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## OUR SUSTAINABILITY GOALS

We are committed to a safe and sustainable future for all of our students