Environmental Sustainability Strategy
2023 – 2030

Contents

Abbreviations

DfE	Department for Education
ESG	Environmental, Social and Governance
GHG	Greenhouse Gas
HVAC	Heating, Ventilation and Air Conditioning
IPCC	Intergovernmental Panel on Climate Change
LED	Light Emitting Diode
NAEE	National Association for Environmental Education
SDAP	Sustainable Development Action Plan
SDG	Sustainable Development Goals
tCO2e	Tonnes of Carbon Dioxide Equivalent

1. Introduction and Ambition

The Education Alliance is part of a growing global community that is taking positive action to tackle the negative effects of climate change. We have prioritised environmental sustainability as one of four core objectives in our Trust Development Plan and are working hard to embed it into our thinking and everything that we do.

As a Trust, we have a central role to play in educating our pupils, staff and parents about the importance of environmental sustainability. We want our school communities to have a clear understanding of the current global issues and to embrace implementation of this forward-thinking strategy designed to contribute to protecting our environment. Mobilising our pupils with the requisite knowledge, skills and desire to affect positive change, we also hope that the younger generation will become the creative problem solvers of the future.

In addition to our role as educators, we must lead by example and are committed to achieving outstanding environmental performance and becoming a leader in environmental sustainability. To fulfil our ambition and in recognition that we need to understand and address our biggest environmental impacts we have undertaken an initial process of audit, review and consultation and have now developed an ambitious and forward-looking Environmental Sustainability Strategy spanning the curriculum, school sites and operations across the Trust. The strategy contains specific objectives all of which are captured in a supporting Sustainable Development Action Plan, which has been embedded and aligned to our strategy.

Our own local authority areas, currently East Riding of Yorkshire Council, Hull City Council and City of York Council, have all declared a 'Climate Emergency' and as a result have committed to being carbon neutral by 2030, which is a significant and positive step in the right direction. As a Trust, we are determined to be part of the solution and feel optimistic about joining the fight to build a better future for us all and our planet.

With a key strategic aspiration of achieving Scope 1 and 2 carbon neutrality by 2030, this Environmental Sustainability Strategy, aligned with or participation in the "Let's Go Zero" campaign is a clear statement of our intent to respond to current environmental issues and the global warming crisis.

It is intended that this strategy cover the period 2023 to 2030, with six monthly reviews and updates taking place during that period ensuring it maintains relevant and suitable to the wider strategic aims of the Trust and its developing and growing nature.

2. Strategic Alignment

2.1 Environmental Sustainability – Aligning our strategic intent

The Education Alliance is here to make great schools and happier, stronger communities so that people have better lives. We do this by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.

We are determined to achieve outstanding levels of environmental sustainability; as such, we will work with commitment to ensure it is prioritised in the minds and actions of our pupils and staff and addressed holistically into all aspects of school life, learning and management.

Bringing together input from across our stakeholder groups: teachers, teams, community groups, parents, trustees, and most importantly our pupils, the Trust Development Plan 2022–2024 identifies our overarching priorities for the next two years and sets out how we will **"make great schools and happier, stronger communities so that people have better lives"**, importantly improving outcomes for pupils, their families and our staff.

As our Trust moves into its next phase of development, the Trust Development Plan restates our longstanding commitment to doing the right thing and doing it right. One of our key strategic objectives is our commitment to improving our performance in environmental sustainability performance by stating **"we want a deep commitment to our environment to be at the heart of everything we do."**.

Our goal at the Trust is for our teachers to be great, in both what they teach and importantly, how they teach. We share a strong moral code that enables us to be clear about our purpose. In this uncertain world it is essential that we equip our pupils with the best knowledge and skills alongside the confidence to use these to make good choices.

The Trust leadership culture is one in which accountability matters. We hold each other to account for both our individual and collective performance. We share a belief that effective oversight, monitoring, challenge, support and responsibility are the keys to our success. Partnership is important at every level of the Trust and is central to creating the conditions for teachers to work together through deliberate and intentional approaches that focus relentlessly on the improvement of teaching and learning.

To achieve our environmental sustainability ambitions, we have developed a comprehensive, coherent and ambitious Environmental Sustainability Strategy designed to reflect our level of commitment and to reiterate our strategic priorities and implementation mechanisms whilst also taking into account a wide range of issues including financial considerations, which is the main barrier to achieving our goals.

Throughout the life of this strategy, we will continue to enter a period of strategic planning, review and consultation and will continue to engage positively with pupils, staff, parents, local partners and environmental experts with a view to adapting our plans accordingly.

3. Carbon and Energy Performance

3.1 Energy Consumption

Energy consumption across the Trust in the last two years 2020/21 – 2021/22 has been reasonably erratic, mainly due to the Covid-19 pandemic, which has seen large occupancy fluctuations and the requirement for enhanced ventilation across our schools. As a result, taking 2019/20 as the last year largely unaffected by the pandemic and using this as a historical baseline, it can be observed that 2022/23 consumption represents a 3.9% reduction. Applying the same comparison between 2021/22 and 2022/23, we have seen a 9.6% reduction in energy consumption.

	2019/20 Energy Consumption (kWh)	2020/21 Energy Consumption (kWh)	2021/22 Energy Consumption (kWh)	2022/23 Energy Consumption (kWh)
Gas	8,526,883	7,992,112	9,328,904	8,529,044
Electricity	3,095,974	2,462,738	3,075,579	2,912,184
Fuel Oil	303,884	303,884	274,191	17,775
Total	11,926,741	10,758,734	12,678,674	11,459,003

Currently, consumption levels represent a split between gas and electric of 75% and 25%, which in carbon emissions terms is something we wish to rebalance with a key strategic aim to decarbonise the estate and move towards the use of renewable energy sources and green technologies.

At a school level, with the exception of Malet Lambert School, all schools have reduced their gas consumption; a total Trust reduction of 8.4% against 2021/22 levels; however, with the exception of two schools, all schools have seen an increase in electrical consumption. Overall, largely due to the scale of savings achieved by both the Driffield and South Hunsley schools, the Trust's overall electrical consumption has reduced by 5.3% against 2021/22 levels.

As part of a rolling programme of improvement works, the Trust has invested heavily in various projects to significantly reduce energy consumption. This has included extensive investments in LED lighting replacements, re-roofing projects to improve insulation, boiler replacements and controls, window replacement projects and a series of other minor interventions. As a result of these investments, the energy consumption and associated carbon savings are now starting to be realised, which can be seen in the Driffield School and Sixth Form's energy consumption data whose LED light replacement project is almost complete.

	2022/23 Gas Consumption (kWh)	2022/23 Electrical Consumption (kWh)	Gas consumption percentage change from 2021/22	Electricity consumption percentage change from 2021/22
Driffield School & Sixth Form	2,070,924	657,749	-5.5	-18.1
South Hunsley School and Sixth Form	3,618,115	954,798	-16.5	-14.4
Malet Lambert School	1,753,109	817,573	+2	+10.5
Hunsley Primary	162,790	63,416	-14.2	+7.2
The Snaith School	679,312	336,466	-13.2	+9
North Cave Primary School	80,307	46,746	-29.7	+6.9
Howden Junior School	182,262*	35,436*	N/A	-
Wilberfoss Primary School	N/A	N/A	N/A	-
Naburn Primary School	N/A	N/A	N/A	-
Total	8,546,819	2,912,184	-8.4	-5.3

* 50% - 1 October 2022 – 31 March 2023

3.2 Carbon Performance

Greenhouse Gas (GHG) emissions are the leading cause of the planet's rapidly changing climate.

The Trust is aware of its corporate responsibility to reduce its overall emissions to support global efforts to address the climate crisis, therefore aligned to the United Nation's agenda for Sustainable Development, the DfE's "Sustainability and Climate Change Strategy for Education and Children's Services" and the Intergovernmental Panel on Climate Change's (IPCC) recommendations regarding 2030 net zero targets, we have committed to aspire to achieve net zero Scope 1 and Scope 2 GHG emissions by 2030.

Carbon footprint is a measure that enables us to understand our important sources of emissions. To calculate our carbon footprint we have adopted the widely recognised standard of grouping carbon emissions into three areas, Scope 1, 2 and 3, the basis for which is the United Kingdom's mandated method of GHG reporting.

For the purposes of this strategy, we are reporting on partial Scope 1, Scope 2 and Scope 3 emissions, for which we are responsible whereby Scope 1 and 2 emissions are those over which the Trust has direct control with Scope 3 emissions being those which exist as a result of the Trust's operation but over which it has only limited or indirect control.

3.2.1   Scope 1 Emissions

Scope 1 emissions are the direct GHG emissions that we as a group of schools can control and are generally emissions resulting from combustion of fuels in school-controlled combustion sources i.e. gas boilers, fuel oil and fuel used in Trust owned vehicles and any fugitive emissions i.e. release of GHG's from leaks in refrigeration and air conditioning systems.

	2019/20 Emissions (tCO2e)	2020/21 Emissions (tCO2e)	2021/22 Emissions (tCO2e)	2022/23 Emissions (tCO2e)
Gas consumption	1,568	1,469.5	1,708.7	1,557
Fuel oil consumption	79	81.4	73.5	4.8
Owned transport	7	0.7	4.5	3.7
Fugitive emissions	12.5	12.5	12.5	13.3
Total Scope 1 emissions	**1,666.5**	**1,564.1**	**1,799.2**	**1,578.8**

The breakdown of our Scope 1 carbon emissions is detailed in the table, the highest emission being gas consumption, which equates to 98.6% of all our emissions with total Scope 1 emissions reducing by 220.4tCO2e between 2021/22 and 2022/23.

3.2.2   Scope 2 Emissions

Scope 2 emissions are the indirect GHG emissions resulting from operations that physically occur off-site i.e. at the facility they are generated but over which the Trust has direct control because they are a result of our energy usage. An example is electricity purchased and used by our schools noting that the emissions resulting from the energy used in the transmission and distribution of the electricity fall under Scope 3.

	2019/20 Emissions (tCO2e)	2020/21 Emissions (tCO2e)	2021/22 Emissions (tCO2e)	2022/23 Emissions (tCO2e)
Purchased electricity	791	574.2	653	563
Total Scope 2 Emissions	**791**	**574.2**	**653**	**563**

The breakdown of our Scope 2 carbon emissions is detailed in the table, the only emission being purchased electricity with total Scope 2 emissions reducing by 90tCO2e between 2021/22 and 2022/23.

It should be noted that due to limited data availability regarding our transport emissions, we are only currently reporting on our energy emissions.

3.2.3   Scope 3 Emissions

Scope 3 emissions are the GHG emissions generated because of the Trust's operations but over which the Trust only has indirect control. Emissions-wise, Scope 3 is nearly always the

	2019/20 Emissions (tCO2e)	2020/21 Emissions (tCO2e)	2021/22 Emissions (tCO2e)	2022/23 Emissions (tCO2e)
Business mileage	16.6	4.4	9.5	14.8
Total Scope 3 Emissions	**16.6**	**4.4**	**9.5**	**14.8**

largest Scope. The GHG protocol sub divides Scope 3 emissions into 15 categories, however, in terms of the Trust, it is more straight forward to see them as falling into four main groups:

1. Travel – Business travel and staff and pupil commuting
2. Water – Water consumption and wastewater treatment
3. Waste – Re-use, recycling or disposal of waste from our sites
4. Procurement – Capital goods purchased, food and catering and construction

The breakdown of our Scope 3 carbon emissions is detailed in the table, the only emission being business mileage with total Scope 3 emissions increasing by 5.3tCO2e between 2021/22 and 2022/23. This is mainly due to Trust expansion resulting in increased travel and conversely there being reduced travel in previous years due to the pandemic.

It should be noted that we are only currently reporting on our business mileage emissions, which is one of fifteen scopes, however, this will be increased in future reporting through delivery of the actions outlined in this strategy.

3.2.4 Total Carbon Emissions

Using the 2020 HM Government Environmental Reporting Guidelines, GHG Reporting Protocol Corporate Standards and 2022 UK Government's Conversion Factors for Company Reporting, our total carbon footprint for 2022/23 is 2.156.6tCO2e, a reduction of 12.8% against our 2019/20 emissions and a reduction of 12.4% against our 2021/22 emissions.

	2019/20 Emissions (tCO2e)	2020/21 Emissions (tCO2e)	2021/22 Emissions (tCO2e)	2022/23 Emissions (tCO2e)
Total Carbon Emissions	2,474	2,142.7	2,461.7	2,156.6

3.2.5 Carbon Intensity

Carbon intensity is the recommended carbon reporting ratio metric for the sector, which is measurable in tCO2e/pupil. It is this ratio that allows benchmarking comparisons to be made across our Trust and also the wider sector.

	2019/20	2020/21	2021/22	2022/23
Carbon Emissions (tCO2e)	2,474	2,142.7	2,461.7	2,156.6
Total pupils on roll	6,176	6,215	6,236	6,464
Intensity ratio (tCO2e/pupil)	0.40	0.34	0.39	0.33

The carbon intensity ratio for 2022/23 is 0.33 tCO2e/pupil, a reduction of 17.5% against our 2019/20 intensity ratio and a reduction of 15.4% against our 2021/22 emissions. Despite the increase in building footprint, the main reasons for the decrease in carbon intensity relates to the reduction in our overall energy consumption largely due to the various energy saving interventions made (see section 3.1) , increase in pupils on roll and grid emission factors reducing due to the continued deployment of offshore wind.

Carbon Intensity Ratio
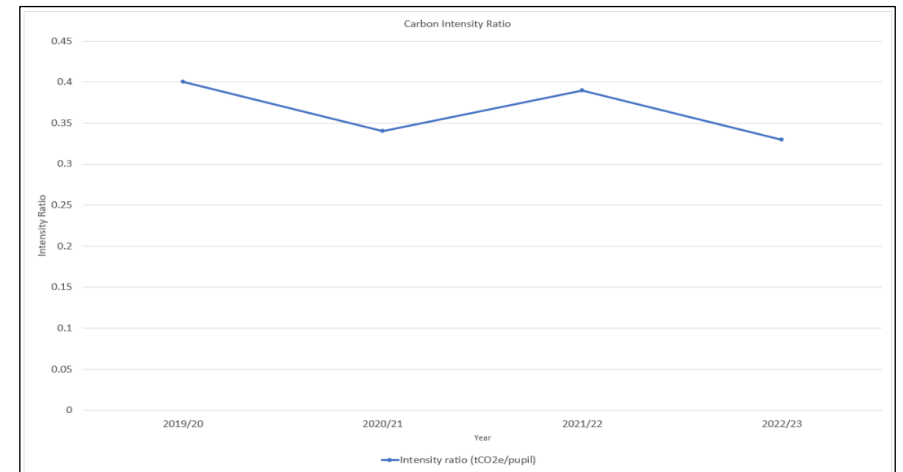
4. Environmental Sustainability Strategic Aims

4.1 Our Strategy

Our Environmental Sustainability Strategy enables us to talk more holistically about improvement across wider aspects of the organisation extending the measurement of our performance to include broader environmental, social and governance (ESG) metrics and by setting ambitious objectives for improvement encompassing not only what we need to do now, in order to have a positive impact, but also what we need to do, moving forward, in order to futureproof our commitment to environmental issues.

We aim to lead by example in the way we handle environmental issues inside our schools and where relevant, we expect our suppliers to meet environmental standards in the services and goods they provide too. By seeking to improve the quality of our schools and local environments and by promoting the benefits of increased interaction with the natural world we intend to safeguard the health and wellbeing of our schools and wider communities.

We aspire to use our position in society to be a wider force for good, helping to create better outcomes for all pupils and supporting them to be responsible custodians of the planet that they will inherit. As well as raising awareness of environmental issues, we seek to achieve outstanding, positive and impactful environmental performance and practice in the way that the Trust is run and is seen to be run. By limiting the negative impact of our Trust on the environment - and by taking responsibility for and, where possible, mitigating the impact of its operation - we aim to implement effective sustainability practice. Above all, we recognise that it is vital for us to reduce our carbon footprint and work towards becoming carbon neutral, which is a key strategic objective set out in this strategy.

4.2 Strategic Aim

The overarching strategic aim of this strategy is to facilitate the effective control, management and enhancement of the environmental impact and performance of the Trust and in doing so, effectively contributing towards the fight against climate change whilst also improving the reputation of The Education Alliance in respect of its environmental sustainability performance. Fundamental to creating the necessary effective management control is:

- The identification of the sources of environmental impact and the current level of those impacts.
- To use this data to establish baselines and to implement effective and regular monitoring, to demonstrate improvements across all sustainability areas and across all Trust activities.
- To use the knowledge of our resource consumption and environmental impact to identify short, medium and long-term opportunities for improvement that are realistic, achievable, measurable and sustainable.
- To make the data available to our community so as to facilitate awareness of sustainability, bringing it to the forefront of our education, not only in our taught curriculum but in everything we do.
- Raise awareness amongst all pupils and staff of the activities that generate environmental impacts with the aim of engendering changes in attitude, behaviour and culture that support improved environmental performance and our wider sustainability objectives.

This strategy aims to provide the framework by which we can realise the benefits associated with improving its environmental performance and as a result deliver more people-friendly, efficient and sustainable operating practices, facilitating the continued enhancement of our overall environmental performance and reputation.

4.3   Overarching Strategic Objectives

The three overarching strategic objectives of our Environmental Sustainability Strategy are:

1.   *Aspire to achieve Scope 1 and 2 carbon neutrality by 2030 by reducing our carbon footprint as much as possible.*
2.   *Bring an awareness of sustainability to the forefront of our education, not only in our taught curriculum but in everything we do.*
3.   *Ensure all sites, buildings and operations across the Trust are as sustainable as possible.*
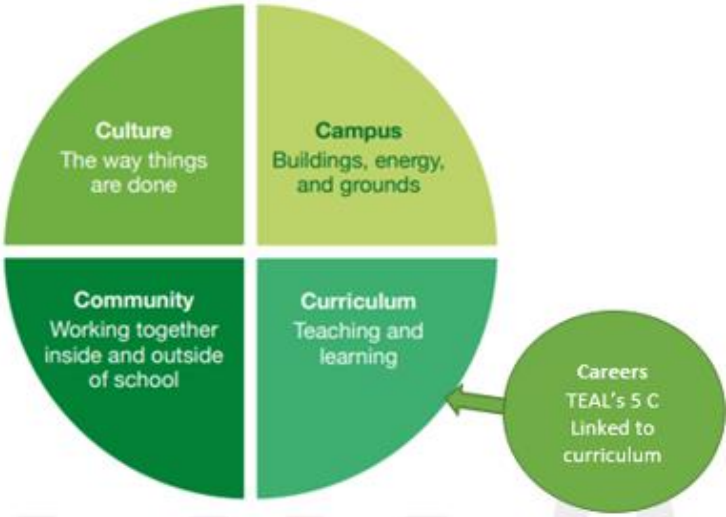
4.4   Framework Approach

At The Education Alliance we acknowledge that in order to meet our strategic vision, we need to do more than just reduce our reliance on fossil fuels and instead need to take an holistic approach to environmental sustainability.

Aligning our strategic goals to the Department for Education's Sustainability and Climate Change strategic priorities, we have developed a bespoke framework which adopts The National Association for Environmental Education's (NAEE) 'Four Cs' Approach to Sustainability; adding a 'Fifth C' to the model in the form of "Careers".

This approach provides a structured framework and allows us to incorporate a whole Trust approach to environmental sustainability and by definition, encompass all aspects of Trust life, learning and management.

Aligned to the Five C's model, we have identified eleven priority action areas that we will focus on over the life of this strategy to drive strategic change.

Culture — The way things are done
Campus — Buildings, energy, and grounds
Community — Working together inside and outside of school
Curriculum — Teaching and learning
Careers — TEAL's 5 C Linked to curriculum

4.5   Priority Action Areas

To ensure delivery of our environmental sustainability strategic objectives; aligned to the Five C's model, we have set ourselves eleven priority action areas, namely:

	Culture	Campus	Curriculum	Community	Careers
1. Strategy, Culture and Behaviours	✓	✓	✓	✓	✓
2. Environmental Education			✓	✓	✓
3. Biodiversity and the Natural Environment		✓	✓	✓	
4. Buildings and Construction		✓			
5. Community Engagement				✓	
6. Carbon and Energy Management	✓	✓			
7. Food and Catering	✓				
8. Procurement and Third Parties	✓				
9. Travel and Transport	✓	✓			
10. Waste Management	✓	✓			
11. Water Conservation	✓	✓			

At this stage, we must be flexible in our approach and willing to adjust and adapt our areas of focus, targets and initial plans in order to achieve the most effective outcomes, however, as a start, across our eleven priority action areas we have set ourselves 3 overarching strategic objectives, which will be delivered through 33 strategic aims across our 'Five C's' and 11 priority action areas, the breakdown of which is identified in the table. Our Sustainable Development Action Plan (SDAP), which has been incorporated into our strategy, identifies 223 specific actions, the performance against which will be continuously monitored through structured environmental sustainability governance arrangements with progress being reported to the Board of Trustees on a minimum six monthly cycle.

Five C Model	No. of Strategic Aims	Report Section Coverage
Culture	11	5
Campus	10	6
Curriculum	7	7
Community	4	8
Careers	1	9

4.6   United Nations Sustainable Development Goals

Our priority areas have been linked to the promotion of relevant United Nations Sustainable Development Goals (SDGs), which are a collection of 17 interlinked global goals designed to be a blueprint to achieve a better and more sustainable future for all, intended for achievement by the year 2030.

The SDGs address the global challenges we all face, including poverty, inequality, climate change, environmental degradation, health, education, peace and justice and all form part of the Trust's advocacy of sustainability,

As a charity with civic responsibilities, we consider the SDGs provide a comprehensive framework for mapping and capturing the work we do across these areas and will help shape our thinking around growth and sustainability.

We have initially selected only those SDGs that align with our priority action areas and will help to keep our progress on track. These are integrated throughout our strategy and also within our SDAP.

5. Culture

5.1 Culture - Strategic Aims

Over the life of this strategy we will:

1. *Develop and implement an holistic and ambitious Environmental Sustainability Strategy across the Trust with identified strategic objectives and performance metrics and place it at the heart of everything that we do.*

2. *Engage with our pupils and staff to raise awareness of our Environmental Sustainability Strategy, change behaviours and create a culture of empowerment and accountability to improve performance.*

3. *Create cross-Trust networks to foster collaboration and creativity across the area of Environmental Sustainability ensuring we seek innovative solutions and recognise and reward excellent performance.*

4. *Ensure that the Trust, whilst achieving best value in its purchases, can also show sustainability by procuring goods and services that are as sustainable and local as possible and wherever practical, influence positively the sustainability performance and practices of suppliers reducing our own Scope 3 carbon emissions by 5% by 2026 and 10% by 2030.*

5. *Fully determine our travel and transport emissions and introduce a range of interventions and guidance to promote the adoption of low carbon travel to reduce our carbon emissions.*

6. *Make improvements within our food supply and associated waste supply chains to deliver carbon efficiencies through enhanced education and processes.*

7. *Make improvements within our food supply chains to deliver carbon efficiencies through use of ethical and local sourcing supply chains.*

8. *Reduce the amount of meat we purchase and consume and increase the quality of our meat-free alternative offers and promote the environmental and health benefits of doing so.*

9. *Achieve continuous year-on-year reductions in waste arising per FTE for pupils and staff, improve our recycling rates from 2022/23 baselines by 20% over the life of this strategy and ensure 100% of food wastage is used for renewable energy.*

10. *Become a single use plastic free Trust by 2030.*

11. *We will minimise paper usage by staff and students, striving for continuous year-on-year reductions per FTE for staff and pupils.*

5.2 Strategy, Culture and Behaviours

We are part of a growing global community that is taking positive action to tackle the negative effects of climate change and have prioritised delivery of environmental sustainability as one of four core objectives in our Trust Development Plan.

To deliver our ambitious organisational aspirations, we have developed an holistic and ambitious Environmental Sustainability Strategy which sets a direction as to how we will implement the significant behavioural, cultural and physical changes into our practices, policies, procedures and resources to deliver change.

Underpinning our strategy is, through engagement with our pupils and staff, delivery of a fundamental shift in awareness of environmental sustainability with a key focus on changing behaviours and culture embedding a level of personal responsibility across our community for the Trust's environmental performance and how, through small personal changes, for example "switching things off", we can collectively make a significant difference.

Implementation and delivery signifies a significant milestone and step change in meeting our ambitious targets surrounding environmental sustainability and is the first step of embedding this critical area at the centre of everything that we do.

5.2.1 Strategy, Culture and Behaviours - Strategic Objectives

S1   *"We will develop and implement an holistic and ambitious Environmental Sustainability Strategy across the Trust with identified strategic objectives and performance metrics and place it at the heart of everything that we do."*

S2   *"We will engage with our pupils and staff to raise awareness of our Environmental Sustainability Strategy, change behaviours and create a culture of empowerment and accountability to improve performance."*

S3   *"We will create cross-Trust networks to foster collaboration and creativity across the area of Environmental Sustainability ensuring we seek innovative solutions and recognise and reward excellent performance."*

5.2.2 Strategy, Culture and Behaviours - Sustainable Development Action Plan

To deliver our Strategy, Culture and Behaviour Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	"We will develop and implement an holistic and ambitious Environmental Sustainability Strategy across the Trust with identified strategic objectives and performance metrics and place it at the heart of everything that we do."					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
S1	1. Develop a comprehensive Environmental Sustainability Strategy that outlines The Education Alliance's commitment to sustainability and specific sustainability goals and initiatives and seek approval from the Board of Trustees.	July 2023	CEO	3,4,7,8,9,12, 13,15	Strategy approval by the Board of Trustees	Low
	2. Share the Environmental Sustainability Strategy with staff, pupils and parents for input/feedback and incorporate their feedback into the live document.	Sept 2023	CEO	-	Stakeholder engagement and feedback metrics	None
	3. Allocate, if appropriate, annual budget and resource to support implementation of the Environmental Sustainability Strategy across the Trust.	Ongoing	Board of Trustees	-	Funding allocation approval for identified projects	High

	"We will engage with our pupils and staff to raise awareness of our Environmental Sustainability Strategy, change behaviours and create a culture of empowerment and accountability to improve performance"					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
S2	1. Organise focus groups and gather feedback and ideas from stakeholders on how to improve sustainability practices in schools, capture and update the SDAP	Jan 2024	Sustainability Lead	-	Focus group completion and feedback metrics	None
	2. Foster collaboration between schools and stakeholders to identify and implement sustainability initiatives across the Trust	Jan 2024	Sustainability Lead	-	Number of implemented sustainability initiatives	None
	3. Provide staff and pupils with the tools and resources they need to lead sustainability efforts in their schools.	Aug 2024	Chief Executive	-	Tangible resource allocation and approval	Medium
	4. Run a series of campaigns to change behaviours and organisational culture regarding Environmental Sustainability to improve performance.	Jan 2024	Sustainability Lead	-	Completion of campaigns and measurable impact	None
	5. Launch a communications campaign to raise awareness, update and celebrate success about sustainability	Ongoing	Sustainability Lead	-	Completion of campaigns and metrics	None
	6. Develop and implement an element of competition between schools regarding annual environmental performance and metrics	July 2024	Sustainability Lead	-	Competition completion and metric reporting	None
	7. Invite sustainability experts to speak to staff and pupils about the benefits of sustainability and provide input on proposed initiatives.	Ongoing	Sustainability Lead	-	Speaker completion and metric reporting	None
	8. Participate in an environmental schools framework (Eco-Schools, , John Muir Award, Forest school or equivalent) across all schools within the Trust.	July 2024	Sustainability Lead	14	Framework participation and reporting metrics	None

	"We will create cross-Trust networks to foster collaboration and share best practices across the area of Environmental Sustainability ensuring we recognise and reward excellent performance"					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
S3	1. Identify one individual per school and ensure they receive the DfE's Carbon Literacy training (subject to DfE funding)	TBC	Sustainability Lead	-	Training completion and performance metrics	None
	2. Appoint a Sustainability Champion at each school who can lead on communicating and coordinating initiatives.	April 2024	Chief Executive	-	Appointment of Sustainability Champions	Low
	3. Create a network of Sustainability Champions to foster collaboration, share best practices and resources and identify common goals.	April 2024	Sustainability Lead	-	Sustainability Champion goal identification metrics	None
	4. Establish cross-school sustainability teams to work on joint initiatives such as waste reduction, energy efficiency and biodiversity.	April 2024	Sustainability Lead	-	Initiative identification and implementation metrics	None
	5. Establish a system to recognise and reward staff and pupils who make significant contributions to sustainability efforts in their school.	July 2024	Director of HR	-	Reward and recognition award metrics	None

5.3　Procurement

Sustainable procurement is an area of increasing concern with the value of procured goods accounting for approximately £9m (20%) of the Trust's annual turnover plus capital projects. Procurement of goods and services needs to reflect a sensitive and sustainable procurement policy by working with suppliers to reduce the environmental impact of the goods and services used, whilst ensuring value for money is still maintained.

The emissions relating to the purchase of goods form a large part of the Trust's Scope 3 emissions. As part of our movement towards a supply chain that is more closely aligned with our sustainability goals, we commit to having a greater understanding of our supply chain and working towards greater transparency and responsibility regarding the suppliers we choose.

We recognise that purchasing decisions carry environmental implications and the need to procure goods and services in a sustainable manner and as we move to towards centralised procurement and through our new Sustainable Procurement Procedure our intention is to, where practicable and based on specified de-minimis levels so as to not exclude smaller local suppliers and SME's from our processes, integrate sustainability and carbon management into the supplier selection practices to ensure more rigorous vetting of new and existing suppliers. Implementation of ESG-led tendering in our higher value procurement activities, will ensure our suppliers at least comply with our need for Scope 3 reporting and preferably have carbon and sustainability strategies aligned with those of our organisation.

Modern supply chains, where several companies are part of creating one product, present a serious challenge around a range of complex issues such as modern slavery, human rights, workplace exploitation and environmental impact, which aligned with the above and other social measures is also a major consideration moving forward.

The purchase of one-off items of specialist equipment will remain driven primarily by the need and performance characteristics identified as being required from that equipment. Purchase of less specialised equipment and routinely replaced items such as office furniture and IT equipment will be reviewed and practices introduced to avoid the unnecessary purchase of new items where existing items that are not in use or are significantly underutilised can meet the user requirements and be reassigned.

Catering on site represents another area of Scope 3 emissions. While the energy and water consumption of our kitchens will be accounted for in other areas, food purchases and food waste need to be accounted for within the total emissions of the Trust. Not just the quantity of food purchased but its production methods and emissions due to the logistics involved in its supply to the Trust. This will form a central point of consideration in the selection of both suppliers and products.

5.3.1　Procurement - Strategic Objectives

P1　*"We will ensure that the Trust, whilst achieving best value in its purchases, can also show sustainability by procuring goods and services that are as sustainable and local as possible and wherever practical, influence positively the sustainability performance and practices of suppliers reducing our own Scope 3 carbon emissions by 5% by 2026 and 10% by 2030."*

5.3.2 Procurement - Sustainable Development Action Plan

To deliver our Procurement Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	"We will ensure that the Trust, whilst achieving best value in its purchases, can also show sustainability by procuring goods and services that are as sustainable and local as possible and wherever practical, influence positively the sustainability performance and practices of suppliers reducing our own Scope 3 carbon emissions by 5% by 2026 and 10% by 2030."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
P1	1. Develop a Sustainable Procurement Procedure and implement	July 2024	Head of Procurement	8,9,10,12,13	Procedure approval and implementation	None
	2. Develop a Supplier Sustainability Risk Assessment that identifies the suppliers that are most likely to create a large carbon footprint	July 2024	Head of Procurement	8,9,10,12,13	Supplier Risk Assessment completion metrics	None
	3. Use the Risk Assessment to prioritise which suppliers to engage with through the use of a sustainability questionnaire (which will then be used to appraise their sustainability credentials)	July 2024	Head of Procurement	8,9,10,12,13	Supplier identification metrics	None
	4. Review periodically the outcomes of the Risk Assessment and questionnaire and where practical and appropriate, identify and engage suitable alternative providers	July 2024	Head of Procurement	8,9,10,12,13	Supplier and retendering metrics	None
	5. Where practicable and using the specified de-minimis value, tender to and use suppliers who can evidence that their operations, specifications, requirements and criteria are all compatible with the protection of the environment and society as a whole.	July 2024	Head of Procurement	8,9,10,12,13	Supplier tendering metrics against 2022/23 baselines	None
	6. Ensure Environmental Sustainability and ESG led tendering forms an integral part of all tendering activities including key selection criteria	July 2024	Head of Procurement	8,9,10,12,13	ESG criteria/KPIs within tendering specifications	None
	7. Ensure all budget holders are aware of the importance of sustainability and explicitly include a reference to it in the Trust's Finance Manual	Dec 2023	Head of Finance	8,9,10,12,13	Awareness sessions and communication metrics	None
	8. Develop, over time, a better understanding of the environmental impact of the school's supply chain and endeavour to continually improve it	July 2024	Head of Procurement	8,9,10,12,13	Identification and definition of baseline data set	None
	9. Develop and implement a targeted supplier engagement programme to promote continual improvements by both suppliers and school purchasers	July 2024	Head of Procurement	8,9,10,12,13	Development and implementation of programme	None
	10. Reduce the environmental impacts of our procurement and supply chain.	July 2024	Head of Procurement	8,9,10,12,13	Carbon emission reduction from 2022/23 baseline	None
	11. Ensure future procurement for catering acknowledges the need to prepare environmentally sustainable food sources	July 2024	Head of Procurement	-	Environmental criteria/KPI within catering specifications	Low
	12. Reduce carbon emissions directly associated with our school's uniforms	July 2024	Head of Procurement	-	Carbon emission reduction from 2022/23 baseline	Low
	13. Procure a renewable energy supplier	Ongoing	Head of Procurement	7	Evidenced energy supplier of 100% renewable energy	Low

5.4 Travel and Transport

The overarching aim of our new Travel and Transport Strategy will be to, where geographically possible and safe to do so, make available to all pupils and staff, the opportunity to commute to our sites, by whichever means has the lowest environmental impact possible for their own personal circumstances.

Business travel of our staff together with the commuting of our pupils and staff to and from their homes is a significant contributor to the Scope 3 emissions of the Trust. Furthermore, regardless of the actual level of emissions resulting from travel, it is a highly visible indicator of our commitment to reducing our carbon emissions and as such is thought likely to play a significant role in promoting the shift towards a low carbon culture.

We recognise that providing the infrastructure to facilitate different transport methods can itself create negative environmental impacts. Land consumption for car parks results in loss of biodiversity and habitats that must be mitigated. The provision of welfare facilities to support cycling options can increase water and energy consumption and some public transport options may have minimal or no benefit in terms of emissions, relative to car use. In short, there is a recognition that there is no "one size fits all" solution applicable to all pupils and staff and that every travel option comes with a range of advantages and disadvantages, both to the environment and the individual.

We are committed to providing a range of options to facilitate each person being able to make commuting decisions that best balance their wellbeing needs and the environmental impacts created by that choice. Initial plans and targets include installation of an increased number of enhanced EV charging points at all of our schools to remove barriers to staff of using electric vehicles for commuting, the review of the car parking provision on site and how this could integrate with low carbon travel options, commitment to facilitate car sharing for staff and where applicable pupils, the wider promotion of our salary sacrifice scheme, which is aimed at promoting electric car usage, consideration to extending this scheme to bicycles and electric bicycles and ensuring business related travel is necessary and that sustainable and low carbon options are made the most preferable choice with single occupant car journeys being minimised.

5.4.1 Travel and Transport - Strategic Objectives

TT1   *"We will fully determine our travel and transport emissions and introduce a range of interventions and guidance to promote the adoption of low carbon travel to reduce our carbon emissions."*

5.4.2 Travel and Transport - Sustainable Development Action Plan

To deliver our Travel and Transport Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
TT 1	*"We will fully determine our travel and transport emissions and introduce a range of interventions and guidance to promote the adoption of low carbon travel to reduce our carbon emissions"*					
	1. Gather data to report on all transport emissions (all Scopes)	July 2024	Director of Estates	-	Transport scope reporting in annual report	Low
	2. Develop a Trust wide Green Travel and Transport Plan and implement	July 2024	Director of Estates	3,8,11,12	Travel Plan approval and implementation	Low
	3. Run a series of travel and transport surveys with real time reporting to understand current transport statistics	April 2024	Director of Estates	-	Survey completion and statistic collation	Low
	4. Deliver sustainable travel incentives and projects to encourage walking, cycling, use of public transport and car sharing i.e. promoting EV and cycle schemes; further developing secure cycle parking with e-bike charging; increasing EV charging point provision (usage dependant); public transport ticket subsidies; car sharing; car clubs and personalised travel planning	July 2024	Director of Estates	3,8,11,12	Incentive design and implementation and take up metrics	Low
	5. Educate pupils on the impact of travel to school and the effect this has on the carbon footprint	July 2024	Sustainability Lead	-	Education delivery metrics	None
	6. Improve the end of trip on-site facilities for cyclists/runners i.e. showers, secure bike facilities	Ongoing	Director of Estates	3,8,11,12	Design and implementation of end of trip facilities	Medium
	7. Use air pollution reducing initiatives in the vicinity of the school i.e. air pollution monitoring; increased signage; awareness-raising campaigns	July 2024	Director of Estates	3	Air pollution monitoring completion and reporting	Low
	8. Introduce a Trust wide procedure and framework for the use of electric car charging points and business mileage rates	April 2024	Director of Finance	-	Development and implementation of procedure	None
	9. Reduce carbon fuel use by school road vehicles by exploring purchase/lease of EV alternatives with appropriate provision for charging	April 2025	Director of Estates	3,8,11,12	Implementation and number of school EV's	Medium
	10. Review the Educational Visits Policy and audit the carbon footprint of educational visits in order to achieve a reduction in carbon emissions.	Sept 2024	Director of Estates	3,8,11,12	Carbon emission reduction of visits against 22/23 baseline	None
	11. Review the Travel Policy with a view to reducing the number of journeys, encouraging of shared trips and business travel carbon offsetting	April 2024	Director of Finance	3,8,11,12	Carbon emission reduction of travel against 22/23 baseline	Low
	12. Further install improved video-conferencing facilities and the provision of support with regards to how to use them	Ongoing	Director of IT	3,8,11,12	Installation and number of video conferencing facilities	Low
	13. Introduce an e-cycle salary sacrifice scheme to staff.	Sept 2024	Director of Finance	3,8,11,12	Implementation of scheme and take-up metrics	None
	14. Promote the staff EV salary sacrifice car leasing scheme to widen participation	Sept 2024	Director of Finance	3,8,11,12	Increased take-up and reduced carbon metrics	None

5.5 Food and Catering

We are constantly striving to make our operations more sustainable. Our menus are prepared using fresh and where possible, seasonal ingredients by our catering teams on our school sites. We are actively working to source food and drink locally and regionally (we define this as Yorkshire and the Humber region) and where appropriate, reflect the food of our region.

Our catering plays a key role in the provision and support of more sustainable choices for our pupils. We strive to incorporate environmental and social considerations into the procurement, production and delivery of our services and as part of our commitment to be an anchor institution for our local communities, endeavour to source products locally from local smaller suppliers wherever possible, giving thought to financial sustainability.

We encourage our suppliers and contractors to minimise negative environmental and social effects associated with the products and services they provide. Our commitment to environmental sustainability runs throughout our Trust and we are committed to long term sustainability in every area.

We aim to provide a choice of food options, dominated by healthy and sustainable food to our pupils and staff and take health and wellbeing issues seriously, constantly promoting the benefits of eating healthily. We continue to look for new initiatives to reduce our carbon footprint and other resources such as water and encourage our suppliers and contractors to minimise negative environmental and social impacts associated with the products and services they provide.

5.5.1 Food and Catering - Strategic Objectives

FC1   *"We will make improvements within our food supply and associated waste supply chains to deliver carbon efficiencies through enhanced education and management processes."*

FC2   *"We will make improvements within our food supply chains to deliver carbon efficiencies through use of ethical and local sourcing supply chains."*

FC3   *"We will reduce the amount of meat we purchase and consume and increase the quality of our meat-free alternative offers and promote the environmental and health benefits of doing so."*

5.5.2 Food and Catering - Sustainable Development Action Plan

To deliver our Food and Catering Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	"We will make improvements within our food supply and associated waste supply chains to deliver carbon efficiencies through enhanced education and waste management processes."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
FC 1	1. Develop and implement a Sustainable Food Framework	July 2024	Director of Estates	3,4,12	Framework approval and implementation	None
	2. Develop and implement KPIs as to what can be usefully measured in terms of food consumption and wastage	Dec 2023	Director of Estates	-	Food consumption and waste metric reporting	None
	3. Audit and review current food waste methods; carry out food waste measurement surveys and implement improvements	Apr 2024	Director of Estates	-	Food waste reduction against 22/23 baseline	None
	4. Improve our system of waste removal to reduce the quantity of waste from catering both during the day and at after school functions	Dec 2023	Director of Estates	-	Food waste reduction against 22/23 baseline	None
	5. Explore the potential for waste from catering oil to be recycled for fuel	Dec 2023	Director of Estates	-	Waste metrics against 22/23 baseline	None
	6. Investigate the potential for working with local food charities/food banks i.e. Fareshare	Dec 2023	Sustainability Lead	-	Number of interactions and support provided	None
	7. Reduce our water and energy usage across all Kitchens and dining halls by look at greener alternatives	Ongoing	Director of Estates	-	Performance metrics against 22/23 baseline	Low
	8. Educate staff and pupils about appropriate portion sizes	Ongoing	Director of Estates	3,4,12	Delivery of health education across all schools	None
	9. As and when upgrade, ensure that opportunities for operational economies (in the way in which food waste is managed and utilities consumed) are incorporated into the design of the proposed project to refurbish school kitchens (low cost reflects uplift cost to enhance the specification of standard products)	Ongoing	Director of Finance	-	Energy rating and carbon metrics from equipment	Low
	10. Work with suppliers to work out the best methods for reducing our environmental footprint i.e. minimising packaging/plastic waste	Dec 2023	Director of Estates	3,4,12,14	Performance metrics against 22/23 baseline	None
	11. Create displays in the dining hall with important information about health, nutrition and sustainability issues related to the food chain	Dec 2023	Sustainability Lead	-	Implementation of health information across all schools	None
	12. Improve the recycling facilities in all school kitchens and dining halls	Ongoing	Director of Estates	-	Recycling metrics against 22/23 baseline	Low

	"We will make improvements within our food supply chains to deliver carbon efficiencies through use of ethical and local sourcing supply chains."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
FC 2	1. Audit and review current supply chains to identify the origin of products and their transport methods; work with suppliers to source products with lower food mile counts	Ongoing	Director of Estates	3,4,12	Supply chain performance metrics against 22/23 baseline	None
	2. Use ethically and locally sourced products and food that is in season (where feasible)	July 2024	Director of Estates	3,4,12	Supply chain performance metrics against 22/23 baseline	Low

	"We will reduce the amount of meat we purchase and consume and increase the quality of our meat-free alternative offers and promote the environmental and health benefits of doing so."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
FC 3	1. Audit and review current percentage levels of meat purchase and consumption	July 2024	Director of Estates	3,4,12	Food purchase and consumption metric reporting	None
	2. Where meat is used as part of our menus, ensure that it comes from local suppliers who demonstrate the highest standards of animal welfare and ensure that livestock are fed on traceable foodstuffs which are sustainable	July 2024	Director of Estates	3,4,12	Supply chain performance metrics against 22/23 baseline	None
	3. Implement "meat free" days and educate pupils on the reasons why and the environmental benefits of doing so	July 2024	Director of Estates	3,4,12	Implementation of meat free days/education across schools	None
	4. Reduce meat consumption and increase the quality and variety of vegetarian/vegan options	July 2024	Director of Estates	3,4,12	Meat consumption and menu satisfaction metrics against 22/23 baseline	None
	5. Promote plant-based meals by highlighting them at the top of all of our menus	July 2024	Director of Estates	3,4,12	Promotion campaigns and education across schools	None
	6. Increase the use of seasonal vegetables and fruits wherever possible	July 2024	Director of Estates	3,4,12	Vegetable and fruit consumption metrics against 22/23 baseline	None

5.6 Waste Management

Waste created by the activities of pupils and pupils across our school sites is, like transport, a highly visible and emotive aspect of carbon management and environmental sustainability.

Promoting good waste management practices and having visible waste reduction initiatives is likely to play a meaningful role in engendering sustainable behaviours in pupils and staff.

A separate Waste Management Strategy is to be produced detailing the current position, the aims and targets for waste management and the actions intended to achieve them. One of the core targets of the waste strategy will be to reduce the volume of waste we produce and ensure all of the waste from our school sites is either recycled or used for energy production and ensuring that as per current metrics, none of our waste goes to landfill.

Other areas of the waste strategy with a direct impact on carbon emissions will be the aim to increase our recycling rates from the current 43.8% rate to 63.8% by 2030 and the procedures adopted by the Trust in replacing and recycling equipment and goods.

We have made excellent progress to remove all single use plastic bottles from sale across all of our sites since January 2023 and have further expanded the number of plumbed water dispensers to ensure our pupils and staff can remain hydrated, however, using reusable containers. Our aim is to further this is by setting a strategic objective to become a single use plastic free Trust by 2030.

We have now fully consolidated our many waste collection suppliers from across our different schools, which will enable us to be more accurate with tracking our waste production and treatment i.e. how much of our waste is recycled using an average weight per collection type and frequency and a typical breakdown of disposal method.

We also intend to, as part of the waste management strategy, roll out implementation of new bins across our school sites with signage to encourage recycling at source. We will continue to collate more accurate data about our waste to provide greater benchmarks for future waste reduction targets. We also plan to reduce the amount of paper being used, especially through photocopying and aim to achieve this through staff engagement and communications, led by our school-based Sustainability Champions.

5.6.1 Waste Management - Strategic Objectives

WM1   *"We will achieve continuous year-on-year reductions in waste arising per FTE for pupils and staff, improve our recycling rates from 2022/23 baselines by 20% over the life of this strategy and ensure 100% of food wastage is used for renewable energy."*

WM2   *"We will become a single use plastic free Trust by 2030."*

WM3   *"We will minimise paper usage by staff and students, striving for continuous year-on-year reductions per FTE for staff and pupils."**

*   Whilst the adoption of new curricula has led to reduced reliance on textbooks and subsequent paper savings, we recognise the need to optimise photocopying practices as well. Our objective is to find alternative strategies to reduce paper consumption whilst ensuring efficient dissemination of necessary materials.

5.6.2 Waste Management - Sustainable Development Action Plan

To deliver our Waste Management Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	"We will achieve continuous year-on-year reductions in waste arising per FTE for pupils and staff, improve our recycling rates from 2022/23 baselines by 20% over the life of this strategy and ensure 100% of food wastage is used for renewable energy."					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
WM1	1. Gather improved baseline waste data to report on all categories (all Scopes)	Mar 2024	Director of Estates	-	Waste scope reporting in annual report	None
	2. Develop a comprehensive Waste Management Framework increasing the number of recycling programmes at each school, and create clear management plans, targets and systems for each waste stream outlining the Trust's commitment to sustainability and specific waste related sustainability goals and initiatives.	July 2023	Director of Estates	4,7,12,14	Framework approval and implementation	Low
	3. Making data from waste management activities available to the wider community, the intention is to support and facilitate innovation, enhance learning opportunities as well as heightening awareness and engendering a change in behaviour	July 2024	Director of Estates	-	Reporting on and presentation of waste management metrics	None
	4. Ensure each school has the correct type and sufficient recycling bins and pupils and staff are educated to use them correctly.	July 2025	Director of Estates	-	Implementation of standardised bins and information across all schools	Medium
	5. Develop and implement an element of competition between schools regarding waste performance and metrics	July 2024	Sustainability Lead	-	Competition completion and metric reporting	None
	6. Promote recycling and educate users about the importance of segregation; increase the number and visibility of recycling facilities around all sites	July 2024	Sustainability Lead	3,4,12.14	Promotion campaigns and education across schools	None
	7. Reduce to zero non-hazardous waste to landfill from construction projects through stringent contractual stipulations and active management	Mar 2024	Director of Finance	3,4,12.14	Scope setting targets and performance management against stringent targets	None
	8. Subject to value to money, purchase recycled paper for printers and FSC paper for the limited number of external publications	July 2024	Director of Estates	3,4,12	Implementation of change in paper purchasing standards	Low
	9. Create effective pupil engagement programmes to help them to come up with innovative ideas for reducing waste	Mar 2024	July 2024	-	Promotion and engagement campaigns and events across schools	None
	10. Source repairable and recyclable furniture where appropriate	July 2024	Director of Estates	-	Implementation of change in furniture purchasing standards	None
	11. Adopt schemes for recycling books and resources i.e. Books2Africa scheme	July 2024	July 2024	-	Book recycling metrics against 22/23 baselines	None
	12. Work with catering providers to reduce food waste across all schools	July 2024	Director of Estates	3,4,12	Food waste metrics against 22/23 baseline	None
	13. Increase the repair, repurpose and reusing of items before disposing of them	July 2024	Director of Estates	-	Implementation of change in furniture purchasing standards	None

|	"We will become a single use plastic free Trust by 2030."					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
WM2	1. Become plastic free across the trust e.g. plastic bottles and laminating pouches.	July 2030	Director of Estates	3,4,12.14	Demonstrable removal of all single use plastic usage	None

	"We will minimize paper usage by staff and students, striving for continuous year-on-year reductions per FTE for staff and pupils."					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
WM3	1. Reduce paper consumption per pupil/staff headcount year on year ensuring progressed is tracked against agreed baselines	July 2024	Executive Principal	12,13,15	Paper consumption metrics against 22/23 baselines	None
	2. Work towards the implementation of the whole School reprographics and printing projects which will result in the reduction of individual printers and installation of large-scale printers with centralized ID card-controlled devices; set printers to default to double sided	July 2024	Director of IT	12,13,15	Reduction in the number of individual printers across the Trust against 22/23 baselines	None
	3. Purchase recycled paper for printers and FSC paper for the limited number of external publications	July 2024	Head of Procurement	12,13,15	Implementation of change in paper purchasing standards	None
	4. Use 'Paper Cut' software to monitor printing usage and to introduce quotas	July 2024	Head of Procurement	12,13,15	Implementation of quotas and monitoring against 22/23 baselines	None

6. Campus

6.1 Campus - Strategic Aims

Over the life of this strategy we will:

1. *Aspire to be a Scope 1 and 2 carbon neutral organisation by 2030.*

2. *Reduce energy use and our Scope 1 and 2 carbon emissions by 10% year on year for the life of this strategy ensuring our estate is operationally efficient and pupil and staff behaviours and organisational culture align.*

3. *Explore the potential for onsite renewable energies and low carbon sources and include on-site sustainable energy generation into all future projects.*

4. *Ensure environmental sustainability is a key consideration in all decision-making ensuring we promote sustainable forms of construction and only complete works which improve and optimise efficiency and the carbon emission performance of our estate.*

5. *Ensure that all capital projects meet the highest possible carbon and energy performance ensuring that all Trust buildings are operating at their optimum efficiency with any new builds constructed post 2023, where affordable, to be net zero in operation.*

6. *Ensure that all products, materials and practices used in construction and refurbishment projects are carbon efficient and construction waste is minimised and not sent to landfill.*

7. *Through efficient use, recycling and conservation, achieve year-on-year reductions in water consumption totalling 20% over the life of this strategy.*

8. *Increase the diversity and population of the species found across our school sites by 10% over the life of this strategy.*

9. *Develop and implement a Biodiversity Action Plan to enhance biodiversity across our sites and set a quantifiable biodiversity net gain target of 10% for all development projects on Trust land, achieved and measured in accordance with industry-standard best practice.*

10. *Participate in The National Education Nature Park increasing biodiversity on the Trust's estate, the engagement of young people and the development of their skills in sustainability and climate change.*
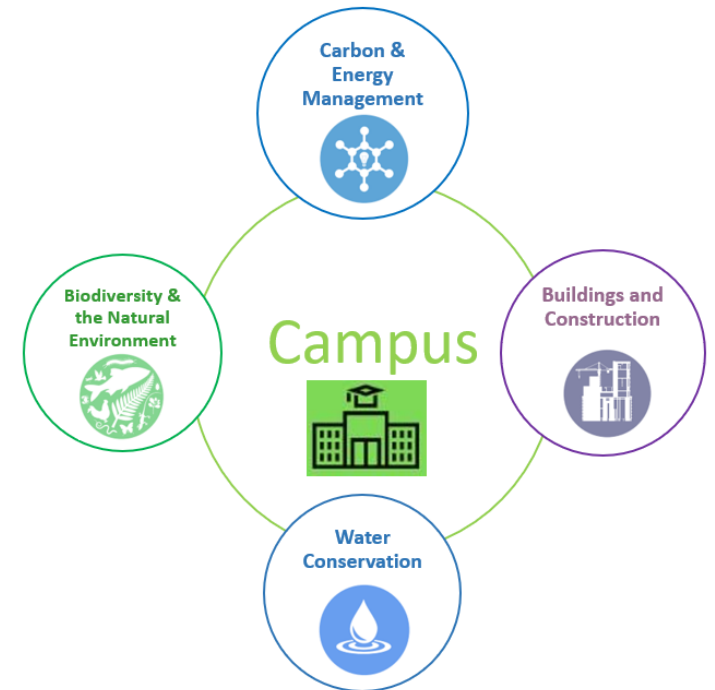
6.2   Carbon and Energy Management

With the planet warming at an unprecedented rate, the very area most of our schools are based, the Humber, is one of the coastal regions around the world officially listed as at high risk due to rising sea levels and increasing flood threat. Recognising that global and national improvement will only be made with local and individual commitment and action, we are actively seeking to employ operating practices that integrate environmental integrity with a concern for the physical and social fabric of our estate.

We recognise that the most effective contribution we can make towards the fight against climate change is to reduce energy consumption and carbon emissions. As we work towards responsible practices and reduce our energy consumption, we will take various actions to mitigate our immediate effect upon the environment.

Gas consumption

Gas consumption across the Trust equates to 75% of all energy consumption across our schools, the predominant use of gas being to provide space heating. Our focus on reducing emissions resulting from gas consumption therefore will be on maximising the efficiency and effectiveness of our school's heating plant and building fabric and employing the most carbon efficient heat generators appropriate for each area.

In order to realise carbon reductions we have identified a number of priority actions we can take on each gas consuming plant installation; our target being to generate carbon emission savings by 10% by 2026.

Utilising heat pumps on site has the potential to greatly reduce the energy input required into heating systems. Furthermore, the de-carbonisation of national electricity supplies is expected to result in carbon emissions from electricity consumption being lower than those from gas within the next 5 years. The medium to long term proposal is, subject to techno-economic analysis and funding, to replace our gas fired heat generators with heat pump alternatives.

Electricity consumption

Electricity usage is currently responsible for around 25% of all energy consumption across our schools. As the generation and supply network continues to incorporate a higher percentage of generation from renewables and efficiencies in existing fossil fuel powered plant improve the carbon emissions from the use of electricity will naturally reduce. This grid de-carbonisation will however not produce the reduction in emissions necessary to achieve carbon neutrality and certainly not within the timescales required to meet our strategic ambitions.

The hierarchy of action place elimination of unproductive consumption first and then create a reduction in that usage which is necessary through interventions to improve efficiencies and then move towards more sustainable and lower carbon emitting sources of the electricity. The uses of electricity as a power source within our schools is far more numerous than those of gas, however, whilst there is great variety in the equipment using the power, the essential principles to reduce the quantity of electricity consumed are much the same.

The medium to long term proposal is, subject to techno-economic analysis and funding, to look to increase the amount of on-site power generation and explore opportunities offered by the creation of a microgrid.

Fugitive emissions

Most cooling plant installed within our schools contains refrigerant gases. As gas fired heating systems are replaced with heat pumps the number of plant items and volume of refrigerant gas will increase even further. These gases are potent GHGs and have global warming potentials far in excess of CO2. Monitoring of any release of these gases is therefore extremely important and any release of refrigerant gas will have significant impact on the scale of our carbon emissions. The focus will be on ensuring plant containing

GHG refrigerants are necessary and where that is the case that the global warming potential of those gases is as low as possible. Additionally, we will ensure that the planned maintenance is robust and preventative so as to limit as much as is possible the release of refrigerant gases.

Energy contracts

All of our schools are now on renewable energy contracts. This change will enable us to better measure our energy consumption and increase the amount of energy we procure from renewable sources.

Capital funding

Capital funds are limited with no specifically identified funding to deliver carbon and energy projects or initiatives, therefore we will seek to take advantage of any future low carbon grants, for example the Salix Public Sector Decarbonisation Scheme (PSDS) and also explore Salix loans for specific projects, however, only on the basis that the savings generated pay back the loan payments and return on investments are favourable in this regard.

The increase in energy costs have made energy efficiency technologies easier to pay back financially. We are particularly interested in exploring the adoption of additional solar PV systems across the entire estate, potentially through an off-balance sheet Power Purchase Agreement (PPA). This route is preferable as it is a 'fit and forget' model in that the installation company is responsible for all installations, maintenance and repairs, however, due to the lower returns of this model, all funding models will be explored including grant funding and Salix loans. The solar PV systems will have a generation display within the schools to further embed renewable principles across our pupil population.

6.2.1 Carbon and Energy Management - Strategic Objectives

CE1   *"We aspire to be a Scope 1 and 2 carbon neutral organisation by 2030."*

CE2   *"We will reduce energy use, our Scope 1 and 2 carbon emissions and carbon intensity ratio by 10% year on year for the life of this strategy ensuring our estate is operationally efficient and pupil and staff behaviours and organisational culture align."*

CE3   *"We will explore the potential for onsite renewable energies and low carbon sources and include on-site sustainable energy generation into all future projects"*

6.2.2 Carbon and Energy Management - Sustainable Development Action Plan

To deliver our Carbon and Energy Management - Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

CE 1

Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
"We aspire to be a Scope 1 and 2 carbon neutral organisation by 2030."					
1. Implement this Environmental Sustainability Policy	Sept 2023	CEO	-	Approval by Board of Trustees to commence implementation	None
2. Consult with experts to audit, review and improve current systems; develop appropriate metrics to monitor emissions and analyse energy and carbon data	Dec 2023	Director of Estates	-	Development and issue of Carbon/Energy reduction plan	Medium
3. Monitor and report on savings through formal reporting to the Board of Trustees on a six-monthly basis	Jan 2024	Sustainability Lead	-	Presentation of six monthly reporting to Board of Trustees	None

CE 2

Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
"We will reduce energy use, our Scope 1 and 2 carbon emissions and carbon intensity ratio by 10% year on year for the life of this strategy ensuring our estate is operationally efficient and pupil and staff behaviours and organisational culture align."					
1. Undertake a series of energy saving events and campaigns to change pupil and staff behaviours to support reduction of energy use	From Sept 2023	Director of Estates	3,4,7,9,12,13,15	Completion of campaigns and measurable impact	None
2. Undertake a series of educational and training sessions to educate pupils and staff in Environmental Sustainability and attempt to change the culture	Ongoing	Sustainability Lead	3,4,7,9,12,13,15	Completion of training and measurable impact	None
3. Complete audits of all existing plant and identify where unproductive usage can be eliminated and how efficiencies can be made to plant operation	July 2024	Director of Estates	3,4,7,9,12,13,15	Audit completion and issue of Carbon/Energy reduction plan	Low
4. Complete energy audits utilising thermal imaging cameras to identify the least efficient buildings of the full estate to establish how and where energy is being consumed and design projects to address the issues	July 2024	Director of Estates	3,4,7,9,12,13,15	Audit completion and issue of Carbon/Energy reduction plan	Low
5. Engage with appropriate experts to produce a non-generic and realistic yet ambitious Carbon Management Plan (CMP) that captures the key areas to target across all operational platforms identifying capital costs, ROI and benefits accordingly	July 2024	Director of Estates	3,4,7,9,12,13,15	Development and issue of CMP and approval to implement	Low
6. Reduce carbon emissions from energy as defined by the CMP against agreed baselines	Ongoing	Director of Estates	3,4,7,9,12,13,15	Development and issue of CMP and approval to implement	High
7. Consult with experts to audit, review and improve current systems; develop appropriate metrics to monitor emissions and analyse energy and carbon data	July 2024	Director of Estates	-	Audit completion and issue of Carbon/Energy reduction plan	Low
8. Increase the use of and existing Building Management Systems (BMS) to control and monitor thermal performance of buildings to allow reduction in plant run times and lowering of temperature set points	July 2024	Director of Estates	3,4,7,9,12,13,15	Enhanced usage of existing BMS and reduction in energy	Medium
9. Ensure through a metering strategy that we in a position to accurately report on emissions prior to the DfE mandating this requirement in 2024	July 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of metering strategy	Medium
10. Rationalise the use of the current meters and transfer all buildings to smart metering systems to report real time information	July 2024	Director of Estates	3,4,7,9,12,13,15	Increased number of smart meters as per strategy	Medium
11. Review and amend heating and cooling procedures/parameters to reduce energy consumption and decrease carbon emissions	July 2024	Director of Estates	3,4,7,9,12,13,15	Implementation of revised parameters/reduced energy	None
12. Complete the phased introduction of lower energy lighting i.e. LED as well as changing staff and pupil practices when using lights.	July 2026	Director of Estates	3,4,7,9,12,13,15	Completion of LED project and energy consumption metrics	Medium
13. Carry out a review of the Trust's BMS and develop a strategy for the wider roll out across the estate to deliver a smart estate	July 2026	Director of Estates	3,4,7,9,12,13,15	Implementation of site BMS and reduction in energy usage	High
14. Use improved, energy efficient ICT hardware; replace individual printers by centralized ID card-controlled devices; set up automated shutdown of devices; reduce email traffic	July 2026	Director of IT	3,4,7,9,12,13,15	Implementation of revised controls/measures/products	Medium
15. Reduce the demand for energy through passive design and energy efficiency measures such as good levels of insulation and efficient windows	July 2026	Director of Estates	3,4,7,9,12,13,15	Audit completion and implementation of CMP	High

CE 3

Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
"We will explore the potential for onsite renewable energies and low carbon sources and include on-site sustainable energy generation into all future projects"					
1. Explore the potential for onsite renewable energies (or low carbon sources); include on-site sustainable energy generation in new projects i.e. photovoltaics. heat pumps	Dec 2024	Director of Estates	7,13	Completion of techno-economic renewables study	Medium
2. Undertake a series of feasibility studies to explore the potential of implemented renewable technologies across school sites	Dec 2024	Director of Estates	7,13	Completion of techno-economic renewables study	Low
3. Maximisg the use of renewable energy on all our sites ensuring all existing systems are in operation	Dec 2024	Director of Estates	7,13	Energy and carbon metrics against 22/23 baselines	Low

6.3   Buildings and Construction

As we continue to invest in and develop our sites, we will do so ensuring this is underpinned by the strategic vision outlined in this strategy, specifically placing environmental sustainability firmly at the core of everything we do, informed by the SDAP and the actions within it.

The intention is that any new project will prioritise sustainability in its design, the focus not being limited to the carbon emissions generated from the operation of the building once complete but a much broader whole life cost approach, the fundamental aim of which, subject to funding, will be that they are at least carbon neutral.

We will explore the most appropriate construction methods and materials rather than simply following the established industry standard approach, optimise building insulation levels and air tightness to limit the heating and cooling loads in operation, maximise the support the building can give to biodiversity and ecosystems, limit the impact of solar gains, only install sustainable infrastructure, use heat recovery within all building ventilation plant, integrate intelligent control systems to allow flexible operation of systems and ensure provision is made for clear and intuitive waste collection facilities, so that high recycling rates can be facilitated

We will also undertake a range of costed feasibility studies to review the possibility of further roll out of renewable technologies across our school sites for consideration.

Estate audit and interventions

The energy consumption of Heating, Ventilation and Air Conditioning (HVAC) plant is considered a major contributor to the carbon emissions of the Trust and a major review of these systems is to be undertaken. Alongside the HVAC review, we will run a similar programme of work focused on the gas fired heating plant on site, with a view to reducing fossil fuel consumption and where possible replacing gas fired plant with heat pump based system alternatives. Upgrades to catering equipment are also being investigated with a view to reducing fossil fuel consumption. Energy consumption within IT data centres and communication hubs is also under review with early indications of up to 20% savings in emissions from consumption in these areas being possible.

We have implemented extensive energy efficiency modifications to our buildings to conserve energy, which includes major heating and hot water boiler and control upgrade works, replacing old inefficient lighting with LED energy saving equivalents, undertaking a phased programme of replacing single glazed windows with energy efficient double-glazed alternatives and completing re-roofing projects to significantly improve insulation and U values. Further surveys will continue to identify where efficiencies can be made both in terms of energy consumption and carbon performance.

Through this strategy we will also identify opportunities to develop outdoor learning provision for all of our schools, with a goal of enhancing our pupils' learning environment supporting their development of self-confidence, resilience and independence, whilst helping them to keep physically and mentally healthy.

6.3.1   Buildings and Construction - Strategic Objectives

BC1   *"We will ensure environmental sustainability is a key consideration in all decision-making ensuring we promote sustainable forms of construction and only complete works which improve and optimise efficiency and the carbon emission performance of our estate."*

BC2   *"We will ensure that all capital projects meet the highest possible carbon and energy performance ensuring that all Trust buildings are operating at their optimum efficiency with any new builds constructed post 2023, where affordable, to be net zero in operation."*

BC3   *"We will ensure that all products, materials and practices used in construction and refurbishment projects are carbon efficient and construction waste is minimised and not sent to landfill."*

6.3.2 Buildings and Construction - Sustainable Development Action Plan

To deliver our Buildings and Construction Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	"We will ensure environmental sustainability is a key consideration in all decision-making ensuring we promote sustainable forms of construction and only complete works which improve and optimise efficiency and the carbon emission performance of our estate"					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
BC 1	1. Ensure contractor ESG suitability is assessed as part of project tender requirements	Ongoing	Director of Finance	3,4,7,9,12,13,15	Development and application of ESG tendering parameters	None
	2. Inform relevant stakeholders that our decisions regarding operation and supply chains will be taken, where affective, through the lens of sustainability.	Ongoing	Head of Procurement	-	Notification to supply chain partners of ESG parameters	None
	3. Within a de minimis value, only use suppliers who can evidence sustainability in their source and product of materials.	Ongoing	Director of Finance	3,4,7,9,12,13,15	Development and application of ESG tendering parameters	None
	4. Develop a range of communication materials, including a sustainability report, newsletters, social media posts, and website content, to communicate our sustainability strategy and its goals related to buildings and construction	Jan 2024	Director of Estates	-	Number of communication and education campaigns across schools	None
	5. Offer opportunities for pupils to learn more about what greening our schools means and what their individual responsibilities are.	Jan 2024	Sustainability Lead	-	Number of education campaigns across schools	None
	6. Take part in Outdoor Education projects so that pupils can enjoy positive first-hand experiences of the natural world in the local environment and work together on projects benefitting the National Education Nature Park	Jan 2024	Sustainability Lead	-	Participation in National Education Nature Park	Low
	7. Encourage and promote sustainable forms of construction that limit the negative impact on the environment (during the construction process)	Ongoing	Director of Finance		Development/implementation of technical specifications	Medium
	8. Identify opportunities to create additional outdoor learning spaces and provision for all of our schools	Ongoing	Sustainability Lead		Increased number of outdoor learning spaces	Medium

	"We will ensure that all capital projects meet the highest possible carbon and energy performance ensuring that all Trust buildings are operating at their optimum efficiency with any new builds constructed post 2023, where affordable, to be net zero in operation."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
BC 2	1. Generate and implement policy whereby all capital developments, where affordable, meet stringent green and energy performance KPIs to prevent further increase of the carbon footprint	July 2024	Director of Finance	3,4,7,9,12,13,15	Development/implementation of technical specifications	High
	2. Consult closely with design teams for capital projects and establish clear expectations relating to environmental sustainability; share and publicise successes	July 2024	Director of Finance	3,4,7,9,12,13,15	Development/implementation of technical specifications	None
	3. Incorporate objectives into the tendering and procurement of construction work and compel designers to ensure that, where affordable, all new build completions achieve a BREEAM rating of "Very Good" or "Excellent" and ideally met carbon neutral performance	July 2024	Director of Finance	3,4,7,9,12,13,15	Development/implementation of technical specifications	High
	4. Develop and implement technical specifications to be followed for new projects i.e. specification of design parameters, minimum performance etc.	July 2024	Director of Finance	3,4,7,9,12,13,15	Development/implementation of technical specifications	High
	5. Deliver higher performing energy efficient buildings (upon handover of the projects and incorporation into the Estate)	July 2024	Director of Estates	3,4,7,9,12,13,15	Enforcement of specified EPC and carbon standards	High
	6. Employ appropriate energy saving and sustainable power generation technologies within the building services design process	July 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical standards	High
	7. Ensure the progressive refurbishment and enhancement of existing 'end of life' buildings (that are not being replaced) in order to achieve a higher level of energy performance i.e. increase insulation, install energy efficient lighting)	July 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical specifications	High
	8. Limit mechanical cooling and heating designed within capital projects by relying on passive ventilation where feasible (considering acoustic impacts)	July 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical specifications	None
	9. Make our buildings and estates more energy efficient and reduce the reliance on fossil fuels.	July 2024	Director of Estates	3,4,7,9,12,13,15	Implementation of techno-economic renewables study	High
	10. Standardise common plant systems to provide continuity of assets i.e. increasing life cycle; reducing maintenance liability	July 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical specifications	None
	11. All school buildings to have LED lighting by 2025	July 2024	Director of Estates	3,4,7,9,12,13,15	Completion of LED project and energy consumption metrics	Medium
	12. Increase the number of light sensors in school buildings	July 2024	Director of Estates	3,4,7,9,12,13,15	Completion of LED project and energy consumption metrics	Medium
	13. If funding allows, introduce Building Management Systems at all schools by 2027	July 2024	Director of Estates	3,4,7,9,12,13,15	Design and rollout of holistic Trust-wide BMS	High
	14. If funding allows, decarbonise the heating systems at all schools by 2030	July 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical standards	High

		Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
BC 3		"We will ensure that all products, materials and practices used in construction and refurbishment projects are carbon efficient and construction waste is minimised and not sent to landfill."					
	1.	Use products and materials that are either carbon neutral or significantly reduce carbon emissions.	Jan 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical standards	Medium
	2.	Recycle and reuse 'end of life' construction materials on site i.e. using demolition materials as hardcore	Jan 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical standards	Low
	3.	Review (as part of the feasibility process) the option to retain and refurbish buildings as opposed to demolishing them i.e. retaining structural concrete frames	Jan 2024	Director of Estates	3,4,7,9,12,13,15	Development/implementation of technical standards	None
	4.	Compel contractors (as part of a tendering pre-qualification process) to report accurately on their waste management processes during the construction process i.e. volumes and material types to landfill	Jan 2024	Director of Estates	3,4,7,9,12,13,15	Development and application of ESG tendering parameters	None
	5.	Work to eliminate the amount of non-hazardous construction waste that is sent to landfill	Jan 2024	Director of Estates	3,4,7,9,12,13,15	Development and application of ESG tendering parameters	None

6.4   Water Conservation

Water constitutes up to 65% of the human body and 90% of the structure of plants. Yet this fundamental resource, necessary to the existence of all life on earth, is seriously threatened. As we experience increasingly hot and dry summers, we need to safeguard this key resource for future generations.

The Trust uses large volumes of water to support its activities, most of which is connected with the provision of domestic water services for drinking, usage within toilets and washrooms with onsite catering another significant source of consumption. Water consumption is also a necessary aspect of many subjects on the curriculum. It is the intention in these areas to provide information to Teachers of what that consumption is and to work with them where appropriate to identify where consumptions reductions could be made.

We will progressively improve our water data collection within our own operations and identify opportunities to have further measurable impact in this area. We also recognise that schools that are equipped with water conservation devices may use less than half the amount of water used in other schools. Our plan is to do more work in this area, starting with a target to measure water consumption across all Trust assets more accurately. Where appropriate we will also seek to adopt rainwater harvesting systems with the intention of reducing the volume of water resources it consumes and thus the carbon emission associated with its supply to our buildings.

We commit to designing, operating and maintaining our existing and new facilities where possible to ensure water efficiency across our estate. We will monitor and eliminate water waste through identifying leaks, improving efficiency of equipment and evaluating processes for recovering rainwater and run off. We will undertake a study to benchmark our venues by their average daily usage and use this data validation to highlight high usage sites. Where usage increases or is marked as high, the setting will be surveyed by the Director of Estates to identify improvement priorities i.e. efficiency initiatives and leak fixes.

6.4.1   Water Conservation - Strategic Objectives

WC1   *"We will, through efficient use, recycling and conservation, achieve year-on-year reductions in water consumption totalling 20% over the life of this strategy."*

6.4.2 Water Conservation - Sustainable Development Action Plan

To deliver our Water Conservation Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
	"We will, through efficient use, recycling and conservation, achieve continuous year-on-year reductions in water consumption totalling 20% over the life of this strategy."					
WC 1	1. Gather improved baseline water data to report on all categories (all Scopes)	July 2024	Director of Estates	-	Waste scope reporting in annual report	None
	2. Reduce total water consumption year on year against baseline data through implementation of the Water Safety Plan	Mar 2025	Director of Estates	12	Reduced water consumption against 22/23 baselines	None
	3. Where appropriate implement recycle grey water projects into Trust buildings	Ongoing	Director of Estates	12	Number of grey water systems across the estate against 22/23 baselines	Medium
	4. Consider leak detection systems in high risk areas i.e. plant rooms	Ongoing	Director of Estates	-	Number of leak detection systems across the estate against 22/23 baselines	Low
	5. Introduce more accurate measurement systems i.e. smart metering	Ongoing	Director of Estates	-	Number of water smart meters across the estate against 22/23 baselines	Medium
	6. Consult with Teachers in high water usage teaching areas to discuss initiatives to reduce water consumption	Mar 2024	Director of Estates	12	Number of consultations completed and reduced water against 22/23 baselines	None
	7. Promote good practice to staff and pupil around water usage	Mar 2024	Director of Estates	-	Number of promotions completed and reduced water against 22/23 baselines	None
	8. Reduce water use in kitchens by improving food waste disposal and the modernisation of catering equipment	Ongoing	Director of Estates	12	Reduced water consumption against 22/23 baselines	Medium
	9. Increase the number and quality of the water filling stations around all school sites	Ongoing	Director of Estates	3	Number of water filling stations around all school sites against 22/23 baselines	Low
	10. Use the most efficient water saving design and products when renewing any water or heating systems in schools	Ongoing	Director of Estates	12	Reduced water consumption against 22/23 baselines	None
	11. Seek opportunities for installing a programme of sustainable urban drainage systems and low water planting garden areas (biodiversity gain)	Ongoing	Director of Estates	15	Number of sustainable urban drainage systems and low water planting garden areas across the estate against 22/23 baselines	High

6.5 Biodiversity and The Natural Environment

Research has shown that spending time in nature supports good mental health, improves pupil cognitive development and immune functions, encourages exercise and strengthens friendships. The research also suggests that contact with external green open spaces during school time is significantly associated with better performance in structured tasks requiring direct attention, problem solving and positive social behaviours.

Biodiversity and ecosystems are an integral element of our Trust. Inevitably the presence of our school sites and the activities we carry out directly and indirectly impact biodiversity and the habitats and ecosystems present. Our direct impact mostly relates to the management and development of our estate, which we try to mitigate through our commitment to increasing biodiversity as part of projects. The indirect impacts mostly relate to the Trust's operations and supply chain, which includes our sourcing, consumption and disposal of food, water and materials. There are, however, many ways in which we can, and do, make a positive impact.

We see green space and biodiversity as impacting positively on pupils learning and wellbeing and as such we aim to maintain and enhance the ecological and educational value of our sites, thus having a positive impact on local and global biodiversity. Many of our schools already contain a range of habitats and ecosystems. Grassland constitutes the largest single component, with some of those areas containing trees and shrubs, which are also present in cultivated beds and woodland areas. Also present are some smaller areas of ponds, green walls and roofs. These areas support a range of species and habitats and the strategy for biodiversity is to enhance these areas and ensure they are "joined", so rather than having habitat rich "islands" supporting a small range of species, we create a whole estate ecosystem.

The presence of a rich and varied collection of habitats and ecosystems can also have a positive effect in promoting a local environment conducive and supportive to the academic activities of the school. As with other areas of sustainability, the presence of biodiverse sites will provide opportunities to enhance pupil learning by providing an environment to develop practical skills associated with the curriculum. Additionally, by demonstrating and communicating the actions being taken to support and nourish ecosystems across our sites, we will raise awareness throughout the whole community of the possibilities and benefits this brings.

We aim to accommodate the greatest diverse mix of ecosystems and habitats and encourage a wide range of species that can survive, flourish and cohabit within our estate and operations and always avoid the introduction of non-native and invasive species, which can outcompete native species, disrupt natural food chains and introduce diseases, so we can promote a sustainable and resilient restoration of the local ecosystem. We also recognise there is a balance to strike between interventions to enhance the aesthetical value of the site and pursuing a less intensively managed approach that allows ecosystems to develop naturally. A site offering a high visual amenity is an important element to the wellbeing of pupils and staff and adds to the social fabric of the school.

Through delivery of the actions outlined in our SDAP and biodiversity plan we will enhance biodiversity across our sites. Taking the wellbeing of our pupils and staff into account we will set a quantifiable biodiversity net gain target of 10% for all development projects on Trust land, achieved and measured in accordance with industry best practice.

6.5.1 Biodiversity and The Natural Environment - Strategic Objectives

BN1   *"We will increase the diversity and population of the species found across our school sites by 10% over the life of this strategy"*

BN2   *"We will develop and implement a Biodiversity Action Plan to enhance biodiversity across our sites and set a quantifiable biodiversity net gain target of 10% for all development projects on Trust land, achieved and measured in accordance with industry-standard best practice."*

BN3   *"We will participate in The National Education Nature Park increasing biodiversity on the Trust's estate, engaging young people and developing their skills in sustainability and climate change."*

BN4   *"We will adopt a 'peat free' stance for the provision of topsoil and compost needed for the maintenance of our sites."*

6.5.2 Biodiversity and The Natural Environment - Sustainable Development Action Plan

To deliver our Biodiversity and The Natural Environment Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

"We will increase the diversity and population of the species found across our school sites by 10% over the life of this strategy."

	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
BN 1	1. Engage experts to create a Biodiversity Action Plan for implementation	Jan 2024	Sustainability Lead	15	Development and issue of Biodiversity Action Plan	Low
	2. Establish a programme of species counts to create a baseline for monitoring of biodiversity gain improvements	Ongoing	Sustainability Lead	15	Establishment of 22/23 species count baseline date	Medium
	3. Ensure that new build plans include specific methods to identify and implement biodiversity actions i.e. bird boxes, green roofs, grey water harvesting and have a minimum 10% net gain requirement	Ongoing	Director of Finance	15	Specification and delivery of 10% net gain replacement upon project completion	Medium
	4. Continue to enable pupils to play an active role in the development of the green spaces through their engagement in the various gardening clubs	Ongoing	Sustainability Lead	15	N/A – continuation of practice	None
	5. Ensure teaching staff make use of the outdoor classroom and woods where these are available ensuring monitoring is in place to check utilisation	Ongoing	Executive Principal	15	Utilisation of outdoor spaces against 22/23 baselines	None
	6. Identify and implement areas where a low intensity mowing regime could be established to encourage wildflower growth	Sept 2024	Director of Estates	15	Sq. m increase in low intensity areas and wildflower growth against 22/23 baselines	None
	7. Provide deadwood habitats within woodland blocks and around grassland margins	Ongoing	Director of Estates	15	Number of habitats across estate against 22/23 baselines	Low
	8. Increase the number of nest boxes around all sites prior to nesting season	Ongoing	Director of Estates	15	Number of next boxes across estate against 22/23 baselines	Low
	9. Introduce wildflower planting as part of landscaping plans for proposed development areas of sites	Ongoing	Director of Estates	15	Sq. m increase in wildflower growth against 22/23 baselines	Low

"We will develop and implement a Biodiversity Action Plan to enhance biodiversity across our sites and set a quantifiable biodiversity net gain target of 10% for all development projects on Trust land, achieved and measured in accordance with industry-standard best practice."

	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
BN 2	1. Achieve a year-on-year reduction in the use of herbicide, pesticide and inorganic fertilisers (where practical) with a view to their potential, ultimate elimination.	Ongoing	Director of Estates	15	Herbicide, pesticide and inorganic fertilisers quantities against 22/23 baselines	None
	2. Reduce pesticide and herbicide usage and increase the production of our own composting/ natural recycling (where possible)	Sept 2023	Director of Estates	15	Volume of composting against 22/23 baselines	None
	3. Create run-off prevention zones and flood mitigation strategies i.e. sustainable urban drainage systems (biodiversity gains)	Ongoing	Director of Estates	15	See WC1 (11)	Medium
	4. Consider providing space and support for pupils to grow their own food on school grounds	Sept 2023	Sustainability Lead	15	Number of locations and initiatives to increase growth of food on school grounds	Low

"We will participate in The National Education Nature Park increasing biodiversity on the Trust's estate, the engagement of young people and the development of their skills in sustainability and climate change."

|	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
BN 3	1. Continue to participate in the National Education Nature Park programme	Ongoing	Sustainability Lead	15	N/A – continuation of practice	Low
	2. Develop a Trust wide species diversity boundary planting programme	Sept 2023	Sustainability Lead	15	Development/implementation of planting programme	Low
	3. Assist pupils to experience increased physical and mental health well-being through optimising and enjoying the usage of the green space areas of our Estate	Ongoing	Director of Estates	15	N/A	None
	4. Enhance the area of meadow (non-pitch) grassland and create attractive social spaces i.e. through clever use of seating which staff and pupils can enjoy	Ongoing	Director of Estates	15	Sq. m in accessible meadow against 22/23 baselines	Low
	5. Increase the number of trees and plants on the site; increase the number and variety of plants that we propagate/germinate on site and in the greenhouse	Ongoing	Director of Estates	15	Increased number of trees and plants against 22/23 baselines	Low

"We will adopt a 'peat free' stance for the provision of topsoil and compost needed for the maintenance of our sites."

	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
BN 4	1. Ensure that only 'peat free' topsoil and compost products are source for the maintenance of our sites	July 2023	Director of Estates	15	Removal of peat based products across the estate	None

7.   Curriculum

7.1   Curriculum - Strategic Aims

Over the life of this strategy we will:

1. *Integrate environmental sustainability education into the curriculum, educating our pupils on its importance and benefits and how the SDGs link to curriculum areas.*

2. *Provide teachers and pupils with the tools and resources they need to effectively integrate environmental sustainability education and the SDGs into the curriculum.*

3. *Create action through education by applying a 'green screen' approach to current practices and take steps to reduce our individual and institutional carbon footprints.*

4. *Develop outdoor education so that all pupils enjoy positive first-hand experiences of the natural world both in the local environment and beyond.*

5. *Work towards obtaining the Climate Leaders Award.*

6. *Through 'Sustainability Champions', implement effective pupil engagement and provide a pupil voice in the school's action groups and provide leadership opportunities in this area.*

7. *Make pupils and staff aware of how their actions impact on our carbon footprint and set challenges and competitions to reduce each school's carbon footprint.*

Environmental Education

Curriculum
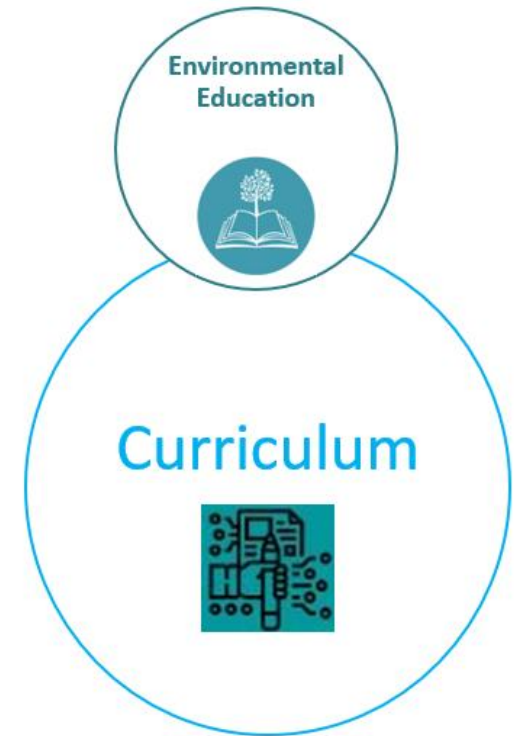
7.2   Environmental Education

By raising levels of sustainability literacy, we will educate our pupils and staff about our individual and collective responsibilities. Through a variety of learning opportunities, including outdoor education, we will strive to rebalance the growing disconnect between people and the environment.

We want our pupils to enjoy and appreciate the natural world, however, we also want them to understand the current impact of human behaviour on our planet. Armed with knowledge, we hope that all members of our community will be inspired to take positive action by adopting 'greener' more sustainable practices.

It is also vital for us to create a sense of hope about the future; therefore, we will place positive messaging at the fore of our environmental action. We want our community to understand that living in a lower carbon, less polluted world will bring a host of advantages: cleaner, greener cities; improved public transport; better insulated houses; greater energy options; a potential reduction in consumerism; exciting innovation; healthier diets etc. In addition, we want our pupils to learn about innovation in green technologies and environmental careers in fields as diverse as science, social science, journalism and the creative industries.

We believe that education for sustainable development allows every pupil to acquire the knowledge, skills, behaviours and values necessary to shape a sustainable future. High quality sustainable education is an essential tool for achieving a more secure world and includes rich and diverse learning around:

- Environmental protection
- Nature and conservation
- Social equity
- Healthy relationships
- Managing waste
- Healthy foods and eating
- Energy conservation
- Respecting the earth's resources

The aim of our education for sustainable development is to integrate the values inherent in sustainable development into all aspects and levels of learning supporting pupils to feel confident in making informed decisions and carrying out actions to improve our quality of life whilst living sustainability and without compromising the planet. We will:

- Share the values and principles that underpin sustainable development.
- Educate the whole person for an interconnected world.
- Promote critical thinking, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development.
- Allow learners to participate in decision-making on the design and content of our sustainability programmes.
- Provide 'Sustainability' CPD for all staff.
- Address local as well as global issues and avoid jargon-ridden language and terms.
- Look to the future ensuring that the content we develop has a long-term perspective and reflects pupils concerns about the environment, energy and climate.
- Establish curriculum links to SDG goals.
- Explore opportunities for outdoor learning.

7.2.1   Environmental Education - Strategic Objectives

ESE1   *"We will integrate environmental sustainability education into the curriculum, educating our pupils on its importance and benefits and how the SDGs link to curriculum areas."*

ESE2   *"We will provide teachers and pupils with the tools and resources they need to effectively integrate environmental sustainability education and the SDGs into the curriculum."*

ESE3   *"We will create action through education by applying a 'green screen' approach to current practices and take steps to reduce our individual and institutional carbon footprints."*

ESE4   *"We will develop outdoor education so that all pupils enjoy positive first-hand experiences of the natural world both in the local environment and beyond."*

ESE5   *"We will work towards obtaining the Climate Leaders Award."*

ESE6   *"We will, through 'Sustainability Champions', implement effective pupil engagement and provide a pupil voice in the school's action groups and provide leadership opportunities in this area."*

ESE7   *"We will make pupils and staff aware of how their actions impact on our carbon footprint and set challenges and competitions to reduce each school's carbon footprint."*

7.2.2 Environmental Education - Sustainable Development Action Plan

To deliver our Biodiversity and the Natural Environment Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	"We will integrate environmental sustainability education into the curriculum, educating our pupils on its importance and benefits and how the SDGs link to curriculum areas"					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
ESE 1	1. Conduct a needs assessment to understand the current state of Environmental Education in the curriculum, identify gaps and gather feedback from teachers and pupils.	July 2026	Sustainability Lead	All	Teacher engagement and completion of needs assessment	None
	2. Consult with sustainability education experts to gather insights and recommendations on how to incorporate sustainability education into subject areas.	July 2026	Sustainability Lead	All	Consultation completion and action plan development	Low
	3. Develop an Environmental Education framework that outlines the key concepts, skills, and knowledge that pupils should learn.	July 2026	Sustainability Lead	All	Development of Environmental Education framework	None
	4. Encourage innovative thinking and pupil problem-solving and critical thinking capabilities through creative/entrepreneurial competitions linked to sustainability.	July 2026	Sustainability Lead	All	N/A	None
	5. Create a communications plan that highlights the benefits of Environmental Education.	July 2026	Sustainability Lead	All	Communications Plan development and issue	None
	6. Provide ongoing training and support for staff and pupils on sustainability topics, including leadership and environmental education	July 2023	Sustainability Lead	All	Leadership and environmental education training metrics against 22/23 baselines	Low
	7. Provide professional development opportunities for teachers to learn about sustainability concepts and best practices for incorporation into their teaching.	July 2026	Sustainability Lead	All	Number of professional development opportunities for teachers	None
	8. Map out links between subject areas and overlapping goals.	Ongoing	Sustainability Lead	All	N/A – continuation of practice	None
	9. Encourage cross-curricular collaboration by creating projects that involve multiple subject areas that incorporate sustainability concepts.	Ongoing	Sustainability Lead	All	N/A – continuation of practice	None
	10. Foster partnerships with community organisations to provide opportunities for pupils to engage in real-world sustainability projects.	July 2026	Sustainability Lead	All	Number of partnerships and pupil opportunities created against 22/23 baselines	None
	11. Develop a cross curricular road map that outlines the commitment to sustainability education and the specific goals and initiatives to be pursued (linked to the SDGs)	July 2026	Sustainability Lead	All	Development of road map for consultation	None
	12. Consult with and share the road map with teachers, pupils, and parents for feedback and input, and incorporate their feedback into the final document.	July 2026	Sustainability Lead	All	Evidenced consultation and incorporation of comments into final versions	None
	13. Gain approval from the Board of Trustees for the final road map and communicate the approved road map to all stakeholders.	July 2026	Sustainability Lead	All	Board of Trustees approval of road map	None

	"We will provide teachers and pupils with the tools and resources they need to effectively integrate environmental sustainability education and the SDGs into the curriculum."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
ESE 2	1. Develop and provide teachers with resources and lesson plans that incorporate Environmental Education and the SDGs into the curriculum.	Ongoing	Sustainability Lead	All	N/A – continuation of practice	None
	2. Provide ongoing training and support for teachers to develop their sustainability teaching skills, including providing training on sustainability concepts, strategies for integrating sustainability into the curriculum and how to assess sustainability learning outcomes.	July 2026	Sustainability Lead	All	Training number metrics against 22/23 baselines	None
	3. Establish a system to recognise and reward teachers who demonstrate outstanding Environmental Education practices and support for pupils	July 2024	Sustainability Lead	-	Reward and recognition metrics	None
	4. Reduce our individual and collective carbon footprints by adapting our teaching and learning practices i.e. increased use of digital technologies	Ongoing	Sustainability Lead	All	N/A – continuation of practice	None

	"We will create action through education by applying a 'green screen' approach to current practices and take steps to reduce our individual and institutional carbon footprints"					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
ESE 3	1. Provide appropriate training both general and role specific for staff and pupils.	July 2026	Sustainability Lead	All	See ESE2 (2)	None
	2. Identify the key global, environment issues i.e. ocean acidification, de-forestation, pollution, recycling etc. that will be delivered in an age appropriate way.	July 2026	Sustainability Lead	All	See ESE2 (2)	None

	"We will develop outdoor education so that all pupils enjoy positive first-hand experiences of the natural world both in the local environment and beyond"					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
ESE 4	1. Participation in The National Education Nature Park Programme	Ongoing	Sustainability Lead	All	N/A – continuation of practice	None

	"We will work towards obtaining the Climate Leaders Award"					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
ESE 5	1. Working towards obtaining the Climate Leaders Award	July 2026	Sustainability Lead	All	N/A – continuation of practice	None

ESE 6	"We will, through 'Sustainability Champions', implement effective pupil engagement and provide a pupil voice in the school's action groups and provide leadership opportunities in this area."					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
	1. Increase pupil engagement in the school's action groups and develop the effectiveness of pupil voice and leadership opportunities in this area i.e. 'Sustainability Champions'	July 2026	Sustainability Lead	All	Pupil engagement and number of Sustainability Champions against 22/23 baselines	None

ESE 7	"We will make pupils and staff aware of how their actions impact on our carbon footprint and set challenges and competitions to reduce each school's carbon footprint."					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
	1. Continue to take a lead in developing cross school environmental links, sharing good practice and introduce a competitive element relating to carbon reduction.	July 2026	Sustainability Lead	All	See ESE2 (2)	None
	2. Give pupils and staff the resources needed to measure carbon usage and identify where savings have been made.	July 2026	Sustainability Lead	All	See ESE2 (2)	None

8.   Community

8.1   Community - Strategic Aims

Over the life of this strategy we will:

1. *Engage effectively with our pupils, staff and local communities encouraging and supporting sustainable behaviours and driving cultural change across our Trust by promoting sustainable practices to achieve positive environmental action.*

2. *Be recognised as a Trust that fosters and models sustainable behaviours and shares knowledge and ideas that inspires our community to act now and build resilience to climate change.*

3. *Facilitate access to sustainable resources, technologies and platforms to improve the quality of our teaching and learning of sustainable matters.*

4. *Increase our engagement with our pupils, staff and local communities through a range a media to significantly increase awareness of environmental sustainability issues and priorities.*

8.2 Community

We are committed to engaging effectively with our pupils, staff and local communities to achieve positive environmental action. A key first step on this journey being to share the content of the strategy with our community, inviting feedback and encouraging participation on our ambitious journey.

We want to be recognised as a Trust that fosters and models sustainable behaviours and shares knowledge and ideas, inspiring our community to act now and build resilience to climate change. In order to achieve this we will encourage and support sustainable behaviours and drive cultural change across our Trust by promoting sustainable practices, which will require a significant increase in engagement and communication on environmental sustainability issues, whether that be facilitating access to sustainable resources, technologies and platforms to improve the quality of our teaching and learning of sustainable matters or simply to provide a greater level of information and celebrating the work we are doing.

8.2.1 Community - Strategic Objectives

CO1 *"We will engage effectively with our pupils, staff and local communities encouraging and supporting sustainable behaviours and driving cultural change across our Trust by promoting sustainable practices to achieve positive environmental action."*

CO2 *"We will be recognised as a Trust that fosters and models sustainable behaviours and shares knowledge and ideas that inspires our community to act now and build resilience to climate change."*

CO3 *"We will facilitate access to sustainable resources, technologies and platforms to improve the quality of our teaching and learning of sustainable matters."*

CO4 *"We will increase our engagement with our pupils, staff and local communities through a range a media to significantly increase awareness of environmental sustainability issues and priorities."*

8.2.2 Community - Sustainable Development Action Plan

In order to deliver our Community Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	"We will engage effectively with our pupils, staff and local communities encouraging and supporting sustainable behaviours and driving cultural change across our Trust by promoting sustainable practices to achieve positive environmental action."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
CO 1	1. Encourage and support sustainable behaviour change among our community by promoting sustainable practices, providing information and facilitating access to sustainable resources.	Ongoing	Sustainability Lead	All	See S2 (1-8)	None
	2. Establish a communication plan and strategy to reach our target audiences and keep them informed and updated about our plans and progress	April 2024	Director of Estates	-	Development and issue of communications plan	None
	3. Develop a range of communication materials, including a six monthly and annual sustainability report, newsletters, social media posts and website content to communicate our sustainability initiatives to the wider community.	April 2024	Director of Estates	All	Communication metrics and issue of six monthly and annual report to the Board of Trustees	None
	4. Establish a system to recognise and reward individuals who demonstrate outstanding sustainability practices and support for sustainability initiatives	July 2024	Director of HR	-	Reward and recognition award metrics	None
	5. Encourage staff and pupils to share their sustainability ideas via the School Councils and Environmental groups	April 2024	Sustainability Lead	-	N/A	None
	6. Increase the functionality and usage of the Parent Portal, School Post and Website to engage with our parents and reduce the amount of post/hard copy publications	April 2024	Executive Principal	-	Parent portal usage metrics and reduction in publications via post metrics against 22/23 metrics	None
	7. Empower the pupils and staff to take action on sustainability initiatives.	April 2024	Sustainability Lead	-	Annual initiative metrics being presented by pupils	None
	8. Improve our school and local communities' understanding of environmental issues	April 2024	Sustainability Lead	-	N/A	None
	9. Ensure that 'sustainability' features regularly and repeatedly appear on our website and social media platforms (Twitter, Instagram, etc.) and in the press (both local and national)	April 2024	Sustainability Lead	-	Communication metrics in the form of number of posts and publications against 22/23 baselines	None
	10. Celebrate the success of environmental action i.e. in assemblies, online	April 2024	Executive Principal	-	Number of environmentally focused successes delivered via assembly/online platforms	None
	11. Make greater use of the monitors, display areas i.e. central hall and the Dining Hall and physical noticeboards/signage to raise awareness of sustainability issues and actions	April 2024	Sustainability Lead	-	Implementation and number of physical awareness campaigns	None

	"We will be recognised as a Trust that fosters and models sustainable behaviours and shares knowledge and ideas that inspires our community to act now and build resilience to climate change."					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
CO 2	1. Foster partnerships with community organisations to promote sustainability initiatives and encourage community involvement	July 2024	Sustainability Lead	-	Joint partnership and community initiative metrics against 22/23 baselines	None
	2. Achieve nationally recognised awards for our environmental sustainability work	April 2024	Sustainability Lead	-	Number of awards received relating to sustainability initiatives	None
	3. Identify opportunities to increase our Trust's level of engagement with local, national and international environmental sustainability initiatives	April 2024	Sustainability Lead	-	See CO2 (5)	None
	4. Celebrate success stories using 'nudge economics' to influence others to take action	April 2024	Sustainability Lead	-	N/A	None
	5. Identify opportunities for collaboration with regional, national and international stakeholders	July 2024	Sustainability Lead	-	Collaboration initiative metrics against 22/23 baselines	None

|	*"We will facilitate access to sustainable resources, technologies and platforms to improve the quality of our teaching and learning of sustainable matters."*					
	Priority Actions	**Timescale**	**Lead**	**SDG**	**Success milestone/KPI**	**Investment**
CO 3	1. Increase our use of digital and electronic technologies and platforms to improve the quality of our teaching and learning	April 2024	Executive Principal	-	Use of digital platforms for learning and teaching and quantifiable learning outcomes against 22/23 baselines	Low

	"We will increase our engagement with our pupils, staff and local communities through a range a media to significantly increase awareness and action of environmental sustainability issues and priorities."					
	Priority Actions	Timescale	Lead	SDG	Success milestone/KPI	Investment
CO 4	1. Work with community organisations to develop joint sustainability initiatives that benefit the community and the environment	April 2024	Sustainability Lead	-	Joint partnership and community initiative metrics against 22/23 baselines	None
	2. Host community events, such as tree planting days, clean-up events, and sustainability fairs, to engage the community in sustainability initiatives	April 2024	Sustainability Lead	-	Number of sustainability initiatives and community events held against 22/23 baselines	None
	3. Hold a yearly sustainability surgery and invite members of our local communities	April 2024	Sustainability Lead	-	Hosting of year on year sustainability surgery/community events	None
	4. Engage with local media outlets to promote our sustainability initiatives and encourage community involvement	April 2024	Sustainability Lead	-	Number of media interactions to promote sustainability initiatives against 22/23 baselines	None
	5. Gain community support for sustainability initiatives and build partnerships	April 2024	Sustainability Lead	-	Number of sustainability initiatives and community events held against 22/23 baselines	None
	6. Engage with increasing numbers of local partner schools and neighbours to create meaningful opportunities to improve the local environment	April 2024	Sustainability Lead	-	Engagement metrics to demonstrate synergies and opportunities with partner schools	None

9. Careers

9.1 Careers - Strategic Aim

Over the life of this strategy we will:

1. *Educate our community on the importance of careers in sustainability and through implementation of initiatives provide educational and career development opportunities".*
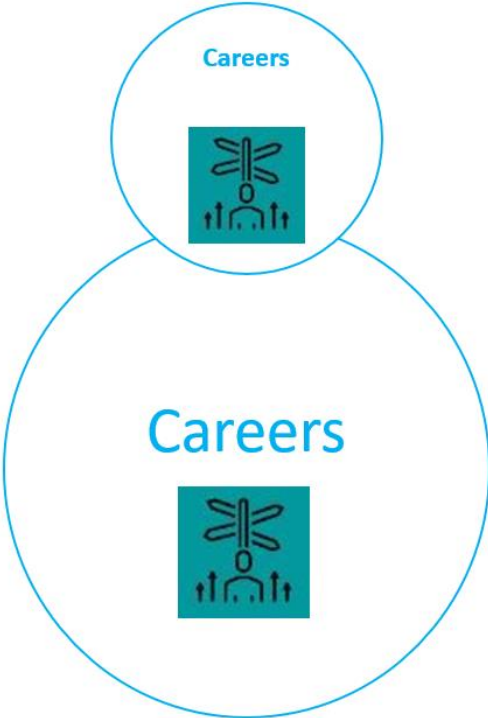
9.2 Careers

In addition to supporting the transition to net zero, the UK government's Net Zero Strategy is to create 190,000 jobs by 2025 and up to 440,000 jobs in 2030. This increased investment and legislation for nature's recovery driven by the Environment Act will create a significant number of jobs across the sector.

As a responsible education provider, we realise the importance of and need for innovators of the future. Through our integrated environmental education programmes, we will educate our pupils on the importance of careers in environmental sustainability and seek to inspire and encourage them to become reflective and pro-active sustainability champions.

We will ensure our pupils are aware and able to access all available resources and have access to a broad range of employers and workplaces, including those in the green sectors and will actively support those wishing to pursue careers within the various environmental sustainability areas empowering them to become the creative problem solvers and innovators of the future.

Our participation in the National Education Nature Park will continue to increase opportunities for our pupils to connect with nature and encourage them to continue into careers in data science, ecology and biology, all of which are needed for nature's recovery. Additionally, providing our pupils with the opportunity to complete and graduate in the Climate Leaders Award will provide them with the additional skills needed to enter the green economy.

9.2.1 Careers - Strategic Objectives

CA1   *"We will educate our community on the importance of careers in sustainability and through implementation of initiatives provide educational and career development opportunities".*

9.2.2 Careers - Sustainable Development Action Plan

To deliver our Careers Environmental Sustainability strategic objectives, we will deliver our outline Sustainable Development Action Plan:

	Priority Actions	Timescale	Lead	SDG:	Success milestone/KPI	Investment
CA 1	*"We will educate our community on the importance of careers in sustainability and through implementation of initiatives provide educational and career development opportunities".*					
	1. Educate staff and pupils on the importance of sustainability careers.	Ongoing	Director of Employability	3,4,12	Delivery of sustainability careers education across all schools	None
	2. Develop a range of communication materials, including brochures, posters, social media posts, and website content, to communicate the importance of sustainability careers.	Sept 2023	Director of Employability	-	N/A	Low
	3. Offer educational opportunities for pupils to learn about sustainability careers, including workshops, guest lectures, and career fairs.	Ongoing	Director of Employability	-	Number of educational opportunities and sustainability careers events completed against 22/23 baselines	None
	4. Gather feedback and ideas from school communities on sustainability careers and how to better integrate sustainability into career development	Ongoing	Director of Employability	-	N/A	None
	5. Conduct Trust-wide surveys to gather feedback on current awareness of sustainability careers, and ideas for future initiatives	Sept 2023	Director of Employability	-	Number of Trust wide surveys completed to raise awareness of sustainability careers	None
	6. Host meetings with stakeholders, including pupils and staff to gather input on sustainability career development initiatives.	Ongoing	Director of Employability	-	Number of sustainability careers events completed against 22/23 baselines	None
	7. Collaborate with stakeholders to develop and implement sustainability career development initiatives.	Ongoing	Director of Employability	-	N/A	None
	8. Work with the sustainability careers teams and the careers champions to develop joint sustainability careers initiatives	Sept 2023	Director of Employability	-	Number of sustainability careers initiative identified and implemented against 22/23 baselines	None
	9. Invite speakers from businesses that champion sustainability and organise on-site visits whenever possible.	Ongoing	Director of Employability	-	Sustainability career speaker completion and metric reporting	Medium
	10. Gain stakeholder support for sustainability career development initiatives.	Ongoing	Director of Employability	-	N/A	Low
	11. Seek feedback from pupils and from visitors following each career campaign, share the feedback and invite suggestions for subsequent campaigns.	Sept 2023	Director of Employability	-	N/A	Low
	12. Empower stakeholders to pursue sustainability careers and support sustainability career development initiatives.	Ongoing	Director of Employability	-	N/A	Low
	13. Provide resources and support for pupils to pursue sustainability careers, such as career counselling, mentorship programmes, and job fairs.	Ongoing	Director of Employability	-	Number of sustainability careers events/programmes/fairs completed against 22/23 baselines	None
	14. Recognize and reward: Establish a system to recognize and reward pupils and alumni that pursue sustainability careers and support sustainability career development initiatives.	July 2024	Director of HR	-	Reward and recognition award metrics	None
	15. Promote awareness, through our careers programme, of job opportunities in green technologies and the wider economy (e.g. social, ethical, corporate responsibility)	Ongoing	Director of Employability	-	N/A	Low
	16. Systematically research and promote green careers and green apprenticeships to coincide with national careers campaigns	Ongoing	Director of Employability	-	N/A	Low
	17. Link with other educational establishments and green businesses to crease aspiration and show pupils how they can pursue a green pathway in their chosen field	Ongoing	Director of Employability	-	N/A	Low

10. Roles and Responsibilities

To ensure delivery of our ambitious environmental sustainability strategic objectives and the associated actions set out in our Sustainable Development Action Plan, we will implement robust structures and governance arrangements to drive change.

We acknowledge that there is a significant requirement for clarity of role and responsibility when using the Five C's model so that all levels of leadership across the Trust are clear which of the "Cs" is which and which falls under their area of responsibility. There is also a recognition that within this model, staff may have several areas of responsibility, requiring significant input so will undertake a needs assessment to ensure we have sufficient capability and capacity to deliver on our strategy across the Trust.

In addition to resource management, we will ensure effective governance and monitoring systems are implemented to ensure delivery of our objectives. This will initially be through the Trust's Executive Board and ultimately the Board of Trustees, with an Environmental Sustainability report being presented to the Board of Trustees outlining performance metrics against our strategic objectives on a six-monthly basis.

10.1 Board of Trustees

To establish an effective strategy to deliver the Trust's vision, the Board of Trustees has endorsed use of a supplemented version of The National Association for Environmental Education's (NAEE) 'Five Cs' Approach to Sustainability, which is an holistic Trust approach to Environmental Sustainability and by definition encompasses all aspects of Trust life, learning and management.

The Board of Trustees have committed to the three overarching Environmental Sustainability strategic objectives outlined in this strategy and each year will dedicate a proportion of funding towards environmental projects from the Trust Development Fund or Pagabo Funds so as not to place added pressure on school budgets. This amount will be reviewed each year in line with our strategic goals and priorities and where appropriate will be supplemented by bids for additional funding to decarbonise buildings and deliver other environmental opportunities.

The Board of Trustees will oversee all work associated with environmental sustainability at the highest strategic level with oversight and operational delivery sitting with the Trust's Executive Board all in alignment with the Trust Development Plan. The Board of Trustees will ensure environmental sustainability is on Board's agenda at least six monthly.

10.2 Trust Executive Board

The Trust Executive Board will be responsible for the oversight and operational delivery of the Environmental Sustainability Strategy.

The Trust Executive Board will ensure that Environmental Sustainability Strategy forms a regular standing agenda item and will assume responsibility for the following:

- Creating and shaping the Environmental Sustainability Strategy and having strategic and operational oversight of its implementation.
- Allocating adequate departmental resources to ensure successful delivery of the Environmental Sustainability Strategy.
- Ensure effective sustainability and environmental education and positive and impactful sustainability practice.
- Monitoring, reviewing and evaluating the progress of the ambitious targets and objectives set out in the Environmental Sustainability Strategy and Sustainable Development Action Plan.

- Communicating with the relevant stakeholders and preparing the six-monthly "Environmental Sustainability Monitoring Report" and the annual "Environmental Sustainability Annual Report" for the Board of Trustees.
- Ensuring each school and the central Trust team appoint an "Sustainability Champion" to lead on a number of issues locally.

10.3 Trust Sustainability Lead

The Trust Sustainability Lead will coordinate the Trust's overall response to this strategy.

10.4 Director of Estates and Facilities

The Director of Estates and Facilities will play a significant role in delivery of many of the actions set out in this strategy to ensure delivery of the Trust's strategic objectives.

10.5 School-based Sustainability Champions

The main role of school Sustainability Champions is to support the implementation of the Environmental Sustainability Strategy across their school and to act as a point of contact and advocate for sustainability within the school community. Specifically, school-based Sustainability Champions will:

- Liaise with the Trust's Sustainability Lead to ensure the school is implementing the Environmental Sustainability Strategy effectively and to share information on sustainability initiatives and activities taking place in the school.
- Oversee the work of the Eco-Committee if the school follows the Eco-Schools framework.
- Act as a point of contact for pupils, staff and parents who have ideas, suggestions or questions related to environmental sustainability and share this feedback with the Trust's Sustainability Lead.
- Help to promote and communicate sustainability initiatives and activities within the school, such as through posters, newsletters, and social media channels.
- Coordinate and support sustainability-related initiatives and activities within the school, such as waste reduction, energy conservation, sustainable transportation and green procurement in line with the Environmental Sustainability Strategy.
- Monitor and evaluate the impact of environmental sustainability initiatives in the school and report progress to the Trust's Sustainability Lead.
- Attend meetings and training sessions organised by the Trust's Sustainability Lead to keep up to date with best practices and emerging trends in sustainability and share this knowledge with others in the school community.

10.6 All Staff

We expect all staff at The Education Alliance to be positive environmental role models. By encouraging our staff to reflect upon their personal and professional practices, we want them to support our environmental agenda and to make positive changes wherever possible i.e. minimising the wasteful use of resources; using water bottles and reusable cups; eliminating single-use plastics; reducing paper usage in printing and photocopying; using public transport or sharing lifts or where possible walking or cycling to work.

10.7 Pupils

As with our staff, we expect our pupils to act in a way that demonstrates concern for the environment and shows a commitment to sustainable living. Through our integrated environmental education programmes, we seek to inspire our pupils to be reflective and pro-active sustainability champions. In addition, we hope that some of our pupils will pursue careers in the green industry, becoming the innovators and creative problem solvers of the future.

11. Conclusion

Our Environmental Sustainability Strategy highlights our genuine commitment to environmental sustainability.

Given that we are at such a crucial stage in our planet's history, we understand how important it is for us to place environmental considerations at the heart of our Trust's culture and incorporate it into everything that we do. By taking decisive action now, we hope to play our part in combatting the negative effects of global climate change.

Over the course of the strategy, we will further develop our plans and initiatives and look forward to updating our community with news of our progress and successes. We are extremely excited by our strategy and trust that our community will work with energy and commitment to support us to achieve our aims. After all, every single one of us has a role to play in safeguarding the future of both our community and our planet.