



# Environmental & Sustainable Development Policy

<b>Policy type</b>	Non-Statutory
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<b>Approved by</b>	BoT
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<b>JCC</b>	Y / <del>N</del>

## **1. Summary**

The Trust is committed to educating students about environmental sustainability and preparing them for a world impacted by climate change. The policy aims to promote eco-friendly attitudes and ensure the schools are as sustainable as possible.

The policy covers waste and recycling, with measures to reduce paper use, compost food waste, and ensure correct disposal of electrical equipment. Littering procedures are outlined, including designated eating areas and sufficient bins. Transport aims include encouraging walking/cycling over driving, providing storage for bikes, and road safety education. For school grounds, energy consumption will be monitored and reduced through solutions like motion sensor lights where possible. Healthy, sustainable lifestyles will be promoted. The curriculum will teach about food origins, seasonal/local produce, sustainable fishing/farming, and environmental impacts. Regarding energy use, lights/appliances will be turned off when not in use, heating optimised, pipe insulation utilised, and inefficiencies resolved urgently. Information will be displayed to encourage sustainable behaviours. Carbon emissions will be reduced through renewable technologies, rewards for sustainable transport, advertising benefits, and sourcing UK supplies. Sustainable procurement of goods will be ensured through efficient, local purchasing where possible. The sustainability curriculum will be embedded across subjects in line with our overall commitment.

## **2. Statement of intent**

Tithe Academy is committed to educating our students about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that students are prepared for a world impacted by climate change through learning and practical experience.

We encourage both students and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

Effective use of this policy will ensure students are taught about environmental sustainability, promote an ecofriendly attitude, and ensure that our schools are as sustainable as they can be.

## **3. Legal framework**

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Climate Change Act 2008
- The Ozone-Depleting Substances Regulations 2015
- Environmental Protection Act 1990
- Control of Pollution Act 1974
- DfE (2012) 'Top tips for sustainability in schools'
- The Waste Electrical and Electronic Equipment Regulations 2013
- DfE (2022) 'Sustainability and climate change: a strategy for the education and children's services systems'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Behaviour Policy
- Code of Conduct for Employees

- Code of Conduct for Parents and Carers
- Health and Safety Policy

#### 4. Roles and responsibilities

The Board of Trustees is responsible for:

- Reviewing the Environmental and Sustainability policy
- A commitment to making progress towards Trust carbon neutrality
- Introducing, monitoring and reviewing the Trusts progress towards carbon neutrality
- Bringing an awareness of sustainability to the forefront of our education, not only in our curriculum but around school, in all activities and our general ethos
- Consider environmental impacts where any new buildings or capital refurbishments are being planned.

The Local Governing Bodies are responsible for:

- A commitment to making progress towards school carbon neutrality
- Introducing, monitoring and reviewing their school's progress towards carbon neutrality
- Support their school to reduce waste by increasing re use, recycling and reduce landfill waste
- Supporting their school to improve energy efficiency
- Encourage their school to actively seek sustainable procurement opportunities
- Monitoring a curriculum which promotes the need for environmental sustainability.

The Schools are responsible for:

- Developing a curriculum which promotes the need for environmental sustainability
- Including and engaging staff, governors, students, parents and the local community to improve and sustain the world today for future generations
- Sharing good practice with students, parents and the community, and encouraging them to adopt the initiatives outlined within this policy
- Promoting awareness of climate change through cross-curricular activities
- Sharing the responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment
- Preparing students for a world impacted by climate change through learning and practical experience
- Actively seeking sustainable procurement opportunities
- Ensuring where possible that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic
- Encouraging parents to:
  - Promote an eco-friendly lifestyle at home
  - Encourage children to walk or cycle to school, when possible
  - Recycle at home and ensure that their children understand how to recycle
  - Reinforce the learning that the school implements in regard to the environment.

The Headteachers / Head of School are responsible for:

- The overall implementation of this policy
- Developing a sustainability curriculum
- Ensuring that teaching staff have the necessary knowledge to teach students about environmental concerns
- Ensuring that staff and students understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use
- Ensuring that catering staff understand the importance of making progress towards carbon neutrality including recycling and disposing of food waste sustainably

- Ensuring that the Site Manager understands their responsibility to making progress towards carbon neutrality
- Identifying, with the Site Manager, ways to reduce energy wastage such as installing motion sensor lights
- Identifying, with the Site Manager, ways to reduce waste by increasing re use, recycling and reduce landfill waste
- Support students to cycle to school through participation in appropriate training.

Teaching staff are responsible for:

- Promoting the need for environmental sustainability in their lessons
- Ensuring their classrooms are using energy sustainably, for example, ensuring that computers and lights are turned off when not in use.

The Site staff are responsible for:

- Recording data such as energy and waste energy use and reporting any waste to the Headteacher / Head of School
- Encouraging and supporting staff and students to ensure classrooms are using energy sustainably
- With the support of the headteacher, monitor shared spaces ensuring these are using energy sustainably
- Ensuring that outside lights are switched off when they are not needed
- Monitoring the cleaning staff and advising them on good energy practice
- Maintaining the overall cleanliness of the school premises
- Communicating with disposal companies regarding the disposal of recyclable and non-recyclable waste, so that the school can implement a waste disposal procedure for all staff and students to follow
- Coordinating waste disposal from the premises and ensuring that all waste is disposed of correctly
- Consider, with the Headteacher / Head of School, the development of the school grounds to develop bio diversity, outdoor learning opportunities and support our progress to carbon neutrality.

The Trust's Operations Lead is responsible for:

- Appraising the Board of Trustees and Local Governing Bodies on environmental and sustainability projects running across the Trust
- Sourcing grants to support the implementation of sustainable processes.

Student Councils are responsible for:

- Representing the views of the students which may take the form of an eco forum or eco council.
- Taking an active approach to helping students understand a variety of issues such as climate change and waste which could include:
  - Reviewing and promoting sustainability throughout the school
  - Monitoring any litter problems in the wider community and address any problems.
  - Promoting a litter free environment to other students.

Students are responsible for:

- Applying their learning at home and aiming to be sustainable outside of school
- Walking or cycling to school, when possible
- Using energy sustainably, for example, not leaving taps running
- Being responsible for keeping our classrooms, school and grounds clean and tidy
- Eating healthy, natural fruit and vegetable snacks, which do not come in paper or plastic packaging
- Using the right bins so that we can recycle and compost our waste.

## **5. Waste and recycling**

We will reduce the amount of waste we reduce by:

- Writing and printing on both sides of paper wherever possible
- Using emails as much as possible to reduce paper waste
- Using emails, the school's website and parent text messaging procedures when communicating with parents, to reduce paper waste
- Encouraging catering suppliers to compost food waste where possible
- Reusing scrap paper wherever possible
- Only printing when essential
- Ensuring that redundant equipment is disposed of through reuse or recycling schemes where possible
- Sharing worksheets where possible

Students will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles. We will no longer sell drinks in disposable plastic bottles through our catering contracts.

We will display posters explaining important environmental considerations, for example, what sort of waste can be recycled and how litter can be detrimental to the environment. Any paper containing personal or sensitive information will not be re-used and will be disposed of in accordance with the school's Data Protection Policy.

Teachers will encourage students to partake in weekly litter picking around the school grounds as well as a community litter pick in the local area. Litter picking volunteers will be in groups no larger than 10 and will be accompanied by a member of staff at all times.

## **6. Waste electrical and electronic equipment (WEEE)**

WEEE is regulated to reduce the number of devices and equipment that is incinerated or sent to landfill sites. To reduce the school's carbon footprint and minimise the impact on global warming, the necessary steps are taken to ensure WEEE is disposed of properly. The types of electrical and electronic equipment (EEE) the school will safely dispose of include, but are not limited to:

- Desktop computers
- Servers
- Laptops
- Monitors
- Printers
- Projectors
- Scanners
- Interactive whiteboards

The Trust's Digital Lead, in collaboration with the Network Manager, will find a suitable partner, to dispose of WEEE safely. Before disposal, the Network Manager will ensure data is securely deleted or backed-up in accordance with the Data Protection Policy and Records Management Policy.

## **7. Littering**

The school understands that, under the Environmental Protection Act 1990, littering is a criminal offence. Every member of the school community has a duty to dispose of waste properly. Specifically, individuals are responsible for:

- Putting litter in a bin

- Using appropriate recycling bins
- Using resources thoughtfully, reusing where possible
- Assisting site staff with the cleanliness of the premises.

The Operations Lead and Site staff at each school take overall responsibility for the overall cleanliness of the school premises, and arrange and co-ordinate waste disposal from the premises and ensures that items are disposed of correctly.

Through its student council, each school will:

- Promote awareness of anti-littering
- Monitor the school's anti-littering procedures
- Hold solution focussed discussions on litter issues.

Each school will have designated eating areas for students to prevent unwanted litter. Extra bins will be provided in these areas

Schools will raise awareness of anti-littering amongst students and staff through dedicated assemblies, PSHE lessons, and additional resources such as leaflets and posters.

## **8. Transport**

Students and staff will be encouraged to walk to school, where possible. The benefits of daily exercise, such as walking to school when possible, will be promoted throughout the school. We will encourage staff to car share whenever possible, for example, when travelling to external training days.

We will produce informative material, such as posters and leaflets, regarding the impact of the carbon emissions produced by personal vehicles and public transport on the environment, which will be displayed / distributed around the school.

We will have suitable and safe storage for staff and students to store bicycles. We recognise that there are risks involved when individuals choose to walk or cycle to school; therefore, we will organise road safety lessons.

## **9. School grounds**

Local Governing Bodies and the site staff will monitor the consumption of energy within the school, recognising where the school is wasting energy and implementing measures to reduce energy consumption, e.g. introducing motion sensitive lights.

Energy saving lightbulbs will be used wherever possible when lighting is being replaced.

When new buildings or refurbishments are being planned, we will always consider any environmental impacts and energy saving solutions. To support this, the Operations Lead may consult an expert in this field.

## **10. Healthy Living**

We will promote an ethos of environmental understanding. Students will be taught to understand that their actions have a direct impact upon the environment. We will discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment.

We will encourage staff and students to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving. We will ensure primary students complete the daily mile exercise.

## **11. Sustainable farming and fishing**

We will teach students where food comes from as part of the PSHE lessons. Students will be taught about the importance of sustainable fishing and farming.

School meals will be designed with due regard to seasonal produce and locally sourced food. We will encourage school caterers to approach local food suppliers for their produce to be used in school meals.

## **12. Energy**

We will display our Display Energy Certificate in plain sight, for example, in the school foyer. We will reduce our energy usage by:

- Switching off lights when they're not in use
- Keeping doors and windows shut in cold weather and installing draught excluders so that warm air is retained
- Turning off energy-draining appliances, for example, computers, projectors and interactive white boards, when they are not in use
- Monitoring the temperature and frequency of heating in the school and adjusting it accordingly
- Conserving water by installing systems that reduce waste such as cistern dams and flow restrictors
- Insulating hot water pipes to reduce water waste when running a tap, as well as reducing the likelihood of frozen pipes in winter
- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority by the site manager
- Auditing the amount of energy used each term
- Upgrading the school's heating system to a modern, more efficient system, including a smart meter, to reduce emissions
- Displaying information around the school and in classrooms to ensure that students understand the importance of switching off lights, computers and taps when they are not in use
- Monitoring the environmental sustainability of suppliers and adjusting procurement arrangements accordingly
- Making all members of the school's community aware of the link between energy use and financial costs
- Appointing an individual in each school, e.g. the site manager, to ensure that these measures are carried out.

## **13. Reducing carbon emissions**

We are committed to reducing our overall carbon emissions. Emissions will be reduced by:

- Implementing renewable technologies that export surplus energy to the national grid
- Implementing a rewards system for students and/or staff who reduce carbon emissions by walking, cycling or taking public transport to school
- Advertising the benefits of being environmentally friendly around school
- Promoting the benefits of recycling
- Sourcing school supplies from UK suppliers as much as possible.

We will communicate with our local authority (LA) and other schools to enhance our provisions and continue to develop and implement best practice within each of our schools.

#### **14. Sustainable procurement of goods**

We will devote time to ensuring product procurement is undertaken in the most sustainable way. Our Finance team will ensure that products bought are cost efficient and sourced from within the UK or locally where possible. We will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality and their returns policy.

#### **15. Curriculum**

We aim to provide students with knowledge, skills and understanding in biodiversity and sustainability, by embedding the topics within many areas of our curriculum. Individual school curriculums will outline how the topics are embedded into the school's curriculum.

The Trust Sustainability Team liaise with outside organisations to develop and refine our curriculum offer.

Each school is encouraged to be a member of the [Green Schools Project](https://www.greenschoolsproject.org.uk/):

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This is an initiative that encourages students to engage with environment and sustainable development issues. It also highlights and supports the ever-growing eco anxiety that many young people feel.

#### **16. Monitoring**

Implementation of this policy will be monitored through the Trust's Operations Lead and reported to the Local Governing Bodies and the Board of Trustees through Premises reports.