



Energy and Sustainability Policy



The Stour Federation

“We are on a highway to climate hell with our foot still on the accelerator...Human activity is the cause of the climate problem. So human action must be the solution. Action to re-establish ambition.”

António Guterres (Secretary-General) remarks to High-Level opening of COP27 - 7th November 2022

1. INTRODUCTION

The Stour Federation Multi Academy Trust aspires to be a leader in sustainability. We want to motivate all of our students, staff and visitors to follow a forward-thinking approach towards protecting our environment - for now and for future generations. With a strategy spanning the curriculum, school sites and operations across the Trust, our aim is to reach carbon neutrality by 2040 and to encourage all our pupils, staff and their families to continue following this sustainable focus beyond our school grounds.

The Stour Federation is committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils have the necessary skills and knowledge to understand environmental concerns, so that they can apply this to their lives and adopt an eco-friendly lifestyle.

We encourage both pupils 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 pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself is as sustainable as it can be. As an organisation we must demonstrate strong civic leadership and as such sustainability is of high importance to the Trust. It is also vital that our organisation maximises its energy efficiency to reduce carbon emissions and continue to drive down the cost of our operations. We must also align with the Government target of becoming Net Carbon Zero by 2040.

2. 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’.
- DfE (2022) Sustainability and climate change: ‘a strategy for the education and children’s services systems’.
- National Governance Association (NGA) (2022) ‘Environmental Sustainability: A Whole

School Approach’.

3. OUR VISION

We aim to lead by example in the way we handle environmental issues inside our workplaces. Where it's relevant, we expect our suppliers to meet environmental standards in the services and goods they provide too. We have a dedicated sustainability lead who works with schools to help them become more sustainable in all that they do.

In order to demonstrate our commitment to energy and sustainability, The Stour Federation aims to meet its social, legal and educational responsibilities via the implementation of this policy. We will focus on staff and pupil behaviour as well as the school buildings and grounds.

The Trust Board and CEO are committed to continually improve its environmental performance whilst still maintaining high standards of health and safety and acceptable levels of comfort for all building users. The Trust Board and CEO will ensure that the following points are adhered to:

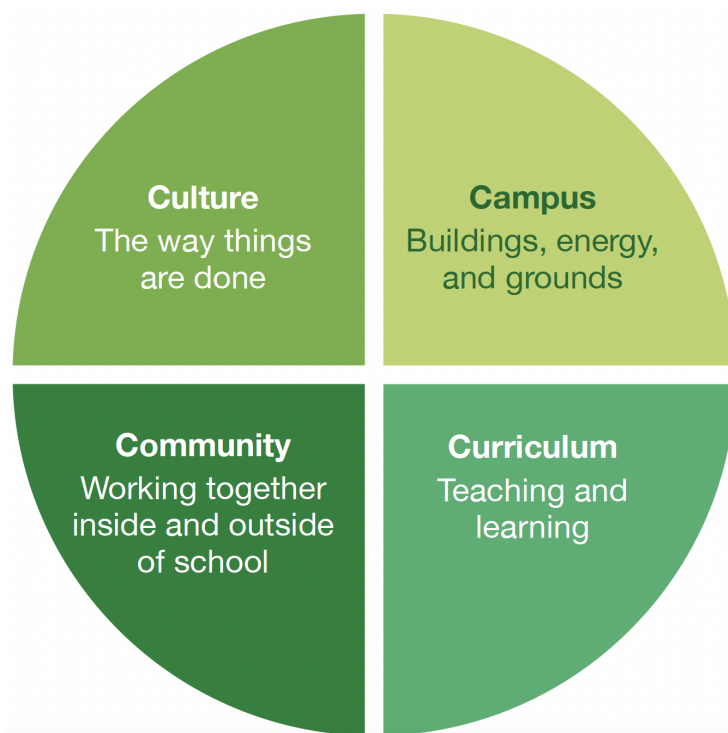
1. This policy is widely communicated and updated as and when required, or at least annually.
2. Communication will be provided regularly to the whole Trust community, informing them of the progress made and ways to improve.
3. We will bring an awareness of sustainability to the forefront of our education, not only in our taught curriculum but around school, in our extra-curricular activities and general ethos.
4. We will set an energy performance improvement target. We will then regularly monitor and evaluate energy use in order to establish a baseline, measure improvements and identify priority areas.
5. We will develop an energy and sustainability action plan for each site that provides a clear roadmap to achieving the Government’s Net Carbon Zero target. This will be presented in a way that ensures the whole school understands it and is aware of the actions, including their individual responsibilities.
6. We will deliver the energy and sustainability action plan through the following workstreams:
 - a. **Energy procurement** - wherever possible, obtaining energy from renewable sources.
 - b. **Energy consumption reduction** - reducing fuel consumption through the introduction of energy-efficient technologies and measures. This will also include self-generation of energy through installation of on-site renewable technology.
 - c. **Behavioural change** - increasing awareness of energy and sustainability issues and encouraging all members of the Trust to help reduce energy consumption whenever they can.
 - d. **Sustainable development** - ensuring that the highest energy-efficient design standards are adopted in all new buildings built on Trust land.
7. We will ensure that any actions agreed upon are implemented in an efficient and timely

manner.

4. OUR STRATEGY

Climate change is a major cause of concern for children, staff and parents. The Trust has a moral obligation to make improvements in energy efficiency and drive reductions in carbon emissions where possible.

Our sustainability goals will be achieved through focused activity across the following four key areas, taken from the [National Governance Association Environmental sustainability: a whole school approach](#) document.



- **Culture** - the way things are done at all levels of a Trust/school is reflective of the vision and values. Our everyday practices and larger decisions will demonstrate caring and respect for the environment.
- **Campus** - this encompasses all aspects of school buildings and grounds within the Trust, including energy use and procurement.
- **Community** - how the school and Trust foster a united approach towards environmental sustainability both with the local community and within each school community itself.
- **Curriculum** - each school's curriculum is an embodiment of its vision and values. Climate education will be taught beyond science and geography.

Our energy goals will be achieved through focused activity across the following four key areas:

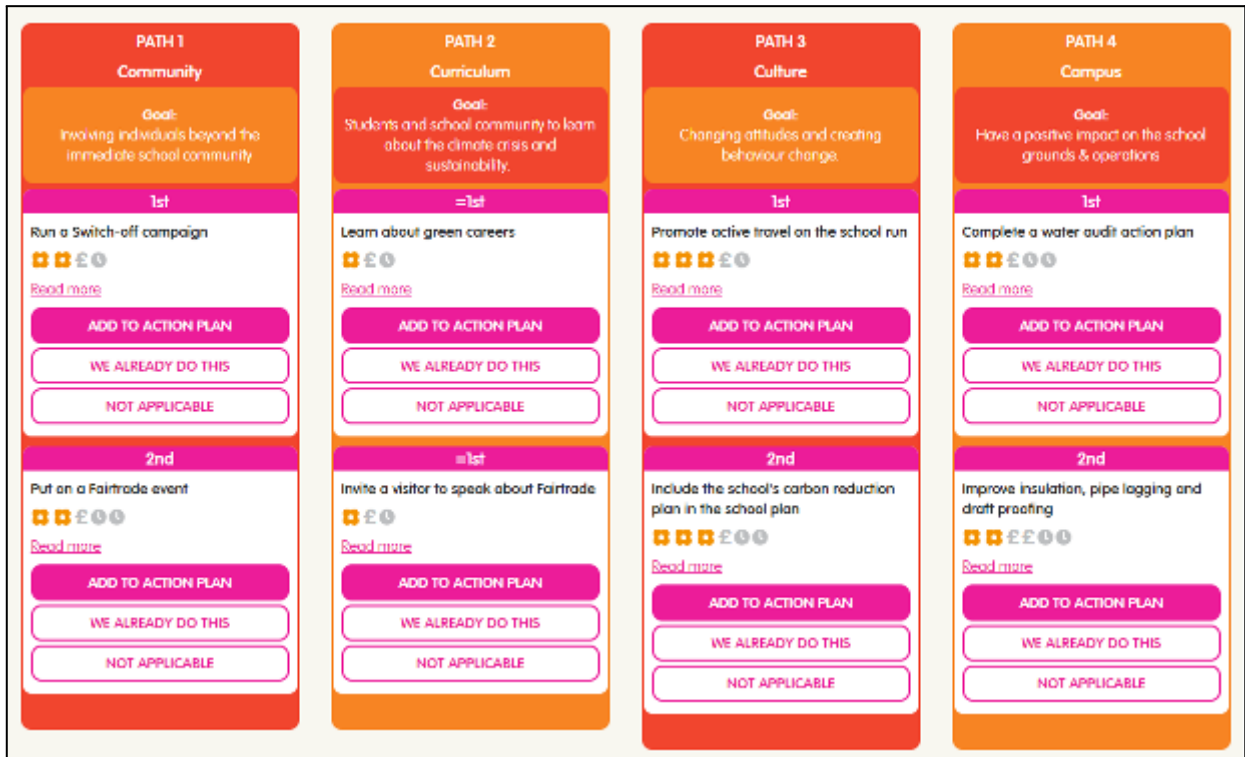
- **Energy procurement** - buying energy in an efficient and sustainable manner across the Trust.
- **Reduction of energy consumption** - investment in programmes of work to reduce our

energy consumption.






- **Generating energy** - investment in programmes to generate our own renewable energy, e.g. solar panels.
- **Embedding behavioural change** - affecting organisational change to ensure energy efficiency and sustainability are key considerations of everything the organisation does.

5. TRANSFORM OUR WORLD BY GOING GREEN

All schools in The Stour Federation will use the [Transform Our World Planner](#) for our sustainability action plan.



The Stour Federation Pledges to Go Green by considering the following five steps and suggestions below:

G row	R educe & R ecycle	E nvironmental C are	E ducate	N eutral C arbon F ootprint
				



Grow

- To rewild school grounds, through planting wildflowers, utilising birdhouses and birdbaths.
- To plant trees in our local community where possible and involve our pupils in the process.
- To focus on biodiversity in our planting, with native species and encouraging wildlife such as hedgehogs and butterflies.
- To use allotments to grow food, involving our students in the experience.
- To utilise water butts and compost heaps to help us grow sustainably.
- Pupils will learn where food comes from, including giving them first-hand experience of growing their own fruit or vegetables.
- School meals will be designed with due regard to seasonal produce and locally sourced food. Where possible we will approach local food suppliers for their produce to be used in school meals.
- Pupils will be taught about the importance of sustainable fishing and farming, and any fish produced used in school will be sustainably sourced.



Reduce and Recycle

- To reduce the amount of waste we produce across the whole Trust - general rubbish, water and food waste.
 - Writing and printing on both sides of paper whenever possible.
 - Using emails as much as possible, to reduce paper waste.
 - Using emails, school websites and parent communication systems when communicating with parents, to reduce paper waste.
 - Composting food waste, both from the kitchen and food brought into school by pupils.
 - Ensuring selective waste collection and organic treatment for composting and mulching.
 - Putting used paper in a scrap paper drawer and re-using it whenever possible.
 - Only printing documents when it is essential.
 - Making sure that all waste office equipment is correctly disposed of via re-use or recycling schemes.
 - Where possible, encouraging pupils to share worksheets.
 - 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.
- To reduce our consumption of electricity, gas/oil, water across the Trust.
- To effectively recycle across the Trust, covering paper, plastic, glass and clothing.
- To be free of single-use plastic across the Trust by 2026.
 - Pupils and staff are encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles.
- To use the Terracycle programme to recycle other products not taken by the District

Council, also being open for staff and pupils to bring items in from home.

- To measure, reduce and improve the energy efficiency of our premises including gas/oil water and electricity.
- To use renewable, recycled, Fairtrade and recyclable products wherever possible in our school operations.
- To ensure all students, staff and visitors know exactly what can be recycled and have clearly labelled bins located throughout the school.



Environmental Care

- To ensure our school grounds are cared for in an environmentally friendly way, through litter picking, using environmentally friendly chemical fertilisers, weed-killers, etc.
- To teach outdoors and encourage pupils to get involved in outdoor projects such as gardening.
- 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're 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 (when funding is received and when the system is at its end of life.
 - Displaying information around the school and in classrooms to ensure that pupils understand the importance of switching off lights, computers and taps when they're 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, e.g. the site manager, to ensure that these measures are carried out.
- We will display our Display Energy Certificate in plain sight, for example, in the school

foyer.

- To encourage promotion of our sustainable ethos across all school premises, for example in the form of posters, signs and displays.
- To consider sustainability issues as a top priority in the planning, procurement, design and construction processes of school projects.



Educate

- To have a clear and honest ethos of promoting sustainability across Trust.
- To make sustainability a key focus in our curriculum
- To encourage the actions in our policy to be followed by our staff members, pupils and their families in their school and home lives.
 - Display posters explaining important environmental considerations, e.g. what sort of waste can be recycled and how litter can be detrimental to the environment.
 - Run campaigns regarding the impact of the carbon emissions produced by personal vehicles and public transport on the environment, which will be displayed and distributed to the school community.
 - Promoting anti-littering and monitoring anti-littering procedures.
 - Designated eating areas to prevent unwanted litter.
 - Labelled waste disposal bins are provided throughout the school.
 - 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 the appropriate recycling bins.
 - Using resources thoughtfully.
 - Reusing resources where possible.
 - Assisting the caretaker, cleaners and Eco Council with the cleanliness of the premises.
- To promote an ethos of environmental understanding through principles of harmony:
 - Interdependence.
 - Cycle.
 - Diversity.
 - Adaptation.
 - Health.
 - Geometry.
 - Oneness.
- To encourage green skills in our students and staff and an understanding that their actions have a direct impact upon the environment. .
- To encourage staff and pupils to adopt healthy lifestyles (e.g. Marathon Kids, sports clubs), as healthy lifestyles often lead to a sustainable lifestyle.
- To develop the capacities of all staff to promote sustainability, through training etc.
- To involve pupils directly through our Eco Council committee and provide them with

- opportunities to action real change, with funding.
- To offer a rich programme of trips relating to sustainability.
 - To encourage sustainability outside the curriculum for example through tasks to do at home, research projects etc.
 - To encourage sustainable practice outside of school e.g. walking to school, knowing how to recycle, public transport.
 - To offer termly assemblies across our schools providing pupils with information, strategies and tasks.
 - To pass on our message using our website, marketing, newsletters etc.
 - To involve and educate the wider community in our ethos.
 - The Trust understands that, under the Environmental Protection Act 1990, littering is a criminal offence. It also understands that fines may be incurred where individuals deliberately litter the premises.
 - To share what we are doing with other organisations to encourage them to be more green.
 - To raise awareness through dedicated assemblies, lessons throughout the curriculum, staff training days and additional resources such as leaflets, posters and newsletter articles.
 - Promote the benefits of daily exercise, such as walking or cycling to school, when possible, including road safety awareness and bikeability courses.



Neutral Carbon Footprint

- To be carbon neutral by 2040.
- To sign up to the Net Zero Carbon Buildings Commitment.
- To pursue green, renewable and low-energy / carbon options for all our operations.
- To shop for our produce and products locally, organically, FairTrade and seasonally.
- To implement the most sustainable energy sources we can - for example battery storage, solar panels and LED lighting.
- We will accurately measure our energy efficiency and consumption in order to see how our sustainable measures are making a difference.
- We will look at the buildings across the Trust and retrofit any inefficient elements.
- When travelling, for example on school trips or in a minibus, we will consider ways to offset the carbon for our journeys.
- Encourage pupils and staff to walk or cycle to school, where possible, with safe storage available for bicycles and scooters.
- Encourage staff to car share wherever possible, e.g., when travelling to external training days.
- Energy saving light bulbs/LED lighting will be used throughout the school when lighting is being replaced.
- When new buildings or refurbishments are being planned, we will always consider any environmental impacts and the Trust Board will consult an expert.
- Source school supplies from UK suppliers as much as possible.
- Devote time to ensuring product procurement is done in the most sustainable way.
- Communicate with our LA and consortium of schools to enhance our provisions and

continue to develop and implement best practice within the Trust.

6. CARBON REDUCTION COMMITMENT

At the current time there are no compulsory CO2 emissions limits or targets for schools and academies to comply with.


All schools in The Stour Federation have their Display Energy Certificate (DEC) in a prominent place clearly visible to the public. A DEC shows the energy performance of a building based on actual energy consumption as recorded over the last 12 months within the validity period of the DEC (the operational rating). This rating is shown on a scale from A to G, where A is the lowest CO2 emissions (best) and G the highest CO2 emissions (worst).







Streamlined Energy and Carbon Reporting (SECR) requirements are for large academy trusts which meet two or more of the following criteria:

- Turnover (or gross income) of £36 million or more.
- Balance sheet assets of £18 million or more.
- 250 employees or more.

The framework below represents the process being adopted to provide a clear and transparent framework for delivery of a decarbonisation plan.



 <p>Strategy</p>	<p>Stage 1</p>	<p>This is a desktop assessment of the potential benefits an energy management transformation process could generate. It will produce a strategy to deliver the policy. Using existing knowledge of the built environment, experience of previous installations and standard parameters for energy prices, this stage involves modelling the potential for energy saving schemes across the whole organisation. This will result in the setting of targets, timescales and agreement of areas of focus.</p>
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 <p>Policy</p>	<p>Stage 2</p>	<p>Organisations such as Barker can help create a compelling vision by reviewing where you are and advising on what can be achieved. This will help engage stakeholders and drive meaningful, urgent action. Whether your aim is reducing your carbon footprint, saving money, or both, Barker will help shape your goals and advise on the most effective strategy to meet them.</p>
 <p>Energy survey</p>	<p>Stage 3</p>	<p>This will involve completion of energy audits across the entire estate. It will identify possible energy saving and decarbonisation measures that could be adopted to drive forward reductions in energy consumption and/or generate cost savings. The audits will include budgets for capital works costs plus carbon and cost savings.</p>
 <p>Energy transformation plan</p>	<p>Stage 4</p>	<p>This stage will develop the energy survey data into a detailed energy transformation plan including a schedule of all of the energy efficiency projects which could be completed, with pre-tender estimates based on current market prices with associated timing plans. The proposal will also consider the funding options available to you as part of the next stage. It is also possible then to look at phasing and prioritisation of works across the estate to gain maximum savings at the earliest opportunity. The culmination of this process will form an energy transformation plan which will provide the detailed roadmap to achieving the Trust's targets.</p>
 <p>Analysis</p>	<p>Stage 5</p>	<p>Collecting, analysing and presenting data plays a key role in measuring the success of energy transformation. Using real time data presented in a simple format is key to monitoring energy usage and costs across the estate. This stage will focus on how the Trust reports and analyses data collected from condition surveys, audits and the government's published data on finances and performance and present it in easy-to-understand graphs and tables. The Trust leadership can use this information to quickly understand the issues and opportunities, benchmark the data against others and make the best strategic decisions to drive positive change.</p>
 <p>Funding</p>	<p>Stage 6</p>	<p>The capital investment required to undertake the energy transformation process can be seen as a barrier for many education providers. There are a range of funding options and grants available to assist implementation. The team will appraise the available funding opportunities and identify the optimum approach. This will consider factors such as capital outlay, return on investment, upcoming funding schemes, external funding opportunities, timing and risk.</p>
 <p>Implementation</p>	<p>Stage 7</p>	<p>Once the scope of work and funding has been agreed and funding is approved, an implementation plan will be developed which will match efficient project management with minimal disruption to day-to-day operations. To drive the implementation a Project Team will be established including the following roles – Project Management, Design Services, Contractors/Installers, Health & Safety CDM advisors, Cost Managers. Technical Assurance.</p>

7. ROLES AND RESPONSIBILITIES

The Trust Board is responsible for:

- Reviewing the energy and sustainability policy.
- Consider environmental impacts where any new buildings or refurbishments are being

planned.

Local Academy Councils are responsible for:

- Monitoring and reviewing the school's energy usage.
- Identifying, with the caretaker, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights.
- Ensuring where possible that equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic.

Schools in The Stour Federation are responsible for:

- Developing a curriculum which promotes the need for environmental sustainability.
- Including and engaging staff, governors, pupils, parents and the local community to improve and sustain the world today for future generations.
- Sharing good practice with pupils, 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.

The CEO and Head of School/Headteacher are responsible for:

- The overall implementation of this policy.
- Ensuring that teaching staff have the necessary knowledge to teach pupils about environmental concerns.
- Ensuring that staff and pupils understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use.
- 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 pupils to follow.
- Ensuring that catering staff understand the importance of recycling and disposing of waste sustainably.
- Ensuring that the caretaker understands their responsibility to maintain the cleanliness of the school grounds.

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 caretaker is responsible for:

- Ensuring that outside lights are switched off when they are not needed.

- Recording energy use and reporting any waste to the Head, who will inform the Local Academy Council.
- Monitoring the cleaning staff and advising them on good energy practice.

An Eco Council will consist of pupils from across the whole school. One child from each year group is elected by their peers. The Eco Council aims to meet each half term to discuss ideas and campaigns. Minutes from each meeting are to be recorded by the Eco Schools Coordinator and ideas fed back to the rest of the school and the wider community.

Pupil Eco Councils are responsible for:

- Monitoring any litter problems in the wider community and addressing any problems.
- Promoting a litter free environment to other pupils.
- Reviewing and promoting sustainability throughout the school

Pupils 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.
- Be responsible for keeping our classrooms, school and grounds clean and tidy.
- Eat healthy, natural fruit and vegetable snacks, which don't come in paper or plastic packaging.
- Use the right bins so that we can recycle and compost our waste.

Parents are responsible for:

- Promoting an eco-friendly lifestyle at home.
- Encouraging children to walk or cycle to school, when possible.
- Recycling at home and ensuring that their children understand how to recycle.
- Reinforcing the learning that the school implements in regard to the environment.