

# Sustainability Policy



<b>Approved by:</b>	Trustee Board	<b>Date:</b> March 2024
<b>Signed by:</b>		<b>Position:</b> Chair of Trustees
<b>Last reviewed:</b>	January 2025	<b>Next review due:</b> January 2026

## Monitoring arrangements

This policy will be reviewed annually or earlier if an update is to be made. Interim review Summer 2025

Author: E Barnard	Title: Sustainability	Ref:	Date: Jan 2025
Inclusion Education is the working name of Inclusion Education CIO registered number 1162711			

# Contents

Learners mean learners / students / service users. Provisions mean school / college / ..... 2

Statement of Intent ..... 2

Legal Framework ..... 2

Roles and Responsibilities..... 2

Waste and recycling ..... 4

Waste electrical and electronic equipment (WEEE) ..... 4

Littering ..... 4

Transport..... 5

Premises ..... 5

Healthy living ..... 5

Sustainable farming and fishing ..... 5

Energy ..... 5

Reducing carbon emissions..... 6

Sustainable procurement of goods ..... 6

Curriculum..... 6

## Statement of Intent

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

Inclusion Education focus for 2025 will be to complete and implement a robust Climate Action Plan to enable an across organisation Sustainability Strategy. This will further encourage both learners and staff to think about the environment and how their actions will impact upon their local surroundings and the global environment and demonstrate best practice as an organisation within our buildings.

Effective use of this policy will ensure learners are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the provisions themselves are as sustainable as it can be. Any learnings from the Climate action plan will be documented within the next review.

## 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'

## Roles and Responsibilities

The Trustee Board is responsible for:

- Reviewing the Environmental and Sustainability policy
- A commitment to making progress towards organisation wide carbon neutrality
- Introducing, monitoring and reviewing the progress towards carbon neutrality

The CEO/COO are responsible for:

- A commitment to making progress towards Inclusion Education carbon neutrality
- Introducing, monitoring and reviewing the organizations' progress towards carbon neutrality
- Bringing an awareness of sustainability to the forefront of education, not only via the curriculum but throughout the organisation, in all activities and its general ethos.
- Consider environmental impacts where any new buildings or capital refurbishments are being planned.
- Support the organisation to reduce waste by increasing re use, recycling and reduce landfill waste
- Supporting Inclusion Education to improve energy efficiency
- Encourage to actively seek sustainable procurement opportunities

The Provision Senior Teams are responsible for:

- Developing a curriculum which promotes the need for environmental sustainability.
- Including and engaging staff, governors, learners, parents, other stakeholders and the local community to improve and sustain the world today for future generations.
- Sharing good practice with learners, parents, stakeholders 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 practicing policies which show concern and care for the future of the global environment.
- Preparing learners 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.
- Ensuring that all delivery staff have the necessary knowledge to teach learners about environmental concerns.
- Ensuring that staff and learners understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use.
- Ensuring all relevant staff understand the importance of making progress towards carbon neutrality including recycling and disposing of food waste sustainably

- Encouraging parents to:
  - Promote an eco-friendly lifestyle at home.
  - Encourage children to walk or cycle, when and if appropriate
  - Reinforce the learning that the provision implements in regard to the environment.

The Estates Team with Provision Leads are responsible for:

- Ensuring the understanding of their joint responsibility to making progress towards carbon neutrality.
- Identifying the ways to reduce energy wastage such as installing motion sensor lights
- Identifying ways to reduce waste by increasing re use, recycling and reduce landfill waste
- Consider the development of the premises to develop biodiversity, outdoor learning opportunities and support the progress to carbon neutrality

The Site Manager (as part of the estates team) is responsible for:

- Recording data such as energy and waste energy use and reporting any waste
- Encouraging and supporting staff and learners to ensure all spaces are using energy sustainably
- With the support of the provision lead, 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 provision premises.
- Communicating with disposal companies regarding the disposal of recyclable and non-recyclable waste, so that the organisation can implement a waste disposal procedure for all staff and learners to follow.
- Coordinating waste disposal from the premises and ensuring that all waste is disposed of correctly.

All delivery staff are responsible for:

- Promoting the need for environmental sustainability in their sessions.
- Ensuring their delivery spaces are using energy sustainably, for example, ensuring that computers and lights are turned off when not in use.
- Taking an active approach to helping learners understand a variety of issues such as climate change and waste. This could include:
  - Reviewing and promoting sustainability throughout the provisions
  - Monitoring any litter problems in the wider community and address any problems.
  - Promoting a litter free environment to others.

Learners are encouraged to be responsible for:

- Applying their learning at home and aiming to be sustainable outside of the organisation
- Walking or cycling, when possible.
- Using energy sustainably, for example, not leaving taps running.
- Be responsible for keeping the provisions 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.

The Sustainability Lead with the CEO/COO and Senior Leaders is responsible for:

- Ensuring a sustainability curriculum
- Appraising the Trustee Board and Local Governing boards on environmental and sustainability projects running across the organisation
- Sourcing grants to support the implementation of sustainable processes
- Inclusion Education Head of Business Operations to be the Sustainability Lead.

## Waste and recycling

- Inclusion Education will pledge to introduce ways to reduce the amount of waste we produce by:
  - Writing and printing on both sides of paper wherever possible.
  - Using emails as much as possible, to reduce paper waste.
  - Using emails, the organisation's websites and parent messaging procedures when communicating with parents, to reduce paper waste.
  - Composting food waste, both from the kitchen and food brought in by learners.
  - Ensuring selective waste collection and organic waste 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 learners to share worksheets.
  - Where possible, laminating frequently used documents, protecting them from damage and prolonging their use.
- Learners/students will be encouraged to use reusable water bottles, as opposed to disposable plastic bottles.
- Any disposable plastic bottles used will be recycled.
- There will be clearly labelled bins located throughout the sites for recycling, food waste and general waste.
- 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 organisations Data Protection Policy.

## 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 Inclusion Education'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) that will be safely disposed of include, but are not limited to, the following:
  - Desktop computers
  - Servers
  - Laptops
  - Monitors
  - Printers
  - Projectors
  - Scanners
  - Interactive whiteboards
- The COO has partnered with our IT service company to safely manage our WEEE process.
- Before disposal, our IT service company will ensure data is securely deleted or backed-up in accordance with the Data Protection Policy and Records Management Policy.

## Littering

- Inclusion Education 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.
- Every member of the organisation 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 site manager with the cleanliness of the premises.

- The Site Manager takes overall responsibility for the overall cleanliness of the premises.
- The Site Manager arranges and coordinates waste disposal from the premises and ensures that items are disposed of correctly.

## **Transport**

- Learners/students and staff will be encouraged to walk to site, where possible.
- The benefits of daily exercise, such as walking, when possible, will be promoted throughout the organisation.
- We will encourage members of 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 around the organisation.
- We will have suitable and safe storage for staff and learners/students to store bicycles.
- We recognise that there are risks involved when individuals choose to walk or cycle; therefore, we will organise road safety lessons in PSHE.

## **Premises**

- The Estates Team will monitor the consumption of energy within the sites, recognising where there is energy wasting and implementing measures to reduce energy consumption, e.g. introducing motion sensitive lights
- Energy saving lightbulbs will be used throughout the organisation 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 CEO/COO may consult an expert.

## **Healthy living**

- We will promote an ethos of environmental understanding. Learners/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 learners/students to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving.

## **Sustainable farming and fishing**

- We will teach learners/students where food comes from as part of our learning wherever there is opportunity. School/college meals will be designed with due regard to seasonal produce and locally sourced food.
- Learners/students will be taught about the importance of sustainable fishing and farming, and any fish products will be sustainably sourced.

## **Energy**

- We will reduce our energy usage by:
  - Switching off lights when they're not in use.
  - Keeping doors and windows shut in cold weather 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 within the buildings 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 heating system to a modern, more efficient system, including a smart meter, to reduce emissions.
  - Displaying information around the school/college and in classrooms to ensure that learners/students 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 organisation 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.

## **Reducing carbon emissions**

- We are committed to reducing our overall carbon emissions. Emissions will be reduced by:
  - Implementing renewable technologies students export surplus energy to the national grid.
  - Advertising the benefits of being environmentally friendly around our sites.
  - Promoting the benefits of recycling.
  - Sourcing supplies from UK suppliers as much as possible.

## **Sustainable procurement of goods**

- We will develop the procurement process to ensure product purchases are done in the most sustainable way.
- Our procurement and purchasing processes will ensure that produce bought is 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.

## **Curriculum**

- We aim to provide learners with knowledge, skills and understanding in biodiversity and sustainability, by embedding the topics within many areas of our curriculum.
- The relevant staff will liaise with outside organisations to develop and refine our curriculum offer.