



# Environmental Sustainability Policy

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<b>Policy Details</b>	
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Policy Author	<b>Angela Ransby</b>
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Trust Board Signature	<b>Alan Whittaker</b>
<b>Updates Made</b>	
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## **1. Aims and objectives**

### Statement of intent

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

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 our schools are as sustainable as they can be.

To achieve our ambition, we will set specific, annual and long-term SMART targets and establish an effective monitoring system to ensure that progress towards our objectives is regularly reviewed and evaluated by the relevant staff and trustees with reports to the Board via the CFO report at FRA Committee. Our environmental sustainability strategy will encompass not only what we need to do now (to have a positive impact) but also what we need to do, moving forward, to future proof our commitment to environmental issues.

## **2. Roles and responsibilities**

The Trust Board is responsible for:

- Reviewing the Environmental and Sustainability Policy
- Monitoring and reviewing the Trust's progress towards carbon neutrality as detailed in the Climate Action Plan
- Considering environmental impacts where any capital refurbishments are being planned.

The CEO is ultimately responsible to the Trust Board for setting the Environmental Sustainability Agenda and guiding the academies towards successfully achieving its two principal sustainability objectives:

- Effective sustainability and environmental education
- Positive and impactful sustainability practice

The CEO is also the named sustainability and climate lead. The CEO delegates operationally to the Headteachers of each of the academies within the Trust and Chief Financial Officer:

The Headteachers are responsible for 'effective environmental sustainability education' and for the development and implementation of the Policy and Climate Action Plan

The Chief Financial Officer is responsible for 'positive and impactful sustainability practice', most notably management of the Trust Estates and the finances, and by considering and implementing strategies to reduce waste and by sharing resources between academies.

All staff are 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 e.g. 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 walking or cycling to work.

All pupils are supported to act in a way that demonstrates concern for the environment and shows a commitment to sustainable living. Through our environmental education programmes, we seek to inspire our pupils to be reflective and proactive sustainability champions. In addition, we hope that some of our pupils will pursue careers in green technologies, becoming innovators and creative problem solvers of the future.

Parents/carers and our Local communities - we will work collaboratively with parents/carers and our local communities to ensure that we develop meaningful relationships and implement actions that will have a positive impact on the local environments. Wherever possible, we aim to add capacity to existing community initiatives and

to share best practice with - and learn from - our partner schools in our local authorities.

### **3. Curriculum and learning**

- We aim to provide pupils with knowledge, skills and understanding in biodiversity and sustainability, by embedding the topics within many areas of our curriculum. We will work with our external providers to discuss how to embed sustainability into our curriculum, ensuring staff have the necessary knowledge to deliver this.
- We will liaise with outside organisations to develop and refine our curriculum offer.
- We will engage in initiatives that encourage pupils to engage with environmental and sustainable development issues. This will highlight and support the ever-growing eco anxiety that many young people feel.

### **4. Food and catering**

- School meals will be designed with due regard to seasonal produce and locally sourced food, working in conjunction with our food service provider.
- Pupils will be taught about the importance of sustainable farming, and any fish products used in school meals will be sustainably sourced.
- We will promote the reduction of meat consumption, by increasing the quality and variety of vegetarian/vegan options
- We will improve our system of waste removal, to reduce the quantity of waste from catering.

### **5. Waste and recycling**

Reducing Waste. We will:

- establish baseline figures for waste for each site and set targets for year-on-year reductions in waste eg food waste
- endeavour to achieve year on year increases in recycling as a proportion of waste
- set targets to reduce printer paper consumption per staff headcount and pathway rubric year on year.

Recycling. We will:

- endeavour to achieve year on year increases in recycling
- take the necessary steps to ensure Waste Electrical Electronic Equipment (WEEE) is disposed of properly, reducing the Trust's carbon footprint and minimise the impact on global warming
- increase the number of clearly labelled bins located throughout the school for recycling, food waste and general waste

Purchasing. We will:

- devote time to ensuring product procurement is done in the most sustainable way
- our Finance team will ensure that produce bought is cost efficient and sourced from within the UK or locally, where possible

### **6. Energy and water**

- We will review and compare energy usage on each site, following the installation of smart meters
- We will work towards all academy buildings being fully LED
- We will endeavour to reduce electricity consumption by changing user habits eg turning off lights, turning down heating
- We will review and increase the number of light sensors in our buildings
- We will consider increasing the number of renewable energy sources on sites, including the roll out of a Trust wide solar scheme
- We will endeavour to reduce total water consumption year on year against baseline data, by reducing water loss through leakage and wastage
- We will communicate with our service providers, eg cleaning and catering, to continue to share our commitment to reducing carbon emissions

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## 7. Transport and travel

- We will encourage staff and pupils to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving
- To encourage staff to car share, where appropriate, for example, on training days

## 8. Buildings and grounds

- We will encourage and promote sustainable forms of construction that limit the negative impact on the environment
- We will deliver higher performing energy efficient buildings following refurbishment projects
- When building refurbishments are being planned, we will always consider any environmental impacts and energy saving solutions. To support this, the Trust will consult an expert.
- We will ensure that attention is paid to biodiversity, ecosystems and the natural environment whilst planning the landscaped elements of capital projects
- We will increase the diversity and population of the species found on our sites
- We will achieve a reduction in the use of herbicide, pesticide and inorganic fertilisers (where practical) with a view to their potential, ultimate elimination
- We will help our pupils and staff to experience increased physical and mental health well-being benefits through optimising and enjoying the usage of the green space areas on our sites

## Appendix A: Climate Action Plan

In line with the DfE Sustainability and Climate Change Strategy (updated December 2023) 'Sustainability and climate change: a strategy for the education and children's services systems', the Raedwald Trust has developed a Climate Action Plan to reduce its environmental footprint.

The Climate Action Plan has been developed with 4 key action areas driving this change:

1. **Decarbonisation:** Taking actions to reduce carbon emissions, such as becoming more energy efficient.
2. **Adaptation and Resilience:** Plans to reduce or adapt to risks resulting from climate change, such as overheating.
3. **Biodiversity:** Engaging with outdoor projects, such as the National Education Nature Park.
4. **Climate Education and green careers:** Ensuring we are providing education about climate change and that teaching staff are supported to do so.

Reference has also been made to the DfE Estates Management Standards document (April 2025), which identifies four levels of estate management standards, which we have considered below in relation to environmental sustainability:

Level 1 – Baseline

Level 2 – Transitioning

Level 3 – Fully effective

Level 4 – Advanced

Having reviewed the competencies, (see extracts from the DfE Estates Management Standards at Appendix B) we have identified that we are currently at Level 2, which requires us to have a climate action plan in place. In order to progress to Levels 3 and 4, we should have the following:

Level 3 – plans in place to respond to climate change, eg overheating and flooding, and to have a nominated sustainability lead

Level 4 – a plan in place to decarbonise by national targets, and engage with the National Education Nature Park

We have identified the steps to progress to Level 4 on the attached Climate Action Plan.

## **Appendix B: DfE Estates Management Standards (April 2025) Extract**

The extracts below from the DfE Estates Management Standards (April 2025) list the competencies for the levels for sustainability and the Climate Action Plan:

### Level 2 – Transitioning

#### Area: Strategic estate management

You have an estate vision and climate action plan in place. The climate action plan will outline plans to encourage action and build climate resilience in the estate and community. The climate action plan and strategic estate documents work together as part of the strategic estate management plan.

### Level 3 – Fully effective

#### Area: Strategic estate management

- Flood/storm - You use data from the Environment Agency to determine the flood risk from rivers, sea and surface water. You protect key assets and carry out essential maintenance and inspections to limit impacts. You also react and respond to media bulletins.
- Climate adaptation – You have plans in place to respond to events that may occur due to climate change such as overheating.

#### Area: Sustainability

- You take a whole-school approach to combat climate change which includes carbon reduction and nature recovery. There is a nominated sustainability lead.

### Level 4 - Advanced

#### Area: Sustainability

- The climate action plan is embedded into the estate vision and strategy. You have a robust plan in place to decarbonise the estate by national targets. You engage with the National Education Nature Park.