



SUSTAINABILITY STRATEGY

2023-2030

Introduction

As a society we have become increasingly aware of environmental issues, climate change and the need to create a more sustainable future.

In April 2022, the Department for Education (DfE) published a [Sustainability and Climate Change Strategy for Education](#) which envisions the UK education sector as leading in sustainability and climate change by 2030.

Schools have a crucial role in achieving environmental sustainability. The whole school approach to environmental sustainability should encompass all aspects of school life, learning and management.

The DfE expects education settings to put in place Climate Actions Plans (CAPs) by 2025, describing them as ‘detailed plans to enable your education setting, or trust, to progress or commence sustainability initiatives.’ CAPs should typically detail actions across the Six Cs below:

Culture: The way things are done; this should connect with the vision and values of the Trust: Opportunity, Achievement, Kindness.

Curriculum: Climate education should extend into as many subjects as possible.

Community: This refers to how the Trust fosters a united approach to environmental sustainability, within the local community and school communities themselves.

Campus: buildings, energy and grounds. This encompasses all areas of the buildings and grounds, including procurement and energy usage.

Careers: qualifications and work experience: Supporting young people to make informed choices about their future is an important responsibility.

CPD: staff, governing board and trustee knowledge: Trustees, governors, senior leaders and teachers need to have the skills to deliver on improving environmental sustainability.

Oak Multi Academy Trust (“the Trust”) is committed to educating our pupils about environmental concerns and the importance of living sustainability. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

At Oak, our promise is that we will do everything we can to help create Opportunities, encourage Achievement and to act with Kindness every day. These values apply to our efforts to look after our environment. We want our students to flourish, succeed and grow with a passion not just for learning but for making positive environmental changes within a sustainable and caring community.

Schools in the Trust will actively work together to take positive action and adopt a consistent framework across the Trust to help drive change. Collaboration will include both staff and

students; likewise, Trustees and Governors will provide challenge, guidance and support to help ensure long-term success. As a Trust, we are aware that our collective choices and decisions could all add up to a significant change. Each school will be required to report to their Local Governing Body (LGB) on progress in their Climate Action Plan.

Our Strategy

Our strategy sets objectives for improvement which encompasses not only what we need to do now but also what we need to do, moving forward, to have a positive impact. We aim to lead by example and will expect our suppliers to meet environmental standards in the services and goods they provide too.

We aspire to help to create better outcomes for all pupils and to give them the tools they need to take responsibility for our planet. This means not just raising awareness of environmental issues but allowing our pupils the understanding of these issues required to achieve change in the future.

Before the strategy can be implemented, it is important to identify sources of environmental impact and the current level within the Trust, to then be able to use this data to monitor and measure effectiveness of the climate action plan.

Current position on the decarbonisation journey

The Trust has seen many steps taken over the years to decarbonise, some examples include:

- 90% of all flat roofing across the estate which had no or little insulation has now been replaced with minimum 130mm Celotex
- All pitched roof loft spaces have now been insulated
- New 25kw PV array just installed and commissioned at Manor High with a further 50 kw in progress to be installed on new sports hall
- Existing PV arrays at two other schools
- Funding applications are in place to upgrade single glazed windows to double at Woodland Grange (the last of our schools to be tackled), replace the remaining flat roof at Manor High to include full 130mm Celotex insulation and to upgrade the heating system at our Overdale site to an efficient gas/ASHP hybrid system
- 5 x EV chargers to be installed at our new sports hall
- All of our schools are now lit entirely with LED
- Our large pre-school building at Overdale Infants and our pre-school building at Woodland Grange have recently been re-clad to include full exterior wall insulation
- Utilising the Woodland Trust grant 120 trees and shrubs were planted at Brookside Primary last year with a further 420 planned for Manor High School in April 25
- New outside amphitheatre / teaching space constructed at Overdale Juniors August 24
- New large amphitheatre / teaching place due for completion at Brookside / Manor April 25

- 80% of our school windows across the estate have been replaced with double glazed sealed units over the past 6 years
- Robust energy monitoring is carried out at all sites with monthly consumption reviews
- Bike shelter provision extended at Overdale Aug 24 with further additional shelters planned at Manor High and Brookside for April 25

Roles and Responsibilities

1. The Trust Board is responsible for:
 - Reviewing the Sustainability Strategy
 - A commitment to making progress towards carbon neutrality across the Trust
 - Monitoring and reviewing the Trusts progress towards carbon neutrality.
 - Consider environmental impacts where any new buildings or capital refurbishments are being planned
2. Chief Finance Officer
 - Ensures that environmental sustainability initiatives are aligned with the long-term financial health of the Trust.
 - Ensures financial reporting includes the investments and returns on projects, people and resources associated with environmental sustainability
 - Understands the strategic role of environmental sustainability within the education sector and expected standards
 - Works collaboratively with stakeholders to drive environmental sustainability through supply chains
 - Validates the contract-award process to ensure environmentally sustainable outcomes
 - Engages strategically with suppliers and procurement frameworks to identify risks, novel partnership arrangements and opportunities for continuous improvement.
3. The Local Governing Bodies are responsible for:
 - Hold senior leaders to account for delivery of the CAP
 - A commitment to making progress towards Trust carbon neutrality
 - Support the school to reduce waste by increasing re-use, recycling and reduce landfill waste
 - Supporting the school to improve energy efficiency
 - Encourage the school to actively seek sustainable procurement opportunities

- Monitoring a curriculum which promotes the need for environmental sustainability
4. The schools are responsible for:
- Day to day implementation of the CAP
 - 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
 - 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 pupils 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
 - Encouraging parents to:
 - Promote an eco-friendly lifestyle at home
 - Encourage children to walk or cycle to school where possible
 - Recycle at home and ensure that their children understand how to recycle
 - Reinforce the learning that the school implements with regards to its environment
5. Trust Sustainability Lead / team
- Oversight of the CAP
 - Organisation of the OAK Sustainability leads
 - Regular reporting to Trustees and Governors
 - Support communication of environmental sustainability priorities and goals
6. Executive Leads and Headteachers are responsible for:
- Proactively supporting the delivery of CAP Aims, Strategies and Action Plans.
 - Develop a rationale to ensure climate action is reflected in staff CPD plans and performance development
 - Reviewing curriculum policy to include climate, sustainability and outdoor education where relevant
 - Ensuring that teaching staff have the relevant knowledge to teach pupils about environmental concerns
 - Identifying, with the premises officer, ways to reduce energy waste and landfill waste

- Support the roll-out of training programmes necessary to meet the goals of the Climate Action Plan

7. Premises Officers

- Monitor shared spaces ensuring these are using energy sustainability
- 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
- Ensuring that waste is disposed of correctly
- Conducts educational estate activities in accordance with the trust sustainability strategy and climate action plans

8. Estates Manager

- Recording data such as energy and waste energy use and reporting waste to the headteacher / Trust CFO
- Consider, with the Headteacher, the development of the school grounds to develop biodiversity and outdoor learning opportunities
- Oversees asset management, with consideration for life cycle maintenance, to meet trust priorities and strategic plans
- Leads the development of energy, water and waste management strategies as part of the trust environmental sustainability strategy in line with best practice
- Identifies examples of environmental sustainability improvements and embeds these into strategic estate development plans
- Identifies risks relating to climate or environment (e.g. extreme weather or poor air quality) and ensure that the trust risk register reflects these risks arising from climate change e.g. flooding
- Understands the risks that climate change presents to the educational estate and can apply this knowledge to estate planning

Strategies

1. Adaptation and resilience

We intend for any new project to prioritise sustainability in its design.

- Good Estates Management for Schools and continuous investment in the school estate
- Use of expert condition surveys to identify critical investment areas
- When new buildings or refurbishments are being planned, we will always consider any environmental impacts and energy saving solutions

2. People strategy

Underpinning our strategy to deliver organisational change is the change of perspective, changing attitude and behaviours towards environmental issues and demonstrating how even the smallest of changes can make a large difference. This needs to be at the heart of every action implemented on the CAP. We can do this, for example, through

- 'Sustainability Leaders' to drive change
- Appropriate CPD/training for staff, Governors and Trustees
- Promote car-sharing and cycling
- Pupil groups to share ideas and resources
- Communication campaign to raise awareness

3. Digital strategy

- Expand the use of low carbon digital applications to replace high-intensity traditional methods (e.g. paper, photocopying) where the impact on educational outcomes is neutral or positive. E.g. Frontier strategy – the roll out of iPads across the Trust.
- Energy-efficient ICT hardware solutions.

4. Catering strategy

The Trust is going to tender for a new Catering supplier with a view that they will begin in August 2025. We will actively work to seek a supplier who sources food and drink locally, using seasonal ingredients. Catering will play a key role in the provision and support of more sustainable choices for our pupils. We will aim to provide a choice of healthy and sustainable food options.

- When going to tender for a new Catering supplier, they will be questioned about their sustainability policy
- We will work with them to adopt best practice for delivering and improving use and uptake of nutritionally balanced, affordable and sustainable meal choices.

5. Healthy Living

We will promote the ethos of environmental understanding. Pupils will be taught to understand that their actions have a direct impact upon the environment.

We will encourage staff and pupils to adopt healthy lifestyles for example walking instead of driving.

Spending time in nature promotes good mental health, encourages exercise and improves pupil cognitive development. Therefore, outdoor spaces and biodiversity impact positively on pupil learning. Many of our schools already contain a range of

habitats and ecosystems. These areas help to enhance pupil learning and develop practical skills.

6. Procurement strategy

Procurement of goods and services needs to reflect a 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.

- Embed sustainability in the procurement policy
- Procurement from organisations that commit to achieving net zero, support the circular economy, and have a plan in place, showing how they will meet this target.
- Purchasing teams will ensure that produce bought is cost efficient and sourced from within the UK where possible
- We will obtain contracts with suppliers that stipulate their terms of purpose relating to sustainability and the environment

7. Waste and recycling

Education requires a lot of resources. It is unsurprising, therefore, that 70 per cent of all education waste is made up of food, paper and card. However, while 80 per cent of this waste is recyclable, the reality is that only 20 per cent of it is. Schools must lead by example and give the next generation the tools, ideas, and logic to make sound decisions with regard to environmental best practices.

Education is key here – and while there is no perfect world, doing the right thing in the most cost-effective manner will always be a solid principle to adhere to.

Food waste in the education sector is particularly expensive, costing £2,100 per tonne.

- a. We will reduce the amount of waste we produce by:
- Writing and printing on both sides of paper where possible
 - Using emails as much as possible
 - Communicate to parents using the schools messaging systems where possible
 - Putting used paper in scrap paper drawers and re-using it where possible
 - Add 'do you need to print this email' to email signatures as standard
 - Increase the amount waste diverted from landfill with collection of a core set of materials for recycling, including glass, paper and card, plastic, metal and food.
 - There will be clearly labelled bins located through the school for recycling
 - Eliminate single-use plastics and eliminate unnecessary plastics.
 - Reduce energy waste
 - Organise groups of children to carry out litter picks across the site

8. Transport

Staff and pupil commuting is a significant contributor to the Scope 3 emissions of our Trust. We are committed to providing options for people to commute in a manner as environmentally friendly as possible.

- Pupils and staff will be encouraged to walk to school, where possible
- Promote the benefits of daily exercise such as walking to school where possible
- We will encourage staff to car share, when possible, for example when travelling to external training days
- We will produce informative materials, via social media and school messaging platforms, regarding the impact of carbon emissions and also discouraging the idling of car engines
- We will have suitable and safe storage for staff and pupils to store bicycles

9. 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
- Turning off energy-draining appliances when they're not in use
- Monitoring the temperature and frequency of heating in the school and adjusting it accordingly
- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority by the site manager
- Displaying information around the school and in classrooms to ensure that pupils understand the importance of switching off lights, computers and taps when not in use
- Monitoring the environmental sustainability of suppliers and adjusting 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

10. Reducing carbon emissions

We are committed for reducing our overall carbon emissions. See above for individual ideas.

11. Education and Careers

A better understanding of the facts, a greater appreciation of nature, and practical opportunities to participate in activities to increase climate resilience and enhance biodiversity, will empower our young people to be truly global citizens, able to take positive steps to improve their local communities, their country and the planet. We want our pupils to enjoy the natural world while understanding the current impact of

human behaviour on the planet. Knowledge is key, and will enable our pupils and the community to take action and adopt more sustainable approaches.

"There can be no greater legacy than giving young people the tools they need to save our planet." Sir David Attenborough

Key action areas:

- a. Eco-council for pupils
- b. Learning about the climate and natural environment
- c. Effective support for teaching
- d. All children have opportunities, at times, for learning in the natural environment

It is critical young people have the green skills that allow them to build careers and participate in the Green Industrial Revolution. Key action areas:

- a. Promote the dissemination of and conversation around Green Careers LMI
- b. Staff to play an active role in linking green careers to the curriculum
- c. Whole school participation in Green Careers Week 2025

12. Community

We will engage effectively with stakeholders and the local community to achieve positive impacts. We will continue to update stakeholders on actions being taken, and engage with families on how to extend the sustainability strategy into the home.

We will do this by:

- a. Develop communication materials including newsletters, social media posts and website to communicate the actions of the Trusts to its stakeholders
- b. Encourage staff and pupils to share their sustainability initiatives, as well as support them in the implementation
- c. Celebrate the success of environmental action

13. Environmental Sustainability Action Plan (ESAP)

The details of our approach to environmental sustainability are set out in our action plan detailed in Appendix 3. The ESAP provides the framework against which we will monitor and manage all significant areas in which we interact with the environment and improve our environmental performance over the next five years.

Appendix 1: Sustainability Teaching Resources

Some useful websites and resources include:

[\[ARCHIVED CONTENT\] SCHOOLS PACK: RESOURCES – Together For Our Planet \(nationalarchives.gov.uk\)](#)

[Met Office for Schools](#) will help young people understand the wide-reaching impacts of weather and climate change locally and globally, for people, places and businesses.

[The Climate Change Teachers Toolkit](#) by Edsential is an easy to navigate library of resources that link directly to the curriculum. It will support classroom learning about climate change.

Why not play Plastic Free Bingo! [The Environment Agency have created an interactive plastic free bingo card](#) as part of Plastic Free July but this can be used by anyone +11yrs at any time of the year! What actions will you take? Or why not challenge your class or your family to complete the bingo card together?

[Curriculum Resources – UK NAEF](#)

[New KS1, KS3 & KS5 Environment Agency lesson packs \(pshe-association.org.uk\)](#)

Environment agency packs via STEM: [STEM](#)

WWF work with schools: [Supporting teachers and schools | WWF](#)

Teaching resources and inspiration from Young Climate Warriors [Schools | YoungClimateWarriors](#)

Sustainability entertainment: [Learn the World! – Earth Cubs](#)

Empowering eco-clubs and young people: [Kids Against Plastic – KAP](#)

Virtual workshops, training programmes and learning resources: [Schools | Natural History Museum \(nhm.ac.uk\)](#)

RSPB resources: [Education and inspiring the next generation \(rspb.org.uk\)](#)

Wilding schools: [Wilding Schools | Green Schools Revolution](#)

Common Seas resources: [Education | Common Seas](#)

World's largest lesson: [Teaching the Goals for the First Time | The World's Largest Lesson \(globalgoals.org\)](#)

Transform our World resources: [Transform Our World: Top Resources \(transform-our-world.org\)](#)

[Our Planet | Resources for Schools and Young People](#)

Appendix 2: Resources for assemblies and other engagement activities

[\[ARCHIVED CONTENT\] SCHOOLS PACK: RESOURCES – Together For Our Planet \(nationalarchives.gov.uk\)](#)

Assemblies

Environment agency speakers for assembly: [I STEM](#)

Climate change assemblies: [Climate Change Assemblies | YoungClimateWarriors](#)

Sign up for Teach the Teacher campaign to inspire secondary children: [Green Schools Revolution](#)

Campaigns

Become an Eco-School: [About – Eco Schools \(eco-schools.org.uk\)](#)

Let's Go Zero: [UK Climate Change • Let's Go Zero \(letsgozero.org\)](#)

[Modeshift STARS – Travel Plan in Education, Business & Communities](#)

Plastic Clever awards: [Education | Common Seas](#)

World's Largest Lesson: [Teaching the Goals for the First Time | The World's Largest Lesson \(globalgoals.org\)](#)

Outdoor Classroom Day: [Get children outdoors to play and learn, on Outdoor Classroom Day and all year round!](#)

Career visits and inspiration

WWF Careers programme: [Sustainable Futures – free secondary schools programme | WWF](#)

Teacher Training

[Teacher training | Natural History Museum \(nhm.ac.uk\)](#)

Carbon Literacy training: [Carbon Literacy and Climate Awareness – Speak Carbon Collective](#)

Embrace outdoor learning: [How It Works | Nature Friendly Schools](#)

Educator training: [Resources | The World's Largest Lesson \(globalgoals.org\)](#)

Training resources: [Transform Our World: Educator Programmes \(transform-our-world.org\)](#)

Our planet educator programme: [our_planet_their_future_..._educator_pack.pdf \(panda.org\)](#)

[For Educators — AskNature](#)

[Innovate for Climate Change Course | Apps For Good](#)