

# Attenborough Learning Trust

## Sustainability Strategy & Action Plan



## Scope & purpose

Our Trust are committed to climate action and this is evidenced by the 'climate emergency' we declared back in 2020. This strategy will apply to the Trust, our current schools and those schools who join us in the future. It brings together short, medium and longer-term actions that will enable us to make progress towards achieving our ambition of carbon neutrality by 2030. The strategy will be reviewed and updated periodically to respond to scientific updates and technological advancements.

## Context

This strategy sets out ambitious activity to respond to the climate crisis and how we will work in the context of:

- The Paris Climate agreement, which aims to hold the increase in global temperature to well below 2 degrees Celsius.
- UK government legislation to meet net zero by 2050 (the UK has legislated to reduce emissions by 78% by 2035).
- UNESCO's 'ESD' for 2030 (Education for Sustainable Development) which sets out the key role of education in the successful achievement of the UN's 17 sustainable development goals.

## Our Sustainability Strategy

We have embarked on a bold mission to be at the forefront of delivering sustainable education, by actively protecting the environment we depend on. The overall aims of the sustainability strategy are to:

- Be recognised as a leading multi academy trust for sustainability, particularly in relation to our local context.
- Make sustainability an explicit aim in our Trust's core objectives, embed sustainability into our education delivery, contractual agreements and business processes.
- Empower all children and staff to foster a culture of sustainability into their day-to-day work.
- Work with our partners, suppliers and other key stakeholders to drive shared sustainability objectives.
- Measure, manage and report on the progress we make against our targets.

## Developing our Strategy

The process of developing our strategy involved staff as well as wider stakeholders. We spent 18 months working alongside Green Fox (through the Power to Change programme) to understanding the viability of a community energy initiative. We have used the work which was done during that time to help develop the strategy and action plan. The process we have gone through to deliver our plans are:

1. Understand our current position - we reviewed our energy and carbon performance data to identify areas for improvement.
2. Learned from others – We worked closely with Green Fox and gained an understanding of the technologies available to schools to drive carbon reduction. We also talked to other Trust's and read their strategies and plans.
3. Engaged with key players – We engaged with key stakeholders by gathering their thoughts, guidance and feedback in meetings. The Chair of our Trust is the Sustainable Schools Manager for our local authority so we tapped into his expertise.
4. Wider consultation – We shared our proposed focus areas and priority actions with staff and children to make sure we included everything that is important to them. We were then able to agree on a sustainable development mission for the Trust.

## Strategic Themes

We will focus our environmental sustainability work into three key areas where we believe we can make the biggest difference, and where we can measure and evidence progress against our baseline year of 2019-20. Our strategic themes are underpinned by two key enablers:

**Our children and staff:** who are active participants in delivering our sustainability plans.

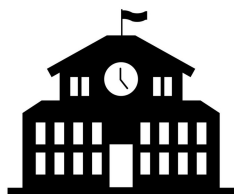
**Our approach:** steers our progress through clear leadership and governance (provided by the Trust's Audit & Resource Committee).

### Involving our children

We know that young people are anxious to create a greener, more sustainable world, and to tackle both the causes and impact of climate change. Through a better understanding of the facts, a greater appreciation of nature and practical opportunities to participate in activities to increase climate resilience, we 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.

The three key themes are:

## The education estate



Reduce emissions from energy use  
Consider CO<sub>2</sub> reduction technology  
Embed low carbon tech in CIF bids

## Connecting education with nature



Embed & connect sustainability in curriculum  
Maximise the quality of our natural assets  
Reduce environmental impact of our food

## The cycle of resources



Capital projects – consider life cycle  
Move away from buy-use-dispose  
Lower waste –repair, reuse,

### The Education Estate

A green, sustainable education estate that is resilient to the impacts of climate change will normalise and inspire young people to live sustainable lives, with impact felt widely in their families and communities. We will contribute to carbon reduction through improving our estate and engaging users in the process of managing buildings for the greatest impact. We will work with partners to identify opportunities for new low carbon technologies and continue to submit bids to the government's de-carbonisation scheme, to fund them. We will also look at how we can use our own resources to push forwards with the aim of reducing the carbon emitted from our buildings.

### Connecting with nature

Through education we have the privilege to be able to engage directly with young people who are passionate about the natural world, want to do their best to protect it and can influence their wider communities. Through their learned and lived experiences within education, we will provide opportunities to develop a broad understanding of the importance of sustainability and the causes and impact of climate change. We will create an environment for our children where they are able to connect to nature by increasing the opportunities to spend time in it, learn more about it and become actively involved in its improvement.

### The cycle of resources

We believe in conserving the Earth's resources when developing our estate and operating our schools, so we will consider life-cycle costs, drive out waste and close the loop by moving away from a disposable culture to one that embraces the principles of a circular economy. We will work closely with our children and staff to rethink traditional waste models

to move away from a throw away culture. We will aim to keep resources in use for as long as possible then recover and regenerate materials at the end of their serviceable life. We will move away from a buy-use-dispose culture and think about choosing reusable alternatives. We will also work with our partners so that they share the same commitment to use less.

Our commitment:

## The Trust will:

- Identify and support funding plans where possible to help develop sustainability projects
- Coordinate capital works to improve the energy efficiency of the built environment
- Make sustainable travel as easy as possible to achieve for all
- Provide oversight of energy and water usage and set challenging targets
- Provide opportunities for schools to collaborate on sustainability projects

## Staff will:

- Take responsibility for their own area or classroom ensuring electrical equipment is switched off when not in use
- Review and understand their travel options to reduce their carbon footprint
- Engage with, and deliver, the themes of sustainability through interaction with children.
- Take action to reduce the use of physical resources such as photocopying, paper & stationery

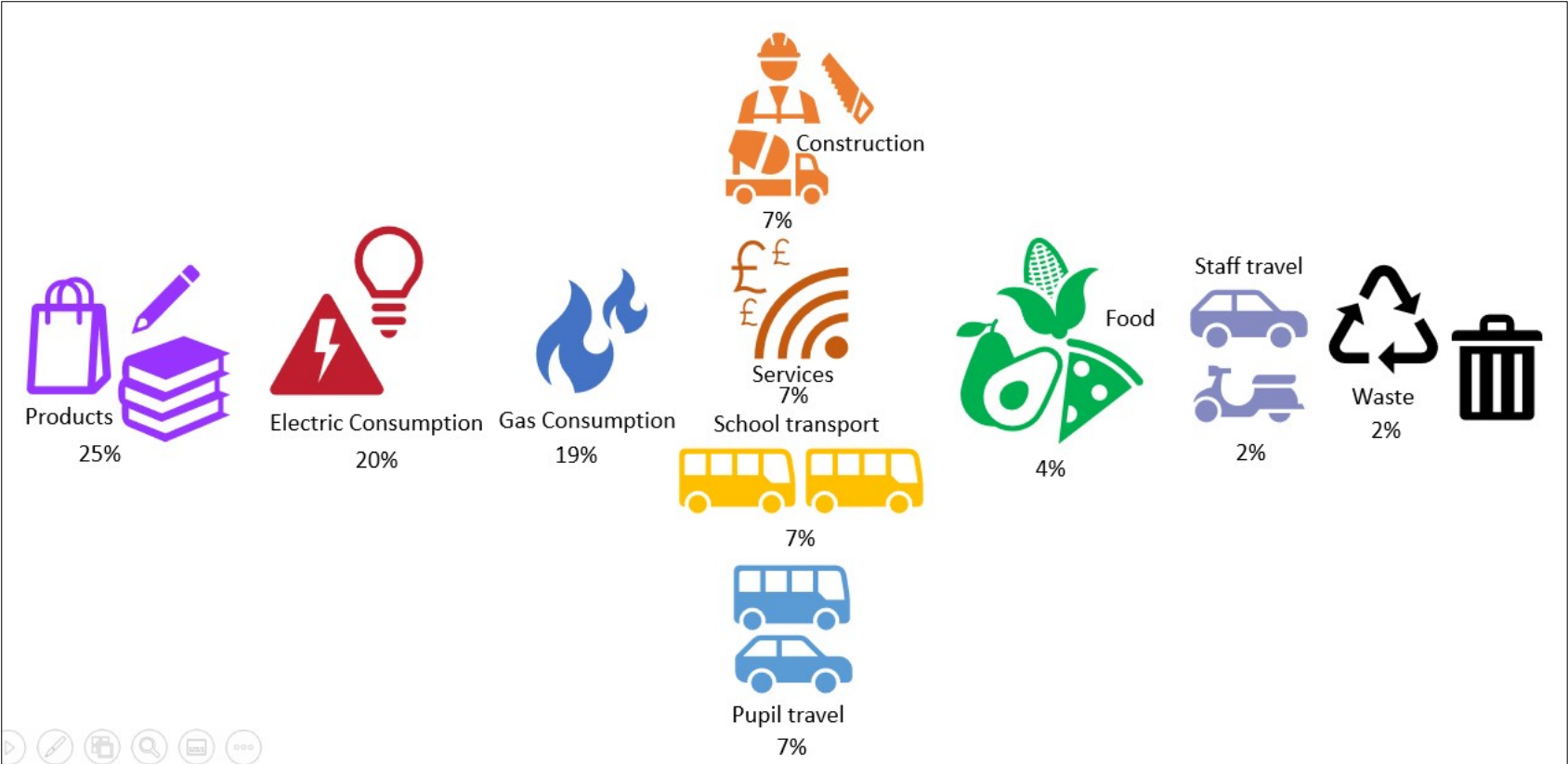
## Schools will:

- Commit to the objectives of this strategy and engage with the actions appropriate to their setting
- Reduce waste and ensure recycling schemes are appropriate and promoted
- Reduce energy usage by expecting more sustainable behaviours
- Develop and review the curriculum to include the UN sustainable development goals





## Pupils will:

- Engage with the themes of sustainability through lessons and extra curricular activity
- Share their concerns and ideas around the climate crisis with staff and their peers
- Understand the size of their carbon footprint and pledge to take action to reduce it




A typical school’s carbon footprint by percentage



## Attenborough Learning Trust – Sustainability and Carbon Reduction Action Plan


Project Area	Action	Who will deliver?	Co-benefits	Delivery start date and evidence expected	Evaluation
Transport					
<div></div> <div>Less travel</div>	Encourage staff and parents to walk to school where possible. Work with the Walk once a Week WoW' programme and other initiatives to actively reduce the number of car journeys made by our stakeholders.	Schools	Reduced number of car journeys leading to benefits in; physical health, air quality, accident rates, road congestion, carbon reduction	Ongoing – at least 70% of pupils walk, at least 30% of staff walk to school	
	Encourage car sharing where journeys to school have to be made by car.				
	Actively engage in the Workplace Parking Levy and ensure staff understand the Trust's position.				
	<div></div> <div>Active travel</div>	Where walking isn't an option, encourage cycling to school and work. This will be done through delivering balancibility at KS1, bikeability at KS2 and engaging with council initiatives such as eBike schemes	Schools	Reduced number of car journeys leading to benefits in physical health and improvements of air quality	Ongoing Need to get some LCC figures here
<div></div> <div>Public transport</div>	Encourage public transport as an option over driving for daily commutes	Schools	Reduced number of car journeys leading to benefits in; physical health, air quality, accident rates, road congestion, carbon reduction	Ongoing	
When staff are travelling outside the city to courses and conferences, encourage travel by public transport rather than form use of own car. Encourage car sharing where possible if more than a single attendee.					
<div></div> <div>Electrically powered vehicles</div>	Where active travel is not an option, incentivise use of electrical vehicles when technology has advanced to guarantee effectiveness andreliability	Trust & Schools	Increased availability of recharging infrastructure Health benefits from reduced air pollution	When we have minimum of 3 staff with electric car at each location	

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<b>Energy</b>					
 <b>Renewable energy</b>	Where effective, using solar panels to reduce energy consumption. Learn from other technologies using solar power such as road signs and explore opportunities.	Trust & Schools	Economic, reduction in carbon	Jan 2022	
	Install solar PV panels on school buildings. Use the work undertaken by Green Fox summarised in 'delivering zero carbon schools' to convince schools of PV benefits. Work up financial cost / benefit analysis and make proposals to schools to gain buy in.	DFO, Trust & Schools	Economic although most electricity generated during summer months whilst schools are closed. Explore how this might be mitigated.	April 2022	
	 <b>Procurement</b>	Transition school energy supplies to green tariff rates.	Trust & Schools	Reputational benefits from having green only electricity supplies.	Complete for electric, gas still brown due to price implications
	 <b>Energy efficiency</b>	Install LED light bulbs across the school estate (retro-fit) to reduce energy consumption whilst maintaining safety. New buildings or extensions to always be fitted with LED lighting. Investigate sensors in high use areas. Install timers on automatic equipment e.g. hot water boilers and laptop charging units Review and optimise BMS and heating systems regularly	Trust & Schools	Economic and quality of lighting in classrooms	Feasibility study Sept 2022
	Work with premises officers and site managers to foster a culture of turning off heating supplies when optimal temperatures have been reached (although admittedly difficult during covid times). Foster a culture amongst staff and children to turn off lights and other equipment when not in use.	Trust & Schools	Economic	Ongoing	







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 Monitoring	Lobby the Local Authority to attempt to change the district heating fuel source to incorporate a more renewable source. Currently 3 schools water and heat is provided by the scheme and contribute to 46% of the total energy used by the trust.	DFO & LA	All other users of district heating would be provided by a more sustainable input fuel source	April 2022	
	Measure, monitor and evaluate energy usage throughout the year using new and innovative tools (e.g. Energy Sparks)  Share data with staff via training and emails  Consider sub metering in order to understand specific areas or sites. Involve the children to link the curriculum to energy monitoring and performance to drive cultural change.	Schools & curriculum lead	Economic	Sept 2022	




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<b>The Education Estate</b>					
 <p><b>Buildings</b></p>  <p><b>Planning for low carbon buildings</b></p>	Repairing, upgrading and investing in buildings to ensure they meet the minimum criteria of safe, warm and dry.	Schools, site Managers & heads	Buildings operate effectively in extremes of temperature, lower energy consumption. More efficient heating.	Ongoing	
	Ensure all CIF bids include low carbon technology as part of the process. Focus on insulating the envelope of the building including windows. Work with surveyors and contractors prior to submitting bids to influence design process. Ensure low carbon plays a pivotal role in any project submission.	Trust	Buildings operate effectively in extremes of temperature, lower energy consumption. More efficient heating.	Dec 2022	
	Consider insulation of buildings, especially how to adequately insulate the mobile classrooms and non-brick buildings that we operate. Consider cavity wall insulation as well as ceiling insulation. Conduct a review of insulation levels across the estate.	Trust & site managers	Economic, buildings operate effectively in extremes of temperature, lower energy consumption. More efficient heating	Jan 2023	
	Consider fitting Green Lane with low carbon technology e.g. air sourced heat pumps (ASHP). Although heat pumps are an emerging technology and the Green Lane boiler is only 2 years old the installation of new boilers will be phased out by 2030. If technology develops at a greater pace then consider earlier installation.	Trust	Positive reputational impact in line with what others may consider the Attenborough Learning Trust to hold as a core value.	2025 and beyond	
	Consider a CIF bid to upgrade the heating and water controls at Uplands Infants. Currently, the building is supplied by the adjoining primary school and there is no local control. Building a new plant room and installing our own controls would allow us to regulate heat and water in a way that ties into our sustainability plan.	Trust & Uplands	Local control for school and site manager	2023	
	SuDS in Schools - investigate ways of reducing our flood risk through Sustainable Drainage in Schools (SuDS)	Schools	Reduced flood risk, improved environmental and biodiversity	2023	
	Reduce water consumption through monitoring and evaluation. Improve water conservation through latest technology and when upgrading toilets and kitchen areas	Schools	Economic benefits, reduction in consumption and carbon	2023	





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<b>The Cycle of Resources</b>					
 <b>Reducing waste</b>   <b>Recycling</b>   <b>Food waste</b>   <b>Reuse</b>	<p>Always consider not producing waste in the first place e.g.. reusable cups and plates</p> <p>Single use plastics will be eliminated from school lunchtimes. Schools to phase out single use plastics where practicable (water bottles, cups, etc). Identify opportunity to remove plastic in things such as glitter – find natural alternatives</p>	City Catering, schools	Economic	Sept 2022 (post covid)	
	Reduced printing to save resources and energy. Annual targets set.	Schools	Economic	Ongoing	
	Adopting paperless methods of record management. Greater use of SharePoint and other electronic methods.	Schools	Economic		
	<p>Ensure highly effective recycling takes place in all schools and that all staff including FM staff are engaged and understand the purpose</p> <p>Foster a culture of recycling rather than throwing away. Staff to engage with children and create recycling schemes and programmes.</p>	Schools	Economic. Less bin collections and less to landfill		
	Work with city catering / Leicestershire Traded Services (LTS) catering to reduce food waste.	School & city catering, county catering	Less waste to landfill or incineration, improvement in food quality and update of free school meals	Sept 2022	
	<p>Drive material up the hierarchy, enable reuse ahead of recycling; connect with local organisations which support reusing materials</p> <p>Carry out at least an annual swop shop for school uniform</p>	Schools	Economic, health, social and wider environmental benefits	Ongoing	

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<b>Economy &amp; Policy</b>					
 <b>Capital</b>	Promotion of carbon reduction capital schemes through bid support work. Engage with Public sector De-carbonisation scheme, Salix and other agencies to secure funding streams	DFO	Networks enhancement, reputational impact	Sept 2022	
 <b>Policy</b>	Embed sustainability and carbon reduction in policies across the Trust.	Trust & schools	Reputational impact of published, externally facing policies	Sept 2022	
 <b>Business support</b>	Establish an internal business support network between the Trust & schools to support our carbon reduction plans, policies and processes. Work with external agencies (Green Fox, Local Authority) to establish business support partners. Foster relationships with current supply base (Severn Trent & Total Gas & Power) to increase levels of business support.	Economic development	Identify opportunities to collaborate and raise awareness amongst businesses of things they can do to mitigate carbon impact	Jan 2023	

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<b>Behaviour change</b>					
 <p><b>Encouraging behaviour change in staff &amp; children</b></p>	<p>Drive behavioural and cultural change amongst our staff and children to support the sustainability plan.</p> <p>All staff have a sustainability target in performance management</p> <p>This could be through carbon literacy training for students and staff on an annual basis</p>	All	Behavioural change in children will drive behavioural change in local community.	Ongoing	
<b>Connecting Education with Nature - the outdoor school environment</b>					
 <p><b>Landscape</b></p>	<p>Encourage the children to be active participants in the outdoor school environment. Consider tree planting and planting of vegetable, fruit, and herbs in raised bed planters. Link with the curriculum to create a culture where children are connected to nature.</p> <p>Enable students and staff to take part in tree planting off site where appropriate</p>	Schools	Local community environment is enhanced.	Ongoing but greater focus required	
 <p><b>Air quality</b></p>	<p>Ensure the shrubs we have around our schools are not removed in favour of more usable spaces (car parking / playgrounds). Shrubs lock in CO<sub>2</sub> and many shrubs surround our car parking areas.</p> <p>Raise awareness of air quality around our schools on an ongoing basis as well as Clean Air Day. Our buildings are in high density areas with huge traffic volumes. Encourage reductions in car usage to improve the air quality surrounding our schools. Children raise awareness in parents and encourage local community engagement.</p>	Schools	Local community environment is enhanced.	Ongoing	
 <p><b>Litter</b></p>	<p>Litter – we will work with students, parents and staff to raise awareness of the issues of litter including fly tipping. We will tackle litter through practical litter picking by students both in and where appropriate outside of school</p>	Schools	Local community environment is enhanced.	Ongoing	