



Launceston College

A Multi Academy Trust

SUSTAINABLE DEVELOPMENT POLICY

Updated on: 21st June 2017

Review by: ATD

Introduction

This document sets out a Sustainable Development Policy for Launceston College Multi Academy Trust (hereinafter referred as the MAT). Documents and information used to develop the policy are set out in an appendix.

Definitions and context

This policy adopts the definition of **sustainable development** outlined in The Brundtland Report:

“Development which meets the needs of the present without compromising the ability of future generations to meet their own needs”

World Commission on Environment and Development (1987)

Sustainable development is the simple idea of ensuring a better quality of life for everyone, both now and for generations to come.

Launceston College is an adventure learning school and a fundamental aspect is the notion of stewardship. The idea that we are responsible for our environment whilst we live on the Earth is important and the pupils that live within the catchments of our schools are already familiar with the idea of responsible land management.

Local Councils are (indirectly) key partners of the MAT and responsible for the delivery of national strategies at a local level. With the example of Cornwall Council; its vision is to achieve "a strong and sustainable community for One and All."

Cornwall Council notes that “Young people will face unprecedented challenges in the future and it is essential that schools play a part in educating them not only to cope with these challenges but to rise to them and play an active part in finding solutions. We need to equip children to be part of the solution; we need to ask not only how schools can support national priorities for sustainability but also how sustainable development can support schools.”

This Sustainable Development Policy is developed in line with their suggested integrated approach relating to:

- the curriculum
- the community
- the campus

Cornwall Council also recommends that schools select intermediate achievable targets based on those described by DCSF as “eight doorways” for 2020.

A key strategic objective of the College is: “**To secure the MAT’s commitment to sustainable practice.**” As an important institution within the local East Cornwall and North Devon communities, the MAT has a role delivering the sustainability message to their communities, not only through the curriculum that it teaches but also in the way that it behaves as a college. It is essential that the actions of the MAT; help to transform the future lives of its students through brighter employment prospects, play a part in transforming all of our futures through responsible environmental management and support sustainable development within the community.

The College’s responsibility, therefore, is outlined in the following three sections:

- Section 1 Sustainable Development: The Campus Environments
- Section 2 Education for Sustainable Development

- Section 3 Sustainable Development: Working with the Community

Section 1. The Campus Environment

The College adopts the following definition of the **environment**:

“surroundings in which an organisation operates, including air, water, land, natural resources, flora, fauna, humans and their interrelation”

ISO 14001:2004 Definition

The MAT recognises that the nature and scale of its activities impacts on the environment and that it has a responsibility to manage its activities in a way that reduces negative environmental impacts and increases positive impacts. The MAT is, therefore, committed to carbon reduction and improving its environmental performance through an environmental management system. The implementation of this policy will enable it to do so.

The following areas of **environmental management** fall within the scope of this policy.

- Use of energy
- Use of water
- Use of resources
- Emissions from transport
- Waste
- Contamination of land
- Loss of biodiversity

In order to meet our environmental responsibilities, and to reduce our carbon footprint, the MAT will engage in the following actions:

- Comply with all relevant legal requirements and other management standards and guidelines
- Develop, implement and maintain an environmental management system, aiming to meet the requirements for certification to the ISO14001 standard (or current iteration)
- Set targets for the MAT in relation to key indicators and actions (see following table)
- Optimise energy efficiency to reduce emissions of greenhouse gases
- Optimise water use efficiency
- Be efficient in the use of resources
- Reduce the negative environmental impacts of travel
- Increase reuse and recycling, and reduce waste
- Prevent pollution and contamination of land and water and continually improve our environmental performance
- Manage and improve the biodiversity value of the campus
- Give appropriate consideration to environmental criteria when purchasing products and services and where possible select contractors and suppliers who can demonstrate environmental management and performance in line with this policy
- Raise awareness of appropriate environmental issues amongst members of the College, and provide relevant training
- Use internal audits to develop an initial baseline, monitor compliance with the environmental management system reporting to the MAT board in relation to targets set
- Increase general awareness of environmental responsibilities amongst students and staff through internal communications, education for sustainable development and staff development.

Suggested targets

CLIMATE CHANGE AND ENERGY
<ul style="list-style-type: none"> Reduce Carbon emissions (from buildings) by 12.5% by TBC, relative to 2016/17 levels
<ul style="list-style-type: none"> Reduce Carbon emissions (from road vehicles used for Government administrative operations) by 15% by TBC relative to 2016/17levels
<ul style="list-style-type: none"> MAT to increase energy efficiency per m² by 15% by TBC, relative to 2016/17levels
SUSTAINABLE CONSUMPTION AND PRODUCTION
<ul style="list-style-type: none"> MAT to reduce their waste arisings by 5% by TBC, relative to 2016/17levels
<ul style="list-style-type: none"> MAT to increase their recycling figures to 40% of their waste arisings by TBC
NATURAL RESOURCE PROTECTION
<ul style="list-style-type: none"> MAT to meet or exceed the aim of having 95% of SSSIs insole ownership in target condition by TBC
<ul style="list-style-type: none"> Reduce water consumption by 25% on the office and non-office estate by TBC, relative to 2016/17levels.
<ul style="list-style-type: none"> Reduce water consumption to an average of 3m³ per person/year for all new office builds or major refurbishment projects
RENEWABLE ENERGY AND CHP
<ul style="list-style-type: none"> MAT to source at least 10% of electricity from renewables (by TBC)
<ul style="list-style-type: none"> MAT to source at least 15% of electricity from Combined Heat and Power (by TBC)

The implementation of this section of the policy will be the responsibility of some of the Estates and Finance teams with other individuals as relevant who will develop an action plan for improving environmental performance, with measurable indicators where possible, and will report annually to the MAT board on its progress.

Section 2 Education for Sustainable Development

The MAT adopts the following definition of **education for sustainable development** (ESD):

“The process of acquiring the knowledge, skills and attitudes needed to build local and global societies that are just, equitable and living within the environmental limits of our planet, both now and in the future.”

Sustainable Development Education Network definition

The LSIS Sustaining our Future Framework positions Education for Sustainable Development in the context of the significant environmental, social and economic challenges we face as individuals, as a sector and as a nation.

Education for Sustainable Development is also encompassed within the key strategic objective of the MAT: “To provide a curriculum portfolio that anticipates and meets the needs of students, employers and other stakeholders and addresses local, regional and national priorities”

The MAT aims to take a holistic approach to equip students with the knowledge, skills and attitudes to be effective citizens in this changing world. This will involve not only what the students learn within their formal curriculum and the way teaching and learning is delivered, but also the wider informal MAT initiatives, events and culture that will influence students and staff to live and work more sustainably.

In order to meet this aim we will:

- Identify any additional qualifications offered in sustainable development and/or environmental issues. Develop the curriculum portfolio, as appropriate, to equip learners to contribute to the low carbon economy
- Map where ESD is already integrated in courses and expand and contextualise the delivery of ESD for specific curriculum and vocational areas
- Promote projects and competitions to raise awareness of SD issues and showcase students' work
- Promote the culture of the Sustainable College Community through induction and tutorial
- Develop ESD as a vehicle to enhance Every Child Matters outcomes, particularly healthy lifestyles, making a positive contribution and achieving economic wellbeing
- Ensure that teaching methods are environmentally conscious and encourage the use of on line materials and other strategies to reduce the need for travel and paper
- Develop the use of the estate and facilities as a teaching resource in liaison with curriculum areas
- Develop a resource base of SD teaching/learning materials, Staff Information System and in the library
- Develop the inclusion of ESD in cross college monitoring and planning systems, for example, course team meetings and the self assessment reporting
- Review the use of external benchmarking, for example The Reaching Forward Index, to set targets and monitor progress against national criteria
- Work with the respective Student Councils and Curriculum leaders to: support student led initiatives such as the College Ecoclub, encourage active participation and link to national or international sustainability events and themes
- Identify opportunities for volunteering in Sustainable Development and the environment within relevant courses
- Provide ESD staff development opportunities and ongoing advice and support for staff delivering ESD

The implementation of this section of the policy will be the responsibility of the **TBC** (Curriculum leaders?), who will develop an action plan and report annually on its progress.

Section 3 Working with the Community

The MAT adopts the following definition of a **sustainable community**:

“Sustainable communities are places where people want to live and work, now and in the future. They meet the diverse needs of existing and future residents, are sensitive to their environment, and contribute to a high quality of life.” *2003 Sustainable Communities Plan.*

Working towards a sustainable community is encompassed within the key strategic objective of the MAT: “To develop and maintain partnership arrangements which deliver measurable and positive benefits to the MAT and the community we serve”

The MAT's work with and within the community contributes to the local Council's objectives (for example Cornwall Council's Sustainable Community Strategic vision is: "a strong and sustainable community for One and All."

Within the organisation itself the MAT aims to develop its strong 'community' ethos, from how we engage with students and staff through to how we run our operations. Within the local community the MAT will position itself as an exemplar organisation and work with local stakeholders towards a sustainable community.

Within the region it aims to be a proactive and responsive stakeholder in promoting sustainable development.

In order to meet these aims we will:

- Communicate effectively with our local community stakeholders, including employers, to increase the involvement of the MAT and its students in contributing to the sustainable community
- As a stakeholder the MAT will maintain and develop appropriate local and regional partnerships and networks - for example between colleges, schools, learning providers, local authorities and higher education
- Encourage students to organise or contribute to local community events and to undertake volunteering as part of a community commitment to sustainable development
- Support local markets, ethical and fair trade and local initiatives within the community where appropriate
- Increase access to facilities for local community agencies and groups to make the best use of resources
- Use external benchmarking, for example the LSIS Reaching Forward Index, to set targets and monitor progress against national criteria

The implementation of this section of the policy will be the responsibility of the **TBC**, and it will be delivered by the **TBC**.

Background documents

This policy has been developed with reference to a number of publically available documents. These have been used to set the context and scope of this policy. Key sections of these documents have been reproduced below.

Document	Information	Comment
<p>Planning a sustainable school Driving school improvement through sustainable development (DCFS, 2008) http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/planning_a_sustainable_school.pdf</p>	<p>In 2005 the government (Then DCFS) in collaboration with WWF UK published a policy guide for schools. “The Government would like every school to be a sustainable school by 2020. In practice this means integrating high standards of achievement and behaviour with the goals of healthy living, environmental awareness, community engagement and citizenship – many of the aspirations set forth in Every Child Matters. A National Framework has been established to guide schools towards this aim. It comprises three interlocking parts:</p> <ul style="list-style-type: none"> • <i>A commitment to care</i> Sustainable schools have a caring ethos – care for oneself, for each other (across cultures, distances and generations), and for the environment (far and near). Schools are already caring places, but a sustainable school extends this commitment into new areas. It cares about the energy and water it consumes, the waste it produces, the food it serves, the traffic it attracts, and the difficulties faced by people living in its community and in other parts of the world. • <i>An integrated approach</i> A sustainable school takes an integrated approach to its improvement. It explores sustainable development through its teaching provision and learning (curriculum); in its values and ways of working (campus); and in its engagement of local people and partners (community). • <i>A selection of ‘doorways’ or sustainability themes</i> The doorways are entry points, or places where schools can establish or develop their sustainability practices. Each of the doorways draws its inspiration from a range of national priorities around sustainable development. 	<p>Last significant specific government guidance relating to sustainable development in schools. Provides an explanation and a guide to schools promoting an integrated approach through “...learning (curriculum); in its values and ways of working (campus); and in its engagement of local people and partners (community).” In addition unusually named “doorways” are introduced here and have heavily influenced subsequent work.</p>
<p>Top Tips for Sustainability in Schools (DfE, 2012) https://www.gov.uk/government/publications/top-tips-for-sustainability-in-schools</p>	<p>“Sustainable development means meeting the needs of all people now – including protecting the natural habitats that are essential to our survival – without compromising the ability of future generations to meet their own needs. The Department for Education is committed to sustainable development and believes it is important to prepare young people for the future. Our approach is based on the belief that schools perform better when they take responsibility for their own improvement. We want schools to make their own judgements on how sustainable development should be reflected in their ethos, day-to-day operations and through education for sustainable development. Those judgements should be based on sound knowledge and local needs.</p> <ul style="list-style-type: none"> • top tips to reduce carbon in schools • top tips to reduce energy and water use in schools • top tips for sustainable purchasing in schools • top tips for sustainable school travel • top tips to reduce waste in schools • top tips for school food and catering services • top tips to develop the global dimension in schools” 	<p>More recent policy document from DfE marking a change in the government’s policy (before prescriptive - trying to steer schools towards an approach to SD) as the government now sees its role is to be a signpost for schools looking for information if they wish to “take responsibility for their own improvement”. Excellent collection of information and links for any more detailed work.</p>
<p>Sustainable Schools Framework (SEEd, 2012) http://se-ed.co.uk/edu/sustainable-schools/</p>	<p>Sustainable Schools began as a government initiative in collaboration with the Sustainable Development Commission over 5 years ago and was a result of the first Education SD Action Plan published in 2003. The programme built on what had been mostly NGO supported developing practice and SEEd was engaged in helping the sector connect their work and programmes to the Sustainable Schools Framework. In 2010 the government decided to no longer directly support the Sustainable Schools initiative (England). The Sustainable Schools Framework continues with the support of SEEd and many other UK charities and</p>	<p>Framework organisation originally set up and backed by Sustainable Development Commission to support SD in schools. Draws on ideas and guidance set in DCFS 2008. Organisation seeks and supports member schools.</p>

	<p>organisations. The Sustainable Schools Framework was built on the principle of care - of oneself, of others and of the environment. There are 8 doorways in the framework (see <i>DCSF 2008 above</i>) which are approached through Campus, Curriculum or Community approaches. The Doorways are: Food and Drink; Energy and Water; Travel and Traffic; Purchasing and Waste; Buildings and Grounds; Inclusion and Participation; Local Well-being; and Global Dimension.</p> <p>* Sustainability and Environmental Education (SEEd) is a registered charity that identifies, promotes, enables and supports environmental education and education for sustainable development in the UK.</p>	
<p>Letter to SEEd from Lorna Bertrand International Education Division, Department for Education (DfE, 2014) http://se-ed.co.uk/edu/sustainable-schools/policy/</p>	<p>The Government is very supportive of opportunities being made available to schools in England to incorporate education for sustainable development (ESD) into their teaching but believes that schools themselves are best placed to make decisions about how they do this. In our recent review of the national curriculum, one of our key aims was to give teaching professionals more autonomy to decide what and how to teach. Schools may incorporate sustainable development in their teaching within the broad framework of the citizenship curriculum. Additionally, the new programmes of study for geography and science cover this issue from key stage 3 and focus on the key concepts in science and geography, rather than political, economic or social debates on this topic. In order for children to develop a firm understanding of climate change, it is essential that it is taught as a carefully sequenced progression, starting with the fundamental concepts and relevant background knowledge which underpin this topic. In science, primary school pupils will be taught the scientific concepts that underpin weather, climate and biodiversity. For instance, in key stage 1, pupils will be taught to observe changes across the four seasons, including the weather associated with the seasons and how the length of the day varies. In key stage 2, pupils will be taught about the part played by evaporation and condensation in the water cycle and to associate the rate of evaporation with elements such as temperature. They will learn that environments can change, and that this can pose dangers to living things. They will also learn about the concept of gases and the movement of the earth relative to the sun.</p> <p>All of these topics provide a firm foundation for the study of climate science in key stage 3, where pupils will be taught about the composition of the atmosphere, the carbon cycle and the importance of recycling. Ecosystems and biodiversity will be covered again in more depth. Crucially, pupils will also be taught specifically about the production of carbon dioxide by human activity and the effect that this has on the climate. In geography, pupils will be given more information about the different types of weather and climate in particular parts of the world, and the processes that give rise to them. In key stage 1, pupils will be taught about seasonal and daily weather patterns in the UK, and the location of hot and cold areas of the world. In physical geography at key stage 2, pupils will learn about climate zones, biomes, vegetation belts and the water cycle. At key stage 3, pupils will be taught about change in the climate from the Ice Age to the present.</p> <p>Support for international school linking, curriculum materials and teacher training for ESD are also available to schools through two Government-funded programmes: DfID's Global Learning Programme (GLP) and the British Council's Connecting Classrooms programme. The GLP supports schools to equip their pupils to make a positive contribution to a globalised world by helping teachers to deliver effective teaching and learning about development and global issues. Connecting Classrooms gives young people the chance to collaborate with international peers, brings challenging global issues to life and establishes meaningful cross-cultural relationships. In addition, it provides specially developed resources to help schools in the UK and their partner schools</p>	<p>Sets out more recent DfE policy statement with opportunities to include SD in curriculum development.</p>

	<p>to explore a number of social, environmental, and cultural themes.</p> <p>Finally, you are no doubt aware that Bristol has received £7 million of additional funding from Chief Secretary to the Treasury, Danny Alexander, to support it as European Green Capital in 2015. The funding will deliver a range of projects, including a sustainable living programme in UK schools to educate up to 4.5 million children about climate change and how cities can contribute to tackling this issue.</p>	
<p>Cornwall Council's Sustainable Development Policy (CC, 2014)</p> <p>https://www.cornwall.gov.uk/environment-and-planning/sustainable-development/sustainable-development-policy/</p>	<p><i>Our definition</i> "A dynamic process which enables all people to realise their potential and improve their quality of life in ways which simultaneously protect and enhance the earth's life support systems."</p> <p><i>Our commitment</i> Cornwall County Council promoted sustainable development for the benefit of one and all in the management and delivery of all its services through integrated social, economic and environmental objectives; seeking to achieve its vision of "a strong and sustainable community for One and All." For Cornwall Council, the goal of sustainable development will be pursued by integrated actions designed to achieve a sustainable, innovative and productive economy that delivers high levels of employment; and a just society that promotes social inclusion, sustainable communities and personal wellbeing. This will be done in ways that protect and enhance the physical and natural environment, and use resources and energy as efficiently as possible. Similar objectives will inform all our endeavours with partner organisations, with the County Council promoting sustainable solutions to today's most pressing environmental, economic and social problems</p> <p><i>Sustainability in Schools</i> Young people will face unprecedented challenges in the future and it is essential that schools play a part in educating them not only to cope with these challenges but to rise to them and play an active part in finding solutions. We need to equip children to be part of the solution; we need to ask not only how schools can support national priorities for sustainability but also how sustainable development can support schools. The focus for schools is to take an integrated approach related to:</p> <ul style="list-style-type: none"> • the curriculum • the community • the campus <p>and many schools have already seized the opportunity to use this to develop skills that raise academic achievement and empower and equip children for the future. The sustainability agenda is about inspiring people to think and work in a profoundly different way. This work in Cornwall provides a starting point for those of you who are thinking about how to develop and an opportunity to share the excellent practice that is already happening. Our schools are the best places to lead the way on sustainable development. The DCSF has set targets through the "eight doorways" for 2020 and these may not seem urgent until it is too late. Cornwall Learning looks to assist schools in moving forward by supporting them in transformational learning by selecting intermediate achievable targets to lead them into the future by thinking and acting differently and in a sustainable way. These are big issues for all of us and our schools have a special role to play in preparing young people for the future.</p>	<p>Provides details of Local SD policy important for strategic context. The Council supports the approach to the development of SD policy outlined in DCFS 2008.</p>
<p>Sustainable development policy (South Cheshire College, 2014)</p> <p>http://www.scc.ac.uk/wp-content/uploads/2013/11/Sustainable-Development-Policy.pdf</p>		<p>Example of policy document from a college. Follows guidance set out by DCFS 2008 and is a useful model for LC policy.</p>
<p>Environmental and sustainable development policy (Chartered Institute of</p>		<p>Example of a policy</p>

<p>Personnel and Development, 2015) http://www.cipd.co.uk/cipd-hr-profession/about-us/environmental-sustainability-policy.aspx</p>	<p>developed by professional institution. CIPD sets out a visionary yet pragmatic approach to their policy</p>
<p>Environmental Sustainability Vision, Policy and Strategy (University of Cambridge, 2015) http://www.environment.admin.cam.ac.uk/files/environmental_sustainability_vision_policy_and_strategy_for_web.pdf</p>	<p>Example of a policy developed by university. A strategic document that summarises targets and actions set out in more detailed work (Carbon Management Plan, Environmental Management Plan, and Sustainable Procurement Policy). Sets a range of useful KPIs and implementation mechanisms. Follows format originally set by Hefce and Forum for the Future.</p>