



TRUST EDUCATION GROUP

Sustainability Policy

Policy Statement

Trust-Education Group Ltd is committed to promoting sustainability, environmental responsibility and climate awareness across all aspects of school life. As a specialist SEMH provision, we recognise our responsibility to provide an environment that supports the wellbeing of our pupils while also modelling positive environmental behaviours and responsible stewardship of the world around us.

We believe that sustainability education is an important part of preparing young people for adulthood. Through our curriculum, daily practices, outdoor learning opportunities and community partnerships, pupils are supported to develop an understanding of environmental responsibility, conservation and sustainable living.

Our approach is rooted in practical, meaningful experiences that enable pupils to understand the impact of their choices and develop skills that can be applied beyond school. Sustainability is embedded within our buildings, operations, curriculum and wider community engagement, ensuring that pupils experience environmental responsibility as part of everyday life.

Our main site, Miles House, has been designed and developed with sustainability and energy efficiency at its centre. The building incorporates environmentally responsible systems that reduce energy consumption, improve air quality and create a healthy learning environment that supports the needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Trust-Education Group Ltd is committed to continually improving its environmental performance and ensuring that sustainability remains a key consideration in decision-making, curriculum development and future planning.

Vision

At Trust-Education Group Ltd we aim to create a school environment where sustainability is understood, valued and actively practised by the whole school community.

We believe that pupils learn best when they are provided with opportunities to experience learning in meaningful, real-world contexts. Through gardening, outdoor education, environmental projects, vocational opportunities and community

partnerships, pupils develop confidence, independence and a sense of responsibility for the world around them.

Our vision is for every pupil to leave Trust-Education Group Ltd with:

an understanding of the importance of protecting the environment;
practical skills that support sustainable living;
respect for nature and local communities;
confidence to make responsible choices;
an appreciation of how individual actions can contribute to wider environmental change.

Sustainability also supports our wider SEMH ethos by providing pupils with opportunities to develop emotional regulation, resilience, teamwork and wellbeing through connection with nature and practical activities.

Aims

The aims of this policy are to ensure that Trust-Education Group Ltd:

- Promotes environmental responsibility throughout the school community
- Reduces its environmental impact through sustainable practices and efficient use of resources
- Provides pupils with practical opportunities to learn about sustainability
- Ensures that buildings, resources and operations are managed responsibly
- Develops partnerships that support environmental education and community engagement
- Encourages pupils to understand their role in protecting the environment;
- Supports pupils' wellbeing through access to outdoor and nature-based learning experiences

Scope

This policy applies to all members of the Trust-Education Group Ltd community, including pupils, staff, governors, contractors, visitors and external partners.

Sustainability is considered across all areas of school life, including:

Curriculum delivery
Outdoor education
Vocational learning
Site management
Catering
Waste management
Educational visits
Community partnerships

All members of the school community have a role in promoting environmentally responsible behaviours and contributing towards the school's sustainability aims.

Legislative and Regulatory Framework

This policy has been developed with consideration of relevant legislation, guidance and best practice, including:

- Education (Independent School Standards) Regulations 2014
- Education Act 1996
- Education Act 2002
- Climate Change Act 2008
- Environment Act 2021
- Environmental Protection Act 1990
- Waste (England and Wales) Regulations 2011
- Health and Safety at Work etc. Act 1974
- Department for Education Sustainability and Climate Change Strategy
- Keeping Children Safe in Education 2026
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR where applicable

This policy should be read alongside the school's:

- Health and Safety Policy
- Curriculum Policy
- Teaching, Learning and Assessment Policy
- Educational Visits Policy
- Equality Policy
- Accessibility Plan
- Risk Assessment Policy

Roles and Responsibilities

Governors

The Governing Board is responsible for ensuring that sustainability remains aligned with the school's strategic development and values. Governors monitor the effectiveness of environmental initiatives through reports from school leaders and support the continued development of sustainable practice.

Sustainability Lead

Katie Everson, Co-Headteacher, has strategic responsibility for sustainability across Trust Education Group Ltd.

Katie oversees the implementation of this policy and ensures that sustainability remains embedded within school operations, curriculum opportunities and future development planning. She monitors environmental initiatives, promotes pupil involvement and works collaboratively with staff and external partners to improve the school's environmental performance.

Katie ensures that sustainability is considered when decisions are made regarding resources, buildings, curriculum opportunities and community partnerships.

Co-Headteachers

The Co-Headteachers Melissa Wainman and Katie Everson ensure that sustainability aligns with the school's vision, ethos and operational priorities. They support the integration of sustainability within teaching, learning, personal development and the wider curriculum.

They ensure that staff have appropriate opportunities to develop their understanding of sustainability and that pupils are provided with meaningful opportunities to engage in environmental education.

Staff

All staff are responsible for modelling environmentally responsible behaviours and encouraging pupils to make sustainable choices. Staff support recycling, energy conservation and responsible use of resources throughout the school day.

Teachers incorporate sustainability into learning opportunities wherever appropriate and support pupils to understand environmental issues through practical and academic activities.

Pupils

Pupils are encouraged to take ownership of their environment by participating in sustainability projects, caring for outdoor spaces, reducing waste and developing an understanding of environmental responsibility.

Through practical experiences, pupils learn that their actions can have a positive impact on the world around them.

Partners

External partners, including Ark Education Barn and community organisations, support the school's sustainability aims by providing practical learning experiences and opportunities for pupils to engage with environmental education.

Sustainable Buildings and Estate Management – Miles House

Miles House has been developed with sustainability, energy efficiency and pupil wellbeing at the forefront of its design.

The building operates without reliance on fossil fuels and incorporates modern environmentally responsible systems that reduce energy consumption, improve air quality and support a comfortable learning environment.

The school's approach to estate management reflects its commitment to reducing carbon emissions while creating an environment that supports pupils with SEMH needs.

Energy Use and Carbon Reduction

Trust Education Group Ltd. is committed to reducing energy consumption and minimising its carbon footprint through the use of efficient systems and responsible energy management. Miles House has been designed to operate without reliance on fossil fuels, supporting the school's commitment to reducing environmental impact and promoting sustainable practice.

The school recognises that reducing energy consumption is not only environmentally responsible but also provides valuable opportunities for pupils to understand renewable energy, climate responsibility and the importance of making sustainable choices.

Staff and pupils are encouraged to develop energy-conscious habits, including switching off unnecessary lighting and electrical equipment, making appropriate use of resources and understanding how everyday actions contribute towards environmental sustainability.

Fossil Fuel-Free Operation

Trust-Education Group Ltd does not use fossil fuels such as gas, coal or oil to heat or operate Miles House.

By removing reliance on traditional fossil fuel systems, the school significantly reduces carbon emissions associated with energy use and supports wider national ambitions to transition towards cleaner energy solutions.

The school's approach demonstrates to pupils how sustainable design and technology can be incorporated into everyday environments and provides meaningful opportunities to discuss renewable energy and climate change within the curriculum.

Air Source Heat Pump System

Miles House is heated using an air source heat pump system, providing an efficient and environmentally responsible heating solution.

The system works by extracting heat energy from the outside air and converting it into usable heat to maintain comfortable internal temperatures throughout the building.

Benefits of the air source heat pump include:

- reduced carbon emissions compared with traditional heating systems;
- improved energy efficiency;
- reduced dependence on non-renewable resources;
- consistent temperature control;
- support for a comfortable learning environment.

The heating system is particularly beneficial within a specialist SEMH setting as it supports a stable and comfortable environment where pupils can feel safe, regulated and ready to learn.

Renewable Energy and Solar Panels

Miles House is fitted with solar panels to generate renewable energy from sunlight. Solar technology forms an important part of the school's commitment to reducing reliance on traditional energy sources and promoting environmental responsibility.

Solar panels contribute towards the school's electricity requirements by generating clean energy and reducing the amount of electricity required from the national grid.

The benefits of solar energy include:

- reducing carbon emissions;
- supporting renewable energy generation;
- improving energy efficiency;
- reducing environmental impact;
- providing practical learning opportunities for pupils.

Solar energy is also used as a curriculum opportunity. Pupils will be supported to understand how renewable energy systems operate and, where appropriate, will explore solar energy production through practical activities, science learning and environmental projects.

Lighting and Electrical Efficiency

Miles House uses energy-efficient LED lighting throughout the building to reduce electricity consumption and support sustainable energy management.

LED lighting provides:

- lower energy usage compared with traditional lighting systems;
- a longer lifespan, reducing waste and replacement requirements;
- improved efficiency and reliability;
- appropriate lighting levels to support learning and wellbeing.

Lighting systems include dimmer controls, allowing staff to adjust lighting levels according to the needs of pupils and activities taking place.

This is particularly valuable within an SEMH setting, where some pupils may experience sensory sensitivities or anxiety linked to their environment. The ability to adjust lighting helps create calm, comfortable and accessible learning spaces while also reducing unnecessary energy use.

Air Quality and Ventilation

Miles House incorporates a whole-house air recycling and ventilation system designed to maintain high-quality indoor air while supporting energy efficiency.

The system continuously refreshes indoor air and includes filtration technology to reduce airborne particles, pollen and other environmental pollutants.

The benefits include:

- improved indoor air quality;
- increased comfort for pupils and staff;
- support for respiratory wellbeing;
- reduced reliance on opening windows for ventilation;
- improved energy efficiency.

Maintaining a comfortable and healthy internal environment is particularly important for pupils with SEMH needs. A well-regulated environment supports concentration, emotional regulation and engagement with learning.

The ventilation system works alongside the building's heating and lighting systems to create a calm, consistent and supportive learning environment.

Water Management and Conservation

Trust-Education Group Ltd recognises water as a valuable natural resource and is committed to using water responsibly throughout Miles House.

The school has implemented systems designed to improve water efficiency, reduce unnecessary consumption and ensure compliance with relevant water regulations.

Water Efficiency Systems

Miles House uses Water Logic systems to support efficient water use throughout the building. These systems help reduce water waste while maintaining safe and reliable access to water for pupils and staff.

WRAS Compliance

All water systems within Miles House are WRAS (Water Regulations Advisory Scheme) compliant, ensuring that water usage meets UK regulatory requirements.

WRAS compliance supports:

- safe water management;
- prevention of contamination risks;
- efficient use of water resources;
- compliance with water regulations.

Promoting Water Conservation

Staff and pupils are encouraged to use water responsibly through everyday routines and environmental education.

The school promotes:

- avoiding unnecessary water waste;
- responsible use of taps and facilities;
- awareness of water conservation;
- understanding the importance of protecting natural resources.

Waste Reduction and Recycling

Trust-Education Group Ltd is committed to reducing waste, increasing recycling and encouraging responsible resource management throughout the school.

The school recognises that reducing waste is an important part of environmental responsibility and provides pupils with opportunities to understand the impact of their choices.

The school aims to:

- Separate recyclable and non-recyclable waste
- Recycle paper, cardboard and appropriate packaging
- Reduce unnecessary printing
- Minimise single-use plastics where possible
- Reuse resources and materials where appropriate
- Dispose of waste responsibly through approved providers

Pupils are encouraged to participate actively in recycling routines and understand the importance of caring for their environment.

Waste reduction is also explored through curriculum activities, outdoor learning and sustainability projects, helping pupils connect everyday actions with wider environmental impact.

Sustainable Food and Catering

Trust-Education Group Ltd recognises that food choices and food production have an important role to play in sustainability and environmental responsibility. The school promotes an understanding of where food comes from, the importance of reducing waste and the impact that everyday choices can have on the environment.

All meals provided on site are supplied by **I'm So Good**, a provider committed to environmentally responsible practices. Meals are supplied using **100% recyclable packaging**, helping to reduce waste sent to landfill and supporting a more sustainable approach to food provision.

The school encourages pupils to develop an understanding of:

- responsible food choices;
- reducing food waste;
- sustainable packaging;
- the importance of local and ethical food production;
- the connection between food, farming and the environment.

Through curriculum opportunities, gardening projects and outdoor learning, pupils are supported to understand the journey of food from production to consumption. This supports wider learning around sustainability, healthy lifestyles and independence skills.

Sustainable Procurement

Trust Education Group Ltd. recognises that responsible purchasing decisions contribute towards reducing environmental impact. When purchasing resources, equipment and services, the school considers sustainability alongside quality, suitability, value for money and pupil need.

Where appropriate, the school seeks to:

- Purchase durable resources that reduce unnecessary replacement
- Consider products made from recycled or sustainable materials
- Reduce excessive packaging
- Select suppliers who demonstrate environmentally responsible practices
- Support local suppliers where appropriate
- Consider the environmental impact of products throughout their lifespan

Staff are encouraged to consider whether resources are necessary, whether existing materials can be reused and whether sustainable alternatives are available.

Procurement decisions support the school's wider commitment to responsible resource management and modelling positive environmental behaviours for pupils.

Sustainability Within the Curriculum

Sustainability is embedded throughout the curriculum through meaningful learning experiences that enable pupils to understand environmental issues and develop practical skills.

The school recognises that pupils learn best when sustainability is connected to real-life experiences. Therefore, environmental education is delivered through both classroom-based learning and practical opportunities.

Sustainability opportunities are developed through areas including:

- Science, where pupils explore ecosystems, energy, climate change and environmental processes
- Geography, where pupils develop understanding of natural environments, resources and human impact
- PSHE and personal development, where pupils explore responsibility, citizenship and future choices
- Outdoor education, where pupils develop practical skills and connection with nature
- Vocational learning, where sustainability is considered within practical activities and future employment pathways
- Food and gardening projects, where pupils learn about food production and environmental responsibility.

Teachers identify opportunities to incorporate sustainability naturally into learning, ensuring that environmental awareness becomes part of pupils' wider understanding rather than a separate subject.

Outdoor Learning and Environmental Education

Trust-Education Group Ltd recognises the significant benefits of outdoor learning for pupils' academic progress, emotional wellbeing and personal development.

Outdoor environments provide valuable opportunities for pupils to develop confidence, resilience, independence and practical skills. They also enable pupils to experience sustainability in meaningful ways through direct interaction with nature.

Outdoor learning supports pupils to:

develop respect for the natural environment;
understand ecosystems and biodiversity;
develop teamwork and communication skills;
experience the wellbeing benefits of nature;
apply learning in practical contexts;
develop responsibility and independence.

The school uses outdoor learning as a therapeutic approach, recognising that time spent in natural environments can support emotional regulation, confidence and positive mental health.

Ark Education Barn

Pupils at Trust-Education Group Ltd attend Ark Education Barn, a sustainable educational farm that provides pupils with valuable opportunities to experience environmental responsibility in practice.

Ark Education Barn supports the school's commitment to providing meaningful, hands-on learning experiences that develop both practical skills and environmental awareness.

Through visits and educational sessions at Ark Education Barn, pupils learn about:

- Sustainable farming practices
- Animal care and welfare
- Food production
- Land management
- Conservation
- Biodiversity
- The relationship between humans, animals and the natural environment.

Sessions are delivered by Mel and Shaun Taylor, who provide pupils with opportunities to develop practical knowledge, confidence and understanding through engaging outdoor experiences.

The farm environment allows pupils to learn at their own pace, develop relationships with trusted adults and experience success through practical achievement. This aligns closely with the school's SEMH approach by supporting wellbeing, confidence and emotional development alongside environmental learning.

Roots of Trust Garden

Trust Education Group Ltd. is proud to have **Roots of Trust Garden**, which provides pupils with a dedicated outdoor space for gardening, environmental learning and personal development.

The garden offers a calm, therapeutic environment where pupils can participate in practical activities including growing plants, maintaining garden areas and developing an understanding of sustainable food production.

Through involvement in Roots of Trust Garden, pupils learn about:

- planting and growing vegetables;
- seasonal changes;
- composting and reducing waste;
- caring for plants and wildlife;
- sustainable food production;
- biodiversity and conservation.

The garden provides opportunities for pupils to develop important life skills, including teamwork, patience, responsibility and problem-solving. It also supports emotional wellbeing by providing a peaceful environment where pupils can experience achievement, creativity and connection with nature.

Over time, pupils will be supported to develop their own vegetable patches, enabling them to take ownership of growing food and understanding the importance of sustainable choices.

Biodiversity and Conservation

Trust-Education Group Ltd is committed to protecting and enhancing biodiversity through education, practical projects and responsible management of outdoor spaces.

Pupils are encouraged to understand the importance of protecting wildlife, habitats and ecosystems. Through outdoor learning, gardening and community projects, pupils explore how small actions can contribute towards maintaining healthy environments.

Activities may include:

- planting flowers and vegetables to support pollinators;
- creating habitats for wildlife;
- learning about local ecosystems;
- caring for outdoor spaces;
- understanding the importance of conservation.

The school promotes respect for all living things and encourages pupils to recognise their role in protecting the natural world for future generations.

Educational Visits and Community Sustainability

Trust-Education Group Ltd recognises the importance of providing pupils with opportunities to experience sustainability beyond the school site. Educational visits

enable pupils to connect classroom learning with real-world environments and develop a deeper understanding of environmental responsibility.

Visits are carefully planned to ensure they are accessible, meaningful and appropriate to pupils' individual needs. Risk assessments and safeguarding procedures are completed in line with the school's Educational Visits Policy, ensuring that pupils can participate safely and confidently.

Sustainability-focused visits may include opportunities to explore:

- organic and sustainable farms;
- conservation areas and nature reserves;
- local environmental projects;
- Fair Trade establishments;
- community gardens;
- wildlife and biodiversity sites.

Through these experiences, pupils develop an understanding of sustainable food production, ethical choices, conservation and the importance of protecting local environments.

The school values its connection with the local community and seeks opportunities to work collaboratively with organisations that share its commitment to environmental responsibility.

Sustainable Travel and Transport

Trust-Education Group Ltd recognises that transport contributes towards environmental impact and seeks to promote responsible travel choices wherever possible.

When planning educational visits, staff consider opportunities to reduce unnecessary travel, combine journeys where appropriate and select destinations that provide meaningful educational experiences.

The school encourages:

- Efficient journey planning
- Consideration of local opportunities
- Responsible use of school transport
- Walking opportunities during local activities where appropriate
- Awareness of how travel choices affect the environment

Where pupils are able to access local community facilities, walking and outdoor travel opportunities are encouraged as part of developing independence, confidence and awareness of the local environment.

Pupil Voice and Sustainability Leadership

Trust-Education Group Ltd believes that pupils should play an active role in shaping the school's sustainability journey. Providing opportunities for pupil voice ensures that environmental responsibility becomes something pupils participate in rather than something that is simply taught.

Pupils are encouraged to contribute ideas, identify improvements and take responsibility for sustainability initiatives within the school.

Opportunities may include:

- contributing ideas for environmental projects;
- supporting recycling initiatives;
- helping to care for outdoor spaces;
- participating in gardening activities;
- sharing suggestions for reducing waste;
- supporting sustainability events and activities.

Through involvement in sustainability projects, pupils develop confidence, leadership skills, teamwork and a sense of ownership over their environment.

This approach supports the school's wider SEMH aims by allowing pupils to experience responsibility, achievement and positive contribution within the school community.

Sustainability and Personal Development

Sustainability contributes significantly to pupils' wider personal development. Through environmental education and practical experiences, pupils develop values and skills that support preparation for adulthood.

Sustainability activities provide opportunities for pupils to develop:

- Resilience through practical problem-solving
- Communication skills through teamwork
- Independence through responsibility for projects
- Confidence through achieving practical outcomes
- Respect for communities and the natural world

Pupils are supported to understand that their choices and actions can make a positive difference. This develops responsible citizenship and prepares young people to participate positively within their communities.

Monitoring and Evaluation

Trust-Education Group Ltd is committed to ensuring that sustainability remains an active and developing area of school improvement. Monitoring allows leaders to evaluate the effectiveness of current practice, identify opportunities for development and ensure that sustainability continues to have a meaningful impact on pupils and the environment.

Katie Everson, as Sustainability Lead, monitors the implementation of this policy and works with the leadership team to review progress.

Monitoring may include:

- Reviewing energy and water usage
- Evaluating recycling and waste reduction practices
- Reviewing sustainability opportunities within the curriculum
- Gathering pupil and staff feedback
- Evaluating outdoor learning projects
- Reviewing partnerships and environmental activities
- Identifying opportunities for further improvement

Information gathered through monitoring contributes to the school's wider quality assurance processes and supports future planning.

Continuous Improvement

Trust-Education Group Ltd recognises that sustainability is an ongoing journey and is committed to continually improving its environmental performance.

The school will regularly review opportunities to:

- Reduce energy consumption
- Increase renewable energy use
- Improve recycling and waste reduction
- Enhance biodiversity
- Expand outdoor learning opportunities
- Develop sustainable partnerships
- Strengthen pupils' understanding of environmental responsibility

Staff, pupils and partners are encouraged to contribute ideas and identify ways in which the school can continue to develop as an environmentally responsible organisation.

Through continuous improvement, Trust-Education Group Ltd. aims to create a lasting positive impact on the environment while providing pupils with the knowledge, skills and experiences needed to become responsible global citizens.

Annual Sustainability Action Plan

The school will maintain an annual sustainability action plan to identify priorities, monitor progress and support continued improvement.

The action plan will consider:

- Environmental priorities for the academic year
- Curriculum opportunities
- Pupil-led projects
- Improvements to buildings and resources
- Community partnerships
- Staff development opportunities



Progress against the action plan will be reviewed by the leadership team and used to inform future sustainability planning.



Related Policies

This policy should be read alongside the following Trust-Education Group Ltd policies:

- Curriculum Policy
- Teaching, Learning and Assessment Policy
- SEND Policy
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Educational Visits Policy
- Equality Policy
- Accessibility Plan
- Risk Assessment Policy



Appendix A- Sustainability Commitments at Trust-Education Group Ltd

Trust Education Group Ltd is committed to:

- Operating an environmentally responsible school site
- Reducing reliance on fossil fuels
- Using renewable energy through solar technology
- Managing energy and water responsibly
- Reducing waste and increasing recycling
- Providing meaningful sustainability education
- Developing outdoor learning opportunities
- Supporting biodiversity

Working with sustainable community partners
Enabling pupils to become responsible and environmentally aware citizens

Appendix B- Sustainability Examples Across School Life

Examples of sustainability in practice at Trust-Education Group Ltd include:

Within the building:

Renewable energy generation through solar panels
Air source heat pump heating
Energy-efficient lighting
Controlled ventilation and air filtration
Responsible water management

Within learning:

Sustainability lessons
Gardening projects
Outdoor education
Environmental visits
Practical conservation activities

Within partnerships:

Ark Education Barn sustainable farming experiences
Roots of Trust Garden projects
Local environmental learning opportunities

Within daily routines:

Recycling
Reducing waste
Caring for resources
Respecting outdoor spaces
Encouraging responsible choices

Monitoring and Review

This policy will be reviewed annually by Katie Everson, Sustainability Lead, alongside Melissa Wainman and the wider leadership team to ensure that it remains effective, current and aligned with legislation, best practice and the needs of the Trust-Education Group Ltd community.

The review process will consider:

Changes in environmental guidance
Developments within the school site
Feedback from pupils, staff and partners
Progress against sustainability priorities
Opportunities for further improvement

Trust-Education Group Ltd remains committed to ensuring that sustainability is not only a policy commitment but a lived value embedded throughout school life.

Policy Lead	Melissa Wainman Proprietor
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