



The Diocese of Ely

ACT Multi
Academy
Trust

**Agapé, Courage
Thankfulness**

Environmental Trust Strategy Document

Our aim is to create a family of schools with a clear vision, purpose and direction where teaching and learning have the highest priority and students enjoy and engage in a creative, rich and relevant curriculum which is tailored to their individual needs to ensure success.

The ACT MAT will create a culture of high aspiration amongst all students, regardless of their background. We will strive for excellence in teaching and learning so that we foster a lifelong learning ethos which promotes good progress and successful outcomes for all learners who will flourish within our distinctively Christian Ethos.

We believe it is important for all schools in our MAT to retain and promote their individual identity. We believe in the power of co-operative and collaborative working and will actively promote school to school support so that all schools in the Trust are Ofsted Good or Outstanding. This way of working has been the norm for the Buckden Academy Trust for the past 12 years.

Our priority is to ensure that the education experiences of our students gives them the skills, knowledge and qualities to succeed in the world of work and in life and become courageous advocates for the world we live in. Failure is not an option for our students, whatever their background, they all have the right to flourish.

We believe in Inclusion, Diversity and Equality - setting high aspirations in order for all students to succeed at their individual level, in an environment we have helped sustain.

Introduction

As a society we have become increasingly aware of environmental issues, climate change and the need to create a more sustainable future. Act Multi Academy Trust recognises that schools have a crucial role in achieving environmental sustainability because they help young people understand the world and develop skills and attitudes to live fulfilled lives as responsible citizens. The Trust is committed to Greener Governance through the National Governance Association's (NGA). [Greener Governance campaign](#) which aims to ensure that all schools and trusts have a strategy for their contribution to environmental sustainability and to equip governing boards to play their role in overseeing this work.

Our Pledge

In line with this campaign, for the for years 2024 -2025 as a Trust we pledge to:

- Reduce carbon across our Trust.
- Formulate our Trust's contribution to environmental sustainability as a key priority.
- Ensure that a plan is developed to make this happen in 2024.

The Trust Board of ACT have taken the decision to make environmental sustainability an organisational priority by identifying it as a key aim of the Trust Strategic Objective Plan. By doing this they have committed to ensuring that environmental considerations will form part of the Trust decision-making processes across all aspects of Trust life and work.

Values and vision

The vision and values of the Trust are reviewed annually to ensure that they support environmental sustainability and the Trust will consult stakeholders on whether the values need to be updated to ensure care for the environment is more explicitly incorporated. This would generate a commitment to develop policies and procedures that ensure the values are lived on a daily basis. Ensuring clarity of vision is the first core function for every governing board. The vision should, in a few sentences, describe what the school or trust will look like in three-to-five years' time, and what their pupils will leave the school knowing, thinking and having done. Making environmental sustainability part of the vision reinforces the commitment to developing and promoting practice throughout the school or trust.

Who will lead the change?

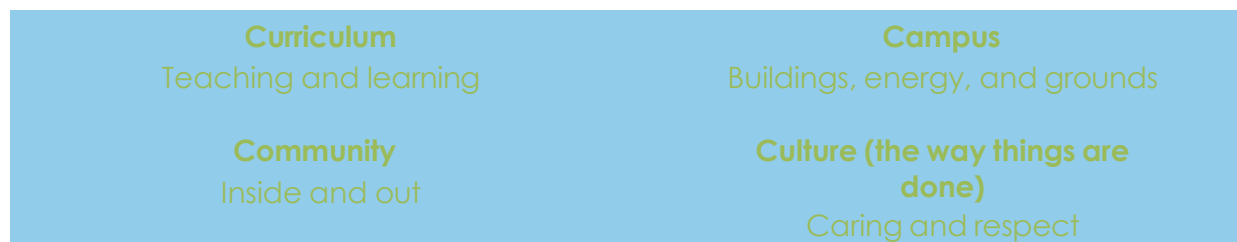
The Department for Education's (DfE) Governance Handbook states that governors and trustees should have "determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders". The Trust Board oversees this work at the highest strategic level through the scrutiny of the MAT Strategic Plan. The work across the Trust is delegated through the Scheme of Delegation so that everyone is clear of their roles and responsibilities in promoting environmental sustainability. In order to establish an effective strategy to deliver the Trust's vision the Trust will use the 'Four Cs' approach to sustainability.

The Four Cs approach to sustainability

A whole Trust approach to environmental sustainability, by definition, should encompass

all aspects of Trust life, learning and management.

The National Association for Environmental Education (NAEE) explains this by using the [Four Cs model](#):



It is imperative that there is clarity of role and responsibility when using this model so that all levels of leadership across the Trust are clear which of the Four Cs is their area of responsibility. There is recognition that leaders may have several areas of responsibility and the Trustees should be mindful of workload for leaders across the Trust. The Four Cs provide a model for leaders to follow when undertaking an audit of existing practice and developing an operation plan to achieve some specific goals for each C. For example, reduced energy use, increased active travel or sustainable purchasing.

How can the Trust Board show the way?

The ways of working and practices that governing boards adopt set an important tone and exemplify the value placed on environmental sustainability to the whole Trust. 'Quick wins' can be achieved by reducing the amount of paper generated by board meetings and a schedule that combines face-to-face with virtual meetings, therefore reducing the need to travel and the carbon footprint. Many governing boards now use a digital document storage system for papers, and many are adopting a blend of face-to-face and virtual meetings: communicating this progress to others is useful. The use of e-learning – reducing paper and the need to travel for training – also has a part to play.

How will we engage stakeholders?

Engaging stakeholders and listening to their views is a core function of governing boards. The Trust will involve stakeholders from the beginning to find out their concerns, understanding and what they would like to see. The NGA have produced [a guide to successfully engaging with parents and carers](#).

How will we review our approach?

The Trust Board supported by the CEO and the CFO will use the questions within the Fours Cs approach in Appendix One as an audit tool to identify priorities. These will then form part of the MAT Business Plan and will enter the monitoring cycle along with the other strategic priorities.

Appendix Two is a reflective tool for Trustees to use to assess the impact of the strategy and to identify the next steps for the Trust.

Other useful resources

- NAEE has produced [guidance for governors](#) offering questions to ask and consider based on the Four Cs that will help to influence a whole school approach.
- [Department for Education guidance: top tips for sustainability in schools](#) suggests practical ways for schools to become more sustainable while saving money. Although this is now ten years old, it is a good starting point and the DfE will be producing more resources at or after the COP26 UN climate change conference.
- [Sustainability and Environmental Education](#) bring together, share and enhance best practice in environmental education.
- [The Eco-Schools programme](#) empowers children to drive change and improve their environmental awareness through a simple seven-step framework in order to achieve the international Eco-Schools Green Flag.
- [Let's Go Zero 2030](#) is a campaign aiming to unite schools working to become carbon zero by 2030.
- [Climate in the Classroom](#) is a project run by the University of Reading aiming to create an action plan for better climate education.
- The NGA [Greener Governance campaign page](#) will house the latest resources on environmental sustainability for governors and trustees.

Appendix One

Curriculum			
Evaluation	Red	Amber	Green
What and when do pupils learn about climate science and climate change?			
Evidence -			
How and when do pupils learn about the concepts of environmental sustainability, such as the impact of human activity on the climate and biodiversity?			
Evidence -			
How is working across subjects and collaboration between teachers encouraged?			
Evidence -			
How do pupils develop knowledge and understanding of their local environment and their place within it?			
Evidence -			
What part does outdoor learning play?			
Evidence -			
Does the curriculum foster curiosity and give pupils the opportunity to explore wider and global environmental issues?			
Evidence -			
Do pupils develop positive attitudes and behaviours towards the environment?			
Evidence -			
Have pupils been consulted on their experience of the curriculum and teaching and learning on environmental sustainability?			
Evidence -			
Does the curriculum best prepare this generation for the world in which they will live, laying the foundations for green technology skills and green careers?			
Evidence -			
Does the curriculum maintain an awareness of the implications of raising sustainability issues (such as eco-anxiety) and seek to foster a sense of hope through pro-environmental behaviours?			
Evidence -			
Inside school			
Do staff work with pupils to develop the curriculum and the policies and practices form an aging the campus to make biodiversity gains, save energy, and create less waste?			
Evidence -			
Have environmental considerations been applied to food provided in the school?			

Evidence -			
Outside school Are children and staff travelling to school by walking and by bike, and how is this actively facilitated by the Trust?			
Evidence -			
What is the air pollution in and around school? How can we work with others to reduce this?			
Evidence -			
Has the school worked with parents and drawn them into sustainability-focused activities in an appropriate and productive manner?			
Evidence -			
Does the school act as a hub for any environmental projects or offer premises and support to other community schemes?			
Evidence -			
Campus			
Is there an existing policy on how the trust manages its campus in a sustainable fashion?			
Evidence -			
Are sustainable procurement choices the first option?			
Evidence -			
What investment is needed in our buildings to improve their environmental sustainability?			
Evidence -			
Is our energy supplier using renewable technologies and could we generate energy from renewable sources?			
Evidence -			
How is energy use monitored to ensure money and carbon are not wasted?			
Evidence -			
What waste is recycled or composted?			
Evidence -			
Do we seek to increase biodiversity?			
Evidence -			
Culture			
Do we take sustainability seriously, act responsibly and model pro-environmental behaviours transparently in the school's operation?			
Evidence -			
Do we understand the challenges posed by climate change, and go beyond seeing recycling and turning lights off as adequate responses?			

Evidence -			
Do we see young people's participation and activity in a positive light?			
Evidence -			
Are pupils empowered to act on climate change, both within the school by reducing emissions and in their home environment?			
Evidence -			

Appendix Two

Reflection	Next Steps
Can we point to examples of how our approach and policies have led to sustainable practices and changes to habits throughout the trust and among stakeholders?	
Evidence -	
Can we point to the benefits of our whole school approach? Have there been other unexpected impacts, such as financial efficiencies or to pupil learning?	
Evidence -	
Have there been any negative consequences of our whole school approach to environmental sustainability – what are they?	
Evidence -	
Based on what we have learned, what should we be doing more of or doing differently?	
Evidence -	
How are we supporting our staff (such as through CPD) to stay up to date with the issues and help embed our whole school approach?	
Evidence -	
How is this work balanced against staff's other workload demands?	
Evidence -	
How do staff work with pupils to develop all Four Cs?	
Evidence -	
What do our stakeholders, especially our pupils, think of our whole trust approach? How do we know?	
Evidence -	
Which local, regional and national expert organisations and networks is the trust engaged with to enhance our learning,	

action and impact in relation to environmental sustainability?	
Evidence -	