



**Things done well make the best memories**

# Energy and Sustainability Management Policy

Policy Owner	Val Martin, CFO
Review by	Pat Aird, Site Manager & Val Martin, CFO
Equalities Impact Assessment	14 <sup>th</sup> March 2025
Approved by the Finance and General Purposes Committee	31 <sup>st</sup> January 2025
Date of Review	March 2026
Publication	School website

## 1. Aims and values

Our school aims to ensure that it:

- Enables students and staff to take positive action to make our school a sustainable and caring community
- Reduce its carbon emissions and impacts on the environment to protect our world for future generations
- create a comfortable learning environment with values of care for the community from school to local and the wider community and ultimately to our natural environment
- equip our pupils with knowledge and skills for their future to enable making sustainable choices

## 2. Guide

This document is based on the Department for Education's guidance on [good estate management for schools](#) and DfE [sustainability and climate change strategy](#) and guidance on [sustainability leadership and climate action plans in education](#)[sustainability leadership and climate action plans in education](#). This policy complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

Academies have sole responsibility for the energy management and suitability of the premises.

The Governing board, Headteacher, and Site Manager will ensure this energy and sustainability management policy is properly implemented, and that tests and inspections are carried out in accordance with this policy.

The overall aim of our energy management system is to reduce energy wastage, improve working conditions, enable us to use more of our funds for education, minimise environmental damage, reduce our dependence on fossil fuels and help raise awareness of sustainable energy issues.

We Will:

- Review this policy regularly
- Endeavour to reduce our energy use by 5% each year
- Integrate this work with curriculum activities
- Communicate this work to all building users
- Provide training on energy management for our staff and pupils where needed
- Provide training and resource on waste reduction

Roles and Responsibilities Our Sustainability and Energy Team is made up of:

- Our Headteacher
- Our Site manager
- Sustainability lead - CFO
- Our Class Reps
- Our Governor

#### 4. Inspection and testing - Energy

The Energy Team will carry out the action plan and ensure resources are made available. Our energy team will monitor our energy use and feedback to the rest of the school in assembly quarterly on the progress and changes to the date that has an environmental impact on the school.

The table below sets out the issues we inspect, the performance standard and inspection frequency, where appropriate, and engaging a suitably qualified person to carry out inspection, testing, or maintenance.

ISSUE TO INSPECT	PERFORMANCE	FREQUENCY
<b>Electricity</b> kWh/m <sup>2</sup> /annum	Consumption will be monitored monthly using Systems Link energy management software.	<b>Quarterly</b>  <b>CFO/ Site team</b> <i>PSDS (Public Sector Decarbonization Scheme) may have an impact on this.</i>
<b>Gas</b> kWh/m <sup>2</sup> /annum	Consumption will be monitored monthly using Systems Link energy management software	<b>Quarterly</b>  <b>CFO / Site team.</b>  <i>Conversion to Air –Air heat source pumps will reduce usage</i>
<b>Water</b> m <sup>3</sup> /annum	Consumption will be monitored monthly using Systems Link energy management software	<b>Quarterly</b>  <b>CFO/ Site team.</b>
<b>Energy Selection and Purchase</b>	The school will check energy invoices monthly against meter readings for gas, electricity, and water using Systems Link energy management software.	<b>Monthly</b>  <b>CFO /Site team</b>
<b>Investment in Energy Efficiency</b>	The school will invest energy efficiency grants back into the school estate to provide payback across a three period. Savings achieved by good housekeeping measures will be reinvested in energy efficiency projects.  Where available, grants will be sought to improve energy efficiency	<b>Annually</b>  <b>Board of Governors</b> <b>Head Teacher</b>

ISSUE TO INSPECT	PERFORMANCE	FREQUENCY
<b>Design</b>	<p>Energy efficiency will be considered in the design of new building projects and any refurbishment by the Local Development Framework and current building standards.</p> <p>Energy efficiency will be considered in the purchase of all new equipment, e.g. computers, catering equipment.</p>	<p><b>Annually</b></p> <p><b>Board of Governors</b> <b>Head Teacher</b></p>
<b>Maintenance</b>	<p>Energy distribution systems and energy-using equipment will be correctly maintained to avoid energy and water wastage.</p>	<p><b>Annually</b></p> <p><b>Site Manager</b></p>
<b>Awareness</b>	<p>The school will adopt a Whole School Approach involving everyone associated with the school.</p> <p>Regular awareness initiatives for staff and pupils will emphasise the cost and environmental benefits of saving energy and water and how to avoid waste. Energy-saving and waste management information will be provided to catering and cleaning staff. Staff and pupils will also be provided with information on how to save energy at home.</p>	<p><b>Annually</b></p> <p><b>Head Teacher</b> <b>Senior Leadership Team</b> <b>Governors</b></p>

## 5. Food and Catering

- Commit to using locally-sourced food in school lunches wherever possible
- Monitor KPIs in agreement with catering provider to ensure local sourcing, waste reduction and student engagement
- Promote pupils' understanding of food and where it comes from

## 6. Waste and Recycling

- We will have clearly labelled bins throughout the school for recycling, food waste and general waste, and posters on how to use them.

### Our Action Plan

Current Sustainability targets		
Action	Details	Target date
Upgrade internal lighting	To convert all internal lighting to 100% Led	<b>2025 100%</b>
Upgrade external Lighting	To convert all external lighting to 100% Led or solar where appropriate	<b>Target dates.</b> <b>2025 100%</b>

Introduction of simple recycling as per DfE guidelines	Target is to recycle 25% of waste by end 2025, 50% by end 2026 & 75% by end 2027	<b>End 2025</b> <b>End 2026</b> <b>End 2027</b>
To introduce an information sharing an programme for students and staff on sustainability	Series of school assemblies – introducing NKS sustainability strategy to staff and <b>June 2025</b>	
Change waste management supplier	Reduce the cost of waste management charges by reducing the volume of General waste	<b>May 2025</b> <b>2025-26</b>
Facilitate recycling throughout the site	Set targets for school areas for the separation of DRY MIXED RECYCLING, FOOD AND GENERAL WASTE Canteen and all other food serving areas Sports field and outdoor areas Common areas in all buildings Classrooms	<b>June 2025</b>  <b>Sept 2025</b> <b>2025-</b>

## Reporting

An annual energy performance report will be prepared by the School Energy Team. This will be submitted to the Board of Governors and a summary will be incorporated into the school annual report and school development plan.

Periodic reporting on progress on waste reduction and recycling will be formulated and implemented in the Academic year 2025-26.

# NKS Equality impact assessment

*The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised.*



**THE NORTON  
KNATCHBULL**  
SCHOOL

## **Policy Purpose:**

To outline the school's approach to reducing energy consumption, minimising environmental impact, and promoting sustainability throughout the school estate and curriculum.

## **Groups Affected:**

- Pupils
- Staff
- Governors/Trustees
- Volunteers
- Visitors
- Parents

Assessment Completed By: Lena Seed, Governance & Compliance Professional

Date Completed: 14 March 2025

## Impact Analysis

Please note any impacts below and provide explanation where relevant:

Group	Positive Impact	Neutral Impact	Negative Impact	Explanation
Sex	✓			No differential impact identified.
Race	✓			Policy supports all groups equally.
Religion or Belief	✓			No conflict with beliefs identified.
Sexual Orientation	✓			No differential impact identified.
Gender Reassignment	✓			No barriers identified.
Pregnancy or Maternity	✓			Policy inclusive of staff with caring responsibilities.
Age	✓			Energy improvements enhance comfort and accessibility for all users.
Disability	✓			Measures such as thermal regulation and lighting improve site accessibility.
Marriage or Civil Partnership	✓			No impact identified.

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## Additional School-Specific Characteristics

Group	Positive Impact	Neutral Impact	Negative Impact	Explanation
English as an Additional Language	✓			Environmental signage and recycling symbols accessible and universal.
Looked-after Children	✓			Inclusive policy supports wider curriculum and site provision.
Families with Separated Parents	✓			No adverse impact identified.

### Intersectional Impact

No compounded or multiple characteristics identified as being adversely affected. The policy is inclusive and environmentally focused, with universal benefits across all groups.

### Conclusion:

This policy promotes a positive impact on all stakeholders, supports inclusion and accessibility, and encourages environmental responsibility across the school community. No adjustments are required at this stage.



## Historic Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT		
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CONSULTATION AND STAKEHOLDER ENGAGEMENT		
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<b>Design</b>	<p>Energy efficiency will be considered in the design of new building projects and any refurbishment by the Local Development Framework and current building standards.</p> <p>Energy efficiency will be considered in the purchase of all new equipment, e.g. computers, catering equipment.</p>	<p><b>Annually</b></p> <p><b>Board of Governors</b> <b>Head Teacher</b></p>
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CONSULTATION AND STAKEHOLDER ENGAGEMENT		
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ACTION	DETAILS	TARGET DATE
Upgrade internal lighting	To convert all internal lighting to 100% Led	<p><b>Target dates.</b></p> <p><b>On target 2022 50%</b></p> <p><b>2023 75%</b></p> <p><b>2024 90%</b></p> <p><b>2025 100%</b></p>
Upgrade external Lighting	To convert all external lighting to 100% Led or solar where appropriate	<p><b>Target dates.</b></p> <p><b>Achieved 80% 2022</b></p> <p><b>2023 90%</b></p> <p><b>2024 90%</b></p> <p><b>2025 100%</b></p>

Reduce heating costs	To upgrade heating systems with new heat pumps or more eco-friendly boilers	<b>Target date</b> <b>2023</b> <b>Three out of our Four boilers have been replaced with Air-to-Air heat source pumps.</b> <b>Achieved</b>
To improve thermal insulation on preexisting roof structures.	To update the list of the 1960's buildings on the estate. This will address heat loss and reduce terminal movements within the structure.	<b>Target date</b> <b>2022 75%</b> <b>2023 100%</b> <b>This was achieved through PSDS funding.</b>
To update all non-compliant single-pane windows and structures	Updating all windows situated in the ART/DT and Music block areas. To reduce heat loss and improve fire rating under the Regulatory Reform (Fire Safety) order 2005.	<b>Target</b> <b>2022 80%</b> <b>2023 100%</b> <b>This was achieved through CIF (Condition Improvement Fund) and PSDS Funding</b>
Renewable energy. Solar Heat exchange	<p>Explore the RE: Fit program to expand the use of solar panels over the estate.</p> <p>To look at renewal energy solutions going forward to heat the school when required.</p>	<b>Target</b> <b>2023</b> <b>This was achieved through PSDS funding.</b>  <b>Outturn for 23/24 to date Total yield 81.316MWh</b> <b>Earnings 24394KGBP</b> <b>Co2 emissions saved 81.07t</b> <b>Equivalent of 45.04 tress planted</b>