

Three Counties Academy Trust



Environmental Sustainability Policy

#ST1

Last amended 23rd February 2026 (v1.1)

Subject to periodic amendment. To be reviewed in full no later than 22nd February 2029

Version history

| Date | Version | Details | Actioned by | PDF to Websites | Word to Governor Hub |
|----------|---------|--|-------------|-----------------|----------------------|
| 23.02.26 | 1.1 | Formatted to house style and checked against model for updates | MF | ✓ | ✓ |
| | | | | | |

Contents:

Version history

Common abbreviations and acronyms

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Waste and recycling
4. Waste electrical and electronic equipment (WEEE)
5. Littering
6. Transport
7. School grounds
8. Healthy living
9. Sustainable farming and fishing
10. Energy
11. Reducing carbon emissions
12. Sustainable procurement of goods
13. Curriculum

Monitoring and review

Common abbreviations and acronyms

| | | | |
|--------------|--|------------------|--|
| AA | Admissions Authority | GPA | Government Procurement Arrangement |
| AAI | Adrenaline Auto-Injector (Epi Pen) | HASH | Herefordshire Association of Secondary Heads |
| ACM | Asbestos Containing Materials | HBV | Honour Based Violence |
| AFH | Academies Financial Handbook | HR | Human Resources |
| AHT | Assistant Headteacher | H&S | Health and Safety |
| AIR | Attendance Intervention Reviews | HoS | Head of School |
| APIs | Application Programme Interfaces | HSE | Health and Safety Executive |
| BAME | Black, Asian and Minority Ethnic Backgrounds | ICO | Information Commissioners Office |
| BCP | Business Continuity Plan | IHP | Individual Healthcare Plan |
| BFR | Budget Forecast Return | IRMS | Information and Records Management Society |
| CAMHS | Child and Adolescent Mental Health Services | IWF | Internet Watch Foundation |
| CEO | Chief Executive Officer | KCSIE | Keeping Children Safe in Education |
| CFO | Chief Financial Officer | KS1/2/3/4 | Key Stage 1/2/3/4 |
| CIF | Condition Improvement Fund | LAC | Looked After Child |
| CIN | Child in Need | LADO | Local Authority Designated Officer |
| CLA | Children Looked After | LGB | Local Governing Body |
| CMIE | Child Missing in Education | LLC | Low-Level Concerns |

| | | | |
|--------------|--|---------------|---|
| COO | Chief Operating Officer | LSA | Learning Support Assistants |
| COSHH | Control and Substances Hazardous to Health | MASH | Multi-Agency Safeguarding Hub |
| CP | Child Protection | MAT | Multi-Academy Trust |
| CPD | Continuing Professional Development | MFA | Multi-Factor Authentication |
| CSCS | Children's Social Care Services | MFL | Modern Foreign Language |
| CSE | Child Sexual Exploitation | NCSC's | National Cyber Security Centres |
| CTIRU | Counter-Terrorism Internet Referral Unit | NPQEL | National Professional Qualification in Executive Leadership |
| CWD | Children with Disabilities | PA | Persistent Absence |
| DBS | Disclosure and Barring Service | PAN | Published Admission Number |
| DDSL | Deputy Designated Safeguarding Lead | PECR | Privacy and Electronic Communications Regulations |
| DfE | Department for Education | PEP | Personal Education Plan |
| DHT | Deputy Headteacher | PEEP | Personal Emergency Evacuation Plan |
| DSE | Display Screen Equipment | PEx | Permanent Exclusion |
| DSL | Designated Safeguarding Lead | PLAC | Previously Looked After Child |
| DPO | Data Protection Officer | PP | Pupil Premium |
| EAL | English as an Additional Language | PSHE | Personal, Social and Health Education |
| ECT | Early Career Teacher | PSED | Public Sector Equality Duty |

| | | | |
|--------------|--|---------------|---|
| EHA | Early Help Assessment | PTFA | Parent, Teacher and Friends Association |
| EHCNA | Education, Health and Care Needs Assessment | RIDDOR | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations |
| EHCP | Education, Health and Care Plan | RHE | Relationships and Health Education |
| EHE | Elective Home Education | RSHE | Relationships, Sex and Health Education |
| ELSA | Emotional, Literacy and Support Assistant | SALT | Speech and Language Therapist |
| ESFA | Education and Skills Funding Agency | SARC | Sexual Assault Referral Centre |
| EVC | Educational Visit Coordinator | SBM | School Business Manager |
| EWO | Education Welfare and Safeguarding Support Officer | SCCs | Standard Contractual Clauses |
| EYFS | Early Years Foundation Stage | SDQ | Strengths and Difficulties Questionnaire |
| FBV | Fundamental British Values | SEMH | Social, Emotional, and Mental Health |
| FGM | Female Genital Mutilation | SENCO | Special Educational Needs Coordinator |
| FOI | Freedom of Information | SEND | Special Educational Needs and Disabilities |
| FSM | Free School Meals | SLA's | Service Level Agreements |
| FTS | Find a Tender Service | STEM | Science, Technology, Engineering and Maths |
| GAG | General Annual Grant | TA | Teaching Assistant |
| GDPR | General Data Protection Regulation | TCAT | Three Counties Academy Trust |
| GIAS | Get Information about Schools | VSH | Virtual School Headteacher |

Statement of intent

At Three Counties Academy Trust (TCAT) we are committed to educating our pupils about environmental concerns and the importance of living sustainably throughout our schools. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

Effective use of this policy will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the school itself is as sustainable as it can be.

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Climate Change Act 2008
- The Ozone-Depleting Substances Regulations 2015
- Environmental Protection Act 1990
- Control of Pollution Act 1974
- The Waste Electrical and Electronic Equipment Regulations 2013 (as amended)
- DfE 'Sustainability and climate change: a strategy for the education and children's services systems'
- DfE and GEMS 'Tips to reduce energy and water use in schools'

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following policies and documents:

- Behaviour Policy
- Climate Action Plans
- Pupil Code of Conduct
- Travel to and from School Policy
- Healthy Eating and Drinking Policy (CU5)
- Records Management Policy (FI2)
- Data Protection Policy (FI20)
- Parent Code of Conduct (GN11)
- Staff Code of Conduct (HR26)
- Health and Safety Policy (HS1)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Roles and responsibilities

The Trust Board and where delegated, Local Governing Bodies are responsible for:

- Reviewing this policy
- Monitoring and reviewing each school's energy usage
- Identifying, with the CFO and Trust Estate Manager, energy waste and taking the necessary steps to rectify this, such as installing motion sensor lights
- Checking the environmental standards of suppliers and contractors
- Ensuring equipment purchased is made from sustainable resources, for example, biodegradable cups for water rather than plastic
- Ensuring the heating systems are monitored regularly to ensure each school remains at a comfortable temperature

Headteachers/Heads of School are responsible for:

- The overall implementation of this policy in their school
- Developing a curriculum which promotes the need for environmental sustainability
- Including and engaging their staff, Local Governors, pupils, parents, and the local community to improve and sustain the world today for future generations
- Sharing good practice with pupils, parents, and the community, and encouraging them to adopt the initiatives outlined within this policy
- Promoting awareness of climate change through cross-curricular activities
- Sharing the responsibility with the wider community for promoting and practising policies which show concern and care for the future of the global environment
- Preparing pupils for a world impacted by climate change through learning and practical experience
- Ensuring that teaching staff have the necessary knowledge to teach pupils about environmental concerns

- Ensuring that staff and pupils understand the importance of energy conservation, for example, ensuring that they turn lights off when not in use
- Ensuring that their Site staff understand their responsibility to maintain the cleanliness of the school grounds

The Chief Finance Officer is responsible for:

- Ensuring that catering staff understand the importance of recycling and disposing of waste sustainably
- Ensuring that the Trust Estate Manager understands their responsibility to maintain the cleanliness of the school grounds
- Liaising with the DPO with regards to data protection when disposing of WEEE
- Directing the ICT Technician in the safe disposal of WEEE

The Trust Estate Manager and where delegated members of Site staff is responsible for:

- Ensuring that outside lights are switched off when they are not needed
- Recording energy use and reporting any waste to CFO
- Monitoring the cleaning staff and advising them on good energy practice
- Arranging and coordinating waste disposal from the premises and ensuring that all waste is disposed of correctly
- Ensuring that external disposal facilities and containers e.g. bins, are well maintained, clean and do not attract pests
- Ensuring that food waste is collected according to the proper collection schedule by authorised waste collection agencies and reporting to the appropriate agency if food waste is not collected
- Ensuring that food waste bags and containers are stored properly in external waste disposal facilities e.g. bin lids are kept shut.
- Monitoring the presence of pests
- Ensuring that school cleaning staff have appropriate and up to date training on the disposal of food waste and cleaning areas used to store food waste, where required
- Maintaining the overall cleanliness of TCAT premises
- Ensuring that all Site staff understand their responsibility to maintain the cleanliness of the school grounds

Teaching staff are responsible for:

- Promoting the need for environmental sustainability in their lessons
- Ensuring their classrooms are using energy sustainably, for example, ensuring that lights and electrical equipment, including computers, are turned off when not in use
- Removing obstructions from windows and radiators to make best use of daylight and heating systems in classrooms
- Modelling appropriate behaviour in respect of environmental sustainability and litter

Pupils are responsible for:

- Applying their learning at home and aiming to be sustainable outside of school
- Walking or cycling to school, when possible
- Using energy sustainably, for example, not leaving taps running

3. Waste and recycling

Each TCAT school will reduce the amount of waste they produce by:

- Writing and printing on both sides of paper wherever possible
- Using emails, social media, the school website and parent text messaging procedures when communicating with parents, to reduce paper waste.
- Where it does not contain confidential, personal or sensitive information, putting used paper in a scrap paper drawer and re-using it whenever possible
- Only printing documents when it is essential
- Making sure that all waste office equipment is correctly disposed of via re-use or recycling schemes
- Where possible, encouraging pupils to share worksheets
- Where possible, laminating frequently used documents, protecting them from damage and prolonging their use

Each school will ensure that there are water fountains available for pupils to drink from and refill their water bottles. Pupils will be encouraged to bring reusable water bottles into school, as opposed to disposable plastic bottles. Any disposable plastic bottles brought into school may be recycled.

There will be clearly labelled bins located throughout the school for recycling, food waste and general waste.

The school will display information explaining important environmental considerations, for example, what sort of waste can be recycled and how litter can be detrimental to the environment.

Any paper containing personal or sensitive information will not be re-used and will be disposed of in accordance with TCATs Data Protection Policy.

Food waste will be correctly stored outside using the external food waste disposal facilities available -bags or containers of food waste and oil will not be left around these facilities. Kitchen staff will be made aware of that doing so is considered a health hazard and may attract pests.

External waste containers will be kept away from the building to minimise the risk of pests entering the school. The containers will be kept on a sturdy surface that is easy to clean in case of spillage. External waste containers will be lidded to minimise unpleasant odours and the risk of attracting pests. The Trust Estate Manager will ensure that the integrity of the external waste containers and facilities is in good working order and will be inspected on a regular basis.

When disposing of food waste using any external containers, kitchen staff will not overfill the containers and will ensure that the lid will close properly. All food waste disposed of in external facilities will be contained in suitably sturdy bags or containers, kitchen staff will be made aware that they must not dispose of food waste that is not suitably contained.

The Trust Estate Manager will ensure that food waste is collected by the relevant waste collection agency on a schedule that is appropriate to the amount of food waste produced by the school. The Trust Estate Manager will report to the waste collection agency if waste is not collected and arrange for it to be collected as soon as possible.

4. Waste electrical and electronic equipment (WEEE)

WEEE is regulated to reduce the number of devices and equipment that are incinerated or sent to landfill sites. To reduce TCATs carbon footprint and minimise the impact on global warming, the necessary steps are taken to ensure WEEE is disposed of properly.

The types of electrical and electronic equipment (EEE) TCAT and our schools will safely dispose of include, but are not limited to, the following:

- Desktop computers
- Servers
- Laptops
- Monitors
- Printers
- Projectors
- Scanners
- Interactive whiteboards

The Chief Finance Officer, in collaboration with the ICT Technician, will find a suitable local partner, e.g. a producer of EEE that manufactures and sells EEE under their own brand, to dispose of WEEE safely.

Before choosing a partner to dispose of WEEE, the CFO and ICT Technician, taking advice from the Data Protection Officer (DPO), will review the potential partner's risk assessments and procedures to determine whether the TCATs WEEE and any data stored will be handled and disposed of correctly.

Once a partner is selected and WEEE is ready to be removed, the ICT Technician will undertake a risk assessment in collaboration with the partner to ensure all EEE is removed safely and securely.

WEEE which hold personal data, or data TCAT needs to fulfil legal obligations, e.g. relating to safeguarding, are reviewed by the CFO in consultation with the DPO to ensure the data is no longer needed or has been backed up. Data is securely deleted or backed up in accordance with TCATs Data Protection Policy and Records Management Policy.

To encourage pupils to safely dispose of EEE, each TCAT school is encouraged to organise an awareness month in the summer term where pupils and staff will be asked to bring in any WEEE for them to be safely disposed of. Time will be dedicated to teaching pupils about the benefits of disposing of, and recycling, WEEE properly and in line with government guidance.

5. Littering

TCAT and our schools understand that, under the Environmental Protection Act 1990, littering is a criminal offence. We also understand that fines may be incurred where individuals deliberately litter the premises.

Littering is when a person throws down, drops or otherwise deposits any litter and leaves it in any place open to the air.

Every member of the TCAT community has a duty to dispose of waste properly. Specifically, individuals are responsible for:

- Putting litter in the appropriate bin, e.g. recycling bins
- Using resources thoughtfully
- Reusing resources where possible
- Assisting the Trust Estate Manager, Site staff and any eco-committees with the cleanliness of the premises

Each TCAT school is encouraged to appoint an eco-committee consisting of staff members and pupils, who are responsible for:

- Promoting awareness of anti-littering throughout their school
- Monitoring their school's anti-littering procedures
- Listening and responding to questions from any other school committee or Local Governors
- Organising and recruiting volunteers for litter picking groups

Teachers will encourage pupils to partake in regular litter picking around the school grounds as well as organised and sanctioned litter picks in the local area. Litter picking volunteers will be in groups no larger than 10 and will be accompanied by a member of staff at all times.

To mitigate risks of littering, each TCAT school will implement procedures which may include but are not limited to:

- Designated eating areas – pupils and staff will only be permitted to eat in these areas to prevent unwanted litter

- Waste disposal – bins will be provided throughout the school, with additional bins provided in eating areas, to ensure sufficient availability for waste disposal
- Embed environmental responsibility into PSHE, citizenship, geography and science lessons, linking littering to sustainability, climate impact and community responsibility
- Staff visibly model responsible behaviour by picking up litter, maintaining clean spaces and reinforcing positive norms through everyday actions
- Run termly themes (e.g. “Respect Our Space” or “Pride in Our School”) that promote collective responsibility rather than individual blame
- Publicly recognise classes, year groups or houses that demonstrate positive environmental behaviour, through certificates, points systems or celebration events
- Strengthen pupils’ sense of ownership of the school environment by involving them in school improvement projects, artwork, planting schemes and site enhancement activities
- Use positive language and signage that reinforces norms such as “Most students care for their school” rather than warning-based or negative messaging.

Each TCAT school will raise awareness of anti-littering amongst pupils and staff through dedicated assemblies, PSHE lessons, staff training days and additional resources, such as leaflets and posters.

Any individual found littering will be disciplined in accordance with their school’s Behaviour Policy. Any staff found to be littering will be disciplined in accordance with TCATs Staff Code of Conduct. Cases of littering by parents or visitors will be handled in accordance with the relevant code of conduct, and the individual may be barred from the premises.

6. Transport

Pupils and staff will be encouraged to walk or cycle to school, where possible.

Each school may, if appropriate, organise a ‘walking bus,’ where pupils will be asked to convene at a specified location and then walk to school, accompanied by teachers. The benefits of daily exercise, such as walking to school, when possible, will be promoted throughout TCAT schools.

TCAT will encourage teachers and other members of staff to car share whenever possible, for example, when travelling to external training days.

TCAT will endeavour to share informative material, such as posters and leaflets, regarding the impact of the carbon emissions produced by personal vehicles and public transport on the environment, which may be displayed and distributed around our schools. Each TCAT school will have suitable and safe storage for staff and pupils to store bicycles.

Each TCAT school will recognise that there are risks involved when individuals choose to walk or cycle to school; therefore, road safety lessons including Bikeability, will be organised as part of the PSHE provision in schools where appropriate.

For those pupils and staff members who are unable to walk or cycle to school, TCAT may organise more sustainable modes of transport whenever possible – such as organising a school bus rather than using personal vehicles.

7. School grounds

The Trust Board, the CFO and the Trust Estate Manager will monitor the consumption of energy within each TCAT school, recognising where a school is wasting energy and implementing measures to reduce energy consumption, e.g. introducing motion sensitive lights.

Energy saving lightbulbs will be used throughout each TCAT school where possible.

The CFO and Trust Estate Manager will monitor heating within each school, assessing whether it is at an appropriate temperature and frequency and adjusting it accordingly.

When new buildings or refurbishments are being planned, the CFO will always consider any environmental impacts, and the Trust Board may consult an expert.

8. Healthy living

TCAT schools will promote an ethos of environmental understanding. Pupils will be taught to understand that their actions have a direct impact upon the environment. Each school will discourage environmental indifference and promote the importance of understanding the impact that each individual has on the environment.

Each school will encourage staff and pupils to adopt healthy lifestyles, as healthy lifestyles often lead to a sustainable lifestyle, for example, walking instead of driving.

TCAT schools will as far as possible, ensure pupils get at least 60 minutes of moderate exercise a day, in line with NHS recommendations.

9. Sustainable farming and fishing

TCAT schools will teach pupils where food comes from as part of their PSHE lessons, including giving them first-hand experience of growing their own fruit or vegetables where they are able to do so. Teaching staff may organise educational visits to food suppliers and producers to aid pupils' understanding as to where food comes from.

Pupils will be taught about the importance of sustainable fishing and farming, and any fish products used in school meals will be required to be sustainably sourced.

10. Energy

TCAT and our schools will reduce our energy usage by:

- Switching off lights when they're not in use
- Keeping doors and windows shut in cold weather and installing draught excluders so that warm air is retained
- Turning off energy-draining appliances, for example, computers, projectors, and interactive white boards, when they're not in use
- Monitoring the temperature and frequency of heating in the school and adjusting it accordingly
- Conserving water by installing systems that reduce waste such as cistern dams and flow restrictors
- Insulating hot water pipes to reduce water waste when running a tap, as well as reducing the likelihood of frozen pipes in winter
- Ensuring all systems work efficiently, and any breakages or leaks are resolved as a matter of high priority by the Trust Estate Manager
- Auditing the amount of energy used each term
- Consider implementing reward systems for staff and pupils who comply with TCAT and their school's energy saving ethos – to raise awareness and prevent wasteful energy usage
- Upgrading heating systems to modern, more efficient systems, including a smart meter, to reduce emissions where funding allows
- Switching to high efficiency combined heat and power (CHP) (HE CHP) or CHP based on renewable energy sources, or gas-fired CHP only where and when possible
- Increasing the share of electricity from renewable energy sources or biomass where possible

- Displaying information around each school and in classrooms to ensure that pupils understand the importance of switching off lights, computers and taps when they are not in use
- Monitoring the environmental sustainability of suppliers and adjusting procurement arrangements accordingly
- Making all members of the TCAT community aware of the link between energy use and financial costs
- Appointing an individual, to ensure that these measures are promoted across the wider staff and where possible carried out

Each TCAT school will display their Display Energy Certificate in plain sight.

11. Reducing carbon emissions

TCAT and our schools are committed to reducing our overall carbon emissions. Emissions will be reduced by:

- Implementing renewable technologies that export surplus energy to the national grid where possible
- Considering a rewards system for pupils and/or staff who reduce carbon emissions by walking, cycling, or taking public transport to school
- Advertising the benefits of being environmentally friendly around school
- Promoting the benefits of recycling
- Sourcing school supplies from UK suppliers as much as possible

Each school will publish a Climate Action Plan on their school website so that parents and other stakeholders can be informed of their current ethos towards reducing carbon emissions.

Each school will communicate with the LA and other schools to enhance our provisions and continue to develop and implement best practice within the school.

12. Sustainable procurement of goods

TCAT will ensure as far as possible that all product procurement is done in the most sustainable way. TCAT will dedicate a team to purchasing, this will include the CFO and Academy Business Manager, ICT Technician and Headteachers/Heads of School; they will be responsible for creating an inventory of current stock and ensuring that orders are not processed with unnecessary purchases listed on them.

The purchasing team will ensure that produce bought is cost efficient, sourced from within the UK where possible and bought from a company with an energy efficient ethos.

The purchasing team will avoid buying branded products where quality is not compromised. The purchasing team will obtain contracts with suppliers that stipulate their terms of purchase, paying particular regard to pricing, quality, and their returns policy.

Paper

TCAT is committed to:

- Purchasing paper that is 100 percent recycled and eco-certified or paper based on sustainability harvested virgin fibre where possible to do so
- Purchasing paper that is produced through a process of low energy consumption and emissions where possible to do so
- Avoiding certain substances in paper production, e.g. bleach
- Ensuring that manufacturers state 'ecological responsibility' wherever possible
- Ensuring that paper is, at a minimum, Elementary Chlorine Free (ECF) or Totally Chlorine Free (TCF)

Lighting

TCAT is committed to:

- Using lighting controls to reduce energy consumption where possible to do so
- Replacing light bulbs with low energy alternatives
- At the installation stage, ensuring the system works energy efficiently
- Promoting the use of lamps with low mercury content
- Recycling all waste products appropriately

Transport

TCAT is committed to:

- Purchasing low emission vehicles (GHG, other exhaust gases and noise)

- Procuring environmentally friendly tyres and regenerated lubricant oils
- Ensuring the correct collection and management of used lubricant oils and tyres
- Purchasing environmentally friendlier fuels where possible to do so

Office equipment

TCAT is committed to:

- Buying energy efficient models
- Buying products which have a low impact on the environment through their life cycle
- Buying recyclable products with a long lifespan and recyclable packaging
- Buying products with a restricted amount of hazardous material
- Buying products with restricted noise emissions

Furniture

TCAT is committed to:

- Buying furniture that is produced with environmentally friendly material and processes where possible to do so
- Using materials which are partly or wholly made from recycled/renewable materials where possible to do so
- Making sure that all furniture purchased is repairable and recyclable
- Purchasing timber from legal and sustainable managed forests
- Ensuring that packaging material is based on renewable raw materials and can be suitably recycled
- Avoiding possibly hazardous substances in both production and surface treatment

Food and catering

TCAT is committed to:

- Purchasing organic food or food from partly organic sources where possible and appropriate to do so
- Purchasing livestock products with high welfare standards

- Purchasing seasonable products where possible to do so
- Purchasing marine products which are sustainably produced where possible to do so
- Making sure the cutlery, crockery, tablecloths, and glassware used are recyclable
- Purchasing locally produced products and promoting local purchasing to parents where possible to do so
- Making sure the kitchen appliances procured are water and energy efficient

Cleaning products

TCAT is committed to:

- Using products produced in the UK where possible to do so
- Using the recommended amounts of products and minimising use where possible
- Using products which can be used at lower temperatures
- Minimising the use of hazardous chemicals in cleaning and dishwashing products
- Avoiding phosphorous and limiting biocides
- Making sure that packaging made from recyclable materials is recycled
- Purchasing sprays without propellants where possible to do so
- Ensuring that no substances in products are identified as 'volatile organic compounds'

Gardening products

TCAT is committed to:

- Buying peat-free products
- Buying products which come in packages which are compostable, recyclable or biodegradable
- Buying organically produced plants
- Using alternative methods of pest control to pesticides where possible to do so
- Using low-noise, low-emission, and low-consumption machinery where possible to do so

Textiles

TCAT is committed to:

- Buying materials with an EU organic logo or the international gold standard for organic textiles
- Buying fair trade textiles where possible to do so
- Ensuring that clothes or materials purchased contain natural fibres or organic cotton
- Buying textiles with lower residues of substances harmful to human health
- Buying textiles with a reduced use of environmentally harmful substances in production
- Buying textiles/materials that can be reused or which have been previously used
- Reusing purchased items, e.g. uniforms, ties, and school bags

13. Curriculum

Each TCAT school will aim to provide pupils with knowledge, skills and understanding in biodiversity and sustainability, by embedding environmentally sustainable topics within many areas of our curriculum.

Each school has detailed overviews and plans of their curriculum available on their websites which will be regularly updated and where new opportunities are available to promote environmental sustainability, these will be suitably reflected in those plans.

Monitoring and review

This policy will be reviewed in line with the published schedule at the front of this document and at any point material changes require it by the Executive Headteacher/CEO in collaboration with the Board appointed Trustee, the Trust Board and Executive and Senior Leadership.

Any changes made to the policy will be amended by the Executive Headteacher/CEO and will be communicated to Executive Leaders, the TCAT Central Team and to Headteachers/Heads of School, who, in turn, will alert school-based staff.

The next scheduled review date for this policy is 22nd February 2029.

Signed by:

_____ Executive Headteacher/CEO

Date: _____

_____ Board appointed Trustee

Date: _____