



## Sustainability

This policy applies to all members of our school community, including those in our Early Years setting.

Tranby is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

The School seeks to implement this policy through adherence to the procedures set out in the rest of this document. It is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Development plan
- Aims and Ethos

Sustainability	
Reviewed by:	Chris Wainman - Head
Date of last review:	September 2025
Approved by:	Paul Grimwood, Chair LGB
Date of Approval:	September 2025
Reason for changes:	Annual review
Next scheduled date for review:	September 2026

## United Learning Sustainability Policy

This policy applies to all United Learning Trust and United Church Schools Trust schools (operating as United Learning) and to United Learning Central Office.

### Statement of Intent

United Learning is a diverse group of schools with a shared mission – bringing out the best in everyone – and shared vision: to provide an exceptional education, preparing young people for life and influencing educational policy and practice.

Our long-term strategy has four key aims:

- Great places to learn
- Great places to work
- A great group to join
- A great contribution beyond the group

We aim to have a positive impact on our local communities beyond our schools, on the national education system and on the wider world. We are committed to ensuring that our work is sustainable and to seeking to avoid negative impact on the environment and climate. As part of this we have made a commitment to reducing the carbon emissions associated with our operations, towards our goal of carbon neutral by 2030.

We will do this by:

- Reducing reliance on fossil fuels in our energy mix and taking action to improve energy efficiency across our estate
- Influencing our suppliers to reduce emissions and moving to lower carbon goods and services where possible
- Engaging and influencing our staff and pupils to adopt more sustainable behaviours

We are committed to measuring our carbon emissions (scope 1, scope 2 and scope 3) at both group and school level, to enable us to track progress towards our goal and identify areas where targeted action may be needed.

### Energy and Estates

United Learning's estate comprises of more than 200 buildings of an extremely diverse nature in terms of size, age and energy efficiency. We are committed to investment to improve the fabric of our buildings, including specific investment targeted at improving energy efficiency and reducing carbon emissions. To inform this we have commissioned decarbonisation plans for all schools in the group, which we will use as the basis for estates strategies for each school, towards our goal of carbon neutrality.

In 2020 we moved to 100% renewable energy sources for our group-wide electricity contract. We intend to maintain this commitment in future energy procurements. We are also committed to reducing our reliance on gas and oil as far as possible; we will always consider low-carbon heating systems first when planning boiler replacements.

In parallel, we will establish systems and processes to support schools to improve energy efficiency, reduce energy use and increase the potential for local sustainable energy generation. We also seek to reduce the environmental impact of our construction and refurbishment projects. In considering estates work, energy efficiency and sustainability are always considered, but we do have to factor in costs. If the improvement or repair is to a part of a building which was built to a sustainability standard (e.g. BREAM), then we will make sure that the repair is in line with those standards to ensure that the building maintains the status. Going forward, we will also ensure that the carbon reduction potential of all projects is considered as part of the business case for investment.

### Sustainable Procurement of Goods and Services

Procurement across United Learning occurs at different levels – school, cluster and group-wide. In total, United Learning has an average of 29,228 suppliers per year. 29% (£38m) of the value of goods and services purchased by United Learning sits with 112 large suppliers (with spend of over £150k) and is attributed to 27% of total average emissions in scope 3; by contrast, 91% of our smallest suppliers provide goods and services worth around 22% (£29m) and yet contribute 38% of total emissions. Our approach to procurement needs to be proportionate and responsive to the needs of our schools.

We aim increasingly to work with our suppliers to encourage them to take steps to reduce their environmental impact, including through making their own commitment to achieve carbon neutrality. Over time, we aim to make the adoption of sustainable practices a standard expectation of doing business with United Learning. For example, we have worked with our group catering suppliers to take action to measure and reduce food waste, to reduce packaging and plastic use, to improve signalling on menus relating to the carbon impact of food choices and to increase the proportion of lower carbon options available on menus.

Our IT Governance Strategy has sustainability embedded within it, through encouraging schools to procure from a defined list of products and services under a procurement framework, which will have carbon footprint measures clearly stated. We adopt a cloud-first strategy, with the aim of being server-less across the group by 2030.

### Engaging and influencing staff and pupils

All United Learning schools are expected to identify a Carbon Neutral Champion, whose role is to lead and champion the development of a local action plan to reduce carbon emissions, to engage staff and pupils in the development and delivery of that plan and to participate in group-wide networks.

We recognise that our children and young people are valuable contributors to climate action, as agents of change, entrepreneurs and innovators. Many of our schools already provide opportunities for children and young people to lead action to reduce emissions and embed more sustainable behaviours, for example, the [Eco Schools](#) Programme. We aim for all our schools to develop such mechanisms.

We expect each school to deliver a curriculum which equips children with powerful knowledge, maximises their cognitive development and nourishes the whole person and the talents of the individual. We aim to equip pupils with the knowledge, skills and understanding of sustainability and climate change to prepare them for a world impacted by climate change by embedding relevant topics across the curriculum.

Over time, we aim to embed and promote sustainability across relevant group policies and practices. For example, our benefits package offers a cycle to work scheme and an electric car leasing scheme.