



**MAIDEN ERLEGH**  
TRUST

**SUSTAINABILITY  
STRATEGY**

*'Educate, Engage, Empower'*



MAIDEN ERLEGH TRUST  
**SUSTAINABILITY**

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## 1. Foreword - Statement from Chair of Trustees

In a world that is rapidly evolving, our role as educators extends beyond the classroom walls. We have a duty to equip our students not only with knowledge and skills but also with the values and resilience needed to thrive in a sustainable future. As the Chair of Trustees, I am proud to introduce Maiden Erlegh Trust's Sustainability Strategy, a comprehensive vision that embodies our commitment to environmental stewardship, social responsibility, and economic viability.

Maiden Erlegh Trust has already been taking action to support sustainability, including investing significant funds in boiler and window replacements across the estate and working to reduce levels of waste from our catering operations. We have now created a formal sustainability plan and wish to publicly declare our sustainability ambitions with the following key priorities to drive us:

- **Educate** - To bring an awareness of sustainability to the forefront of our education, not only in our taught curriculum but around school, in our extra-curricular activities and general ethos. Integrating sustainability into the curriculum provides enriched learning experiences. It encourages critical thinking, problem-solving, and engagement with real-world issues.
- **Engage** – we recognise that we cannot do this alone. We need all stakeholders to the Trust to join us on our sustainability journey, to engage with our vision. As a Trust, we need to put sustainability at the heart of everything that we do.
- **Empower** – we will provide students with the tools and the knowledge not only to support us with our sustainability strategy but also to prepare them to be socially responsible citizens and leaders of the future.

This strategy is not just a document; it is a testament to our shared responsibility to make a positive impact on our planet and society. It reflects our dedication to fostering a culture of sustainability that permeates every aspect of our Trust—from the way we design our curriculums to how we manage our resources, support our communities, and inspire our students to be conscientious global citizens.

We recognise that sustainability is not a destination but a journey, one that requires continuous reflection, innovation, and collaboration. This strategy marks the beginning of an exciting chapter for our Trust, one where we will work hand-in-hand with our students, staff, families, and local communities to build a more sustainable and equitable future for all.

**Name:** Nick Jones

**Role:** Chair of Trustees, Maiden Erlegh Trust

## 2. Vision Statement/Policy

**Vision Statement:** To cultivate a culture of sustainability across all our academies, ensuring that we not only educate future leaders but also lead by example in promoting environmental stewardship, social responsibility, and economic viability.

**Commitment:** We commit to embedding sustainable practices into every aspect of our operations, curriculum, and community engagement, aiming for a holistic approach that benefits current and future generations. **Our ambition is to reach net carbon zero by 2030, as a member of the Let's Go Zero campaign.**

Maiden Erlegh Trust is a group of 9 schools working together under a common banner and an overarching structure of governance. As an organisation we must demonstrate strong civic leadership and as such sustainability is of high importance to the Trust. It is also vital that our organisation maximises

its energy efficiency to reduce carbon emissions and continue to drive down the cost of our operations. We must also align with the Government target of becoming Net Carbon Zero by 2040, although we do have the ambition to do this by 2030.

In order to demonstrate our commitment to energy and sustainability, Maiden Erlegh Trust aims to meet its social, legal and educational responsibilities via the implementation of the following Sustainability Strategy. We will focus on staff and student/ pupil behaviour as well as the school buildings and grounds.

The Board of Trustees and Executive Team are committed to continually improving its environment performance whilst still maintaining high standards of health and safety and acceptable levels of comfort for all building users.

The Board of Trustees and the Executive Team will ensure that the following points are adhered to:

- 1) This strategy is widely communicated and updated as and when required, or at least annually.
- 2) Communication will be provided regularly to the whole Trust community, informing them of progress made and ways to improve.
- 3) Once baseline data is available and understood, we will set an energy performance improvement target. We then will regularly monitor and evaluate energy use in order to establish a baseline, measure improvements and identify priority areas.
- 4) We will work with the providers of the energy audits to create decarbonisation plans for each of our settings.
- 5) The [DfE Climate Strategy](#) requirement for schools to have in place a Climate Action Plan and to have appointed a sustainability lead by January 2025.
- 6) Over the course of 2024/25, we will develop a Climate Action Plan for each site that provides a clear roadmap to achieving our Net Carbon Zero ambition. This will be created in partnership between students and staff and will be presented in a way that ensures the whole school understands it and is aware of the actions, including their individual responsibilities.
- 7) We will deliver the Climate Action Plans through the following workstreams (following the recommended structure provided by the DfE):

A. Decarbonisation and Energy Efficiency	Calculating and taking actions to reduce carbon emissions and becoming more energy efficient
B. Climate Adaptation and Resilience	Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages
C. Biodiversity and green infrastructure	Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond, allowing students/pupils to learn FROM the building as well as in the building
D. Climate Education, Green Skills and Green careers	Ensuring the education we provide gives knowledge-rich and comprehensive teaching about climate change, and that our teaching staff feel supported to offer this

- 8) We will ensure that any actions agreed upon are implemented in an efficient and timely manner.

**Name:** Julie Foster

**Role:** Chief Operating Officer, MET Sustainability Lead

### 3. Executive Summary

Climate change is a major cause for concern for students, staff and parents. The Trust has a moral obligation to make improvements in energy efficiency and drive reductions in carbon emissions where possible.

Our sustainability goals will be achieved through focussed activity across the following seven key strands:



One of the first steps in determining our energy reduction plans will be to undertake audits across the whole estate. This will then allow us to consider the energy reduction potential of each site and to prioritise investment in those areas as required to maximise our energy reduction capacity and to work towards our decarbonisation ambitions. Some of the potential areas we will consider are:

- **Energy Procurement** – Buying energy in an efficient and sustainable manner across the Trust, where possible in the context of current contractual arrangements
- **Reduction of Energy Consumption** - Investment in programmes of work to reduce our energy consumption.
- **Generating Energy** - Investment in programmes to generate our own renewable energy (e.g. Solar Panels), subject to investment appraisal
- **Embedding Behavioural Change** – Affecting organisational change to ensure energy efficiency and sustainability are key considerations of everything the organisation does.

#### Trust Targets

2024/2025 will be a period of measurement and assessment for the Trust. We need to be able to measure and monitor sustainability data in order to prioritise those actions and investments that will have the maximum impact.

Our initial ‘measurement’ actions will include:

- An assessment of sustainability measures already in place and potential local opportunities by the Site Managers and the School Business Managers at each setting;
- Calculation of our current carbon footprint by setting;
- Upgrade of all meters to half hourly smart meters;
- Installation of energy monitoring software across all settings in the Trust;

- The execution of energy audits at each of our settings, to inform our decarbonisation plan;
- Conditions surveys at all of our settings;
- An audit of the BMS facilities across the Estate to identify where investment is needed to maximise the opportunities to control heating across the setting from a single point;
- An assessment of the gaps in the curriculum in respect of climate change and sustainability so that actions to address these gaps can be implemented in curriculum plans for 2025/26.

Alongside this, we will also consider the possibility for sustainable practices at River Academy to ensure that these are fully embedded from the outset. Initiatives for River Academy will include:

- No plastic water bottles to be sold within the school.– Students will be required to bring in a reuseable water bottle to refill from the water fountains. Due to the popularity of flavoured waters amongst children, we will also look to trial the use of drinks dispensers to avoid needing to sell these in plastic bottles;
- The use of cutlery and plates. Although the disposables used in other school catering operations within the Trust are recyclable, the recycling rates for these items are low;
- Recycling bins in the canteen area and generally across the school, with clear signage to show where certain items should be left;
- The creation of a travel plan, promoting the availability of cycle paths and bus routes to the school;
- The creation of a scheme to promote the use of EV chargers in the school to staff, coupled with the introduction of an EV car scheme (linked to the People Strategy);
- Implementation of paperless processes where possible;
- The use of printing monitoring software.

We have worked with an advisor from Let’s Go Zero to create a [Trust wide Climate Action Plan 2024-25](#) which will us to take some immediate actions to start our sustainability journey as we gather data and determine our formal decarbonisation commitments.

### Current position on the decarbonisation journey

Establishment name	Phase	Annual Electricity consumption (kWh)	Existing PV?	Existing LED?
Maiden Erlegh School	Secondary	604,698	No	30% LED
Maiden Erlegh School in Reading	Secondary	374,452	Yes	90% LED
Great Hollands Primary School	Primary	126,474	Yes	100% LED
Maiden Erlegh Chiltern Edge	Secondary	206,410	No	100% LED
Hamilton School	Not applicable	52,464	Yes	100% LED
Cranbury College	Not applicable	57,172	No	30% LED
Oak Tree School	Not applicable	71,482	Yes	100% LED

Birch Hill Primary School and Nursery	Primary	68,429	No	100% LED
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## 4. Carbon Reduction Commitment

### Context

#### Statutory Requirements

At the current time there are no compulsory CO2 emissions limits or targets for schools and academies to comply with. Statutory requirements relate only to measurement and reporting as set out below:

#### Display Energy Certificates (DEC) requirements

A DEC shows the energy performance of a building based on actual energy consumption as recorded over the last 12 months within the validity period of the DEC (the operational rating). This rating is shown on a scale from A to G, where A is the lowest CO2 emissions (best) and G is the highest CO2 emissions (worst).

A DEC and advisory report are required for buildings with a total useful floor area over 250m that are occupied in whole or part by public authorities and frequently visited by the public.

From 9 January 2013, if you are an occupier of a building requiring a DEC, you will need to display a DEC showing an operational rating in a prominent place clearly visible to the public. You will also need to have in your possession or control a valid advisory report.

Where the building has a total useful floor area of more than 1,000m<sup>2</sup>, the DEC is valid for 12 months. The accompanying advisory report is valid for seven years. Where the building has a total useful floor area of between 250m<sup>2</sup> and 1000m<sup>2</sup>, the DEC and advisory report are valid for 10 years.

#### Streamlined Energy and Carbon Reporting (SECR) requirements

The Companies (Directors' Report) and Limited Liability Partnerships (Energy and Carbon Report) Regulations 2018 came into force on 1 April 2019 and apply to financial years starting on or after 1 April 2019. The legislation is aimed at tracking progress to the government's carbon reduction targets. The regulations require academy Trusts from their financial year 2019 – 2020 to report their greenhouse gas emissions under the Streamlined Energy and Carbon Reporting (SECR) requirements. Which require the Trust to develop key performance indicators which:

- a) Clearly reflect the scope of matter material to both your company and your stakeholders.
- b) Transparently review the quality of your disclosures.
- c) Provide clear conclusions on data quality and processes.
- d) Be conducted by a qualified, independent third-party reviewer.
- e) Meet the requirements of a recognised standard
- f) Be easily understood and jargon free

**See Appendix A for the latest return for 2022-23.**

## 5. Financing and budgets

### Financial planning

To ensure that we have the funds to meet our sustainability objectives, we will:

- Incorporate sustainability goals into the budget and forecasting processes, including within the longer term 2-3 financial forecasting processes.
- Seek funding and grants for sustainability projects and initiatives.
- Implement cost-saving measures that align with sustainability, such as energy efficiency improvements.
- Prioritise investments in sustainable infrastructure and resources.
- Allocate budget for ongoing maintenance and improvement of sustainability projects.

### Funding Models

The benefits of reducing carbon emissions, lowering energy bills and engaging with students and the wider community are clear however funding is often seen as a barrier to implementation.

This section explores the funding options available:

- SCA funding – this can be used to address structural issues within the school estate and to invest in new technology such as boilers. 2024/25 allocation is £1.1 million;
- Energy efficiency funding – allocated to the Trust, remaining funds of approximately £150,000;
- Grant funding through the Low Carbon Skills funding scheme;
- Revenue budgets to support the costs of non capital expenditure as required.

Our current aim is to have a fully costed sustainability strategy/ decarbonisation plan by the end of the 2024/25 academic year when the results of the energy audits and conditions surveys are understood and evaluated.

## 6. Monitoring and Reporting

### Data Collection

- Establish a system for regular data collection on key sustainability metrics such as energy usage, waste production, and carbon emissions.
- Utilise this data to track progress and identify areas for improvement.

### Reporting

- Produce termly newsletters to share sustainability developments within the Trust.
- Produce an annual sustainability report to communicate progress to stakeholders.
- Celebrate successes and acknowledge challenges, ensuring transparency and accountability.

### Continuous Improvement

- Regularly review and update the sustainability strategy based on feedback and changing circumstances.
- Encourage innovation and creativity in developing new sustainability initiatives.



## 7. Education and Training

### Professional Development

- Provide training for staff on sustainability practices and principles.
- Encourage staff to integrate sustainability into their teaching methods and classroom activities, championed by the local Sustainability Champion.

### Student Leadership

- Develop programs that empower students to take leadership roles in sustainability initiatives, this will include the creation of an Eco-club/committee at each of the settings led by the local Sustainability Champion.
- Recognize and reward student contributions to sustainability efforts.

### Project Team

Since January 2024, we have held regular meetings with members of the Trust under the umbrella of a Sustainability Working Group. Although the focus to date has been largely operational, we recognise the importance of educating students about climate change and the role that we all individually need to play in the Trust's sustainability journey. Going forward, the SID for Curriculum and Standards will be joining the working group.

Current membership:

- Head of School Operations (Trust sustainability lead)
- Head of Trust Operations
- Trust Catering manager
- Trust Estates Manager
- School Improvement Director, Curriculum and Standards (from July 2024)

In addition, we will look to appoint a Sustainability lead in each of the settings to champion sustainability practices and to operate an Eco-committee. We also envisage that regular network events will be put in place to provide network opportunities, to share best practice and to share resources.

## 8. Links to other policies

- Estates strategy
- Procurement policy
- Uniform policy
- People strategy
- IT strategy
- Financial sustainability

## Appendix A – Energy and Carbon report 2022-23

Maiden Erlegh Trust				
UK Greenhouse gas emission and energy use data for period 1 September 2022 to 31 August 2023		2021/22 Comparison	2020/21 Comparison	2019/20 Comparison
NOR		3637	3588	3559
<b>Energy consumption break down</b>		<b>kWh</b>	<b>kWh</b>	<b>kWh</b>
Gas		3567091	3555114	4014807
Owned transport	27390 miles	30832	26682	16967
Electricity		1493152	1464742	1309306
Business travel in employee owned vehicles	31926 miles	36644	36327	15854
<b>Scope 1 emissions in metric tonnes CO2e</b>				
Gas consumption		651.21	648.95	735.35
Owned transport		7.60	6.68	4.25
<b>Scope 2 emissions in metric tonnes CO2e</b>				
Purchased electricity		309.19	283.25	278.00
<b>Scope 3 emissions in metric tonnes CO2e</b>				
Business travel in employee owned vehicles		8.39	8.66	3.83
<b>Total gross emissions in metric tonnes CO2e</b>				
<b>Total gross emissions in metric tonnes CO2e</b>		<b>976.39</b>	947.55	1021.44
Intensity ratio - Tonnes CO2e per pupil		<b>0.27</b>	0.26	0.29
			0.21	0.21

## Appendix B – waste analysis per school January to June 2024

### MAIDEN ERLEGH TRUST (WMC006653)

#### Waste Report for the 2024 Calendar Year - June 2024

Report Date: Tuesday 9th July  
2024

#### Waste Produced

	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24
Commercial Industrial	8,840	7,325	10,257	7,714	8,173	9,181
Food	404	762	684	541	684	635
Mixed Recyclables	3,397	2,632	3,408	2,777	3,597	3,129
<b>Total</b>	<b>12,641</b>	<b>10,719</b>	<b>14,349</b>	<b>11,032</b>	<b>12,454</b>	<b>12,945</b>

#### Waste Summary

	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24
Recyclable	3,801	3,394	4,092	3,318	4,281	3,764
Non-recyclable	8,840	7,325	10,257	7,714	8,173	9,181
<b>Percentage Recyclable (%)</b>	<b>30.1%</b>	<b>31.7%</b>	<b>28.5%</b>	<b>30.1%</b>	<b>34.4%</b>	<b>29.1%</b>
<b>Trees Saved (Trees)</b>	<b>43</b>	<b>34</b>	<b>43</b>	<b>35</b>	<b>46</b>	<b>40</b>
<b>CO2e Scope 3 GHG</b>	<b>264</b>	<b>219</b>	<b>297</b>	<b>228</b>	<b>257</b>	<b>268</b>
<b>CO2e Saved</b>	<b>8,169</b>	<b>6,877</b>	<b>9,081</b>	<b>7,067</b>	<b>8,235</b>	<b>8,225</b>
<b>Power Generated (kWh)</b>	<b>4,924</b>	<b>4,080</b>	<b>5,713</b>	<b>4,297</b>	<b>4,552</b>	<b>5,114</b>

**Appendix C – DEC rating per setting**

<b>Setting</b>	<b>DEC rating</b>
BHP	<b>C</b>
GHP	<b>D</b>
MER	<b>B</b>
MES	<b>D/E</b>
MECE (excl sports hall)	<b>C</b>
CBC	<b>F</b>
HAM	<b>B</b>
OTS	<b>A+</b>