

# | SUSTAINABILITY POLICY



Every child matters and no child is ever left behind....

# LETTER FROM THE CEO

**Paul Rickeard**

At Durham and Newcastle Diocesan Learning Trust (DNDLT), we recognise our profound responsibility to care for God's creation and ensure a sustainable future for generations to come. As a family of schools built upon Christian values, we are committed to environmental stewardship, reducing our carbon footprint, and encouraging a culture of sustainability across our Trust. Our sustainability policy is a reflection of this commitment.

We feel sustainability is not just an obligation; it is an opportunity to teach, inspire, and lead. By embedding environmental responsibility into education, we endeavour to empower our students to become champions of sustainability. Sustainability requires a behavioural step change which we intend to achieve through collaboration with staff, students, parents, governors, local churches, and the wider community.

As we embark on this journey, I encourage every member of our Trust to take an active role in shaping a greener, more sustainable future. Every effort, no matter how small, contributes to a larger, collective impact. Together, we can ensure that our schools are not only places of learning but also beacons of environmental leadership and faith in action.

With warm regards,  
**Paul Rickeard**  
**Chief Executive Officer**

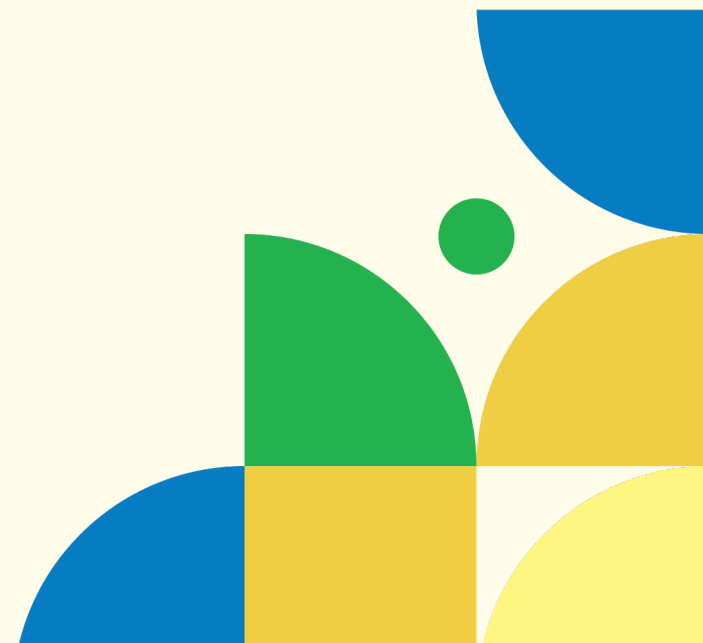




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## 1.0

# INTRODUCTION

Durham and Newcastle Diocesan Learning Trust (DNDLT) is committed to integrating sustainability across all aspects of its operations, education, and governance.

Driven by Christian stewardship, our approach emphasises both moral responsibility and practical leadership in addressing climate change, conserving natural resources, and building resilience to environmental challenges. Aligned with the UK Government's Net Zero 2050 target and the Department for Education's Sustainability and Climate Change Strategy, our vision is focused on implementing best-value, high-impact solutions throughout all schools within the Trust.

Our sustainability strategy is built around three key pillars: implementing energy-saving initiatives, reducing waste, and decarbonising school buildings. We support the enhancement of biodiversity by increasing green spaces and restoring habitats, and we educate for the future by embedding climate education into the curriculum.

At DNDLT, we believe that simple, collective actions can yield meaningful results, and through initiatives like eco-clubs, community projects, and curriculum enrichment, we actively involve our pupils in leading sustainability efforts within their schools and beyond. Simultaneously, we foster a culture of sustainability among staff, governors, and parents, ensuring shared ownership and long-lasting impact.

This policy outlines the framework for our climate action and environmental leadership, demonstrating our commitment to lead by example. By balancing ambition with practicality, we aim to ensure that our schools are not only preparing for the future but are actively shaping it.



At DNDLT we follow key principles set out by the Department for Education's Sustainability and Climate Change Strategy. DfE require schools to focus on four main areas to address sustainability.

## Reducing Carbon Emissions

### Decarbonisation

Reducing our reliance on greenhouse fuel sources, enhancing energy efficiency, transitioning to renewable energy sources, and promoting sustainable practices in daily life.

## Adapting to Climate Change

### Climate Resilience

Addressing how schools will remain operational given the adverse climate changes that can occur. The schools need to operate effectively to the changing climate we are facing.

## Addressing Climate Education in Each School

### Climate Education

Ensuring that each school provides education, knowledge, and understandings with comprehensive teaching about climate change, and providing teaching staff support and training to deliver our goals.

## Identify Opportunities to Implement Biodiversity

### Biodiversity

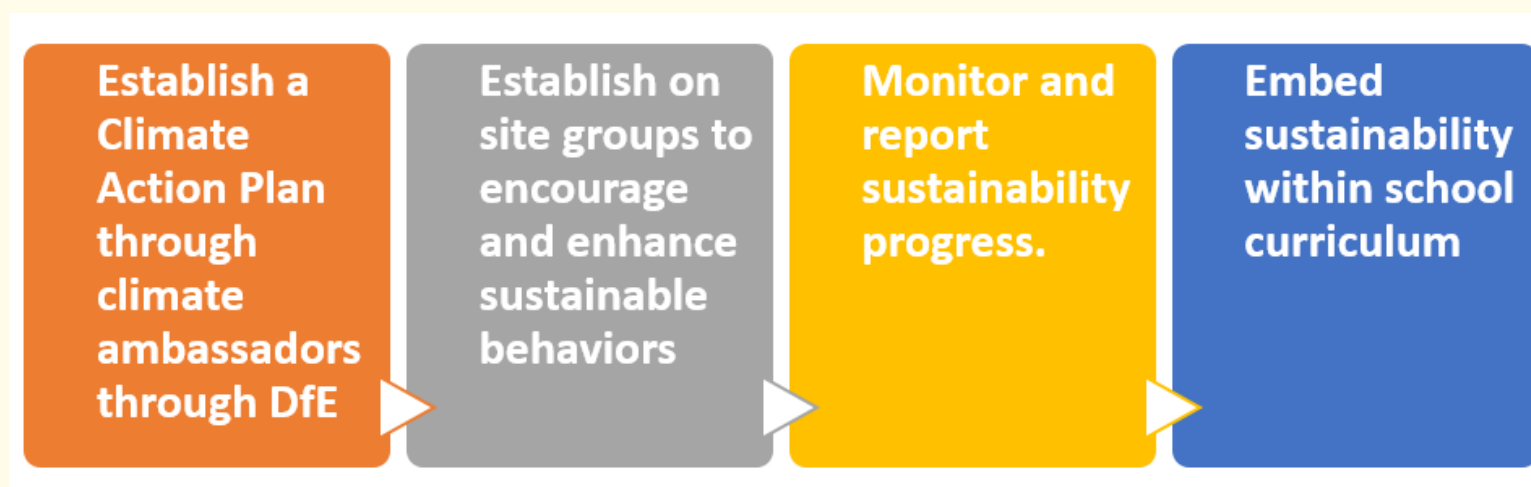
Capitalising on the available spaces within school grounds and addressing biodiversity lends itself to a great opportunity for both pupils and staff. This will be done by utilising existing educational programs and online education to enhance our understanding.



The Trust will establish a structured Climate Champion network at both Trust and individual school levels. These Climate Champions will play a pivotal role in ensuring that sustainability is embedded across all school operations, curricula, and community engagement activities.

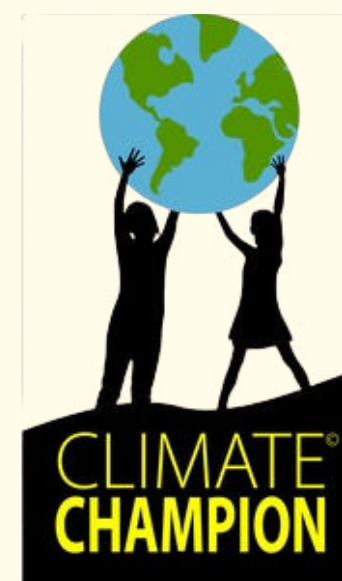
## ROLES AND RESPONSIBILITIES

Each school will appoint a Climate Champion responsible for leading sustainability initiatives, monitoring progress, and engaging the wider school community. A Trust-wide Climate Champion will oversee the overarching strategy, supporting schools and ensuring alignment with shared decarbonisation goals.



## ENGAGING STAKEHOLDERS

Climate Champions will work closely with all stakeholders to promote environmental responsibility and foster a culture of leadership in sustainability. Where appropriate, this will be reflected as specific actions within the Climate Action Plans. Examples of these plans are provided at the end of the relevant sections in this report.





## STAFF ENGAGEMENT

Climate Champions for each school will look at opportunities for, enhancing the sustainability offering for each site and work with teachers and staff to encourage the integration of sustainability principles into their teaching and daily operations.

For example:

- Embedding sustainable environmental education within existing curriculum where possible.
- Leading by example by adopting sustainable behaviours such as reducing energy consumption and promoting waste reduction.
- Participating in sustainability-focused CPD and training to stay updated on climate-friendly practices.

## STUDENT ENGAGEMENT

Students will be encouraged to actively participate in climate action activities through student and staff lead initiatives. These will be derived from the school's Climate Action Plan and could include examples of the following:

- Running eco-clubs or committees that spearhead school-wide environmental projects.
- Advocating for sustainable practices through student-led initiatives such as biodiversity conservation, composting, and rewilding projects.
- Engaging in hands-on activities that promote sustainability, for example as maintaining school gardens or implementing recycling programs.





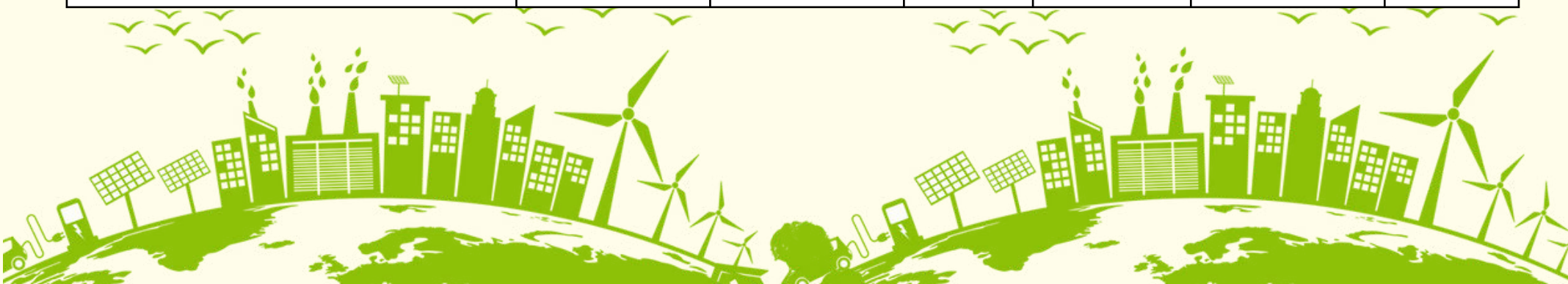
## COMMUNITY COLLABORATION

The impact of school-based sustainability initiatives can extend beyond the classroom through community partnerships and engagement. Examples of community engagement should be as follows:

- Establish links with local councils, businesses, and environmental groups to develop collaborative projects that support wider sustainability goals.
- Partner with faith-based organisations to promote shared environmental values.
- Encourage parent participation in school-led sustainability programs, ensuring that eco-friendly habits are reinforced at home.

## ACTION PLAN TABLE

| Action                                                                                                                                                                        | Link to Improvement Plan                             | Responsibilities & Key Stakeholders                             | Timescale        | Information & Resources Required                     | Target Measure                                            | Progress Update at Regular Review |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------|------------------|------------------------------------------------------|-----------------------------------------------------------|-----------------------------------|
| Nominate Trust Climate Champion & Climate Champion at individual schools to provide structured leadership in sustainability.                                                  | Establish leadership for sustainability initiatives. | Trust board, school principals, HRD.                            | Within 3 months. | Selection criteria, nomination process.              | Champions appointed in all schools & at Trust level.      | Annual review .                   |
| Identify training for each champion to equip them with essential knowledge on environmental policies, energy conservation, waste management, and carbon reduction strategies. | Capacity building for sustainability leadership.     | Sustainability officers, training providers, Climate Champions. | Within 6 months. | Available training programs, budget.                 | Training programs selected & scheduled for all champions. | Annual review.                    |
| Identify KPIs for each champion to measure progress in reducing carbon footprints.                                                                                            | Monitoring and evaluation of sustainability efforts. | Sustainability committee, Climate Champions,                    | Within 6 months. | Baseline data, sustainability goals, KPI guidelines. | KPIs defined & monitoring system established.             | Quarterly review.                 |
| Create a process flow chart for workflow and progress reporting to ensure structured implementation and accountability at School and Trust level.                             | Structured implementation & accountability.          | Sustainability officers, IT department, Climate Champions.      | Within 6 months. | Workflow analysis, reporting requirements.           | Flow chart created and implemented.                       | Annual review.                    |



The education sector contributes significantly to the UK's carbon emissions; therefore, it is essential that all educational institutions play their part in reducing their carbon footprint.

Our goal is to steadily reduce our carbon emissions over the next decade, with the ultimate target of achieving Net Zero by 2050. This plan outlines six key areas, each with simple actions and achievable timelines.



FIGURE (01) - AREA OF ACTION FOR NET ZERO

## 4.1 DECARBONISATION

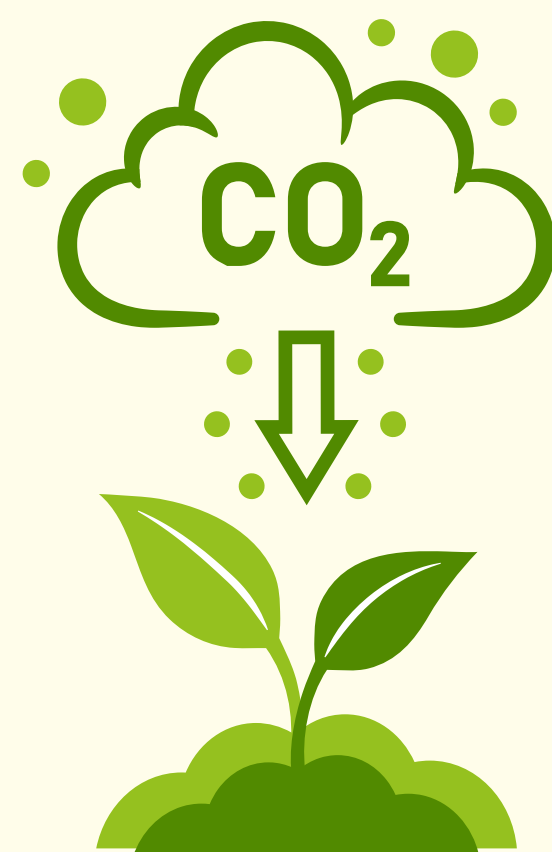
We recognise that heating our estate through greenhouse gas emissions and non-renewable energy sources has a significant impact on our carbon footprint. The cost of decarbonising at scale is considerable; therefore, the trust is preparing to pursue grant-funded opportunities to support the drive towards Net Zero.



The Salix Public Sector Decarbonisation Scheme (PSDS) and the Low Carbon Skills Fund (LCSF) will be key enablers in achieving our Net Zero targets. These programmes support the replacement of fossil fuel infrastructure with low-carbon technologies. We are working closely with our consultant, Eddisons, to develop a series of Heat Decarbonisation Plans (HDPs) for each site, identifying opportunities to secure Salix funding and transition to low-carbon heating solutions.

Furthermore, the Trust is planning to replace old fluorescent lights with energy-efficient LEDs and is exploring greener energy suppliers offering renewable options.

The table on the following page outlines proposed decarbonisation timelines and estimated metrics for twenty school buildings. For each site, the target implementation year, boiler age, and approximate construction year are included to support energy system assessments. No prior decarbonisation studies have been undertaken at these locations. Estimated lifetime carbon savings (in tonnes of CO<sub>2</sub> equivalent) vary according to building size and energy demand. Grant values are calculated using a benchmark of £510 per tonne of carbon saved, with remaining costs shown as client contributions. Project costs are yet to be finalised. This data provides an initial framework to inform investment planning and prioritisation based on projected carbon and financial returns.



4.0

DRIVING TO  
NET ZERO

8

4.1

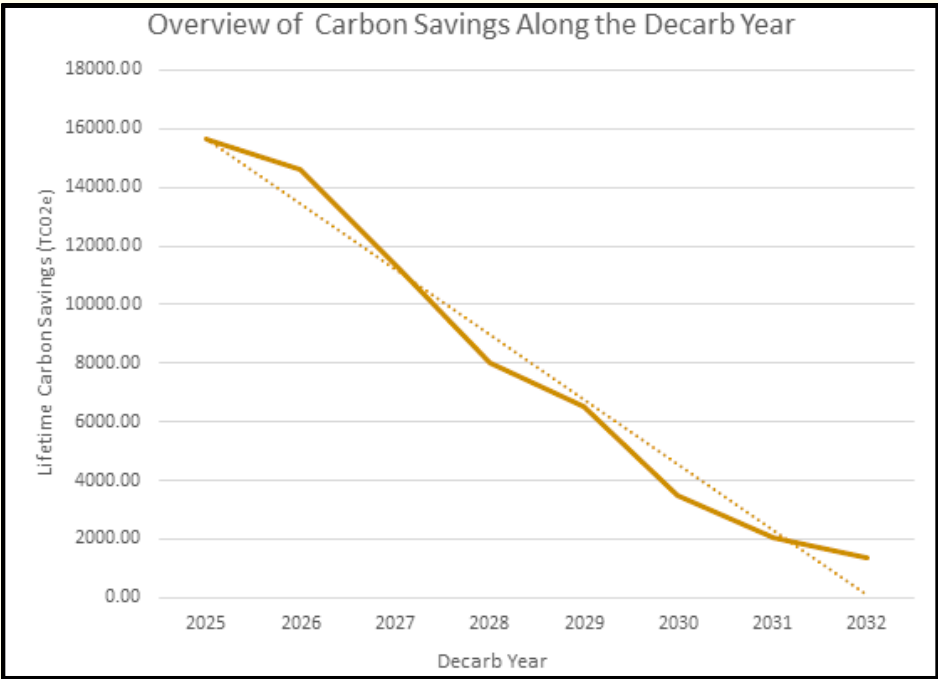
## DECARBONISATION

| School                                               | Decarb Year | Assumed Age of Boiler | Study Done | Lifetime Carbon Savings       | Potential Grant (£510 CCT) | Minimum Client Contribution (£) | Additional Comments |
|------------------------------------------------------|-------------|-----------------------|------------|-------------------------------|----------------------------|---------------------------------|---------------------|
| Stanhope Barrington C Of E Primary School            | 2025        | 31                    | No         | 1017                          | £456,415.01                | £54,769.80                      | Project Cost TBD    |
| Ingleton Primary School                              | 2025        | 31                    | No         | 224                           | £100,631.16                | £12,075.74                      | Project Cost TBD    |
| Northern Saints Primary School                       | 2026        | 31                    | No         | 2068                          | £928,164.80                | £111,379.78                     | Project Cost TBD    |
| St Mary's Church of England Primary School           | 2026        | 22                    | No         | 527                           | £236,594                   | £28,391.28                      | Project Cost TBD    |
| Newbrough C Of E Primary School                      | 2026        | 18                    | No         | 291                           | £130,712.44                | £15,685.49                      | Project Cost TBD    |
| Gainford Primary School                              | 2027        | 18                    | No         | 257                           | £115,192.36                | £13,823.08                      | Project Cost TBD    |
| St. George's Church of England Academy               | 2027        | 10 and 18             | No         | 1978                          | £887,524                   | £106,502.88                     | Project Cost TBD    |
| Cleadon Church of England Academy                    | 2027        | 16                    | No         | 1325                          | £594,719                   | £71,366.28                      | Project Cost TBD    |
| St John's Church of England Academy                  | 2028        | 11                    | No         | 467                           | £209,603                   | £25,152.36                      | Project Cost TBD    |
| Egglescliffe Church of England Primary School        | 2029        | 11                    | No         | 570                           | £255,646                   | £30,677.52                      | Project Cost TBD    |
| Heighington Church of England Primary School         | 2029        | 3 and 11              | No         | 652                           | £292,759                   | £35,131.08                      | Project Cost TBD    |
| Henshaw Church of England Primary School             | 2029        | 10                    | No         | 463                           | £207,732.23                | £24,927.87                      | Project Cost TBD    |
| Ward Jackson C of E Primary School                   | 2030        | 9                     | No         | 733                           | £328,874.90                | £39,464.99                      | Project Cost TBD    |
| Holy Trinity Church of England Primary School        | 2030        | 6                     | No         | 539                           | £241,749                   | £29,009.88                      | Project Cost TBD    |
| Green Lane Primary School                            | 2030        | 6                     | No         | 1170                          | £525,169.50                | £63,020.34                      | Project Cost TBD    |
| Bishopton Redmarshall CofE Primary School            | 2031        | 3                     | No         | 622                           | £278,930                   | £33,471.60                      | Project Cost TBD    |
| St Aidan's Church of England Memorial Primary School | 2031        | 3                     | No         | 766                           | £343,830                   | £41,259.60                      | Project Cost TBD    |
| Bishop Ian Ramsey CofE Primary School                | 2032        | 3                     | No         | 652                           | £292,664.26                | £35,119.71                      | Project Cost TBD    |
| St Aidan's Primary School                            | 2032        | 3                     | No         | 924                           | £414,708.84                | £49,765.06                      | Project Cost TBD    |
| Wark Church of England Primary School                | 2032        | No M&E on PPM         | No         | 425                           | £190,726.38                | £22,887.17                      | Project Cost TBD    |
| Greenhead Church of England Aided First School       | N/A         | 13                    | No         | Biomass used - not gas or oil |                            |                                 |                     |

4.1

DECARBONISATION

The table below illustrates the potential decarbonisation curve if the proposed plan is followed. At a glance, it suggests that achieving Net Zero by 2050 is a realistic target. However, further development of this proposal will be required beyond the scope of this report.



ACTION PLAN TABLE

| Action                                                                       | Link to Improvement Plan                                           | Responsibilities & Key Stakeholders                        | Timescale          | Information & Resources Required                | Target Measure                                | Progress Update at Regular Review |
|------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------|--------------------|-------------------------------------------------|-----------------------------------------------|-----------------------------------|
| Develop Heat Decar bonisation Plans (HDPs) for each school site              | Identifies oppor tunities for low carbon technology implementation | Estates team, consultants (Eddisons), Sustainability Leads | Next 5 to 10 years | Site surveys, energy data, consultant expertise | HDPs completed for all schools                | Biannual progress reports         |
| Apply for Salix PSDS and LCSF funding to support decarbonisation projects    | Secures financial support for low carbon initiatives               | Finance department, Estates team.                          | Annually           | Grant application, project proposals            | Funding for at least 50% of eligible projects | After each funding cycle          |
| Replace old fluorescent lights with energy-efficient LEDs across all schools | Reduces energy consumption and carbon emissions                    | Estates team, contractors, Sustainability Leads            | Next 3 to 5 years  | Procurement of LEDs, installation schedule      | 100% replacement in all schools               | Annual progress report            |
| Implement low carbon heating and cooling technologies like ASHP and GSHP     | Significantly reduce carbon emissions from heating                 | Estates team, contractors, consultants                     | Next 5 to 10 years | HDPs, funding, technical specifications         | 50% of schools by 2030                        | Annual review                     |

4.2

ENERGY EFFICIENCY

Reducing energy use is an effective way to lower carbon emissions. We are encouraging simple habits among staff and students, such as turning off lights, unplugging devices, and closing windows to retain heat. As part of our energy efficiency efforts, the Trust will also review the operation of Building Management Systems (BMS) to optimise heating and lighting schedules, alongside promoting water-saving practices.



ACTION PLAN TABLE

| Action                             | Link to Improve<br>-ment Plan            | Responsibilities<br>& Key<br>Stakeholders | Timescale        | Information<br>& Resources<br>Required   | Target Measure                            | Progress<br>Update at<br>Regular<br>Review |
|------------------------------------|------------------------------------------|-------------------------------------------|------------------|------------------------------------------|-------------------------------------------|--------------------------------------------|
| Launch energy-<br>saving campaigns | Encourage efficient<br>behaviours        | School leadership,<br>student councils    | Ongoing          | Campaign<br>materials,<br>tracking tools | 5% reduction<br>in energy<br>consumption  | Termly<br>review                           |
| Optimise BMS<br>settings           | Improve heating &<br>lighting efficiency | Estates team,<br>BMS technicians          | Within 1-2 years | BMS data,<br>technical<br>support        | 10% energy<br>savings from<br>adjustments | Biannual<br>review                         |
| Promote water-<br>saving practices | Reduce water use                         | Facilities team,<br>school staff          | Ongoing          | Educational<br>materials,<br>reminders   | 15% reduction<br>in water usage           | Annual<br>review                           |



4.3

## WASTE REDUCTION & RECYCLING



The Trust wish to eliminate single use plastics and switch to more sustainable options. The Trust will encourage the use of recycling programs with clear signage and student involvement.

A “Think Before Print” policy will encourage digital alternatives to reduce paper use, while water conservation efforts will include educational initiatives and exploring rainwater collection for non-potable uses.

### ACTION PLAN TABLE

| Action                                | Link to Improvement Plan          | Responsibilities & Key Stakeholders   | Timescale        | Information & Resources Required      | Target Measure                          | Progress Update at Regular Review |
|---------------------------------------|-----------------------------------|---------------------------------------|------------------|---------------------------------------|-----------------------------------------|-----------------------------------|
| Audit single-use plastics             | Identify and reduce plastic waste | Sustainability officers, school staff | By 2024-2025     | Audit checklist , alternative options | 50% reduction in single-use plastics    | Annual review                     |
| Enhance recycling programs            | Boost recycling participation     | Facilities team, student eco-clubs    | Ongoing          | Signage, existing bins                | 30% increase in recycling participation | Quarterly review                  |
| Implement “Think before Print” policy | Cut paper consumption             | School admin, IT team                 | Within 1-2 years | Digital tools, policy guidelines      | 25% reduction in paper usage            | Annual review                     |
| Promote water conservation            | Minimise water waste              | School leadership, facilities team    | Ongoing          | Educational resources, simple tools   | 20% reduction in water consumption      | Annual review                     |

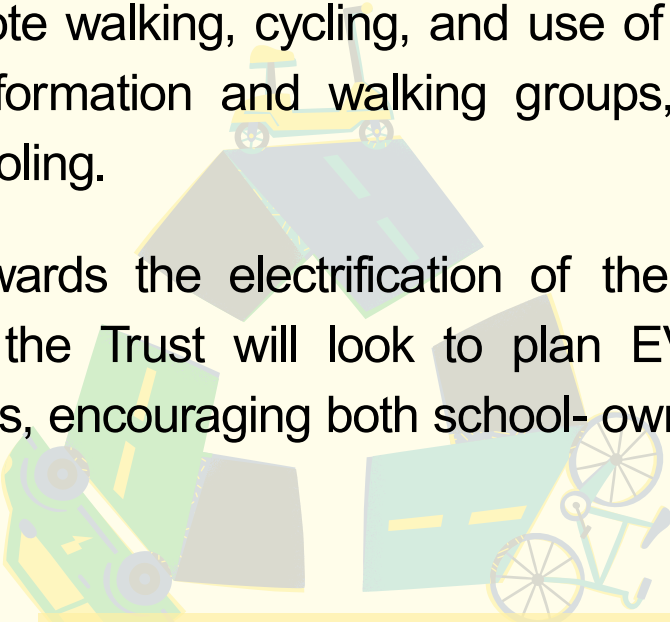


4.4 SUSTAINABLE TRANSPORT



The Trust aims to encourage sustainable options for staff and students. We will promote walking, cycling, and use of public transport with route information and walking groups, while encouraging staff carpooling.

The Trust will work towards the electrification of the Trust’s vehicle fleet. To support this transition, the Trust will look to plan EV charging infrastructure installation at school sites, encouraging both school- owned electric vehicle usage among staff and visitors.



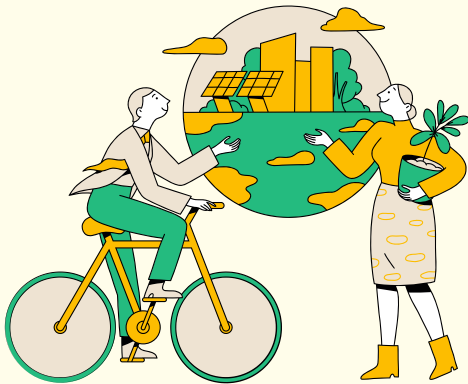
ACTION PLAN TABLE

| Action                                               | Link to Improvement Plan                      | Responsibilities & Key Stakeholders                              | Timescale          | Information & Resources Required              | Target Measure                                 | Progress Update at Regular Review |
|------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------|--------------------|-----------------------------------------------|------------------------------------------------|-----------------------------------|
| Transition school -owned vehicles to electric models | Reduce direct emissions from school transport | Estates team, finance department, local authorities              | Within 5 -10 years | EV procurement funds, infrastructure grants   | 50% of school -owned vehicles electric by 2030 | Annual fleet emissions report     |
| Establish walking and cycling initiatives            | Promote active, low-carbon commuting          | School leadership, student councils, local transport authorities | Ongoing            | Funding for bike storage, engagement programs | 30% increase in active travel participation    | Annual travel survey              |



4.5

SUSTAINABLE FOOD  
& NUTRITION



Food production and consumption contribute significantly to an institution’s carbon footprint, particularly through supply chain emissions, food waste, and high-carbon food sources such as meat and dairy. To align with our Net Zero ambitions, DNDLT is promoting a sustainable food strategy that encourages local, seasonal, and plant-based options, while also minimising waste.

ACTION PLAN TABLE

| Action                        | Link to Improvement Plan  | Responsibilities & Key Stakeholders   | Timescale        | Information & Resources Required | Target Measure                    | Progress Update at Regular Review |
|-------------------------------|---------------------------|---------------------------------------|------------------|----------------------------------|-----------------------------------|-----------------------------------|
| Introduce plant-based options | Lower meal emissions      | Catering teams, nutritionists         | Ongoing          | Recipe ideas, staff training     | 30% increase in plant-based meals | Annual menu review                |
| Implement portion control     | Reduce food waste         | Canteen staff, school admin           | Ongoing          | Training, portion guides         | 20% reduction in food waste       | Quarterly waste audit             |
| Partner with local food banks | Redistribute surplus food | Sustainability officers, local groups | Within 1-2 years | Contact info, logistics          | Regular donations established     | Annual review                     |



4.6

SUPPLY CHAIN

DNDLT will adopt sustainable procurement policies that priorities suppliers with strong environmental credentials. Schools will be encouraged to source local, low-carbon materials and purchase items with minimal packaging and longer lifespans. By working closely with sustainable vendors, the Trust will reduce emissions linked to manufacturing and transportation.



ACTION PLAN TABLE

| Action                                               | Link to Improvement Plan                | Responsibilities & Key Stakeholders         | Timescale         | Information & Resources Required     | Target Measure                                    | Progress Update at Regular Review |
|------------------------------------------------------|-----------------------------------------|---------------------------------------------|-------------------|--------------------------------------|---------------------------------------------------|-----------------------------------|
| Implement sustainable procurement policies.          | Reduce carbon emissions in purchasing.  | Procurement teams, sustainability officers. | Within 12 months. | Supplier sustainability assessments. | 50% of suppliers meeting sustainability criteria. | Annual procurement review.        |
| Establish waste reduction and recycling programs.    | Minimise landfill waste .               | School leadership, student eco-clubs.       | Ongoing.          | Recycling bins, upcycling workshops. | 40% reduction in school waste output.             | Quarterly waste audits.           |
| Phase out single-use plastics and paper-based admin. | Transition to sustainable alternatives. | School administrators, IT departments.      | Within 2 years.   | Digital infrastructure investments.  | 80% reduction in single-use plastics.             | Annual sustainability report.     |



Climate change is already impacting the communities we serve, with extreme weather events increasing in both frequency and severity. Schools within the DNDLT must be prepared to mitigate risks, protect infrastructure, and support the wellbeing of pupils and staff.

## PREPARING FOR CLIMATE RISKS

There are several climate risks that our sites may face, including:

1. Storm risks
2. Flood risks
3. Snow risks
4. Heat risks

Flooding poses a significant threat to school operations and safety, particularly in low-lying areas. Similarly, heatwaves, snowstorms, and high winds can disrupt learning and affect health. To address these challenges, schools must adopt proactive measures to minimise disruptions and long-term damage.

The Trust will require risk assessments to be conducted to evaluate flood risk and drainage systems, making improvements where necessary. Introducing rain gardens, where appropriate, and implementing measures to reduce runoff can be beneficial. In high-risk areas, the installation of sump pumps or flood barriers should be considered.

It is also important to assess roofs and windows for storm-resistant features in locations prone to storm damage.



Storm assessments will be carried out for sites in elevated locations as well as those exposed to high winds. This includes risks of items falling or being blown away, potentially endangering students and staff.

Increased heat can cause dangers such as sunstroke and dehydration. Sites will also be reviewed for adequate shading to ensure outdoor areas can be used safely. Furthermore, on hot days, heat stress awareness bulletins will be issued to students and staff.

Snow action plans will be implemented for extreme snow events to enable schools to continue operating or to provide guidance regarding school closures.

## ACTION PLAN TABLE

| Action                                            | Link to Improvement Plan         | Responsibilities & Key Stakeholders | Timescale   | Information & Resources Required              | Target Measure                                          | Progress Update at Regular Review   |
|---------------------------------------------------|----------------------------------|-------------------------------------|-------------|-----------------------------------------------|---------------------------------------------------------|-------------------------------------|
| Conduct flood risk assessments across all schools | Climate Risk Management Strategy | Estates Team, Local Authorities     | 6-12 months | Flood mapping data, expert consultation       | High-risk schools identified & mitigation plan in place | Every 6 months                      |
| Provide Shading (tree planting, reflective roofs) | Heatwave Resilience Plan         | School Leadership, Site Managers    | Ongoing     | Funding for tree planting, retrofitting plans | % of schools with improved cooling measures             | Bi-annual review & site inspections |
| Prepare Action Plan for Snow Event                | Snow Action Plan                 | School Leadership, Site Managers    | 6-12 months | Review                                        | Salt Plan Road Clearance                                | Annual                              |



At DNDLT, we recognise the essential role biodiversity plays in maintaining healthy ecosystems and fostering environmental stewardship within our school communities. We understand that the loss of biodiversity is a serious issue that affects not only the environment but also society and the economy.



The Trust aims to preserve and enhance natural habitats such as woodlands, meadows, wetlands, and water bodies within our school campuses and surrounding areas. Our approach includes sustainable practices like organic gardening, composting, and natural pest control to reduce our environmental footprint and promote healthy ecosystems. Additionally, the Trust will encourage the installation of bird boxes, bat boxes, and pollinator-friendly gardens.

The Trust is committed to reducing the use of chemical treatments, including pesticides, and is exploring alternative sustainable solutions. In addition, we encourage the introduction of “relaxed mowing zones” in certain areas, allowing wildflowers and grass to thrive, thereby providing important habitats for birds, insects, and other wildlife.

To further our goals, the Trust will prioritise the use of native plants in landscaping and gardening projects, helping to support local wildlife. We will also work with landscaping partners who follow approved sustainability practices.

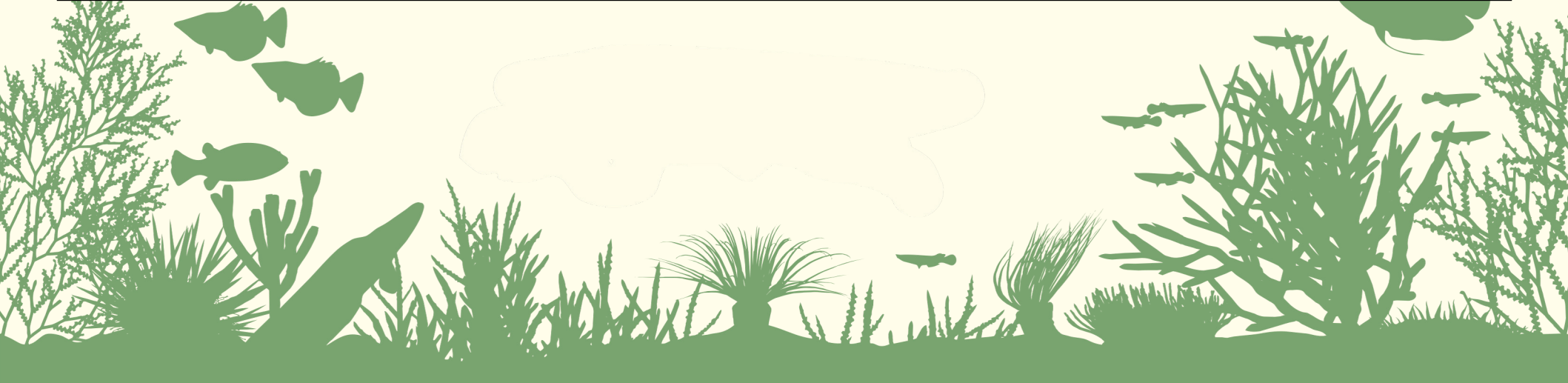


Through hands-on projects, students will play an active role in planting, caring for, and monitoring these areas. Tree-planting campaigns will form a core element of our biodiversity strategy and will be undertaken in collaboration with local parishes, councils, and environmental organisations. These campaigns will encourage students to plant, nurture, and monitor trees, fostering a sense of responsibility and connection to the natural world.



ACTION PLAN TABLE

| Action                                                                                                                       | Link to Improvement Plan                                | Responsibilities & Key Stakeholders                               | Timescale       | Information & Resources Required             | Target Measure                                                        | Progress Update at Regular Review  |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------|-----------------|----------------------------------------------|-----------------------------------------------------------------------|------------------------------------|
| Integrate biodiversity education into the curriculum.                                                                        | Education & awareness for biodiversity conservation.    | Curriculum developers, teachers.                                  | Within 2 years. | Curriculum frameworks, teacher training.     | Biodiversity topics included in relevant subjects across all schools. | Annual curriculum review.          |
| Introduce native plant restoration programmes, install bird boxes, bat boxes, and pollinator gardens.                        | Enhance biodiversity on school grounds.                 | Estates team, student eco-clubs, local groups.                    | Within 3 years. | Project plans, funding, materials.           | At least one biodiversity project per school completed.               | Annual review .                    |
| Launch tree planting campaigns in partnership with local authorities and faith-based organisations to enhance green spaces . | Increase green spaces & carbon sequestration.           | Local authorities, faith-based organisations, student volunteers. | Ongoing.        | Partnership agreements, planting sites.      | 100 trees planted per year.                                           | Annual review after each campaign. |
| Encourage student and community participation by facilitating eco-clubs and community-led conservation projects.             | Community engagement .                                  | School leadership, teachers, student leaders, community groups.   | Ongoing.        | Project ideas, funding..                     | Eco-clubs in all schools, at least one community project per year.    | Termly review .                    |
| Monitor and maintain biodiversity initiatives by developing structured reporting and assessment methods to track progress.   | Ensure sustainability & impact of biodiversity efforts. | Data analysts, Climate Champions.                                 | Within 1 year.  | Monitoring tools, data collection templates. | Annual biodiversity report for each school.                           | Annual review .                    |



At DNDLT, we believe that education is not solely about passing exams, but about helping young people become caring, informed citizens who are prepared to face the future.

As the UK government aims to create up to 250,000 green jobs through its Green Industrial Revolution, our schools have a unique responsibility to equip students with the knowledge, skills, and experience needed to thrive in the green economy.

The Department for Education's Sustainability and Climate Change Strategy outlines the ambition to establish a world-leading climate education framework by 2030. This involves not only embedding sustainability into the curriculum but also preparing students for green careers in areas such as renewable energy, environmental conservation, sustainable construction, green finance, and other sectors driving the UK's low-carbon transition.

DNDLT is committed to embedding climate education across all subjects, ensuring that students develop a deep understanding of sustainability challenges and solutions. Our schools will integrate climate-related topics into science, geography, business studies, and technical subjects, promoting a cross-disciplinary approach to sustainability. Furthermore, careers guidance within the Trust will reflect the growing demand for green skills, highlighting opportunities in emerging industries and providing clear pathways for students interested in sustainability-focused careers.

By embedding climate education and careers guidance within our Trust's schools, we will ensure that students are not only well-informed about climate change but also empowered to contribute meaningfully to a sustainable future.



ACTION PLAN TABLE

| Action                                                                                                                  | Link to Improvement Plan                             | Responsibilities & Key Stakeholders                    | Timescale         | Information & Resources Required                                | Target Measure                                               | Progress Update at Regular Review |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|-------------------|-----------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------|
| Integrate climate education into the curriculum across various subjects, including developing lesson plans.             | Educate students on climate change & sustainability. | Curriculum developers, teachers, subject leads.        | Within 2-3 years. | Curriculum guidelines, educational materials, teacher training. | Climate education included in all relevant subjects          | Annual review.                    |
| Provide career guidance & opportunities for students in green jobs & sustainability sectors.                            | Prepare students for careers in sustainability.      | Career advisors, school leadership, industry partners. | Ongoing.          | Event planning, workshop materials                              | Green career fair per year, regular workshop                 | Annual review .                   |
| Establish a network of Climate Champions, including “sustainability leads, eco-clubs, and peer mentoring programs.      | Build capacity and engagement for climate education. | School leadership, teachers, student leaders.          | Within 1 year     | mentoring guidelines.                                           | Eco-clubs active, mentoring programme running in all schools | Annual review.                    |
| Promote practical sustainability engagement through school initiatives, community projects, and curriculum integration. | Foster active participation in sustainability.       | Teachers, student eco-clubs, community partners.       | Ongoing.          | Project ideas, funding.                                         | At least two school-wide initiatives per year.               | Termly review.                    |





Monitoring & Reporting Framework

Schools are expected to conduct annual sustainability audits to assess their carbon footprint, energy consumption, waste management, and biodiversity efforts.

A data-driven approach is used to measure energy usage, emissions reductions, recycling rates, and improvements to green spaces.

Each school’s climate action plan will be reviewed and updated regularly. Best practices and lessons learned will be shared and implemented across the Trust’s estate.

ACTION PLAN TABLE

| Action                                                                             | Link to Improvement Plan                                      | Responsibilities & Key Stakeholders           | Timescale                   | Information & Resources Required                 | Target Measure                                                    | Progress Update at Regular Review |
|------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------|-----------------------------|--------------------------------------------------|-------------------------------------------------------------------|-----------------------------------|
| Establish a multi-tiered governance framework for sustainability                   | Ensures strategic leadership & accountability                 | Trust Board, SLT, Sustainability Champion     | Within the first year       | Governance fram documentation, role descriptions | Governance structure in place with clear roles & responsibilities | Quarterly review                  |
| Appoint a Trust-wide Sustainability Champion and School-level Sustainability Leads | Provides leadership & coordination for sustainability efforts | HR department, School Principals, Trust Board | Within the first six months | Job descriptions, recruitment proc               | All positions filled with qualified individuals                   | Biannual review                   |
| Make sustainability a standing agenda item in Trust Board and SLT meetings         | Embeds sustainability into decision-making processes          | Trust Board, SLT, Sustainability Champion     | Immediate and ongoing       | Agenda templates meeting schedule                | Sustainability discu-ssed in 100% of relevant meetings            | After each meeting cycle          |
| Review and update school climate action plans regularly                            | Ensures plans remain relevant and effective                   | Sustainability Leads, SLT, Governors          | Biannually                  | Current action pla performance data              | Updated plans reflecting current best practices                   | After each review cycle           |





This appendix provides key definitions and outlines the structured sustainability initiatives to support the implementation of the policy across schools.



## A1: Key Terminologies

### **Sustainability**

The practice of meeting present needs without compromising the ability of future generations to meet their own, by balancing environmental, social, and economic considerations.

### **Carbon Emissions**

The release of carbon dioxide (CO<sub>2</sub>) and other greenhouse gases into the atmosphere as a result of human activities such as energy consumption, transport, and industrial processes.

### **Carbon Footprint**

The total amount of greenhouse gases—expressed in carbon dioxide equivalents (CO<sub>2</sub>e)—produced directly and indirectly by an individual, organisation, or activity.

### **Renewable Energy**

Energy derived from naturally replenishing sources such as solar, wind, hydro, and geothermal power, which reduces dependence on fossil fuels.

### **Biodiversity**

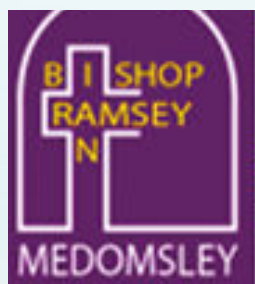
The variety of plant and animal life within a particular habitat or ecosystem, essential for maintaining ecological balance and resilience.



A2 : Action Plan for Schools: Key Priorities

| Priority Area                         | Action Points                                                                                                                                                                                                                                                                                                    |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reducing Carbon Emissions             | <ul style="list-style-type: none"><li>• Transition to energy-efficient LED lighting.</li><li>• Implement smart heating and cooling controls.</li><li>• Explore solar panel and renewable energy installations.</li></ul>                                                                                         |
| Improving Resource Efficiency         | <ul style="list-style-type: none"><li>• Promote paperless administration and digital learning solutions.</li><li>• Introduce recycling and composting schemes.</li></ul>                                                                                                                                         |
| Enhancing Biodiversity                | <ul style="list-style-type: none"><li>• Expand tree planting initiatives in collaboration with local councils.</li><li>• Develop wildlife gardens, ponds, and pollinator-friendly spaces.</li><li>• Introduce bird boxes, bat boxes, and habitat corridors.</li></ul>                                            |
| Empowering Pupils and Staff           | <ul style="list-style-type: none"><li>• Integrate sustainability education into Science, Geography, and Religious Studies curriculum.</li><li>• Provide professional development for teachers on climate change education.</li><li>• Establish sustainability ambassador roles for students and staff.</li></ul> |
| Strengthening Community Collaboration | <ul style="list-style-type: none"><li>• Form partnerships with local authorities, churches, and environmental groups.</li><li>• Organise community-led sustainability events and workshops.</li><li>• Engage parents and alumni in sustainability volunteering initiatives.</li></ul>                            |

# OUR SCHOOLS



Durham and Newcastle Diocesan Learning Trust is a company limited by guarantee (company number 10847279) and exempt charity registered in England and Wales at The Cai Building 4th Floor, Coble Dene, Royal Quays, North Shields, NE29 6DE.