



THE NORTON  
KNATCHBULL  
SCHOOL

# Energy and Sustainability Management Policy.

Reviewed by	Pat Aird
Equalities Impact Assessment*	28 <sup>th</sup> November 2023 Pat Aird & Ben Greene
Approved by the Finance and General Purposes Committee	8 <sup>th</sup> December 2023
Date of Review	November 2024

*\*The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised. EIA assessments are completed for policies reviewed on or after 30<sup>th</sup> October 2023 and are appended to the policy*

## **1. Aims**

Our school aims to ensure that it:

- Reduce its carbon emissions and impacts on the environment to protect our world for our pupils,
- create a comfortable learning environment
- and equip our pupils with knowledge and skills for their future.

## **2. Guide**

This document is based on the Department for Education's guidance on [good estate management for schools](#).

This policy complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

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

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

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

We Will:

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

Roles and Responsibilities Our Energy Team is made up of:

- Our Headteacher
- Our Site manager
- Our Class Reps
- Our Governor

## **4. Inspection and testing.**

The Energy Team will carry out the action plan and ensure resources are made available.

Our energy team will monitor our energy use and feedback to the rest of the school in assembly quarterly on the progress and changes to the date that has an environmental impact on the school.

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

ISSUE TO INSPECT	PERFORMANCE	FREQUENCY
<p><b>Electricity</b> kWh/m<sup>2</sup>/annum</p>	<p>20/21 349,220kWh 21/22 435, 989kWh 22/23 330,988kWh</p> <p>Consumption will be monitored monthly using Systems Link energy management software.</p>	<p><b>Quarterly</b></p> <p><b>Site team</b> <i>PSDS (Public Sector Decarbonization Scheme) may have an impact on this.</i></p>
<p><b>Gas</b> kWh/m<sup>2</sup>/annum</p>	<p>20/21 954.983 kWh 21/22 1,145,910kWh 22/23 1137,546 kWh</p> <p>Consumption will be monitored monthly using Systems Link energy management software</p>	<p><b>Quarterly</b></p> <p><b>Site team.</b></p> <p><i>Conversion to Air –Air heat source pumps will reduce usage</i></p>
<p><b>Water</b> m<sup>3</sup>/annum</p>	<p>20/21 8,949.80 m<sup>3</sup> 21/22 6,390.0 m<sup>3</sup> 22/23 15,520 m<sup>3</sup></p> <p>Consumption will be monitored monthly using Systems Link energy management software</p>	<p><b>Quarterly</b></p> <p><b>Site team.</b></p>
<p><b>Energy Selection and Purchase</b></p>	<p>The school will check energy invoices monthly against meter readings for gas, electricity, and water using Systems Link energy management software.</p>	<p><b>Monthly</b></p> <p><b>Site team</b></p>
<p><b>Investment in Energy Efficiency</b></p>	<p>The school will invest energy efficiency grants back into the school estate to provide payback across a three period. Savings achieved by good housekeeping measures will be reinvested in energy efficiency projects.</p> <p>Where available, grants will be sought to improve energy efficiency</p>	<p><b>Annually</b></p> <p><b>Board of Governors</b> <b>Head Teacher</b></p>

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

## 5. Our Action Plan

ACTION	DETAILS	TARGET DATE
Upgrade internal lighting	To convert all internal lighting to 100% Led	<p><b>Target dates.</b></p> <p><b>On target 2022 50%</b></p> <p><b>2023 75%</b></p> <p><b>2024 100%</b></p>
Upgrade external Lighting	To convert all external lighting to 100% Led or solar where appropriate	<p><b>Target dates.</b></p> <p><b>Achieved 80% 2022</b></p> <p><b>2023 90%</b></p> <p><b>2024 100%</b></p>

ACTION	DETAILS	TARGET DATE
Reduce heating costs	To upgrade heating systems with new heat pumps or more eco-friendly boilers	<b>Target date</b> <b>2023</b> <b>Three out of our Four boilers have been replaced with Air-to-Air heat source pumps.</b>
To improve thermal insulation on preexisting roof structures.	To update the list of the 1960's buildings on the estate. This will address heat loss and reduce terminal movements within the structure.	<b>Target date</b> <b>2022 75%</b> <b>2023 100%</b> <b>This was achieved through PSDS funding.</b>
To update all non-compliant single-pane windows and structures	Updating all windows situated in the ART/DT and Music block areas. To reduce heat loss and improve fire rating under the Regulatory Reform (Fire Safety) order 2005.	<b>Target</b> <b>2022 80%</b> <b>2023 100%</b> <b>This was achieved through CIF (Condition Improvement Fund) and PSDS Funding</b>
Renewable energy. Solar Heat exchange	Explore the RE: Fit program to expand the use of solar panels over the estate.  To look at renewal energy solutions going forward to heat the school when required.	<b>Target</b> <b>2023</b> <b>This was achieved through PSDS funding.</b>

## 6. Reporting

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

# NKS Equality impact assessment

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## Policy details

### POLICY NAME AND PURPOSE

Energy and Sustainability management policy 2023

### LAST REVIEW

28/11/2023 P A Aird - Site Manager

### POLICY STATUS

Existing – This policy has been update in line with progress and change in targets against the schools energy plan.

### THIS POLICY WILL AFFECT

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

<b>EIA completed by:</b>	P A Aird – Site Manager NKS
<b>Contributors to EIA:</b>	B Greene Head Teacher. Governors : Johnny Holland – Winston Michael
<b>Date completed:</b>	28/11/2023

## Impact analysis

- Indicate what type of impact this policy will have for each group, and explain why
- If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		✓		<p>Explain the impact you have recorded, and provide evidence for this, for example: N/A</p> <ul style="list-style-type: none"> <li>• Consultations</li> <li>• Pupil data</li> </ul> <p>National data, reports, and best practice advice</p>
Race		✓		N/A
Religion or belief		✓		N/A
Sexual orientation		✓		N/A

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Gender reassignment		✓		N/A
Pregnancy or maternity		✓		N/A
Age		✓		N/A
Disability		✓		N/A
Marriage or civil partnership		✓		N/A
You could also add non-protected characteristics that have a specific impact in your school, e.g.: <ul style="list-style-type: none"> <li>• English as an additional language</li> <li>• Looked-after children</li> <li>• Families with separated parents</li> </ul>		N/A		N/A



## INTERSECTIONAL IMPACT

- Will this policy impact any groups more because of multiple/combined characteristics? - No there will not be impact
- What will the impact be, and why? N/A
- For example, if you're reviewing your: N/A
- Family leave policy: if your rules or language around leave arrangement assumes that people having children are married, this could negatively impact unmarried women who are pregnant or have children. N/A
- Supporting pupils with medicines policy: if your response to allergies relies on pupils carrying and administering their own epi-pens, this could negatively impact younger pupils with allergies who are not able to do this N/A
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## Outcomes

## CONSULTATION AND STAKEHOLDER ENGAGEMENT

- Record your decision on what you will do with the policy/process after the results of the EIA.

On completion of the EIA this policy will form part of the normal working day within the school. This policy is designed to reduce our energy efficiency so we can lessen the impact on the planet and provide a better learning environment for our pupils and staff.

- Remove the policy (if it's not statutory) N/A
- Adapt the policy to address the equality issues you've identified. N/A
- Keep the policy without change (The policy has been updated)
  
- Include details about the evidence used to come to this decision, and why you're doing it.

The policy has been updated to include new targets and achievement. Example is attached below

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## CONSULTATION AND STAKEHOLDER ENGAGEMENT

### FINAL DECISION ON POLICY

- Details of how the EIA outcome will be monitored
- Evidence collected / data reviewed
- Policy review schedule

Any further consultation or stakeholder engagement

## Monitoring arrangements

### MONITORING ARRANGEMENTS

### DATE OF NEXT POLICY REVIEW

The review will be completed on the 27<sup>th</sup> November 2024