



South Gloucestershire and Stroud College

SGS Sustainability Policy

If you would like this document in an alternate format

Please contact the Human Resources Department

Prepared by:	Peter Barrett				
Job Title / Role:	Group Property Manager				
Ref. No.: Q/P 168	Date of this version: 01 November 2019 Review date: 05 November 2020 * (Must be at least 1 year) Please note: if the document has details relating to legislation or government guidelines, the following must be added to the Review Date: (subject to any legislative change) Upload to College website? Yes Upload to e-Campus? Yes				
Approved by:	SLT				
Date of Approval:					
Approval					
LE	SEDG	HEBOS	SLT	EXEC	CORP
			15th Sept 16		

SGS GROUP	SGS College <input checked="" type="checkbox"/>	SGS MAT <input type="checkbox"/>	SGS CS <input type="checkbox"/>	SGS GS <input checked="" type="checkbox"/>	
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Persons in care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
Consideration to be hard to the need to expend additional resources as a mechanism to provide for the reasonable adjustments required by learners and staff with difficulties and disabilities or specific need.					
How much evidence is there:	None	A little	Some	A lot	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The evidence supporting this assessment is supplemented by the research/evidence supporting a parent or sibling College or Group policy?			Yes <input type="checkbox"/>	Policy Reference: *****	
Is there any concern that the policy may operate in a discriminatory way?	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input checked="" type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i>					
Completed by: Gavin Murray Position: <i>Head of Quality, Learning Resources & Performance</i> Date: <i>09th Sept 2016</i>					
Approved by the SGS College Corporation:		<input type="checkbox"/>	Approved by the SGS Academy Trust Board:		<input type="checkbox"/>

Sustainability Policy

1. Introduction

- 1.1. Sustainability is the balancing of diverse economic, social and environmental pressures to arrive at a solution which maintains, supports and endures into the long term.
- 1.2. Both SGS College and its subsidiaries recognise the need to act sustainably and in doing so will align all of its activities alongside one or more of the 17 United Nations Sustainable Development Goals.
- 1.3. SGS wish to be recognised as the UK's most sustainable FE College by 2030.

2. Statement

- 2.1. SGS will act sustainably in all its activities and will promote sustainability to its staff, learners, suppliers, stakeholders, visitors and the wider community through the adoption of the 17 UN Sustainable Development Goals.
- 2.2. The following are to be the areas of focus
 - Leadership and Governance
 - Teaching, Learning, Assessment and Research
 - Partnership and Engagement
 - Estates Development and Operation
- 2.3. SGS will ensure that sustainability is fully assessed and appropriately weighted in all that we do.
- 2.4. SGS will work collaboratively with its suppliers, academic partners, neighbours and other key stakeholders to limit the environmental impact of its activities.

3. Objectives

3.1. Leadership and Governance

- 3.1.1. The objective of this policy is to ensure that all staff, learners, suppliers and visitors understand the SGS approach to sustainability.
- 3.1.2. SGS will review its sustainable objectives on an annual basis and once agreed share these with staff, learners and suppliers.

3.2. Teaching, Learning, Assessment and Research

- 3.2.1. SGS will share its sustainable objectives annually with its staff, learners, suppliers and visitors.
- 3.2.2. SGS will promote awareness and understanding of sustainable development and operations amongst all staff, learners, suppliers and visitors through learning opportunities and training.

3.2.3. Sustainability will be promoted and embedded across all curriculum areas.

3.3. **Partnership and Engagement**

3.3.1. SGS will operate sustainable procurement procedures that promote and support the use of products and services from contractors and suppliers who act sustainably. Such procedures will give due weight to sustainability alongside cost, best-value and quality in assessing products and services. SGS will not compare the price of a sustainable solution alongside a non-sustainable solution.

3.3.2. SGS will share experience and knowledge of sustainability with the wider community and contribute to debate on sustainability issues.

3.4. **Estates Development and Operations**

3.4.1. SGS will adopt and utilise a comprehensive performance and benchmarking system to manage, measure, improve and promote our sustainability performance.

3.4.2. SGS recognise that sustainable solutions often come at a cost compared to non-sustainable solutions. In recognition 1% of all college budgets will be ringfenced to contribute toward the cost associated with operating a sustainable College.

3.4.3. SGS will endeavour to reduce energy and water use, enhance utilities monitoring and targeting systems through technology.

3.4.4. SGS will explore renewable energy, efficiency and storage technologies to reduce carbon emissions, discharges and prevent pollution.

3.4.5. SGS will ensure any surplus assets are actively promoted for reuse or repurposing within SGS or partners and stakeholders.

3.4.6. SGS will manage waste and adopt a “rethink, reduce, reuse, and recycle” approach. SGS will minimise the environmental impact of waste disposal and minimise the use of natural resources including single use plastics..

3.4.7. SGS will incorporate the principles of sustainable development into any new build or refurbishment project.

3.4.8. SGS will reduce single occupancy vehicle use to and between our campuses, encouraging walking, cycling and the use of public transport where possible as principal modes of commuting and business travel for staff, students and visitors.

3.4.9. SGS will protect natural habitats and encourage local wildlife and biological diversity on the SGS's estate.

4. Implementation

- 4.1 SGS recognise that sustainable solutions often come at a cost compared to non-sustainable solutions. In recognition 1% of this all college budgets will be reingfenced to contribute toward the cost associated with operating a sustainable College.
- 4.2 This policy will be delivered via the application of a Sustainability Delivery Plan (The Plan) as agreed from time to time. The Plan will be reviewed at least annually and amended to reflect progress, changing requirements and the realities of the estate.

All staff, learners, suppliers and visitors. Parties will be encouraged to follow the detailed recommendations and guidance within 'The Plan'.

This Policy will be published on SharePoint, and SGS Group websites.

5. Responsibilities

5.1. **Corporation, Executive and Senior Leadership Teams:**

- 5.1.1. Will ensure, through annual monitoring, that objectives of the policy are embedded into the culture of the organisation.

5.2. **All staff will:**

- 5.2.1. Familiarise themselves with the objectives and the current strategy within The Plan.
- 5.2.2. Ensure that their actions are in compliance with The Plan.

5.3. **Heads of Departments (Corporate)/Sectors must:**

- 5.3.1. Ensure that their curriculum areas consider and promote the principles of sustainability.

5.4. **Head of Estates/Deputy Head of Estates will:**

- 5.4.1. Ensure that SGS performance as defined in 'The Plan' is recorded and reported to the Chief Operating Officer at least twice each year.
- 5.4.2. Form a working group from across SGS to work towards specific improvements identified in The Plan.

5.5. **The working party will:**

- 5.5.1. Meet as required to review 'The Plan' and amend as required.
- 5.5.2. Lead on the implementation of 'The Plan' and strategy across the college.

- 5.5.3. Provide a report annually to the SGS College Executive and SGS College Corporation along side the annual Health Safety and Environmental report.

6. Related Guidance, Strategies and Legislation

- 6.1. SGS Sustainability Delivery Plan
- 6.2. SGS Maintenance Policy
- 6.3. SGS Financial Regulations
- 6.4. SGS Property Strategy
- 6.5. UN Sustainable Development Goals