# ENERGY AND ENVIRONMENTAL POLICY

# Introduction

Since October 2013, schools must display a DEC (Display energy certificate) showing an operational rating for energy use in a prominent place clearly visible to the public. They must also have a valid advisory report. The advisory report accompanying this certificate contains recommendations for improving the energy performance of the building. Where the building has a total useful floor area of more than 1,000m², 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 250m² and 1,000m², the DEC and advisory report are both valid for 10 years.

The concept of value for money (economy, efficiency, effectiveness) has thus been strengthened across all staff members in Pippins School. Staff members are also at pains to develop the concept in our pupils.

# Objectives and targets

As a school committed to energy and environmental education and practice, the governing board at Pippins School aims to meet its educational and social responsibilities of value for money through implementation of this policy to set energy saving targets for each period of three years and to review and report to governors our progress towards meeting these targets.

# Action plan

The governors of the school recognise the importance of a whole school approach to energy and environmental issues and aim to demonstrate their commitment through the implementation of an action plan to meet the policy objectives.

In implementing this policy Pippins School expresses its commitment to energy and environmental management at a local level by committing to reducing energy costs and emissions of CO2. In line with this commitment, and using the recommendations in the DEC advisory report for improving the energy performance of our buildings, Pippins School will embrace the following seven principles and thereby formally recognises the importance of energy and environmental management/awareness to the future of Pippins School and to the pupils in its charge.

The seven principles are:

* Publish an energy and water policy.
* Establish an energy management structure.
* Increase awareness of energy efficiency among employees and pupils.
* Set performance improvement targets.
* Monitor and evaluate performance.
* Hold annual reviews.
* Report performance changes and improvements.

The action plan, and the commitment to the plan by the governing board, forms the direction and thrust for the targets identified in the policy to be met. The energy plan is integrated in the overall strategic plan for Pippins School.

The following issues are taken into consideration as part of the systematic approach to energy management:

* Gaining commitment:
* Governor/senior management level.
* School level.
* Understanding:
* Quantify school’s current energy use and environmental impact.
* Analyse what needs to be done given the school’s current position.
* Identify any constraints on implementing a strategy which may come from within the school or from outside.
* Implementing:
* Define roles and responsibilities for energy and water management.
* Identify initial and on-going investments required (if applicable).
* Develop training and awareness.
* Integrate practice into school process.
* Communicate performance.
* Controlling and monitoring:
* Monitor performance.
* Undertake regular energy and water audits.
* Assess performance against targets.
* Give regular feedback.

The commitment to energy and environment awareness at Pippins School focuses on three main areas:

* The purchase of energy at the best price by obtaining the best deals and considering whether collective buying is possible.
* The use of energy as efficiently as possible in line with education needs and available investment opportunities by:
* Using building management systems properly.
* Upgrading heating controls where possible.
* Using better insulation where possible.
* Considering the possibility of using renewable energy sources.
* Upgrading to more efficient lighting where possible.
* Repairing water leaks as soon as possible and considering installing water saving devices.
* Monitoring energy and other meter readings and benchmarking them against those of other similar schools to see whether savings could be made.
* Checking whether ICT equipment which uses energy more efficiently could be purchased.
* Educating staff and pupils to turn off appliances when not in use.
* Making staff and pupils aware of the school’s environmental education policy and encouraging all to strive to reduce the school’s effect on the environment.
* The consideration of the environmental impact of energy consumption and other environmental issues, where appropriate.

The school adopts the following systematic approach to energy management:

* Securing on-going commitment of all members of the school community.
* Developing an understanding of energy consumption and the management of such resources.
* Controlling and monitoring.
* Feedback and revision of targets.

# Monitoring and evaluation

Appropriate monitoring will be undertaken by the designated officer to establish compliance, or otherwise, with the targets and any changes in legislation. Energy and environmental information will be integrated, where possible, in the existing management and reporting structure. Monitoring and targeting of energy performance, targets, management information systems, energy management structure and energy communications will be reviewed regularly in a programme of continuous improvement.

# Reviewing

This policy will be reviewed every three years.