

Sustainable Development – Our Policy

Sustainable Development

Version: 2.0; effective from August 2024

Policy Summary: This policy document is a summary of the Cheynes Training approach to developing more sustainable approaches across our training programmes with the aim of reducing the impact our activities have on the environment.

1. Purpose

1.1 This document represents the policy of Cheynes Training with respect to sustainable development. Cheynes Training commits to building sustainable development into the activities we provide and to the environment in which they are delivered, both at head office and by encouraging good practice at all locations where the apprentices on our programme work and train. Within our programme there is no universal model of sustainability, and we recognise that there will be differences based on local situations, priorities and approaches.

2. Vision

2.1 Senior managers at Cheynes Training have based their understanding of sustainability on our belief that it includes the protection of the Earth's ecosystems. However, we believe that sustainability encompasses more than just environmental factors, it also includes social, economic, ethical and cultural values which covers our whole system of beliefs, values and attitudes and this affects the way we perceive ourselves and the world and how we interact with other people and with nature.

2.2 Culture, therefore, has a central place in the concept of sustainability, and whatever form the future takes, it will be shaped at the local level by the attitudes of people which contribute to the decisions that each individual, family, workplace, and community makes.

3. Guiding principles

3.1 Sustainability matters to everyone, and everyone has a part to play.

3.2 Head office activities: The Cheynes Training head office and Regional Training Advisor teams must take a lead in terms of conserving energy wherever possible, reducing waste to an absolute minimum, by recycling and by encouraging good practice in all areas of sustainability. We must remember that even small gains will make a difference.

3.3 Out of office activities: Cheynes Training has moved to a position where only the most essential meetings are made 'face-to-face'. Those that are considered essential include review meetings with learners, and issues related to the health, safety and welfare of learners. Virtually all other meetings, especially those involving the management of the programme, are now almost exclusively completed online using Microsoft Teams. This change has resulted in an 80% decrease in the use of internal flights.

3.4 Teaching, learning and assessment: this inspires and motivates our apprentices, who we consider as the next generation of decision makers, business leaders and citizens, and equips them with the skills and knowledge to achieve a lasting career. We recognise that during the lifetime of our apprentices, issues such as climate change will become more challenging and, increasingly, employers are expecting employees to understand sustainability.

4. Key considerations

- 4.1 Ownership: primary responsibility for delivering sustainability lies with the managing director of Cheynes Training and with our Regional Training Advisor teams and the Heads of Centre at each of the locations where teaching learning and assessment takes place. The Cheynes Training board along with our governance group, also have a role to play,
- 4.2 Opportunity: we have an opportunity to encourage the development of sustainability, which is not centralised, but which relies on individuals taking responsibility for their own actions and activities.
- 4.3 Funding: our sustainability initiatives must be workable from a financial viewpoint. Our aim is that any sustainable actions we take will either be cost neutral or will reduce costs for Cheynes Training and for the employers we work with.
- 4.4 Communication: many of our sustainability objectives require working with other individuals and teams, and with the employers of the apprentices' we work with.
- 4.5 Environmental management systems: Cheynes Training aims to minimise the impact of our apprenticeship activities on the environment whilst meeting our economic goals and complying with all current legislative requirements; we plan to do this by continuously improving our approach to sustainability.

5. Cheynes Training's Sustainability Objectives

- 5.1 We recognise that we can only influence the individuals and the organisations we work with, we cannot dictate to them. For this reason, many of our goals are aspirational.
 - 1. Reduce and manage waste by:
 - a. Reducing travel (especially flights) to a minimum,
 - b. using electronic communication wherever possible,
 - c. utilising digital resources where possible, only printing essential hard copies of documents,
 - d. using environmentally friendly packaging wherever possible,
 - e. re-using resources and recycling all recyclable materials,
 - f. properly maintaining equipment to maximise lifespan.
 - 2. Reduce energy use by:
 - a. Switching off all electric equipment when not in use,
 - b. using energy efficient equipment where possible,
 - c. installing low energy lighting where practical,
 - d. using recyclable, eco-friendly furniture,
 - e. turning heating/air conditioning down or off all together.

3. Encourage resource conservation during training by:
 - a. Building sustainability into lesson plans,
 - b. reducing water usage at training sessions,
 - c. keeping product usage to an absolute minimum.
 - d. using low-ammonia hair colourants.
 - e. using disposable/recyclable paper towels wherever possible,
 - f. encouraging consideration of sustainability in future careers.
4. Promote sustainability by:
 - a. Offering equal opportunities to all qualified applicants,
 - b. Providing adjustments for learners with learning difficulties and disabilities,
 - c. showcasing and sharing best practice amongst partners,
 - d. raising issues relating to sustainability in newsletters, etc.,
 - e. encouraging partners to set learner projects on sustainability,
 - f. developing and delivering sustainability training for learners,
 - g. promoting diversity and cultural awareness in programs,
 - h. encouraging the use of Fairtrade tea and coffee products.

Last review: August 2024
Next Review: August 2026

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