

## **Construction Helpline Ltd**

### **08 – Environmental Sustainability Policy**

#### **Version 4**

##### **Introduction**

Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. The ‘pillars’ of sustainable development are economic development, social development, environmental protection, and cultural diversity

##### **Policy Statement/Aims**

Construction Helpline Ltd is committed to the principles of sustainable development and is working towards achieving a social, economic, and environmental impact through its work with learners, employers, support agencies in and around our local community and across the country.

Construction Helpline Ltd delivers specialised accredited qualifications to learners allowing them to gain employment within the construction sectors

The Centre aims to achieve continuous improvements in environmental performance; sustainable and social procurement; reducing waste; minimising pollution.

The Centre’s policy is to embed sustainable and environmental development across all operations and the curriculum. The key aims are to:

- minimise CHL’s environmental impact
- develop and embed sustainability across all support services
- develop and embed sustainability within the curriculum delivered by the centre at their premises or in the workplace
- enrich students as citizens with an experience and understanding of sustainability issues

##### **Actions**

We are achieving our aims by:

##### **Providing opportunities to allow everyone to fulfil their potential (Social Development)**

We do this through:

- Our consultations with local authorities, schools, connexions, employers and a wide range of support and referral agencies
- Ensuring that all learners and potential learners are given accurate, impartial information, advice, and guidance and that the organisation has achieved the MATRIX standard
- Addressing social exclusion by working in the most disadvantaged locally
- Removing social, economic, and cultural barriers by offering a range of training and development programmes, including Level 1 training for unemployed in construction, CSCS Cards, Boot Camps, developing apprenticeship provision, and a range of private/commercial training courses.
- Improving access to work and employment opportunities by offering information, advice and guidance and providing a range of work tasters/placements

- We only work with companies who are committed to Equality and Diversity and encourage all employers to have a sustainable development policy
- Building self-confidence and esteem with both young people and adults
- Providing flexible training delivery by well qualified and enthusiastic staff who motivate and enthuse learners
- Continue to enter into tenders with the ESFA and devolved authorities for the delivery of construction skills training to support the development of skills for all.

### **Environmental protection and enhancement (Environmental Protection)**

We do this by:

- reducing waste e.g. introduction of E-portfolios, using ICT/internet rather than paper-based materials wherever possible
- reducing staff carbon footprint through use of E portfolio and enabling staff to carry out learning and assessment remotely rather than travel
- turning off lights/computers etc when not in use
- using biodegradable cleaning products
- using water machines that filter and recycle water
- raising awareness of environmental issues for learners and including this in the training programmes for learners especially around transport, recycling, and fair-trade issues
- encouraging both staff and learners to use fair trade.
- educating learners on fair-trade and ethical issues in social and personal development sessions
- incorporating sustainable development into teaching and learning materials
- using environmentally friendly confidential shredding companies for waste including files that no longer need to be archived

### **Providing the skills that business needs (Economic Development)**

We do this by:

- using research into priority skill areas to plan training
- introducing new training programmes and short commercial courses in line with employer demand
- increasing delivery of management training to improve management skills in the area thereby improving efficiency
- promoting the importance of sustainable development to businesses
- encouraging all learners to take part in social enterprise projects to develop their enterprise skills

### **Diversity and Inclusion (Cultural Diversity)**

- CHL promotes diversity and inclusion in the workplace valuing the contributions of everyone we employ.
- We follow inclusive recruitment practices and aim to have a workforce that represents the community our business is based in
- We recognise that our diverse and inclusive workforce adds a great value to our business in terms of our customers feeling valued

**We will continue to review and develop this commitment by:**

- working with learners in focus groups and as part of the curriculum
- working with staff through team, staff, and development meetings
- working with environmental groups by attending meetings, working parties etc
- sharing good practice by working with other training providers both locally and regionally

- setting targets to reduce waste
- working with employers through Apprenticeships and commercial/private training both in raising their awareness and learning from their good practices

### **Equality Impact Assessment**

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has covered Race, Sex, Disability, Religion or Belief, Sexual Orientation, Gender Reassignment, Marriage and Civil Partnership, Age, and Pregnancy and Maternity and has been conducted by the Construction Helpline. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for equality and diversity, alongside a commitment to positive interaction, good relations and dialogue between groups and communities different from each other, global citizenship, an absence of prejudice-related bullying and harassment and mutual respect.

### **EQIA Outcomes**

The EQIA found no area of potential negative impact. Actions resulting in negative impact are in place and the EQIA outcome recommends that monitoring continue with respect to learner, employer, and partner feedback in order that differences can be effectively highlighted amongst groups and appropriate action taken.

### **ENVIRONMENTAL AND SUSTAINABILITY IMPLEMENTATION PLAN**

Action	Impact	Comment	Priority	Target Date	Achieved