



2024

# Social Value Report



# Welcome

**At Esland, we know that the value we generate extends far beyond our social responsibility.**



**Jill Palmer**  
Chief Executive Officer

Through our purpose to ‘change children’s lives for the better’ and our Environmental, Social and Governance (ESG) commitments, we’re pushing ourselves to raise the bar and set new standards for a future where purpose driven actions create positive, sustainable impacts for our people, our planet and our communities, now and into the future.

Historically, social value generation has been overlooked in policy and economic decisions. While notoriously difficult to measure or describe, the UK’s PPN 06/20 provides a set of indicators (MACs), which help to define and evidence social value generation. This year, we’re excited to take this one-step further, working with external specialists to release our first social value report. Through this report, we will detail the progress we’ve made so far and outline our carefully defined approach to creating and measuring social value through our bespoke Framework, which is aligned to PPN 06/20, individual Local Authority Frameworks and our own ‘Leading with purpose’ ESG Strategy.

Our social value generation centres around three core pillars: **Social Responsibility**, how we prioritise the wellbeing of the young people within our care and education, as well as those we employ; **Economic Development**, how we create meaningful job opportunities and contribute to the growth of our local communities; and **Environmental Stewardship**, how we take accountability and care for our planet.

As well as outlining our chosen methodology for measuring our social value, this report also provides context to the topics we focus on, showcasing the real-life stories that demonstrate the positive impact we’ve had on individual lives. We are thrilled to continue this journey in the coming year, continuously assessing and growing the social value we generate through our defined metrics, and we will look forward to reporting back on our progress.

A handwritten signature in dark ink, appearing to read 'Jill Palmer'.

# Our Social Value Approach

**Our operations are designed to deliver significant social value by creating lasting, meaningful change to children's lives and our broader communities.**

Our approach to social value is deeply integrated through each service we offer, ensuring a positive impact on individuals, communities, and the environment.

We recently collaborated with external specialists to develop a bespoke Social Value Framework, aligned with the PPN 06/20 MACs, Local Authority Frameworks, and our 'Leading with purpose' ESG strategy. This framework measures the quantifiable impact we make on our stakeholders and the social value generated annually.

Our approach to social value is defined by three key themes: Social Responsibility, Economic Development and Environmental Stewardship, and is evidenced by over 28 key metrics. In our first year of implementing this framework, we have laid a strong foundation, but our work is far from complete.

As we continue to develop each theme of our framework, we will include additional metrics and topics, gaining input from Local Authorities to continually evolve our social value measurement processes. We have outlined these aspirations within each theme of our framework.

*It has been an immensely rewarding experience to collaborate with Esland in the development of their social value strategy. In 2024, we helped them to create a tailored Social Value Framework, aligned with the company's clear vision to make a meaningful, positive impact within their communities. This framework not only enables Esland to quantify their contributions but also serves as an invaluable tool to measure and track social value generation year on year. We're excited to continue supporting Esland in the coming years, as they continue to refine their approach and explore new opportunities for positive change.*

Sustainable Advantage Team





# Esland Social Value Framework

## Social Responsibility

## Economic Development

## Environmental Stewardship

Social Value Topic

Readiness for Adulthood	Character Development	Skills Building	Staff Wellbeing	Relieving pressure on LA Resources
-------------------------	-----------------------	-----------------	-----------------	------------------------------------

% of young people with a decreased risk score within the last financial year	# of qualifications gained (via Core and Long-term Turning the Curve™ streams)	% Employee satisfaction (via engagement surveys)	# of young people transfers between placements before and after Esland*
% of positive placements within the last financial year		% staff retention	
% of students with positive changes (from baseline assessments) of Character Strength profiles (Turning the Curve™ Programme)*	Ofsted ratings	% of employees who undertake bespoke accredited training (BSP)	The amount saved by LAs when a child is placed with Esland*
		# of Mental Health First Aiders across the business	Length of stay at Esland (average)*
		% of all employees who complete ED&B training	% of young people who transition to a home after the 12 week assessment*

Social Value Indicator

Staff Development	More Job Opportunities	Fair Pay	Local Suppliers	Community Cohesion
-------------------	------------------------	----------	-----------------	--------------------

# of internal promotions	# of apprenticeships completed in each financial year	% of staff paid above the Real Living Wage	# of local SME providers	# of hours of community engagement*
# of hours of company or company sponsored training	# of hours of company or company - sponsored training	% of employees who undergo pre-employment checks	# of beneficiaries of community engagement activities*	# of young people in residential care that have a positive relationship with their neighbours
# of funded continuing accreditations /training*	% of apprentices promoted			
	% of (Level 4/5) qualifications obtained through the apprenticeship programme each financial year		# of community engagement activities across each school + home (with community cohesion outcomes)	
Social Value Generated from apprentices (see page 16)				

Renewable Energy	Hybrid/EV Vehicles	GHG Emissions	Waste	Environmental Awareness
------------------	--------------------	---------------	-------	-------------------------

% of renewable energy contracts across the portfolio	% of EV/hybrid within the fleet	% intensity factor reduction of Scope 1 +2 emissions	% of waste (kg) diverted from landfill in relation to the previous year	Young people's cultural capital indicators (Turning the Curve™ programme + Forest School lessons/outdoor learning)
				# of environmental awareness community engagement activities*
				# of National Trust or English Heritage memberships offered to all young people

Stakeholder affected/ experiencing direct value

Young people	Employees	Local Authorities	Employees and Local Authorities	Society/Suppliers/Young People	Environment	Young people
--------------	-----------	-------------------	---------------------------------	--------------------------------	-------------	--------------

PPN 06/20 MAC indicator

<ul style="list-style-type: none"> <li>MAC 6.3: Demonstrate action to identify and manage the risks of modern slavery, including in the supply chain.</li> <li>MAC 4.1: Deliver additional environmental benefits including working towards net zero greenhouse gas emissions.</li> </ul>	<ul style="list-style-type: none"> <li>MAC 4.2: Influence staff, suppliers, customers, communities and/or any other appropriate stakeholders to support environmental protection and improvement.</li> <li>MAC 7.1: Demonstrate action to support health and wellbeing, including physical and mental health, in the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>MAC 7.2: Influence staff, suppliers, customers and communities to support health and wellbeing, including physical and mental health.</li> <li>MAC 2.2: Create employment and training opportunities particularly for those who face barriers to employment and/or who are located in deprived areas, and for people in industries with known skills shortages or in high growth sectors.</li> </ul>	<ul style="list-style-type: none"> <li>MAC 2.3: Support educational attainment, including training schemes that address skills gaps and result in recognised qualifications.</li> <li>MAC 6.1: Demonstrate action to identify and tackle inequality in employment, skills and pay in the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>MAC 6.2: Demonstrate action to identify and manage the risks of modern slavery, including in the supply chain.</li> <li>MAC 3.1: Create a diverse supply chain to deliver the contract including new businesses and entrepreneurs, start-ups, SMEs, VCSEs and mutuals.</li> </ul>	<ul style="list-style-type: none"> <li>MAC 3.4: Demonstrate collaboration throughout the supply chain, and a fair and responsible approach to working with supply chain partners.</li> <li>MAC 7.2: Influence staff, suppliers, customers and communities to support health and wellbeing, including physical and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>MAC 8.1: Demonstrate collaboration with users and communities in the co-design and delivery of services, to support strong integrated communities.</li> </ul>
---	--	---	--	--	---	--

\*Metric to be captured in FY25



Stakeholders impacted

# Social Responsibility

**We are committed to creating a purpose-led workplace, centred around our purpose of changing children's lives for the better, whilst providing rewarding careers and giving back to the communities we serve.**

We ensure that all our young people are equipped with the character strengths, skills, education, and qualifications to be ready for the next step on their journey to adulthood.

Our dedicated clinical team work to relieve the pressure on local authority resources, making meaningful and tangible differences to the lives of vulnerable young people within our care and education.

Social Inclusion is fostered through our innovative Turning the Curve™ programme and is a key driver of the work done by our employees.

We are dedicated to creating small, safe, and nurturing environments where young people can thrive, which is supported by our accredited Behaviour Support Programme, a system specifically designed to deliver exceptional care and support.

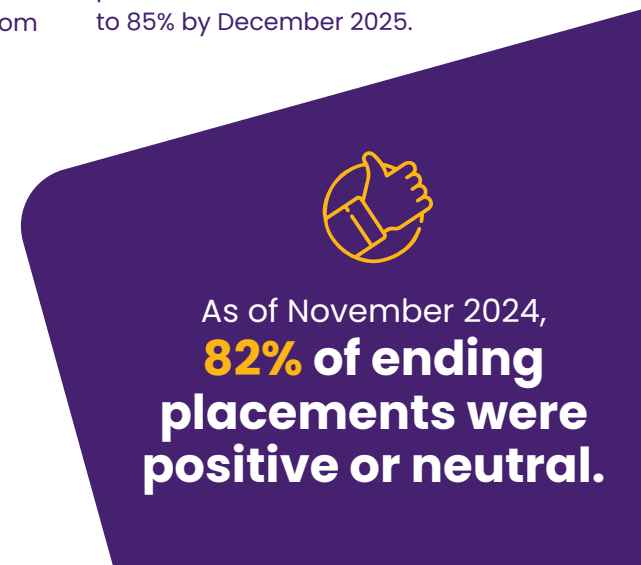


## Readiness for adulthood

**We work hard to ensure that our young people are readily equipped with the character strength, resilience, and independence skills needed to confidently transition into adulthood.**

We measure our young people's readiness for adulthood through the number of positive and successful transitions made from

our care. We are in line with our ESG Strategy target to increase the % of positive and successful transitions to 85% by December 2025.



# Character Development

**We want to ensure that young people in our care develop the character strengths needed to function and integrate confidently into society.**

In addition to the % of successful placements made, we also use risk scores to measure a young person’s development throughout the last year.

Each young person’s risk score includes a quantitative assessment that gauges the

severity and probability of potential risks faced, which is used to identify and tailor intervention to address specific needs and character traits. Ongoing monitoring of these scores results in young people better equipped to handle life’s challenges.

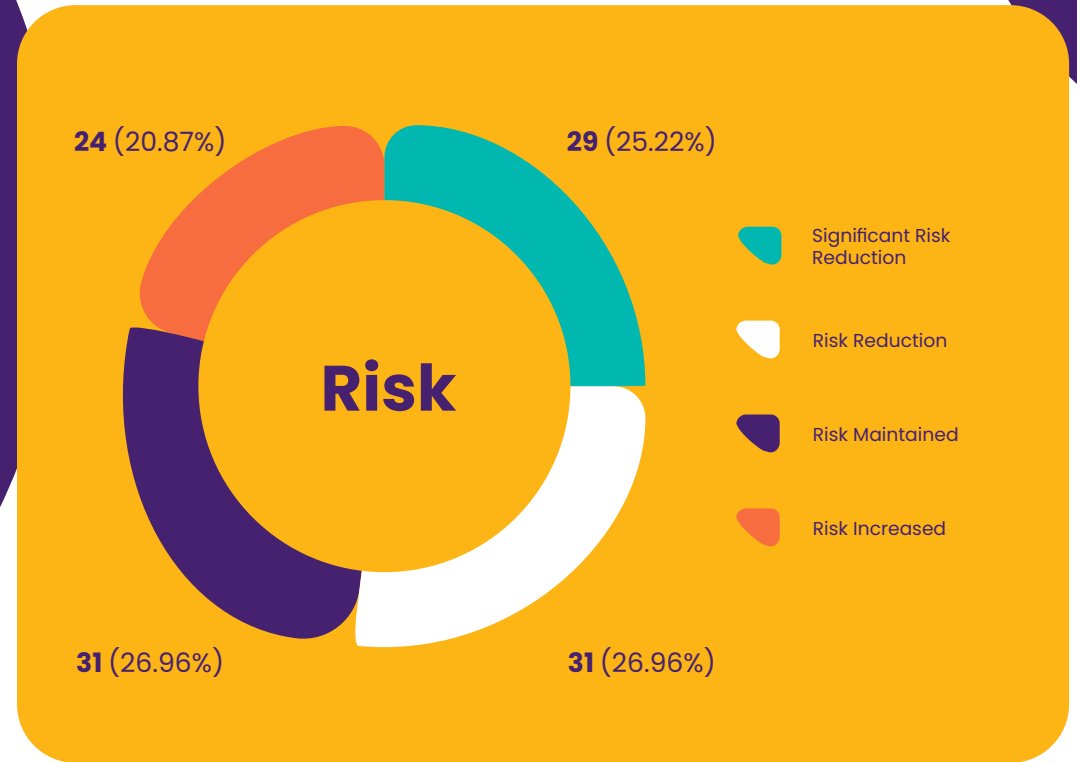
## In the last year we found that...

**52.18%**

of young people in our care had a significant reduction or reduction in risk score.

**79.14%**

had a significant reduction, reduction or stable score.



Risk scores help Esland focus on building resilience in young people. By addressing risk factors and providing targeted support, they can help young people develop the resilience needed to overcome challenges and thrive.

We are dedicated to enhancing the measurement processes that track the progress of our young people and their

societal impact. Recently, we introduced ‘Character Strengths’ assessments in each of our schools, which focus on teachers’ tracking of student’s developing traits such as resilience, empathy and responsibility. After a year of data collection, these assessments will serve as indicators of positive character development in our youth.



CASE STUDY

## Laila's Story

**Following abuse concerns, both Laila\* and her sister were placed into care. Sadly, Laila's behaviour caused multiple foster placements to break down, as foster carers struggled to meet her needs.**

When Laila joined our care, we conducted a 12-week assessment to understand how best to support her. With advice from our therapeutic team, we also implemented structured routines and boundaries. Initially requiring two-to-one staff support, Laila gradually developed independence and began to engage in activities that built trust and attachments.

Starting high school, Laila enrolled in a mainstream school and joined a drama club, forming friendships that boosted her confidence. Community events further expanded her support network, helping her feel accepted and a sense of belonging. Despite initial reluctance, art therapy sessions also helped Laila process her

trauma, enabling her to better regulate her emotions and reduce incidents. Over time, she transitioned back to a one-to-one staff ratio.

With our support, Laila rebuilt relationships with her family, and after court approval, she returned home following a carefully planned transition. Now thriving, Laila maintains a close bond with our team, calling regularly to stay connected.

Laila truly is an amazing young lady who has been on an incredible journey with us.

**With our support, Laila rebuilt relationships with her family, and after court approval, she returned home following a carefully planned transition.**

\*We have changed the name to protect the young person's identity



CASE STUDY

## Oliver's Story

**Oliver's\* story is one of resilience and growth. Born female but identifying as male, life at home was extremely difficult.**

He suffered regular periods of neglect and abuse and was subjected to harmful views on gender, with an environment that taught identifying as male as the safer choice for survival.

After being removed from his family home, Oliver struggled to settle, moving through five placements, and changing his name four times in twelve months. His challenges continued at Esland Grantham School, where the traditional classroom setting triggered harmful behaviours, including self-harm and aggression.

This led him to the Turning the Curve™ programme. Starting with two-hour tutoring sessions at a library twice a week, he gradually progressed to five sessions and eventually re-joined classroom learning, creating structure, and building confidence.

With one-to-one support, Oliver gradually made significant progress both academically and socially. He began socialising with peers during breaks, forming meaningful connections, and excelling academically. He now attends school regularly, is better able to express his emotions and has built solid relationships with teachers and students at the school. Oliver's turnaround has been nothing short of amazing. Next year, he'll be moving into Year 11, and, with his tutor's support, choose which options he'd like to focus on.

We're so proud of Oliver and how far he's come since we first met him. He's done incredibly well to manage new experiences, deal with his past trauma and focus on his education - we can't wait to see what he achieves next.

\*We have changed the name to protect the young person's identity



**Oliver now attends school regularly, is better able to express his emotions and has built solid relationships with teachers and students at the school.**



# Staff Wellbeing

**Our dedicated team work hard to make a real difference to the lives of vulnerable young people within care.**

To provide this, we must also ensure that we take care of the wellbeing of our staff, creating a positive working environment where employees can feel empowered and perform at their best. Over the past year, we have significantly increased the number of Mental Health First Aiders (MHFA) from 13 to 82, demonstrating our commitment to staff wellbeing.

By prioritising staff wellbeing, we ensure employees are motivated and capable of providing high-quality care and education

to young people. This focus helps retain skilled employees, reduce turnover and ensure continuity of care, which leads to better outcomes for our young people, positively impacting our communities and overall society.

A positive workplace culture benefits both employees and the young people they support. Staff who feel valued and supported become positive role models for young people, inspiring similar attitudes and behaviours.

**Mental well-being is so important particularly in our industry, so having MHFAs there to offer support and guidance to seek further help, if necessary, definitely bridges the gap between wellbeing and burnout.**

Esland MHFA

**Mental Health challenges can be complex and difficult to navigate, and I wanted to be someone who can offer immediate, compassionate support when its needed most.**

Esland MHFA

**By becoming a Mental Health First Aider, I can contribute to a culture that prioritises well-being, reduces stigma and encourages open conversations about mental health.**

Esland MHFA

# Staff Wellbeing in Numbers:



**21**

Home managers who are certified 'train the trainers' in BSP\* - **an increase from 12 the previous year**



**82**

Mental Health First Aiders across the business



**82.1%**

Employee Satisfaction rating



**100%**

of operational employees completed bespoke accredited training



**66.3%**

Staff retention rate (improvement of 2.4% this year)



**96%**

of employees completed EDI&B training



**78%**

of employees agreed or strongly agreed that Esland promotes EDI&B within the Workplace

\*Behaviour Support Programme

## Skills Building

**We create social value by empowering young people with the hard (and soft) skills they need to succeed independently and positively contribute to society.**

Every child who left an Esland school this year, did so with AQAs or a vocational qualification of their choice. In tandem with our ESG strategy target to increase the number of 18 y/o with more than 3 months in Esland Schools gaining ASDAN qualifications, we have tracked the following Turning the Curve™ Qualification metrics for the last year:

### Long-term stream

1 AS Level Art, 1 Level 1 Plastering qualification, 1 Mathematics (Higher Tier) Grade 7, 3 Entry Level Certificate Maths, 1 Functional Skills 1- Maths, 1 PE Grade 6, 1 French Grade 5, 1 English L2, 2 Entry Level Certificate English Sliver and 1 Entry Level single science

### CORE stream

2 Level 2 English, 1 Level 1 English, 1 Level 2 Maths, 1 student achieved Mathematics (Higher Tier) Grade 7, PE Grade 6, French Grade 5 and English L2

## AQA Qualifications



**AQA qualifications provide young people with the opportunity to develop key life skills while exploring their interests and hobbies.**

These qualifications also assist staff in educating children on specific topics that require more than just conversation, fostering a deeper understanding and comprehensive learning.

AQA qualifications are tailored to the needs and interests of young people in our care and education. For instance, over 20 young

people have completed the AQA 'Behind the Blade' qualification, which focuses on the impacts of knife crime on everyone involved. Additionally, they have completed AQAs in anger management and healthy relationships. Over the next 12 months, we will continue to build on this to formally track all awards obtained both within our residential and assessment homes.

### In Schools

## 150 AQA Unit Awards

during the academic year 2023-2024. The majority of these are linked to their personal development (visits to museums, participation, staying safe and mental health awareness)



CASE STUDY

## The power of Turning the Curve™: Jade's Story

**In March 2023, Jade\* was, admitted to hospital following a traumatic self-harming episode.**

She was suffering from severe Anorexia and was also diagnosed with Pathological Demand Avoidance (PDA), Autism Spectrum Disorder (ASD), and Extreme Sensory Processing Disorder. At the time, Jade was completely disengaged from education, refusing to go to school.

After a referral from her caseworker and the NHS, she joined the Turning the Curve™ programme at Esland Daven School. This provided Jade with highly tailored support, which focused on her sensory needs and gradually reintroduced her to learning in quiet, safe environments.

With personalised academic guidance, Jade excelled despite being out of education for an extended period, achieving impressive

GCSE results, including a 7 in Maths and a 6 in PE. Because of her experience with Anorexia, she was also adamant to study Food and Nutrition.

In the space of 18 months, Jade turned her whole life around, successfully earning a place in college to study Adventure Sports at level 3. She now embraces new challenges, including a recent climb up Scafell Pike, where she showcased her leadership navigating the team to the summit when their DPS devices failed.

From severe vulnerability, Jade has emerged as a brave, bright young woman, ready to embrace new challenges and opportunities.



**In the space of 18 months, Jade turned her whole life around, successfully earning a place in college to study Adventure Sports at level 3.**

\*We have changed the name to protect the young person's identity



## Relieving pressure on LA resources

**We aim to reduce the pressure on Local Authorities by providing specialist education and care for young people with complex needs.**

Our bespoke interventions ensure each young person receives appropriate care, preventing issues from escalating and reducing demand for emergency services and social care.

By collaborating closely with Local Authorities, we ensure seamless transitions and continuity of care and aspire to co-develop measurement processes to accurately gauge our impact and effectiveness on Local Authorities.

Possible metrics include; the number of young people transferring between placements before and after Esland, the average length of stay for a young person at Esland, and the percentage of young people who transition to an Esland home after the 12-week assessment.

This work is ongoing and will be integrated into the 2025 iteration of our Social Value Framework.





Stakeholders impacted

# Economic Development

**We aim to stimulate business activities through our place-based approach by connecting with local suppliers and businesses.**

This strategy helps generate employment opportunities across our value chain, encouraging local economic growth.

Our commitment to staff development, a strong apprenticeship programme across all service lines, and fair, competitive pay for employees contribute significantly to economic development.

By supporting our employees, we ensure they give back to the society in which they live. Additionally, our dedication to community engagement activities supports community cohesion, further strengthening the bonds within the local areas we operate.



## Staff Development

We are passionate about creating valuable employment and training opportunities, particularly for those who face barriers to employment.

We support in-work progression to help people acquire the skills they need to succeed. As part of our social value deliveries, Esland are committed to upskilling employees, helping them to move into higher paid work.

### Key Metrics:

**124** internal promotions  
in the last financial year.

**56** Residential Care Workers were promoted, of those **7 were promoted into management positions.**

**121k** hours of certified training, qualifications and development has been completed. This is an **increase of 24,000 hours** compared to 2023.



of employees are paid above the Real Living Wage



of employees undergo pre-employment checks

## Fair Pay

We are committed to paying our employees a proper wage and ensuring they are remunerated fairly for their work.

Since April 2024, we have paid our employees above the Real Living Wage, aligning our pay banding in accordance with the Real Living Wage Foundation. This commitment to fair pay not only enhances the well-being and motivation of our staff but also contributes to reducing income inequality and promoting economic stability in society.





CASE STUDY

## Jessica's Journey from Apprentice to Manager



**Jessica Wright's journey in social care is a testament to her dedication and passion for making a difference.**

At just 25, Jessica has swiftly progressed from an apprentice to a homes manager at Esland, where she now oversees a solo home, supporting one young person and a team of six staff members. Her role involves ensuring the highest standards of care, protection, and positive life chances for the young person under her care.

Jessica's social care career began in 2018 as a support worker for children with severe additional needs and disabilities. Her drive for professional growth led her to Esland in 2020, where she was enrolled in a Level 5 course. This education significantly broadened her knowledge in legislation, frameworks, and various care approaches, empowering her to deliver person-centred care effectively and support her team comprehensively.

Promoted to Deputy Manager in 2022 and subsequently to homes manager in

2024, Jessica's journey from apprentice to manager has been marked by her commitment to continuous learning and development. She credits her swift progression to the invaluable training and mentorship she received at Esland. She highlights the pivotal role of supportive managers and senior staff who encouraged her development and provided consistent support through each promotion.

Jessica emphasises the importance of continual learning and development. She aspires to complete Level 6/7 qualifications and dreams of opening her own home for children with additional needs and learning disabilities, a field she holds close to her heart. Her journey underscores the impact of a supportive work culture and the significance of resilience in personal and professional growth.

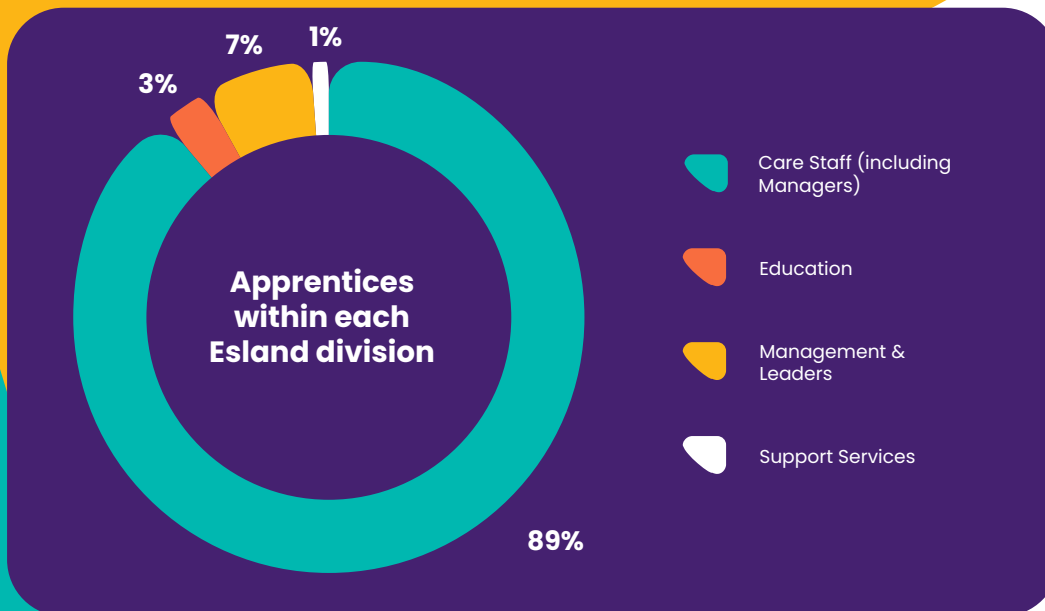
**Jessica emphasises the importance of continual learning and development.**

# Apprenticeships & Job opportunities in our communities

**Apprentices at Esland play a crucial role in our mission to transform the lives of young people.**

By providing hands-on learning and real-world experience, our apprenticeship programme equips participants with valuable skills and knowledge that enhance their professional development.

Our commitment to nurturing apprentices not only supports their individual growth but also helps build a skilled workforce that can address the unique challenges faced by young people.



**269**

(Level 4/5) qualifications obtained through the apprenticeship programme in FY23

**56**  
(51.85%)

of Residential Care Workers (RCWs) promoted

# Indicative Social Value Generated via Esland Apprenticeship Scheme

Our company's approach to calculating the indicative social value generated by our Apprenticeship programme uses the TOMS (Themes, Outcomes, and Measures) Framework (2022) Social Value Proxy NT10 code.

This methodology helps quantify the social value generated by employing and training apprentices, allowing us to quantify the positive impact this activity is having. It should be noted that while the TOMS Framework provides a robust methodology for assessing the quantification of social value, not all variables may be fully considered in this approach.

Factors such as long-term career progression and personal development benefits that extend beyond immediate employment may not be fully captured. In our next update report, we will endeavour to use the Social Return on Investment (SROI) methodology to calculate the SROI figure by considering factors such as inputs and displacement.



## £3,901,737.84

Indicative Social Value generated by the Esland Apprenticeship Scheme

### Methodology

---

Total number of weeks per apprentice= 52

---

Social value proxy (NT10 code) = £251.79

---

Total number of apprentices= 298 (52x 251.79\*)

---

[\\* TOMS framework \(2022\) social value proxy- NT10 code](#)





CASE STUDY

## Positive relationships with neighbours

Our Residential homes take pride in fostering cohesive and positive relationships with our neighbours.



**This past year, Pear Tree Cottage piloted a neighbour feedback form to ensure harmonious living, and the results were encouraging. The feedback highlighted our professional, friendly, and approachable staff, as well as a good level of cadence and noise.**

**Moving forward, records of these positive relationships will be integrated into an annual reporting process to further measure the benefits of neighbourly interactions and the development of young people in our care.**



**70%** of young people in residential care have a positive relationship with their neighbours

## Community cohesion

**We believe that community cohesion significantly contributes to social value by enabling a supportive and inclusive environment where everyone feels valued and connected.**

Strong community cohesion leads to better communication and cooperation, which improves the effectiveness of our interventions and support services. Additionally, engaging with the wider community through initiatives and projects strengthens ties with local stakeholders and residents.

Being an active participant in our local communities is very important to us. Going forward, we have set targets to increase participation in beneficial community engagement initiatives, with a target to complete 5,000 hours of local community support and charitable involvement by the end of 2025.

**In addition to this, we have committed to measuring the following metrics which aim to evidence our social impact on the community:**

- # of hours of community engagement by our young people and employees
- # of beneficiaries of community engagement activities
- # of community engagement activities across each school and home that have **community cohesion outcomes**





Environment

Young People

Stakeholders impacted

# Environmental Stewardship

**From an environmental perspective, we're committed to using our values of being bold and curious to embed sustainable practices across our estate, facilities, and our operations.**

We implement energy-efficient measures, waste management strategies and environmentally friendly technologies, and are working, guided by our carbon reduction plan, to be Net Zero through our operations by 2045.

We actively measure our carbon impact in line with the GHG Protocol

and are investing in ways to both reduce our footprint and enhance biodiversity gains around our homes and schools. We actively educate both our employees and young people on ways to be more sustainable and reduce waste through circular economy principles and the use of local, ethical, and sustainable products and materials.



## Renewable Energy

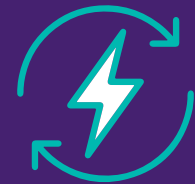
**Whether we hit the UK's 2050 Net Zero target will be dependent on transitioning to a zero-carbon energy generation system. This requires an urgent shift towards renewable energy sources, which we are working hard towards.**

The nature of our business means that a large portion of our emissions are derived from the energy used in our homes and schools. To address this, we have partnered with a third-party energy broker to transition our portfolio across to renewable

electricity and carbon neutral gas. We're pleased to have made steady progress in the last year, with a 30% increase in buildings powered by renewable electricity and 24% carbon neutral gas.



**33% of our homes** are powered by **100% renewable electricity**



We have set a target to procure **100% renewable energy** or low carbon energy **by 2030**



## Greenhouse Gas (GHG) emissions

**In 2019 the UK became the first major economy to adopt a legal commitment to achieve Net Zero carbon emissions by 2050.**

Reaching this will need mass, consistent efforts from nations, organisations, and businesses alike to reduce their emissions and overhaul outdated systems.

We calculate our carbon footprint annually and have set ourselves the

target to reach Net Zero emissions by 2045 - five years ahead of the UK Government. To assess our progress year on year, we apply intensity factors to direct emissions to provide measurable insights on our emission production.



 **Carbon reduction plan available on request.**  
Please enquire at [esg@esland.co.uk](mailto:esg@esland.co.uk)



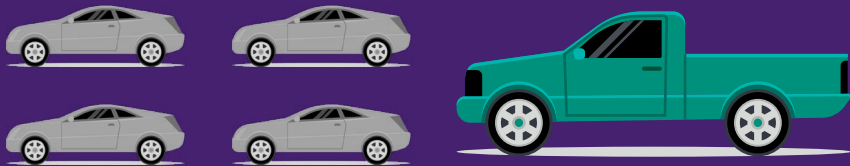
## Electrifying our fleet

Transport emissions remain accountable for a substantial portion of the UK's total greenhouse gas emissions, and electrifying our roads will be an important step in reducing emissions.

In the last year, We have successfully transitioned nearly 20% of our fleet across to electric (EV) or hybrid vehicles, and we're not stopping there. In 2025, a further expansion

is underway, with additional EVs scheduled for delivery, meaning we're on track to completely transition our total fleet by the end of 2026 – 8 years ahead of our original target.

To support this transition, we have installed the necessary charging infrastructure at our homes, ensuring people can conveniently charge their vehicles.



Transitioned **19%** of our fleet to electric or hybrid vehicles

## Waste

We recognise our responsibility to minimise waste generation and contribute to a circular economy. In the last year, we were pleased to divert 87.3% of our waste from landfill.



**87%** of waste diverted from landfill in the last year

We are aiming for a

# 98% increase

in the amount of waste diverted from landfill across all locations under Esland control

## Providing an Environmental Education

Engaging our people, partners, and wider communities on environmental issues is crucial to realising our sustainability goals. To achieve our aims, we must take our stakeholders with us on our sustainability journey and try to positively influence where we can. Programmes such as our Turning

the Curve™ Programme, Forest School Lessons and outdoor learning foster a connection with the natural environment. Additionally, we encourage ongoing learning through offering annual National Trust or English Heritage memberships to all our young people in our care.

## Forest Schools

Each of our schools have forest school provisions, providing a vibrant educational environment that encourages creative learning experiences, as well as the opportunity to learn new skills such as building bonfires, map reading, compass work, and being safe outdoors.

*Forest school is a good place to spend time, I like the activities and the food is nice. I really enjoy going on walks.*

Student, Esland Grantham School

*I like that we get to be creative and make things at forest school.*

Student, Esland Grantham School

*Forest school develops the children's motor skills through activities like climbing, balancing and encourages problem-solving and sensory exploration. The setting offers opportunities for the children to take risks in a controlled space. I think forest school offers the children learning experiences that nurture their social, emotional, cognitive and physical development.*

Fiona Walton, Staff Member,  
Esland Grantham School





CASE STUDY

## Duke of Edinburgh Award



**When we initially signed up to take part in the Duke of Edinburgh award, many of the students believed it was just ‘a walk with their friends’.**

Quickly realising this wasn't the case, there was lots of comments about the level of commitment needed. However, the students were committed to completing the award and persevered, motivated along by staff members. Watching them develop their resolve and resilience to complete the award was brilliant to see.

Our students have shown a greater interest in the outdoors and expressed a curiosity to visit more areas of natural beauty, such as the Peak and Lake districts. It's also given them a sense of accomplishment and pride. Something that came up repeatedly

was how widely recognised the Duke of Edinburgh award is, and how everyone they spoke to was aware of it. The whole school has also made a big effort to highlight the achievements of the students who have achieved their bronze award, with photos displayed all around the school. All of the students who completed the bronze award have now begun their Silver Award – a clear indicator of their motivation to continue challenging themselves.

*I developed better teamwork on the practice walks, the expedition and when putting up a tent. I worked harder than I have ever worked and my fitness definitely improved.*

*I am fitter, my map reading has got better and I feel more confident finding my way around places.*

*I have got a lot fitter, I feel I can follow a route with more confidence and would like to try more outdoorsy activities.*



# Conclusion

In the first year of formalising our Social Value approach, we have focused on laying a strong foundation to build our initiatives. Looking ahead, we are excited to translate these foundational principles into action, creating positive social value across all areas of our operations. As part of this, we will be expanding the scope of our framework to increase

our impact and overall social value generation. This will incorporate a broader set of metrics and topics, guided by input from Local Authorities and advancements in our measurement processes. Future iterations of the framework will include the additional areas below:

Esland Social Value Topic	Metric for 2025
Environmental Awareness/Education	# of environmental awareness community engagement activities
Character development	% of students with positive changes (from baseline assessments) of Character Strength profiles (Turning the Curve™ Programme)
Skills building	# of AQA qualifications / awards gained (via home and assessment settings)
Relieving pressure on Local Authority resources	# of young people transfers between placements before and after Esland Length of stay at Esland (average in months) % of young people who transition to a home after the 12 week assessment
Staff Development	# of funded continuing accreditations/training
Community cohesion	# of hours of community engagement # of beneficiaries of community engagement activities

**By continuously evolving our sustainability practices, whilst prioritising the wellbeing of our young people, staff, and communities, we will continue to build a brighter, more inclusive future for all. We eagerly anticipate reflecting back on our progress next year, as we assess the outputs of our ongoing efforts.**



Sustainable Advantage  
Hersham Place Technology Park  
Molesey Road  
Hersham  
Walton-on-Thames  
Surrey  
KT12 4RS

[info@sustainable-advantage.com](mailto:info@sustainable-advantage.com)  
[sustainable-advantage.com](http://sustainable-advantage.com)  
0203 544 2030