**CVC Climate Roadmap**

**Key:**

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| **Objective** | **Step 1 – Emerging** | **Step 2 - Established** | **Step 3 - Leading** |
|  | Step(s) which lay the foundation for level 2.  | What we can reasonably expect to achieve. | What we *could* achieve. |

**Sustainability Leadership**

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| **Objective** | **Step 1 – Emerging** | **Step 2 - Established** | **Step 3 - Leading** |
| *Establish Effective* ***Trust*** *Leadership* | * *Appoint trust sustainability lead*
* *Identify sustainability trustee*
* *Establish sustainability ops group*
 | * *Sustainability Lead attends UKSSN meetings*
* *Develop Trust policy*
* *Establish cross-trust governor group*
* *Set emissions % reduction targets.*
* *Sustainability training for ops staff.*
* *Set net zero target date.*
 | * *Develop net zero plan*
* *Establish ring-fenced budget*
* *Awareness training for trustees*
 |
| Establish Effective School Leadership  | * Appoint school **Sustainability Lead**.
* Establish School **Sustainability Committee.**
* Identify school sustainability governor.
* Write First School **Climate Action Plan.**
* Identify training needs of Sustainability Lead.
 | * Sustainability on agenda for Gov meetings
* Sustainability incorporated into **School Development Plan**
* Gather pupil / parent views on sustainability.
* Put in place training for the Sustainability Lead
 | * Embed sustainability into staff development / PM.
* Embed sustainability into key staff job descriptions.
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1. **Education and Careers**

*Preparing all of our young people to have the knowledge, skills and mindset required by a world impacted by climate change.*

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| **Objective** | **Step 1 – Emerging** | **Step 2 - Established** | **Step 3 - Leading** |
| To promote Environmental sustainability, social responsibility and climate change within and beyond our academies.  | * Declare a climate emergency
* To join a Schools Sustainability Network.
 | * Communicate annual climate action plan & evaluation to pupils, parents etc
 | * To organise / participate in / help run a community eco event.
* Sustainability / climate action section on school website
* Events promoted in local media
* Regularly communicate sustainability actions & priorities to pupils, parents
 |
| Train staff (see above for Sust leads):To understand the imperative of action in this area. To be able to deliver sustainability education / discuss issues with pupils. | * Baseline carbon literacy survey / Audit staff training needs.
 | * Deliver Carbon literacy (or other) training to staff.
* Provide educational information / training for staff re incorporating climate change / sustainability into lessons.
 | * Whole-Trust or Whole-school training day on sustainability.
 |
| To equip our pupils with the knowledge, skills and mindset they need to play a positive role in supporting environmental sustainability and tackling climate change.  | * Stand-alone sustainability lessons (maybe within PSHE).
* Some sustainability lessons within subjects.
* Audit curriculum - what do pupils learn (and where /when).
* Use a framework as a basis for coverage such as the SDGs.
 | * Train staff to incorporate climate change / sustainability into lessons.
* Adapted lessons
* Integrated lessons across a range of subjects.
* Sustainability / climate change data used in lessons – eg Maths, Science, articles in English etc .
* Training for staff on how to incorporate ESE within subjects.
* Create a sustainability & climate change curriculum map.
 | * School empowers pupils through a positive framing of sustainability.
* Use school sustainability data in eg Maths / Science lessons.
* Cross Curricular sustainability themed lessons.
* Sustainability issues embedded within subjects.
* Sustainability issues embedded within citizenship.
* Staff contributing to ESE shared resource area on Sharepoint
* Assess students understanding of Sustainability / Climate Change / Climate Action
 |
| Ensure pupils have the opportunity to participate practically in both supporting and driving sustainability developments at both individual school and whole Trust level.  | * Establish Pupil **Eco-Group**.
* Establish **Environmental Prefects**.
 | * Create a mechanism for inputting pupil ideas into school policy decisions.
* Establish Cross-Trust Eco-groups
* School eco-group leading assemblies
* Gardening / environment group.
* Invite students to **Sustainability Committee** meetings
 | * Lead a Sustainability Schools Network event.
* Eco-group contributing to school policies.
* School eco-group link with others outside Trust – eg through sustainability network.
 |
| Educate pupils about green career opportunities. | * Audit whether green careers are part of the careers education provided.
 | * Incorporate green careers in a limited way within the pastoral curriculum (via an assembly?)
* Pupils educated as to what constitutes a green career.
* Conscious effort to include green careers in existing or new career events.
 | * Fully embed green careers within the schools curriculum.
* Organise a green careers focused event.
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1. **Net Zero**

*Reducing direct and indirect emissions from our estate through innovative practices and otherwise.*

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| **Objective** | **Step 1 – Emerging** | **Step 2 - Established** | **Step 3 - Leading** |
| Net Zero | * Calculate the schools carbon footprint with the eco schools calculator
 | * Introduce measures that will reduce the carbon footprint of one factor by a measurable amount
 | * Set a Net zero plan with clear annual reduction targets
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| To reduce our carbon emissions across scopes 1, 2 and 3, using data to set accurate targets to reach net zero. | * Ask (some) suppliers for carbon / emissions data.
* Generate plan to measure scope 3 emissions identifying all the factors.
 | * Estimate scope 3 emissions of other products.
* Measure some scope 3 emissions (eg car transport to school).
 | * Measure actual scope 3 emissions from major suppliers
* Use supplier emissions as part of procurement
* Include sustainability as criteria in School’s and Trust’s SCA bid process.
* Analyse the scope 3 emissions and make targets for their reduction.
* All new buildings to be net zero.
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| Infrastructure  | * Investigate funding sources for green infrastructure projects with the Trust.
* Identify some quick wins.
 | * Install Solar Panels.
 | * Install GSHP
 |
| * + Energy / Lighting / Heating
 | * Install smart meter or monitor use via, eg, Energy Sparks.
* Investigate sustainable tariffs
* Measure energy usage.
* Audit the lighting in the school.
* Audit the temperature settings in the school.
 | * Consideration of insulation improvements
* Reduce the temperature settings in the school.
* Install LED lights.
 | * Change to sustainable electricity provider.
* Put in thermostats in classrooms.
 |
| * + Water
 | * Measure Usage.
* Run a water saving assembly / lesson
 | * Highlight areas where water usage can be reduced
* Publicise usage within school
 | * Invest in water-reducing infra-structure
 |
| * + Paper
 | * Measure the amount of paper used in the school.
* Measure, cost and share copying data, both for departments and admin
* Identify provider of paper and look at their eco credentials
 | * Run a paper saving campaign
* School / depts taking active steps to reduce copying.
* Encourage take-up of ICT / digital technology to reduce the need to photocopy
* Track and monitor paper use
* Scrap paper trays in classrooms
 | * Switch to recycled paper provider
* Measure the carbon savings.
* Reduce the amount of paper used.
 |
| * + Other Physical Products
 | * Audit the other items purchased by the school and analyse their carbon footprints.
* Encourage purchase of re-usable resources.
 | * Investigate eco-friendly alternatives (such as refillable board pens / econ friendly cleaning products).
* Consider lifespan in sourcing of and deployment of resources.
 | * Measure the carbon savings from eco-friendly product swaps.
 |
| * + *Waste*
 | * Monitor and measure plastic use in the canteen.
* Do a waste audit.
* Calculate the proportion of recycling and general waste produced.
* Make sure there is classroom paper recycling bins.
* Recycling bins in canteen.
* Recycling bins in social areas.
 | * Eliminate single-use and unnecessary plastics from the canteen.
* Investigate alternatives to plastic used in the canteen.
* Analyse the waste audit and identify eco-friendly alternatives.
* Communicate with the waste company to look at measures that can be done to increase recycling rates.
* Include sustainability / recycling in ICT procurement decisions.
* Waste data shared with pupils.
 | * Go plastic free in the canteen.
* Stop selling plastic water bottles.
* School engages in wider community recycling – eg by hosting a battery / crisps/ phone recycling bin project.
* Clothes bank at school
 |
| * *Food*
 | * Investigate fairtrade options.
* Estimate the carbon footprint of a week’s menu.
* To increase the proportion of plant based, sustainably and ethically sourced menu choices.
 | * Growing own produce at school
* Own school compost heap.
* Introduce meat-free days.
* Measure scope 3 emissions from purchased food / drink.
 | * Reduce scope 3 food emissions
* Replace kitchen equipment with more efficient versions.
* Use school-grown produce in school canteen.
 |
| * *Food Waste*
 | * Introduce food waste bins.
* Monitor and measure food waste
 | * Make sure that food waste is being collected from the canteen.
 | * Reduce and measure food waste.
 |
| * + Staff / Business Travel
 | * Measure carbon footprint of staff travel.
* Analyse minibus use in school.
* Analyse travel footprint for school trips.
* Promote car-sharing among staff
 | * Promote car-sharing
* Encourage cycle to work schemes
* Look at alternative sustainable transport arrangements for school trips.
* Investigate changing minibuses to reduce their environmental impact.
 | * Examine alternatives to flying and or carbon offsetting for international trips.
* Reduce significantly the carbon footprint of school trips.
* Electric School Minibus
 |
| * + Student Travel
 | * Measure the carbon footprint of student travel.
* Communicate with parents re. sustainable transport options.
* Walk to school / cycle to school weeks etc.
 | * Promote car-sharing for students.
* Walk to school / cycle to school weeks etc.
* Consider emissions when choosing bus contracts.
 | * Reduce carbon footprint of student travel.
 |
| * + *Electric Cars*
 | * Investigate funding possibilities for EV charging points.
* Identify the need for EV charging points.
 | * EV charging stations in schools.
* Participate in Money – off schemes for electric cars
 | * Electric minibus(es), school cars.
 |
| * + *Cycling / Scooting*
 | * Publicise ‘cycle to work’ scheme to staff.
* Measure number of students / staff who cycle to school.
 | * Increase bike shelters
* Run bike-ability / scoot-ability courses
 | * Run bike mechanics courses.
 |
| * + *Walking*
 | * Measure number of students / staff who walk to school.
 | * Encourage walking to school – eg ‘walk to school week’ (May)
 | * Increased number of students who walk to school.
 |
| * + *Efficiency*
 | * Install smart meter (see above) or sign up to energy sparks / equivalent.
* Publicise readings.
 | * In-school campaigns – turn off lights etc.
* Automatic power-off for lights
* Automatic power-off for computers.
* Double / triple glazed windows.
 | * Separate heating zones
* Reduce carbon footprint through efficiency measures.
 |
| * + *Procurement*
 | * Include sustainability as a consideration in procurement policy.
* Investigate who orders what and what criteria is used.
* Measure proportion of ingredients / supplies coming from local suppliers.
 | * Embed sustainability as a consideration in procurement processes.
* Investigate alternative sustainable products and why these are not chosen.
* Increase proportion of supplies coming from local suppliers / producers.
* Ask major suppliers for their emissions / sustainability information
* Use a carbon factor in the process of procurement / tendering
 | * Reduce the carbon footprint of items purchased.
* Reduce overall air miles of food supplies.
* Audit suppliers to analyse Scope 3 emissions.
* Engage with suppliers to look at reducing their carbon footprint.
* Increased procurement from organisations committed to achieving net zero (plans seen?).
* Ask other suppliers for their emissions / sustainability information.
* Sustainability as major consideration in all procurement processes
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**Resilience to climate change**

*Adapting our estate, Trust and wider community to cope with the effects of climate change.*

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| **Objective** | **Step 1 – Emerging** | **Step 2 - Established** | **Step 3 - Leading** |
| To increase the resilience of school buildings, grounds and community to the demands of a changing climate, ie, flooding, extreme cold and excessive heat, in order to ensure that education is unaffected by climate change and severe weather.**Rivers and the sea:** Very low risk of floodingSurface water: High risk of floodingHigh risk means that this area has a chance of flooding of greater than 3.3% each year. | * Audit existing risks of eg flooding.
* Investigate areas which become too hot and too cold.
 | * Look at measures that can make the classrooms always stay within a sensible temperature comfort zone.
* Write school adaption policy to include what to do in extreme weathers (too hot, too cold, snow, flooding).
* Initial mitigations, eg standalone:
	+ Air-conditioning units
	+ Individual electric heaters
	+ Preparation for remote learning in case of closure
 | * Changing design to make school more resilient.
* Fundamental mitigations:
	+ Integrated air-conditioning
	+ Improved insulation / windows
	+ Deliberate landscaping (hard and soft)
* Put in measures to adapt to extreme weather.
 |
| Useful Weblinks: | Check current / future level of flood risk: <https://www.gov.uk/check-long-term-flood-risk>  |

1. **A better environment for future generations**

*Enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around our estate, and seeking to reduce waste.*

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| **Objective** | **Step 1 – Emerging** | **Step 2 - Established** | **Step 3 - Leading** |
| To increase biodiversity across the MAT estate and ensure grounds maintenance support this aim.  | * Review grounds maintenance contracts.
* Audit of the biodiversity around the school site.
 | * Rewild areas of grass
* Plant trees (eg from woodland trust).
* Create insect / animal friendly habitats (bird / bat boxes / bug hotels)
* Community / School garden.
* Plants in classrooms.
* Planting to encourage biodiversity (bee stops).
* Investigate links with community groups.
 | * Beehives
* Strategic use of trees / hedges, other plants to shade areas, buildings, act as wind breaks etc
* Biophilic design for new / refurbished buildings
* Links made with community projects on biodiversity.
 |
| To improve air quality | * Measure air quality in and outside of the school.
 | * Investigate measures to improve air quality (planting, signage).
 | * Improved air quality data through implementing measures.
 |
| To improve access to, and connection with, nature in and around our estate. | * Eco Group designs wild flower area / veg garden.
* Design outdoor classroom space.
* Audit use of outdoor lessons.
* Introduce the Education Nature Park.
 | * Limited forest school – some year groups.
* Create outdoor classroom space that can be used by a range of subjects.
* Discussions with departments on how they can encourage students to engage with nature.
* Students have logged nature finds on the Education Nature Park and iNaturalist.
 | * Forest school – all year groups
* Increased use of outdoor lessons.
* Cameras in bird boxes / Nature Cam
 |
| Other Misc: | * Evaluate the Department for Education Climate Action Awards scheme (launch 2024)
 | * Other ‘outside-focused’ school trips – Geog field trips, sci trips to coast etc
 |  |