**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. |

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. |

1. **Net Zero**

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

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| 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 |
| 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. |
| 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 |

**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 flooding Surface 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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| 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 |  |