



Sustainability & Climate Change Strategy

Approved: Summer 2026
Date of Next Review: Summer 2027

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

This strategy sets out our Trust's commitment to building a sustainable future guided by our values of kindness, responsibility and ambition. It reflects our belief that creating sustainable schools supports our wider vision — to inspire a love of learning within environments that are happy, respectful and challenging, where everyone feels valued and able to reach their full potential. It explains what sustainability means to us, why it matters, how it connects to national priorities, and how we will lead, measure and be accountable for the change we seek to achieve across our Trust.

1. Our Ambition

We are committed to supporting the UK's journey to net zero by embedding sustainable practises into all aspects of our operations, curriculum, and community engagement. We will reduce our environmental impact and help safeguard nature, public health, and future generations from the effects of climate change — equipping our pupils to thrive in a changing world and become responsible, confident leaders of a more sustainable future.

Whilst we align with the Government's target of reaching net zero by 2050, our ambition is to exceed this by achieving the goal earlier, demonstrating our commitment to sustainability and reducing our carbon footprint.

We will focus on promoting sustainable behaviours among staff and pupils, alongside improving the environmental performance of our school buildings and grounds. At the same time, we will continue to drive efficiency and value for money across our operations, ensuring high standards in our support services, resources, estate, and technology. We will also invest in and support our people, maximising opportunities for collaborative professional development and the sharing of expertise and best practice across the Trust.

2. Where we are now

The Trust has taken a range of actions and implemented initiatives aimed at reducing its carbon footprint and conserving natural resources. These efforts have focused on improving efficiency, minimising waste, and embedding sustainable practices across our schools. The key initiatives we have undertaken include:

- Upgraded building fabric and insulation at multiple academy sites, including new roofs, windows, doors, and more efficient boilers and heating systems.
- Promoted the installation of LED lighting across all academies, with a significant proportion of buildings either fully LED or in the process of conversion.
- Negotiated Trust-wide energy supply contracts prioritising renewable energy sources.
- Expanded waste recycling initiatives across all sites.
- Implemented ICT equipment recycling programmes.
- All schools have committed to the Let's Go Zero campaign.
- All schools have appointed a Sustainability Lead.
- Treviglas Academy: new humanities building designed to achieve net zero energy consumption.
- Gerrans School: installation of large solar arrays and creation of a sustainable habitat for the local bat colony.
- Four sites equipped with EV charging points.
- The Trust Estate Management Policy (TEMP) emphasises sustainability in operations and planning.

- We have ensured that all schools are now equipped with smart meters to monitor and manage electric and gas energy with a centrally monitored Building Management Systems (BMS) to optimise efficiency and provide early warnings for potential energy issues.
- Procured a cleaning contractor with strong green credentials, using 100% chemical-free products and monitoring CO₂ consumption.

3. Current Position and Future Plans

The Trust is committed to advancing its efforts to minimise carbon emissions, with the objective of achieving net zero for scope 1 and scope 2 emissions within a 15-year timeframe. This timeframe may be reduced as we develop a deeper understanding of how emissions can be further reduced. Realising this ambition requires decisive and systematic action on climate change across all aspects of Trust operations, ensuring that sustainability is fully integrated into our strategic and operational decision-making.

We will initially build on the four key pillars of the DfE's Sustainability and Climate Change Strategy to guide our efforts by:

Decarbonisation		
Where We Want to Be	How We Will Do This	By
We want to reduce direct and indirect carbon emissions from our school buildings by improving energy efficiency, upgrading infrastructure such as insulation, and driving innovation to achieve net zero targets.	We will gather and analyse energy data from each school to establish a baseline carbon footprint and track progress. Annual energy and carbon reports will provide oversight, guide action, and demonstrate our commitment to transparency and continuous improvement.	Annually from July 2026
	An annual "Switch Off Fortnight" will be conducted across all schools to promote energy-saving behaviours. Holiday energy shutdowns will be introduced to become standard practice.	Nov 2026
	We will review monthly energy consumption data to track progress, uphold accountability, and provide transparent oversight of each site's energy performance.	Monthly from May 2026
	We will continue to develop and implement Trust-wide procurement policies that incorporate carbon impact as a key selection criterion.	Ongoing
	We will work in partnership with major suppliers to understand and reduce the environmental and carbon impacts of their operations, and to improve the sustainability of catering, cleaning services, and products provided to schools	Ongoing

Adaptation and Resilience		
Where We Want to Be	How We Will Do This	
We want to prepare our schools and facilities for the impacts of climate change, including extreme weather, by making buildings and infrastructure resilient to risks such as flooding and overheating.	We will support schools to plan for and manage the risks of flooding, overheating and water scarcity as changing weather patterns become more frequent.	Sept 26
	We will develop a heatwave policy template for schools to adapt and adopt, helping them protect the health and wellbeing of pupils and staff during periods of extreme heat.	Sept 26
	We will investigate initiatives that we can adopt to become more resilient to the effects of climate change.	2027
	We will investigate initiatives to strengthen the Trust's resilience to the effects of climate change. This will include conducting a climate resilience audit across all schools, incorporating pupil-led grounds assessments.	2027
	At a Trust level, we will review our operations and supply chains to identify potential weak points and develop strategies to mitigate risks, ensuring that both our sites and services are prepared to respond effectively to future climate impacts.	
Environment and Biodiversity		
Where We Want to Be	How We Will Do This	
We aim to enhance the environment within and around our schools by improving green spaces, increasing biodiversity through initiatives such as the National Education Nature Park, and promoting cleaner air.	We will assist schools in designing and implementing projects that enhance biodiversity, improve access to nature, and support outdoor learning on their sites, including rewilding areas, establishing school vegetable gardens, and planting trees.	March 2026
We will support outdoor learning to improve access to nature, recognising the mental health and wellbeing benefits for both pupils and staff.	We will adopt a 'no net loss of trees' approach, recording all necessary felling and delivering replacement planting wherever practicable, with a focus on native and biodiversity-supporting species.	March 2026
Climate Education and Green Careers		
Where We Want to Be	How We Will Do This	
We want to embed climate change and sustainability into the curriculum to equip pupils with the knowledge	We will establish a community of practice to enable schools to share curriculum ideas,	2027

and skills needed to pursue green careers and thrive in a rapidly changing world.	resources, and successful approaches to climate education.	
	We will survey staff to identify training needs and provide targeted CPD opportunities, including support to build climate literacy and embed sustainability across all subjects. We will support schools in introducing pupils to careers related to sustainability, citizenship, and wider opportunities from an early age, highlighting pathways across all subject areas.	2027 2027

4. Delivery, Accountability and Governance

Our strategic aims set out what the Trust is working to achieve. Their delivery will, as far as possible, be delegated to individual schools, with clear structures in place to ensure accountability. The Trust will create a Sustainability and Climate Change Taskforce which will guide and coordinate action, support knowledge-sharing and innovation, and provide additional resources where needed. This taskforce will meet every term and will have initial support from Lets Go Zero Climate Action Advisors.

Some areas, such as procurement and capital expenditure, will remain the responsibility of the Trust. This section outlines the respective responsibilities of both the schools and the Trust in delivering our shared goals

4.1 Trust

The Trust's lead for sustainability and climate change will be supported by the designated lead for buildings and estates, and by school-level leads, to ensure coordinated action across all areas of the Trust.

The Trust will establish Key Performance Indicators (KPIs) for each of the four climate action pillars (Section 4) at the Trust level. These will include quantitative measures for decarbonisation and energy efficiency, aligned with the Trust's overarching net zero target. Progress against these KPIs will be monitored regularly and used to inform and influence ongoing CAP's and resource allocation to ensure continuous improvement across all schools.

The Trust will report on the development and implementation of the schools individual CAP's to the Board of Trustees each term.

4.2 Schools

Each school has appointed a designated Sustainability Lead, with dedicated time allocated to this role. With the support of the Trust, the Sustainability Lead will develop the school's Climate Action Plan (CAP). While other staff will help deliver specific actions, the Sustainability Lead will coordinate all sustainability activity and serve as the main point of contact with the Trust's sustainability network.

4.3 Board of Trustees

This strategy will be reviewed termly by the Trust Sustainability Lead and annually by the Chief Finance Officer, who will report progress to the Board of Trustees. All staff are expected to read the strategy and actively participate in its implementation. It will be discussed in staff meetings and included in induction for all new employees.