

## CVC Climate Roadmap

**Key:**

| 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 <i>could</i> achieve. |

### Sustainability Leadership

| Objective  | Step 1 – Emerging  | Step 2 - Established  | Step 3 - Leading  |
|--|--|---|---|
| <i>Establish Effective <b>Trust</b> Leadership</i> | <ul style="list-style-type: none"> <li>• <i>Appoint trust sustainability lead</i></li> <li>• <i>Identify sustainability trustee</i></li> <li>• <i>Establish sustainability ops group</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Sustainability Lead attends UKSSN meetings</i></li> <li>• <i>Develop Trust policy</i></li> <li>• <i>Establish cross-trust governor group</i></li> <li>• <i>Set emissions % reduction targets.</i></li> <li>• <i>Sustainability training for ops staff.</i></li> <li>• <i>Set net zero target date.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Develop net zero plan</i></li> <li>• <i>Establish ring-fenced budget</i></li> <li>• <i>Awareness training for trustees</i></li> </ul> |
| Establish Effective School Leadership              | <ul style="list-style-type: none"> <li>• Appoint school <b>Sustainability Lead</b>.</li> <li>• Establish School <b>Sustainability Committee</b>.</li> <li>• Identify school sustainability governor.</li> <li>• Write First School <b>Climate Action Plan</b>.</li> <li>• Identify training needs of Sustainability Lead.</li> </ul> | <ul style="list-style-type: none"> <li>• Sustainability on agenda for Gov meetings</li> <li>• Sustainability incorporated into <b>School Development Plan</b></li> <li>• Gather pupil / parent views on sustainability.</li> <li>• Put in place training for the Sustainability Lead</li> </ul>   | <ul style="list-style-type: none"> <li>• Embed sustainability into staff development / PM.</li> <li>• Embed sustainability into key staff job descriptions.</li> </ul>            |

## 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.*

| Objective  | Step 1 – Emerging  | Step 2 - Established  | Step 3 - Leading   |
|--|--|---|--|
| To promote Environmental sustainability, social responsibility and climate change within and beyond our academies.   | <ul style="list-style-type: none"> <li>• Declare a climate emergency</li> <li>• To join a Schools Sustainability Network.</li> </ul>   | <ul style="list-style-type: none"> <li>• Communicate annual climate action plan &amp; evaluation to pupils, parents etc</li> </ul>  | <ul style="list-style-type: none"> <li>• To organise / participate in / help run a community eco event.</li> <li>• Sustainability / climate action section on school website</li> <li>• Events promoted in local media</li> <li>• Regularly communicate sustainability actions &amp; priorities to pupils, parents</li> </ul>  |
| Train staff (see above for Sust leads):<br>To understand the imperative of action in this area. To be able to deliver sustainability education / discuss issues with pupils. | <ul style="list-style-type: none"> <li>• Baseline carbon literacy survey / Audit staff training needs.</li> </ul>  | <ul style="list-style-type: none"> <li>• Deliver Carbon literacy (or other) training to staff.</li> <li>• Provide educational information / training for staff re incorporating climate change / sustainability into lessons.</li> </ul>  | <ul style="list-style-type: none"> <li>• Whole-Trust or Whole-school training day on sustainability.</li> </ul>  |
| 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.         | <ul style="list-style-type: none"> <li>• Stand-alone sustainability lessons (maybe within PSHE).</li> <li>• Some sustainability lessons within subjects.</li> <li>• Audit curriculum - what do pupils learn (and where /when).</li> <li>• Use a framework as a basis for coverage such as the SDGs.</li> </ul> | <ul style="list-style-type: none"> <li>• Train staff to incorporate climate change / sustainability into lessons.</li> <li>• Adapted lessons</li> <li>• Integrated lessons across a range of subjects.</li> <li>• Sustainability / climate change data used in lessons – eg Maths, Science, articles in English etc .</li> <li>• Training for staff on how to incorporate ESE within subjects.</li> <li>• Create a sustainability &amp; climate change curriculum map.</li> </ul> | <ul style="list-style-type: none"> <li>• School empowers pupils through a positive framing of sustainability.</li> <li>• Use school sustainability data in eg Maths / Science lessons.</li> <li>• Cross Curricular sustainability themed lessons.</li> <li>• Sustainability issues embedded within subjects.</li> <li>• Sustainability issues embedded within citizenship.</li> <li>• Staff contributing to ESE shared resource area on Sharepoint</li> <li>• Assess students understanding of Sustainability / Climate Change / Climate Action</li> </ul> |
| Ensure pupils have the opportunity to participate practically in both supporting and driving sustainability developments at both individual school and whole Trust level.    | <ul style="list-style-type: none"> <li>• Establish Pupil <b>Eco-Group</b>.</li> <li>• Establish <b>Environmental Prefects</b>.</li> </ul>  | <ul style="list-style-type: none"> <li>• Create a mechanism for inputting pupil ideas into school policy decisions.</li> <li>• Establish Cross-Trust Eco-groups</li> <li>• School eco-group leading assemblies</li> <li>• Gardening / environment group.</li> <li>• Invite students to <b>Sustainability Committee</b> meetings</li> </ul>  | <ul style="list-style-type: none"> <li>• Lead a Sustainability Schools Network event.</li> <li>• Eco-group contributing to school policies.</li> <li>• School eco-group link with others outside Trust – eg through sustainability network.</li> </ul>   |

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| <p>Educate pupils about green career opportunities.</p> | <ul style="list-style-type: none"><li>• Audit whether green careers are part of the careers education provided.</li></ul> | <ul style="list-style-type: none"><li>• Incorporate green careers in a limited way within the pastoral curriculum (via an assembly?)</li><li>• Pupils educated as to what constitutes a green career.</li><li>• Conscious effort to include green careers in existing or new career events.</li></ul> | <ul style="list-style-type: none"><li>• Fully embed green careers within the schools curriculum.</li><li>• Organise a green careers focused event.</li></ul> |
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## 2. Net Zero

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

| Objective  | Step 1 – Emerging  | Step 2 - Established  | Step 3 - Leading  |
|--|--|---|---|
| Net Zero   | <ul style="list-style-type: none"> <li>Calculate the schools carbon footprint with the eco schools calculator</li> </ul>   | <ul style="list-style-type: none"> <li>Introduce measures that will reduce the carbon footprint of one factor by a measurable amount</li> </ul>   | <ul style="list-style-type: none"> <li>Set a Net zero plan with clear annual reduction targets</li> </ul>   |
| To reduce our carbon emissions across scopes 1, 2 and 3, using data to set accurate targets to reach net zero. | <ul style="list-style-type: none"> <li>Ask (some) suppliers for carbon / emissions data.</li> <li>Generate plan to measure scope 3 emissions identifying all the factors.</li> </ul>   | <ul style="list-style-type: none"> <li>Estimate scope 3 emissions of other products.</li> <li>Measure some scope 3 emissions (eg car transport to school).</li> </ul>   | <ul style="list-style-type: none"> <li>Measure actual scope 3 emissions from major suppliers</li> <li>Use supplier emissions as part of procurement</li> <li>Include sustainability as criteria in School's and Trust's SCA bid process.</li> <li>Analyse the scope 3 emissions and make targets for their reduction.</li> <li>All new buildings to be net zero.</li> </ul> |
| Infrastructure   | <ul style="list-style-type: none"> <li>Investigate funding sources for green infrastructure projects with the Trust.</li> <li>Identify some quick wins.</li> </ul>   | <ul style="list-style-type: none"> <li>Install Solar Panels.</li> </ul>   | <ul style="list-style-type: none"> <li>Install GSHP</li> </ul>  |
| <ul style="list-style-type: none"> <li>Energy / Lighting / Heating</li> </ul>                                  | <ul style="list-style-type: none"> <li>Install smart meter or monitor use via, eg, Energy Sparks.</li> <li>Investigate sustainable tariffs</li> <li>Measure energy usage.</li> <li>Audit the lighting in the school.</li> <li>Audit the temperature settings in the school.</li> </ul> | <ul style="list-style-type: none"> <li>Consideration of insulation improvements</li> <li>Reduce the temperature settings in the school.</li> <li>Install LED lights.</li> </ul>   | <ul style="list-style-type: none"> <li>Change to sustainable electricity provider.</li> <li>Put in thermostats in classrooms.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Water</li> </ul>  | <ul style="list-style-type: none"> <li>Measure Usage.</li> <li>Run a water saving assembly / lesson</li> </ul>   | <ul style="list-style-type: none"> <li>Highlight areas where water usage can be reduced</li> <li>Publicise usage within school</li> </ul>   | <ul style="list-style-type: none"> <li>Invest in water-reducing infrastructure</li> </ul>   |
| <ul style="list-style-type: none"> <li>Paper</li> </ul>  | <ul style="list-style-type: none"> <li>Measure the amount of paper used in the school.</li> <li>Measure, cost and share copying data, both for departments and admin</li> <li>Identify provider of paper and look at their eco credentials</li> </ul>                                  | <ul style="list-style-type: none"> <li>Run a paper saving campaign</li> <li>School / depts taking active steps to reduce copying.</li> <li>Encourage take-up of ICT / digital technology to reduce the need to photocopy</li> </ul> | <ul style="list-style-type: none"> <li>Switch to recycled paper provider</li> <li>Measure the carbon savings.</li> <li>Reduce the amount of paper used.</li> </ul>  |

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|                           |  | <ul style="list-style-type: none"> <li>Track and monitor paper use</li> <li>Scrap paper trays in classrooms</li> </ul>   |  |
| ○ Other Physical Products | <ul style="list-style-type: none"> <li>Audit the other items purchased by the school and analyse their carbon footprints.</li> <li>Encourage purchase of re-usable resources.</li> </ul>   | <ul style="list-style-type: none"> <li>Investigate eco-friendly alternatives (such as refillable board pens / econ friendly cleaning products).</li> <li>Consider lifespan in sourcing of and deployment of resources.</li> </ul>  | <ul style="list-style-type: none"> <li>Measure the carbon savings from eco-friendly product swaps.</li> </ul>  |
| ○ Waste                   | <ul style="list-style-type: none"> <li>Monitor and measure plastic use in the canteen.</li> <li>Do a waste audit.</li> <li>Calculate the proportion of recycling and general waste produced.</li> <li>Make sure there is classroom paper recycling bins.</li> <li>Recycling bins in canteen.</li> <li>Recycling bins in social areas.</li> </ul> | <ul style="list-style-type: none"> <li>Eliminate single-use and unnecessary plastics from the canteen.</li> <li>Investigate alternatives to plastic used in the canteen.</li> <li>Analyse the waste audit and identify eco-friendly alternatives.</li> <li>Communicate with the waste company to look at measures that can be done to increase recycling rates.</li> <li>Include sustainability / recycling in ICT procurement decisions.</li> <li>Waste data shared with pupils.</li> </ul> | <ul style="list-style-type: none"> <li>Go plastic free in the canteen.</li> <li>Stop selling plastic water bottles.</li> <li>School engages in wider community recycling – eg by hosting a battery / crisps/ phone recycling bin project.</li> <li>Clothes bank at school</li> </ul> |
| ○ Food                    | <ul style="list-style-type: none"> <li>Investigate fairtrade options.</li> <li>Estimate the carbon footprint of a week's menu.</li> <li>To increase the proportion of plant based, sustainably and ethically sourced menu choices.</li> </ul>  | <ul style="list-style-type: none"> <li>Growing own produce at school</li> <li>Own school compost heap.</li> <li>Introduce meat-free days.</li> <li>Measure scope 3 emissions from purchased food / drink.</li> </ul>   | <ul style="list-style-type: none"> <li>Reduce scope 3 food emissions</li> <li>Replace kitchen equipment with more efficient versions.</li> <li>Use school-grown produce in school canteen.</li> </ul>  |
| ○ Food Waste              | <ul style="list-style-type: none"> <li>Introduce food waste bins.</li> <li>Monitor and measure food waste</li> </ul>   | <ul style="list-style-type: none"> <li>Make sure that food waste is being collected from the canteen.</li> </ul>   | <ul style="list-style-type: none"> <li>Reduce and measure food waste.</li> </ul>   |
| ○ Staff / Business Travel | <ul style="list-style-type: none"> <li>Measure carbon footprint of staff travel.</li> <li>Analyse minibus use in school.</li> <li>Analyse travel footprint for school trips.</li> <li>Promote car-sharing among staff</li> </ul>   | <ul style="list-style-type: none"> <li>Promote car-sharing</li> <li>Encourage cycle to work schemes</li> <li>Look at alternative sustainable transport arrangements for school trips.</li> <li>Investigate changing minibuses to reduce their environmental impact.</li> </ul>   | <ul style="list-style-type: none"> <li>Examine alternatives to flying and or carbon offsetting for international trips.</li> <li>Reduce significantly the carbon footprint of school trips.</li> <li>Electric School Minibus</li> </ul>  |

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| ○ Student Travel            | <ul style="list-style-type: none"> <li>• Measure the carbon footprint of student travel.</li> <li>• Communicate with parents re. sustainable transport options.</li> <li>• Walk to school / cycle to school weeks etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• Promote car-sharing for students.</li> <li>• Walk to school / cycle to school weeks etc.</li> <li>• Consider emissions when choosing bus contracts.</li> </ul>  | <ul style="list-style-type: none"> <li>• Reduce carbon footprint of student travel.</li> </ul>  |
| ○ <i>Electric Cars</i>      | <ul style="list-style-type: none"> <li>• Investigate funding possibilities for EV charging points.</li> <li>• Identify the need for EV charging points.</li> </ul>  | <ul style="list-style-type: none"> <li>• EV charging stations in schools.</li> <li>• Participate in Money – off schemes for electric cars</li> </ul>   | <ul style="list-style-type: none"> <li>• Electric minibus(es), school cars.</li> </ul>  |
| ○ <i>Cycling / Scooting</i> | <ul style="list-style-type: none"> <li>• Publicise ‘cycle to work’ scheme to staff.</li> <li>• Measure number of students / staff who cycle to school.</li> </ul>   | <ul style="list-style-type: none"> <li>• Increase bike shelters</li> <li>• Run bike-ability / scoot-ability courses</li> </ul>   | <ul style="list-style-type: none"> <li>• Run bike mechanics courses.</li> </ul>   |
| ○ <i>Walking</i>            | <ul style="list-style-type: none"> <li>• Measure number of students / staff who walk to school.</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage walking to school – eg ‘walk to school week’ (May)</li> </ul>   | <ul style="list-style-type: none"> <li>• Increased number of students who walk to school.</li> </ul>  |
| ○ <i>Efficiency</i>         | <ul style="list-style-type: none"> <li>• Install smart meter (see above) or sign up to energy sparks / equivalent.</li> <li>• Publicise readings.</li> </ul>  | <ul style="list-style-type: none"> <li>• In-school campaigns – turn off lights etc.</li> <li>• Automatic power-off for lights</li> <li>• Automatic power-off for computers.</li> <li>• Double / triple glazed windows.</li> </ul>  | <ul style="list-style-type: none"> <li>• Separate heating zones</li> <li>• Reduce carbon footprint through efficiency measures.</li> </ul>  |
| ○ <i>Procurement</i>        | <ul style="list-style-type: none"> <li>• Include sustainability as a consideration in procurement policy.</li> <li>• Investigate who orders what and what criteria is used.</li> <li>• Measure proportion of ingredients / supplies coming from local suppliers.</li> </ul> | <ul style="list-style-type: none"> <li>• Embed sustainability as a consideration in procurement processes.</li> <li>• Investigate alternative sustainable products and why these are not chosen.</li> <li>• Increase proportion of supplies coming from local suppliers / producers.</li> <li>• Ask major suppliers for their emissions / sustainability information</li> <li>• Use a carbon factor in the process of procurement / tendering</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce the carbon footprint of items purchased.</li> <li>• Reduce overall air miles of food supplies.</li> <li>• Audit suppliers to analyse Scope 3 emissions.</li> <li>• Engage with suppliers to look at reducing their carbon footprint.</li> <li>• Increased procurement from organisations committed to achieving net zero (plans seen?).</li> <li>• Ask other suppliers for their emissions / sustainability information.</li> <li>• Sustainability as major consideration in all procurement processes</li> </ul> |

## Resilience to climate change

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

| Objective  | Step 1 – Emerging  | Step 2 - Established   | Step 3 - Leading   |
|--|--|--|--|
| <p>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.</p> <p><b>Rivers and the sea:</b> Very low risk of flooding</p> <p><b>Surface water:</b> High risk of flooding</p> <p><b>High risk means that this area has a chance of flooding of greater than 3.3% each year.</b></p> | <ul style="list-style-type: none"> <li>• Audit existing risks of eg flooding.</li> <li>• Investigate areas which become too hot and too cold.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at measures that can make the classrooms always stay within a sensible temperature comfort zone.</li> <li>• Write school adaption policy to include what to do in extreme weathers (too hot, too cold, snow, flooding).</li> <li>• Initial mitigations, eg standalone:               <ul style="list-style-type: none"> <li>○ Air-conditioning units</li> <li>○ Individual electric heaters</li> <li>○ Preparation for remote learning in case of closure</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Changing design to make school more resilient.</li> <li>• Fundamental mitigations:               <ul style="list-style-type: none"> <li>○ Integrated air-conditioning</li> <li>○ Improved insulation / windows</li> <li>○ Deliberate landscaping (hard and soft)</li> </ul> </li> <li>• Put in measures to adapt to extreme weather.</li> </ul> |
| Useful Weblinks:   | Check current / future level of flood risk: <a href="https://www.gov.uk/check-long-term-flood-risk">https://www.gov.uk/check-long-term-flood-risk</a>    |  |  |

### 3. 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.*

| Objective   | Step 1 – Emerging  | Step 2 - Established   | Step 3 - Leading   |
|---|--|--|--|
| To increase biodiversity across the MAT estate and ensure grounds maintenance support this aim. | <ul style="list-style-type: none"> <li>• Review grounds maintenance contracts.</li> <li>• Audit of the biodiversity around the school site.</li> </ul>   | <ul style="list-style-type: none"> <li>• Rewild areas of grass</li> <li>• Plant trees (eg from woodland trust).</li> <li>• Create insect / animal friendly habitats (bird / bat boxes / bug hotels)</li> <li>• Community / School garden.</li> <li>• Plants in classrooms.</li> <li>• Planting to encourage biodiversity (bee stops).</li> <li>• Investigate links with community groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Beehives</li> <li>• Strategic use of trees / hedges, other plants to shade areas, buildings, act as wind breaks etc</li> <li>• Biophilic design for new / refurbished buildings</li> <li>• Links made with community projects on biodiversity.</li> </ul> |
| To improve air quality  | <ul style="list-style-type: none"> <li>• Measure air quality in and outside of the school.</li> </ul>  | <ul style="list-style-type: none"> <li>• Investigate measures to improve air quality (planting, signage).</li> </ul>   | <ul style="list-style-type: none"> <li>• Improved air quality data through implementing measures.</li> </ul>   |
| To improve access to, and connection with, nature in and around our estate.                     | <ul style="list-style-type: none"> <li>• Eco Group designs wild flower area / veg garden.</li> <li>• Design outdoor classroom space.</li> <li>• Audit use of outdoor lessons.</li> <li>• Introduce the Education Nature Park.</li> </ul> | <ul style="list-style-type: none"> <li>• Limited forest school – some year groups.</li> <li>• Create outdoor classroom space that can be used by a range of subjects.</li> <li>• Discussions with departments on how they can encourage students to engage with nature.</li> <li>• Students have logged nature finds on the Education Nature Park and iNaturalist.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Forest school – all year groups</li> <li>• Increased use of outdoor lessons.</li> <li>• Cameras in bird boxes / Nature Cam</li> </ul>   |
| Other Misc:   | <ul style="list-style-type: none"> <li>• Evaluate the Department for Education Climate Action Awards scheme (launch 2024)</li> </ul>   | <ul style="list-style-type: none"> <li>• Other ‘outside-focused’ school trips – Geog field trips, sci trips to coast etc</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>  |