



Climate Action Plan 2025-26

Our school is part of the Tapscott Learning Trust, and across the Trust we have already undertaken a number of initiatives through our estates' vision and strategy which address our impact on the environment. We have now produced this climate action plan for our schools, which captures information about our ongoing commitment to improving sustainability and reducing our carbon footprint. The plan is developed centrally, but enacted locally by the school's Senior Leadership Team.

Our sustainability lead for the Trust is Shazidur Rahman - TTLT Lead Officer for Estates and Operations.

Our commitment to sustainability

Our mission at the Tapscott Learning Trust is to have the greatest impact on society, and we are committed to systematically introducing sustainable practices that will help to improve our estates, reduce our carbon footprint and build children's knowledge, skills and attitudes around human impacts on the environment.

The following Trust-wide initiatives exemplify some of the ways in which we are committed to sustainability:

- Develop a culture of sustainability by working with staff and children across the school
- Our schools follow school waste and recycling guidance, as supported by their local waste management contractors.
- Children and staff are encouraged to save energy through simple in-school initiatives, such as turning off lights and taps using thermostatic radiator valves etc.
- We promote cycling to work in order to help switch to more sustainable modes of transport
- We promote walking to school through local and national initiatives and we support the local authority's Healthy Schools Streets campaigns.
- We are in the process of assessing many of our buildings with funding from the Decarbonisation Funding Programme to identify ways of improving our carbon efficiency.
- All of our schools have had a rolling programme of switching to LED lighting, and this continues to be an area of investment as capital becomes available.
- 50% of our sites have solar panels and utilise solar energy or provide this back to the grid.
- Where possible, our school sites have installed voltage optimisers which reduce the unnecessary spikes in voltage within the electricity infrastructure.
- We are in the process of replacing boilers where possible to use air source heat pump / biomass boilers to reduce the use of fossil fuels in energy consumption.
- We are upgrading single glazed doors and windows with energy efficient double glazing where possible in order to reduce the loss of energy
- We use rechargeable batteries where possible because we care about the planet and the harmful effects of single use batteries
- Our ICT policies and procedures encourage children and staff to power down or switch off their electronic devices when they are not in use

We are committed to working towards the following key goals where relevant across our Trust estate:

Key Area	Goal	Actions	Timeline for the action or expected completion date	Resources
Decarbonisation*	To reduce carbon emissions in our buildings by changing the existing lighting to LED bulbs.	<p>Audit of the current lighting across all school buildings.</p> <p>Development of options to replace existing lighting.</p> <p>Replace faulty lights with LED as and when required</p> <p>Purchase and installation of appropriate LED lighting.</p> <p>Train staff on the use of new lighting systems.</p> <p>Install timer controlled or motion sensor lighting where appropriate</p>	This is a rolling programme, supported by the Trust.	<p>TTLT Estates Team</p> <p>Site Management Teams</p> <p>Premises Development Plans</p> <p>Decarbonisation Plans</p> <p>Specific costs TBC</p>

Decarbonisation*	To reduce carbon emissions by eliminating inefficiencies and heating loss.	<p>Assess school buildings for areas of heat loss.</p> <p>Develop a plan for more efficient use of existing heating e.g. through TRVs which allow the temperature to be controlled without needing to open windows and wasting energy.</p> <p>Invest in other small changes, including draft excluders.</p> <p>Consider replacing single glazed windows and doors with double glazed where possible</p> <p>Replace old inefficient boilers with new efficient / air source heat pump / biomass boilers</p> <p>Replace old BMS systems with new during boiler replacement programmes</p>	<p>Autumn - Summer Term 25-26</p> <p><i>More significant work may require a longer term focus.</i></p>	<p>Site Management Team to conduct the initial assessment, and make small changes.</p> <p>CIF Bids for larger projects such as boiler replacement programmes</p> <p>Premises Development Plans for each school identify appropriate school capital projects</p> <p>Costs to be included on the Premises Management Plan.</p>
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<ul style="list-style-type: none"> Biodiversity* 	<p>To increase biodiversity on the school's property by rewilding areas of school grounds.</p>	<p>Identify area(s) of the school grounds suitable for rewilding.</p> <p>Explore options for rewilding, including: wildflower field; insect hotels;</p> <p>Engage the children in this process to get their views.</p> <p>Develop a plan for rewilding, and invest in native plants.</p> <p>Utilise spaces for education purposes, including environmental science - Edible gardens</p> <p>Eliminate the use of chemicals and pesticides within the school grounds, including discussions with contractors.</p> <p>Planters in school grounds connected to downpipes collecting rain water and reducing localised flooding</p>	<p>2025-2026</p>	<p>This project will require a small team of professionals (and children) from across the schools.</p> <p>Teaching staff / Forest School leads / Pupil Parliament Leads</p> <p>Costs TBC</p>
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<p>Resilience and adaptation*</p>	<p>To assess risks and areas of vulnerability as a result of climate change.</p>	<p>Consider local environmental risks around climate change, based on the school's location.</p> <p>Update the plan with key risks e.g. potential for localised flooding, maintenance of key spaces in times of drought, aging infrastructure, declining pupil population.</p>	<p>Up to one year</p>	<p>TTLT Estates Team to risk assess site specific risks such as schools in flood zones</p> <p>Costs TBC</p>
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<p>Climate education and green careers*</p>	<p>To embed climate education and sustainability in the curriculum as part of the science and geography curriculum and as a cross-curricular approach.</p> <p>Involve the children via Pupil Parliament</p>	<p>Review the recommendations of the government's Curriculum and Assessment Review, planning the implementation of key changes.</p> <p>Use subject network meetings to explore how the curriculum is adapted to provide suitable learning opportunities about climate education and careers in this growing industry. Key subject networks, Science, Geography and PSHE.</p> <p>Provide opportunities for children to see themselves as change-makers, through local campaigns, opportunities for cross-curricular projects, (led by pupil parliament), Action projects or writing, and eco-clubs.</p> <p>Pupil parliament feeding into the school council.</p> <p>Use whole school opportunities, trips and visitors to talk about global events, environmental issues and consider how individuals can take action.</p> <p>To develop Forest School education for all schools</p>	<p>Up to one year (depending on recommendations and timescales from the Curriculum and Assessment Review)</p>	<p>Identify excellent practice within the Trust schools.</p> <p>Time for curriculum leaders to work on and implement changes to the curriculum.</p> <p>Identify solutions to support understanding of climate and green education.</p> <p>Costs of any associated activities e.g. trips, visitors, resources.</p>
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<p>Active and sustainable travel</p>	<p>To encourage all stakeholders to use sustainable travel methods in their journeys to and from work and/or school.</p>	<p>Promote National Walk to School Week (May 2026), and talk to pupils about healthy and sustainable ways to travel.</p> <p>Create school travel plans</p> <p>Support the Healthy Schools Streets campaign</p>	<p>Up to one year.</p>	<p>Adaptations to the curriculum as appropriate, and sharing events/opportunities as part of staff briefings and weekly newsletters.</p> <p>School Travel Plans</p> <p>Bikeability partnership</p> <p>Cycle clubs</p>
		<p>Organise Bikeability sessions for all appropriate year groups, and teach pupils to ride bikes and/or scooters as part of their physical development in the EYFS.</p> <p>Provide after school cycling clubs where possible to encourage cycling</p> <p>Train staff within schools to run cycling clubs</p> <p>Provide bike / scooter shelters on our sites so that staff and pupils can leave their scooters and bikes when riding to and from school.</p> <p>Encourage cycling to work</p> <p>Encourage walking to work and walking between schools and trust meetings</p> <p>Encourage car sharing and use</p>		

		of public transport when travelling to and from schools and trust meetings.		
Water conservation	To reduce unnecessary water usage and conserve later as much as possible.	<p>Introduce pupils to the scarcity of water through assemblies and PSHE lessons, so that they understand why it is such a precious resource.</p> <p>Encourage pupils to make a personal pledge about their own water usage e.g. taking showers not baths, not leaving taps running etc.</p> <p>Ensure that leaking taps and toilets are fixed quickly through reactive maintenance.</p> <p>Work with catering teams to avoid leaving taps running unnecessarily during busy periods</p> <p>Create a plan for collecting rainwater using guttering and waterbutts, so that this can be used for watering plants on site, reducing the need for hoses.</p> <p>Planters in school grounds connected to downpipes collecting rain water and reducing localised flooding</p>	Up to one year.	<p>Arrange for water conservation education with children</p> <p>Estates Management Teams to identify and remedy leaks</p> <p>Catering teams to reduce water usage</p> <p>Installation of planters collecting rain water in school grounds</p> <p>Costs TBC</p>

<p>Waste management and recycling</p>	<p>To reduce waste and ensure that recycling is used wherever possible, including food waste.</p>	<p>Carry out initial analysis of waste management (with pupils) and develop a plan with the support of local contractors.</p> <p>Develop an in-school campaign with pupils e.g. eliminating single use plastic from school lunches and lunch boxes where possible, introducing specific recycling programmes, ensuring that food waste is composted.</p> <p>Site supervisors to ensure recycling is being sorted and carried out accordingly</p> <p>Ensure all schools have separate food waste bins</p> <p>Reuse resources and furniture between schools rather than dispose</p> <p>Ensure items such as light bulbs etc. are being disposed correctly so they are not entering landfill</p> <p>Share key messages with the school community.</p>	<p>Up to one year.</p>	<p>School councils / school parliament</p> <p>Parental engagement</p> <p>Estates Management Teams</p> <p>Light bulb disposal units</p> <p>Source appropriate waste and recycling bins</p> <p>Costs TBC</p>
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** a goal for this theme must be included in a climate action plan*