

Climate Action Plan

Our school is part of the Learning in Harmony Multi Academy 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 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.



Learning in Harmony Trust's commitment to sustainability

Our mission at the Learning in Harmony 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 students' 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:

- Our schools follow school waste and recycling guidance, as supported by their local waste management contractors.
- Students and staff are encouraged to save energy through simple in-school initiatives, such as turning off lights, using thermostatic radiator valves etc.
- We offer all staff a cycle to work scheme in order to help switch to more sustainable modes of transport
- We promote walking to school through local and national initiatives and where appropriate, *School Streets* campaigns.
- We have assessed many of our buildings with funding from the Decarbonisation Funding Programme and have identified ways to improve our carbon efficiency.
- Many 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.
- Many 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.
- Two schools use biomass boilers to reduce the use of fossil fuels in energy consumption.

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.	Audit of the current lighting across all school buildings. Development of options to replace existing lighting. Purchase and installation of appropriate LED lighting. Train staff on the use of new lighting systems.	This is a rolling programme, supported by the Trust.	Site Management Team Specific costs TBC
Decarbonisation*	To reduce carbon emissions by eliminating inefficiencies and heating loss.	Assess school buildings for areas of heat loss. Develop a plan for more efficient use of existing heating e.g. through TRVs which allow the temperature to be controlled without opening windows and wasting energy. Invest in other small changes, including draft excluders.	Autumn Term <i>More significant work may require a longer term focus.</i>	Site Management Team to conduct the initial assessment, and make small changes. Costs to be included on the Premises Management Plan.

Biodiversity*	To increase biodiversity on the school's property by rewilding areas of school grounds.	Identify area(s) of the school grounds suitable for rewilding. Explore options for rewilding, including: wildflower field; insect hotels; creating a pond etc. Engage the children in this process to get their views. Develop a plan for rewilding, and invest in native plants. Eliminate the use of chemicals and pesticides within the school grounds, including discussions with contractors. Utilise spaces for education purposes, including environmental science.	Up to one year.	This project will require a small team of professionals (and children) from across the school. Costs TBC
Resilience and adaptation*	To assess risks and areas of vulnerability as a result of climate change.	Consider local environmental risks around climate change, based on the school's location. 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.	Up to one year	Time for a small team to give careful consideration to the site specific risks. Costs TBC

Climate education and green careers*	To embed climate education and sustainability in the curriculum.	Review the recommendations of the government's Curriculum and Assessment Review, planning the implementation of key changes. Use subject community meetings to explore how the curriculum is adapted to provide suitable learning opportunities about climate education and careers in this growing industry. (Key communities: Science, Geography and PSHE). Provide opportunities for children to see themselves as change-makers, through local campaigns, opportunities for cross-curricular projects or writing, and eco-clubs. Use whole school opportunities, trips and visitors to talk about global events, environmental issues and consider how individuals can take action.	Up to one year (depending on recommendations and timescales from the Curriculum and Assessment Review)	Time for curriculum leaders to work on and implement changes to the curriculum. Costs of any associated activities e.g. trips, visitors, resources.
Active and sustainable travel	To encourage all stakeholders to use sustainable travel methods in their journeys to and from work and/or school.	Promote National Walk to School Week (May 2026), and talk to pupils about healthy and sustainable ways to travel.	Up to one year.	Adaptations to the curriculum as appropriate, and sharing events/opportunities as part of staff briefings and weekly newsletters.

		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. Provide secure bike shelters on our sites so that pupils can leave their scooters and bikes when riding to and from school. Promote the cycle to work scheme with staff annually. Encourage car sharing and use of public transport when travelling to and from schools and trust meetings.		
Water conservation	To reduce unnecessary water usage and conserve water as much as possible.	Introduce pupils to the scarcity of water through assemblies and PSHE lessons, so that they understand why it is such a precious resource. Encourage pupils to make a personal pledge about their own water usage e.g. taking showers not baths, not leaving taps running etc. Ensure that leaking taps and toilets are fixed quickly through reactive maintenance.	Up to one year.	Costs TBC

		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.		
Waste management and recycling	To reduce waste and ensure that recycling is used wherever possible, including food waste.	Carry out initial analysis of waste management (with pupils) and develop a plan with the support of local contractors. 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. Share key messages with the school community.	Up to one year.	Costs TBC

** a goal for this theme must be included in a climate action plan*