



Extend Learning
Academies Network

Environmental Sustainability Policy and Action Plan 2025-2028

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Environmental Sustainability Policy and Action Plan

Introduction

Extend Learning Academies Network (ELAN) is a multi-academy trust of nine primary schools located in North Somerset, and our schools are currently at varying places along their sustainability journey. We want to motivate all of our pupils, staff and visitors to follow a forward-thinking approach towards protecting our environment - for now and for future generations, with a strategy spanning the curriculum and operations across the trust. Our aim is to reach the national mandate requiring all education settings to have a sustainability lead and a climate action plan by the end of 2025 and of carbon neutrality by 2030.

ELAN is committed to encouraging its pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment. Effective use of this policy will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that ELAN schools are as sustainable as they can be. Our Climate Action Plan aims to embed sustainability within all school strategies and learning, reduce our environmental impact and safeguard nature, public health and future generations from the impact of climate change and alignment with the Government target of becoming Net Carbon Zero by 2030.

Legislation

The ELAN Climate Action Plan has been prepared to align and support UK government regulation and international obligations. Specifically:

- The Department of Education's Strategy for Sustainability and Climate Change Strategy
- UK's 2050 net zero carbon target and de-carbonisation plan
- The Climate Change Act 2008
- The Environment Act 2021
- The DEFRA Environmental Improvement Plan
- The United Nation's Sustainable Development Goals (SDGs).

The Department of Education's Strategy for Sustainability and Climate Change Strategy

A key initiative of DfE's sustainability and climate change strategy for education is 'sustainability leadership and climate action plans'. This strategy states: *"By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan"*. This includes early years settings, schools, multi-academy trusts, colleges, and universities.

Sustainability leadership could be a group of people or an individual responsible for the development and implementation of a climate action plan.

A climate action plan is a detailed plan to enable our trust, to progress or commence sustainability initiatives.

In 2021, the UK Government issued the Net Zero Strategy: Build Back Greener, announcing that a white paper would be brought forward covering sustainability and climate change in the education sector. In April 2022, the DfE published its white paper; a summary is shown below in the table below, which highlights DfE's expectations of sustainability action in the education sector, and its content should act as a guide for the trust.

Vision	
The UK will become a world-leading education sector in sustainability and climate change by 2030.	
Strategic aims	Action areas
1 Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.	1 Climate education: - learning about the natural environment - support for teaching - learning in the natural environment
2 Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.	2 Green skills and careers: - Net zero strategy - additional support for green jobs and skills - support and guidance for green careers
3 Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.	3 Education estate and digital infrastructure: - new blocks and new builds - existing estate - resilience, adaption, access to nature and environmental conditions - heating solutions - water strategy - reporting frameworks, reporting processes and targets
4 A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.	4 Operations and supply chains
	5 International

Key Dates and Initiatives

2025: All education settings are required to have nominated a sustainability lead and a climate action plan in place.

2030: The primary goal of the Let's Go Zero campaign, which has thousands of schools signed up to become zero carbon by this year.

2050: A broader, global net-zero target for the education sector, including schools.

Our Vision

The trust has three core principles which drive its strategic and operational activities. Pursuing action on sustainability clearly aligns with these principles: this is why ELAN considers sustainability important:

We embrace individuality – *our pupils are able to make the most of their talents, be able to engage critically in current and future debates about the environment and to make a positive contribution to their communities.*

We do the right thing - *pupils develop the knowledge, skills and mindset that they will need beyond their time in school to live in a changing environment and be able to pursue sustainability action in their personal and professional lives.*

We work together - *an emphasis on working with each other and recognising the position of other people throughout the world help our pupils to develop a proper caring attitude and to understand the moral imperative to do so as caring individuals and members of a global society.*

In order to demonstrate our commitment to energy and sustainability, ELAN aims to meet its social, legal and educational responsibilities via the implementation of this policy the trust which will mirror the objectives set by the DfE.

1. **Excellence in education and skills for a changing world:**

- to promote the benefits of environmental sustainability, social responsibility and climate change within and beyond our schools
- to train our staff to:
 - understand the imperative of action in this area
 - deliver high quality sustainability education / be comfortable discussing issues with pupils
- 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
- ensure pupils have the opportunity to participate practically in both supporting and leading sustainability developments at both individual school and whole trust level
- educate pupils about green career opportunities.

2. **Net zero:**

- to reduce consumption of energy, water and physical products
- to reduce our carbon emissions across scopes 1, 2 and 3, using data to set accurate targets to reach net zero
- to limit business travel where possible and encourage sustainable travel among staff and pupils
- to increase the efficiency of the buildings and infrastructure across the estate, including water efficiency, and ensure all users are aware of behaviours required to maintain energy efficiency

- to increase the proportion of plant based, sustainably and ethically sourced menu choices and work with suppliers to reduce energy consumption and waste in our kitchens
- to include sustainability criteria as part of all procurement processes and to seek to procure goods and services from suppliers with robust and ambitious environmental management, corporate social responsibility and net zero plans in place

3. **Resilience to climate change:**

- to increase the resilience of school buildings, grounds and community to the demands of a changing climate, i.e., flooding, extreme cold and excessive heat, in order to ensure that education is unaffected by climate change and severe weather

4. **A better environment for future generations:**

- To increase biodiversity across the trust estate and ensure grounds maintenance supports this aim
- to improve air quality
- to improve access to, and connection with, nature in and around our estate
- to reduce production of waste, the proportion being sent to landfill and increase re-use and recycling

Responsibilities

The strategic aims set out what the trust hopes to achieve. The delivery of these strategic aims will be delegated to each school as far as possible, with structures in place to ensure accountability. The trust will also play an important role to guide and coordinate action, aid knowledge sharing and innovation, and provide further resources. There will be some aspects on which only the trust can make progress on, e.g. procurement, capital expenditure. This section specifies the responsibilities of each school, and the trust.

Trust-level

The Trust Board are committed to continually improve its environmental performance whilst still maintaining high standards of health and safety and acceptable levels of comfort for all building users. The trust will identify a trust sustainability lead. They will provide leadership at an operational level. This will involve:

- ensuring this policy is widely communicated and updated as and when required, or at least annually.
- communication is provided regularly to the whole trust community, informing them of the progress made and ways to improve.
- creating a central team sustainability group to include representatives from finance, operations and estate management; the aim of this group will be to make progress on issues not possible at a school-level

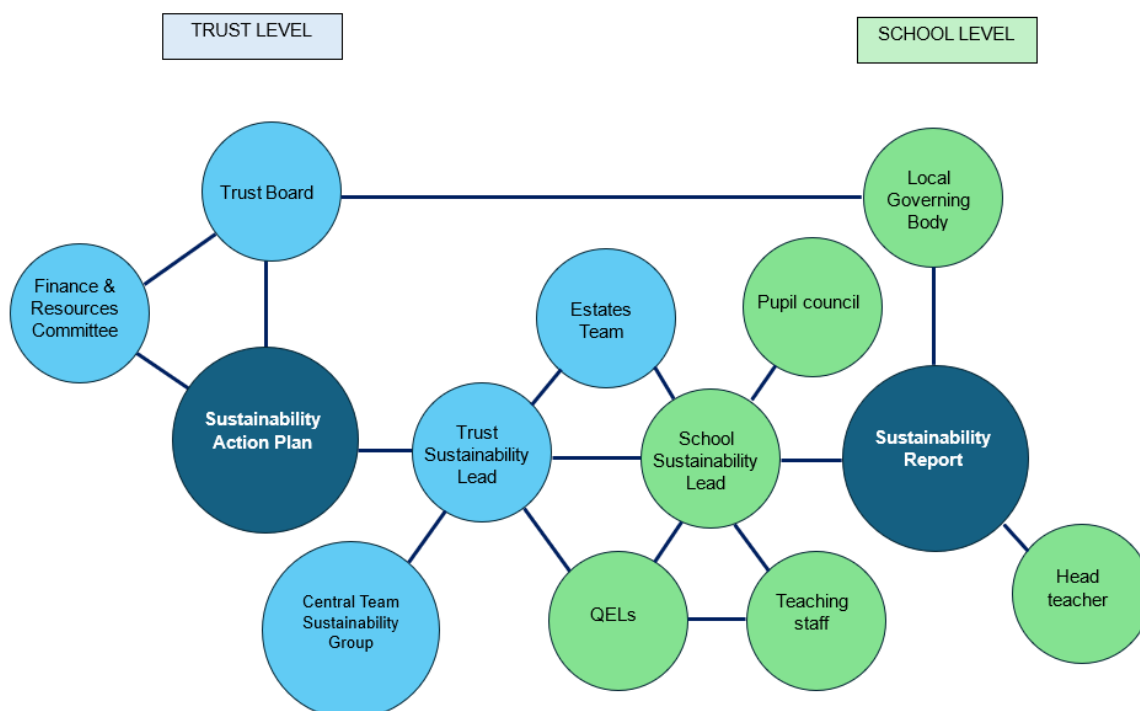
- supporting schools with their sustainability efforts to bring an awareness of sustainability to the forefront of our education, not only in our taught curriculum but around school, in our extra-curricular activities and general ethos
- will set an energy performance improvement target, then regularly monitor and evaluate energy use in order to establish a baseline, measure improvements and identify priority areas
- will develop an energy and sustainability action plan for the trust that provides a clear roadmap for its schools to achieving the Government's Net Carbon Zero target. This will be presented in a way that ensures the whole school understands it and is aware of the actions, including their individual responsibilities.
- will deliver the energy and sustainability action plan through the following workstreams:
 - energy procurement - wherever possible, obtaining energy from renewable sources
 - energy consumption reduction - reducing fuel consumption through the introduction of energy-efficient technologies and measures. This will also include self-generation of energy through installation of on-site renewable technology.
 - behavioural change - increasing awareness of energy and sustainability issues and encouraging all members of the trust to help reduce energy consumption whenever they can
 - sustainable development - ensuring that the highest energy-efficient design standards are adopted in all new buildings built on trust land
- will ensure that any actions agreed upon are implemented in an efficient and timely manner.

School-level

Each school will nominate a sustainability lead. Whilst Headteachers hold ultimate responsibility, the sustainability lead will be responsible for creating, and overseeing the delivery, of the school sustainability action plan. This should detail how progress will be made towards each of the trust sustainability strategic aims. In some schools, the most appropriate format for the short-term plan may be as a section contained within the larger school development plan. The sustainability action plan should be published on the school's website and shared with the central trust.

Each school's Local Governing Body will nominate a governor with oversight for sustainability. They will liaise with the school sustainability lead, and others as appropriate. The primary source of accountability will come toward the end of the academic year, when each school, through its sustainability lead, will report on progress against their sustainability action plan. In this way, the Local Governing Body and Trust Board will be able to monitor progress. This report should be added to the school's website.

The anticipated relationship between trust-level and school-level arrangements are shown below:



Our Strategy - Trust immediate actions:

The ELAN Climate Action Plan (ECAP) focuses on four main areas of development as recognised by the DfE's Strategy for Sustainability and Climate Change, which must include at least one action from these four key areas:

1. Decarbonisation
2. Climate Education and Green Careers
3. Adaptation and Resilience
4. Biodiversity

These objectives have also been aligned with ELAN Estates Strategic Plan 2025-2028. The plan is spread over the next three years and will be reviewed and updated annually. It will develop with the collection and refinement of the baseline data identified and evolve with input from the central team sustainability group.

In order to ensure the success of the ECAP, a culture of sustainability needs to be established and embedded in everything that we do. The role of school sustainability leaders, supported by the central team are paramount to achieving our ambitious CAP. Therefore, the first action by our schools will be to appoint sustainability leaders at school level and pupil involvement. The central team sustainability group will work collaboratively to shape the baseline data requirements needed to make and measure effective change to design a clear communication strategy to ensure all stakeholders buy in with the ECAP.

Climate Change and Carbon Reduction Commitment

Our carbon footprint (CO₂e) is represented by the emissions associated with the energy and water used across our schools, fuel used by our vehicles and business travel.

At the current time there are no compulsory CO2 emissions limits or targets for schools and academies to comply with. Statutory requirements relate only to measurement and reporting as set out below:

Streamlined Energy and Carbon Reporting (SECR) requirements

The Companies (Directors' Report) and Limited Liability Partnerships (Energy and Carbon Report) Regulations 2018 came into force on 1 April 2019 and apply to financial years starting on or after 1 April 2019. The legislation is aimed at tracking progress to the government's carbon reduction targets.

The regulations require academy Trusts from their financial year 2019 – 2020 to report their greenhouse gas emissions under the Streamlined Energy and Carbon Reporting (SECR) requirements.

Carbon emissions are reported in the following way:

Scope 1 (Directly controlled emissions)

- The GHG (greenhouse gas) emissions from the fossil fuel used to heat the buildings across all schools.
- The GHG emissions associated with the fuel (petrol and diesel) used by our own vehicles (minibuses).

Scope 2 (Emissions from grid electricity)

- The GHG emissions associated with grid electricity we buy and use across our schools.

Scope 3 (Indirect emissions)

- The GHG emissions associated with our business travel.

We may report

- The GHG emissions associated with the water used across our schools.
- The GHG emissions associated with resources purchased and waste produced.

Current position and progress to date

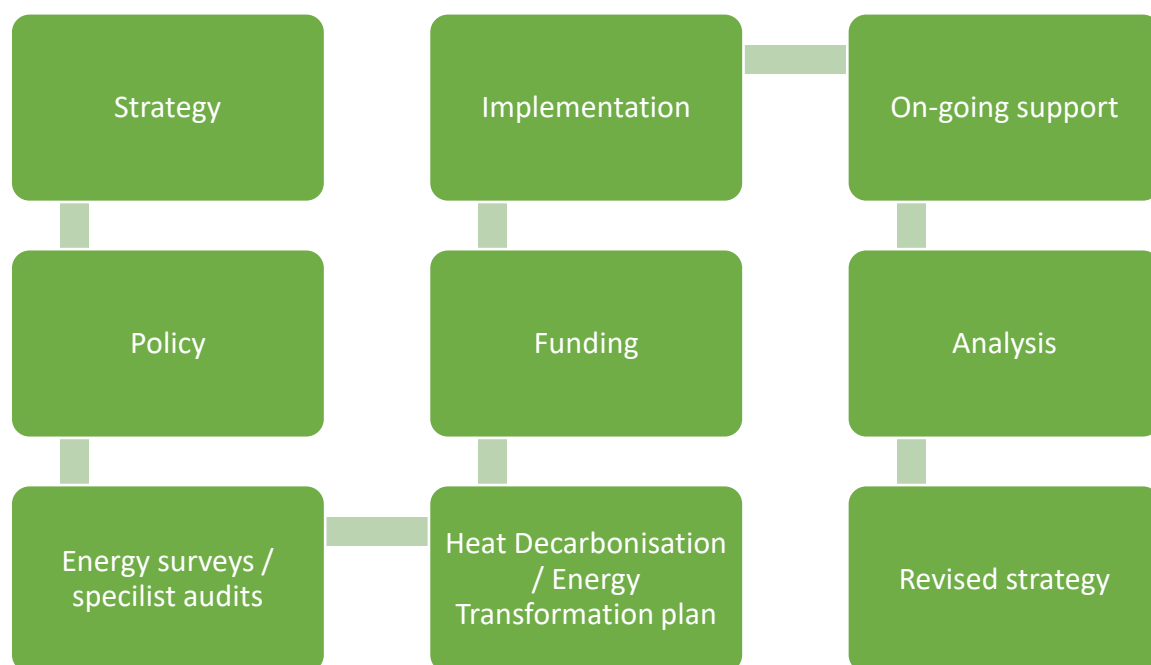
We have gained an understanding of the extent of our scope 3 emissions throughout 2024-2025 and have begun tackling reductions in key areas, i.e., waste and photocopying. We will seek to further secure reductions in water, paper usage and improving waste management via our new contracted waste collection service.

Our three-year plan details our immediate responses to the risks posed to the planet and our lives due to human induced climate change. We aim to deliver a net-zero carbon footprint by 2050 at the latest and if possible, much sooner than that. This target will be embedded into our longer-term, more ambitious strategy that we will develop over the next 3 years.

Decarbonisation plan

In order to reduce emissions in scopes 1 and 2, a plan for the decarbonisation of our operations is required.

The process for delivery of the decarbonisation plan is represented below. The constituent parts feed into a cyclical process of continuous improvement towards decarbonisation.



Energy surveys focussing on behaviour (culture and curriculum) will determine the energy transformation (behavioural changes required to reduce consumption) and energy audits focusing on the fabric of each building (school) will inform decarbonisation plans, which will, in turn, inform the estate management plan and enable prioritisation and scheduling of required works over time. External funding will be sought to support the strategy, in addition to our capital works budget.

Environmental Sustainability Action Plan (ESAP)

The details of our approach to environmental sustainability are set out in our action plan detailed in Appendix 1.

The ESAP provides the framework against which we will monitor and manage all significant areas in which we interact with the environment and improve our environmental performance over the next three years.

Appendix 1: Environmental Sustainability Action Plan (ESAP)

Objective 1: Decarbonisation

Baseline (2024-25)

Energy & emissions by site	Sum of KWh	Carbon Footprint tCO ₂ e	DEC Rating
Banwell	121,649	103.25	D
Bournville	568,889	449.94	D
Locking	265,625	261.97	C
Mead Vale	152,752	538.06	C
Mendip Green	413,833	473.76	D
Milton Park	375,546	379.76	C
Oldmixon	189,104	190.55	D
Walliscote	162,923	245.69	C
Windwhistle	287,683	297.28	D

't CO₂e' or 'CO₂e' tonnes mean 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect

Carbon Footprint	Energy & Utilities (%)	Transport (%)	Food & Drink (%)	Purchases (%)
Banwell	28	33*	6	33
Bournville	28	34	8	29
Locking	24	30	14	32
Mead Vale	10	63	9	17
Mendip Green	21	35	11	33
Milton Park	23	35	16	26
Oldmixon	19	32	11	38
Walliscote	16	32	18	34
Windwhistle	24	33	10	33

*No school return, national average data used

The carbon footprint, broken down (Feb 2025):

Operational area	Scope	Breakdown	BWP	BPS	LPS	MVP	MGP	MMP	OPS	WAL	WWP
Energy & Utilities	1	Fuel usage	18%	22%	15%	5%	13%	15%	8%	10%	9%
	2	Electricity usage	10%	6%	8%	5%	7%	7%	10%	5%	14%
	3	Waste usage	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
	3	Water usage	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Transport	1	School vehicles	0%	<1%	0%	0%	0%	0%	0%	0%	0%
	3	School trips	2%	0%	2%	1%	2%	2%	2%	2%	2%
	3	Pupil commuting	20%	20%	17%	42%	21%	20%	21%	20%	18%
	3	Staff commuting	11%	13%	11%	20%	11%	13%	9%	10%	12%
Food	3	Food	6%	8%	14%	9%	11%	16%	11%	18%	10%
Purchasing & Uniform	3	Purchasing	6%	5%	9%	4%	5%	5%	9%	6%	7%
	Out of scope	Uniform	27%	24%	24%	13%	29%	21%	29%	28%	25%

Aim: To reduce carbon emissions and develop greener procurement solutions and develop a circular economy Objectives:

- Install Energy Monitoring System
- Commission Heat Decarbonisation Plans for all schools

- Retrofit and upgrade buildings
- Launch behavioural change programs
- Promote low carbon transport
- Produce list of green suppliers
- Increase Trust wide procurement solutions
- Improve waste management including trade refuse, water, food, technology
- Improve digital infrastructure
- Review catering solutions

Climate Action Plan Objective 1: Decarbonisation				
Aim: To reduce carbon emissions, educate pupils and staff and embed positive culture and understanding of the impact of our actions by 2050 and develop a circular economy.				
	Action	Responsibility	Year	Impact
1.1	Install Energy Monitoring System			
1	Continue to install energy monitoring system or access current Smart to record half hourly data for electricity consumption (gas and water current infrastructure does not support this).	CF / JD	1	Increased energy- efficiency across the whole school
2	Analyse data and identify areas for improvement e.g., any heating that is left on over the weekend.	JD and site operatives	1	Increased use of renewable energy sources on the school site, commitment to this.
3	Implement quick win resolutions identified immediately e.g., ensure all heating is off when building not in use.	Site operatives	1	
5	Review technology available in schools to share data i.e., television screens/ smart boards.	IT Strategy Group	1	There is a positive culture and influenced behaviour change around reducing energy use in staff, pupils and parents
1.2	Commission Heat Decarbonisation Plans			
1	Engage consultancy to design Heat Decarbonisation Plans for all sites subject to receipt of Public Sector Low Carbon Skills Funding (LCSF).	CF	2	Premises and facilities opportunities maximised on all sites.
2	To complete Keep Britain Tidy (Count Your Carbon) Carbon Footprint calculator tool to assist with analysing data (includes transport, waste and procurement).	CF	1-3	Inspirational learning environments throughout all our schools All schools carbon and water neutral.
1.3	Retro fit and upgrade academies			
1	Use Energy Audit to identify areas of improvement and use monitoring system to analyse the impact once implemented.		3	Premises and facilities opportunities maximised on all sites.
2	Replace traditional boilers with low carbon options subject to feasibility assessment and PSDS funding (or CIF).		3-5	Inspirational learning environments throughout all our schools
3	Replace all lighting with LED lights by 2030 – Use part of annual capital funding.	CF / AB	1-3	
4	Install solar panels on all school roofs. Continue to work with Burnham and Weston Energy.	CF / AB	1-2	Electricity is sourced from our own solar panels
1.4	Launch behavioural change programs			
	Develop and launch awareness campaigns e.g., turn off lights, shut doors and windows.	Schools	1	All children make a positive contribution towards school, society and the environment, all children participate in activities beyond the formal curriculum.
	Use energy monitoring system to measure and share data.	JD / Schools	1	Fully utilised for efficiency and educational purposes Culture and climate of transparency and respectful communication throughout

				the Trust, Pupils, staff, governors and parents/carers feel a sense of belonging to ELAN.
1.5	Promote low transport emissions			
1	Encourage walk/cycle school e.g., Sustrans, Cycle to School, Living Streets. Encourage walk/cycle school e.g., Sustrans, Cycle to School, Living Streets.	Schools – with North Somerset lead	1	All children have the knowledge, strategies and resilience to support a healthy mind and body.
2	Recognise the effect emissions has on the environment through teaching across the curriculum.	Schools	1-3	All children make a positive contribution towards school, society and the environment, all children participate in activities beyond the formal curriculum. Encourage journeys taken by walking, cycling and public transport. Create a positive culture and behaviour change around transport use. Walk to school weeks and initiatives increase this and less pupils are driven to school
3	School trips: Local visits and residential monitored – at least 1 non – transport local visit a year per year group. Residential are local – reduces carbon footprint and emissions effect.	Schools	1-3	
1.6	Produce list of green suppliers			
1	Research and define criteria to assess suppliers on commitment to reducing their carbon emissions, energy efficiency, waste management and compliance with environmental regulations e.g., for office machinery look for Energy Star label, for kitchen equipment look for A-G energy rating.	Estates management team	1	Joint procurement opportunities maximised.
2	Research system to measure environmental impact of products offered including manufacturing, distribution, use and disposal.	Estates management team	1	
3	Research system to evaluate durability, reparability, and recyclability of products to maximise lifespan and reduce waste.	Estates management team	1	
4	Compile a comprehensive list of preferred green suppliers once research completed.	Estates management team	1	
1.7	Increase Trust Wide procurement solutions			
1	Increase Trust wide procurement for supplies e.g., paper, stationery, IT, waste, energy to buy in bulk to reduce carbon footprint and create cost savings by increased purchase power.	School admin and central team	1	Joint procurement opportunities maximised.
2	Include sustainability criteria to procurement tender or purchasing process. Update finance policy	AB	1	
1.8	Improve waste management including trade refuse, food, technology			
1	Research recycling options for all schools at Trust level and review food and mixed recycling collections already in place. Reduce trade refuse collections.	JD	2	We significantly reduce the amount of waste produced on the school site
2	Develop effective waste segregation by ensuring all schools have clearly labelled recycling bins.	JD / Schools	1	
3	Ban single use plastic – Look at Plastic Free Schools campaign (Surfers Against Sewage).	Schools / Catering	2	Influence behaviour changes and create a positive culture around reducing waste and overconsumption of resources by all stakeholders.
4	Research composting programs for food waste and implement where feasible.	JD	2	
5	Reduce land fill by setting up a sharing platform within Trust before throwing out unwanted items or donate to recycling organisations.	JD / Schools	2	Develop knowledge around waste and resource overconsumption and how they link to the climate and ecological emergency through our curriculum and information for parents
6	Brainstorm how to educate and engage pupils, staff, cleaners and caterers on the importance of recycling understand the issues or contaminated recycling collections.	JD / Schools	2	
1.9	Improve digital structure			

1	Research to manage and improve digital structure for whole Trust to reduce paper, improve remote working and improve communication.	IT Strategy Group	On-going	Technology fully utilised for efficiency and educational purposes
2	Move to cloud-based solutions and reduce carbon emissions by removing servers (ensuring DFE security compliance and back up).	IT Strategy Group	On-going	Joint procurement opportunities maximised.
3	Ensure hardware and devices are appropriate, durable, energy efficient and can be recycled. Include recycled refurbished technology in procurement process.	IT Strategy Group	1	
1..10	Review Catering solutions			
1	Reduce food waste by reviewing menus. Weigh food daily and record. Work together to reduce waste.	Catering Operations Manager	1	Premises and facilities opportunities maximised on all sites.
2	Introduce more plant-based food options. Explore getting free advice and training from organisations such as the ProVeg school plates programme who promote healthier, more sustainable and cost-effective menus. Research Carbon labelling menu e.g., Food Steps Program.	Catering Operations Manager	1	Joint procurement opportunities maximised.
3	Prioritise use of local produce and sustainably sourced materials. Streamline suppliers to cover all catering aspects e.g., supply food and cleaning products.	Catering Operations Manager	2	
4	Replace single use plastic including cling film with replace with reusable alternatives.	Catering Operations Manager	1	
5	Research and join programmes to give any leftover food to community projects.	Catering Operations Manager	1	

Objective 2: Climate Education, Green Skills and Careers

By implementing a comprehensive climate action plan that integrates education, skills development, and career exploration, ELAN schools can empower pupils to become knowledgeable, skilled, and proactive agents of change in addressing the climate crisis and building a more sustainable and resilient future for themselves and their communities.

Baseline:

School	Eco School Green Flag Accreditation	Eco Club	National Nature Park	CPD	Website
Banwell	x	x	x	x	
Bournville	-	-	-	-	
Locking	x	✓	x	x	
Mead Vale	-	-	-	-	
Mendip Green	✓	✓	x	x	
Milton Park	x	x	x	x	
Oldmixon	-	-	-	-	
Walliscote	x	x	x	x	
Windwhistle	-	-	-	-	

Aim: To embed climate education into teaching, support staff to deliver engaging lessons and prepare and empower future generations to build a more sustainable future.

Objectives:

- Achieve Green Flag certification or equivalent
- Offer an Eco Club or similar
- Integrate Climate Education into the curriculum

- Provide professional development opportunities for all staff.

Climate Action Plan Objective 2: Climate Education, Green Skills and Careers				
Aim: To embed climate education into teaching, support staff to deliver engaging lessons and prepare and empower future generations to build a more sustainable future.				
Objective	Action	Responsibility	Year	Impact
2.1	Achieve Eco School Green Flag accreditation. The Green Flag Award is a visible indication of a school's commitment to Learning for Sustainability and an internationally recognised accreditation for excellence in sustainable education.			
1	Set up an after school, lunch time, Sustainability club/council for pupils to learn more about sustainability and climate change and implement academy wide initiative such as waste reduction, energy consumption.	Sustainability Committee / Sustainability Leads	1	All children enjoy school and have excellent attendance.
2	Sign up to Eco Schools https://www.eco-schools.org.uk/about/what-is-eco-schools/	School Sustainability Lead	1	All children have the knowledge, strategies and resilience to support a healthy mind and body. All children make a positive contribution towards school, society and the environment
3	Complete the Eco Schools Green flag application form with pupils and submit online	School Sustainability Lead and pupils	1	
				All children participate in activities beyond the formal curriculum.
2.2	Integrate Climate Education into the curriculum			
1	Research integrating climate change education into the curriculum across various subjects e.g., science, geography, using for example Ministry of Eco Education, Teach the Future.	Sustainability Committee / ExtEd / Subject Leads	3	Teachers are confidence in teaching about climate change and it is importance into the curriculum.
2	Individual schools to sign up to https://www.educationnaturepark.org.uk/ for lesson plans.	Sustainability Committee / ExtEd / Subject Leads	3	Pupils have strong knowledge and skills relating to climate change
				Pupil's knowledge and skills relating to climate justice increases.
				Empower and enabling young people to take climate action is part of the school's culture.
				All children participate in activities beyond the formal curriculum
2.3	Provide professional development opportunities for all staff			
1	Research outside agencies to deliver Sustainability and Green Skills training to all staff.	ExtEd	2	Train and retain Leaders who are committed to their own and others' continual development.
2	Research apprenticeships for staff regarding climate change e.g. carbon literacy training, climate fresh	HR	2	

Objective 3: Adaptation and Resilience

Baseline: To be populated

Aim: Reduce risk of flooding and overheating and to future-proof scarce resources for potential shortages

Objectives: Reduce risk of flooding and overheating and to future-proof scarce resources for potential shortages

- Adaptation for excessive heat
- Adaptation and resilience to water shortage

- Adaptation and resilience to floods.

Climate Action Plan Objective 3: Adaptation and Resilience				
Aim: Reduce risk of flooding and overheating and to future-proof scarce resources for potential shortages				
Objective	Action	Responsibility	Year	Link to Trust Strategy Plan
3.1	Adaptation for Excessive heat			
1	Review and research DfE guidance on hot weather - Joint union heatwave protocol - National Education Union (neu.org.uk) - DfE Hot Weather Guidance	CF	2	Premises and facilities opportunities maximised on all sites.
2	Investigate external shading – Slats outside windows/ awnings/ films.	CF	2	Schools are resilient to weather and adverse conditions, minimising the risk of closure
3	Build shaded areas on playgrounds, research funding from Learning Through Landscapes Climate 180 project.	CF / AB	1	
3.2	Adaptation and resilience to water shortage			
1	Water and sewage education with Wessex Water https://www.wessexwater.co.uk/visit-and-learn/education	School Sustainability Lead	2	Premises and facilities opportunities maximised on all sites.
2	Investigate use of water butts (mindful of legionella risks)	JD / Site Operatives	2	Schools are resilient to weather and adverse conditions, minimising the risk of closure
1.3	Adaptation and resilience to Floods			
1	Check Schools not on Flood plain.	CF	1	Premises and facilities opportunities maximised on all sites. Schools are resilient to weather and adverse conditions, minimising the risk of closure
2	Review drainage issues/ flooding that could be caused by flash floods. Ensure our school sites can cope with more extreme weather.	CF / SW	2	

Objective 4: Biodiversity

Baseline:

School	Whole site m2	Green spaces m2	% of Green spaces	National Education Nature Park Mapping	Eco school environmental review scores
Banwell	-	-	-	-	-
Locking	-	-	-	-	-
Mead Vale	-	-	-	-	-
Mendip Green	-	-	-	-	-
Milton Park	-	-	-	-	-
Oldmixon	-	-	-	-	-
Walliscote	-	-	-	-	-
Windwhistle	-	-	-	-	-

Aim: To develop our outside spaces to encourage and support wildlife and plants.

Objectives: Engage in the National Education Nature Park and enrol for a Climate Action Award

- Academy Biodiversity Initiatives
- Community Engagement
- Monitor

Climate Action Plan Objective 4: Biodiversity				
Aim: Engage in the National Education Nature Park and enrol for a Climate Action Award				
Objective	Action	Responsibility	Year	Link to Trust Strategy Plan
4.1	Engage in the National Education Nature Park and enrol for a Climate Action Award.			
1	Map schools onto National Education Nature Park which aims to create a network of green spaces in schools, nurseries and colleges across the UK and map wildlife habitat.	Sustainability Committee / School Sustainability Lead	1	Governance and Leadership: ELAN actively engaged in local and national education and/or community development. Green space on the school site or nearby are maximised and utilised across school, including those in the local area. Connect pupils and staff with nature Pupils love of the outdoors Trips and visits promote biodiversity Knowledge and skills relating to biodiversity and growing/gardening is strong and progressive in pupils
2	ELAN schools share resources and engage pupils. Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces.	Sustainability Committee / School Sustainability Lead	1 / 2	
3	Enrol for DfE Climate Action Award once developed and available.	Sustainability Committee / School Sustainability Lead	3	

Appendix 2 – Recently Completed Energy Efficiency Projects

Project title / description	School
Roofing replacement including insulation (Block A part)	Oldmixon
Roofing replacement including insulation (Block A)	Locking

Appendix 3 – Planned Energy Efficiency Projects 2025-26

Project Title / Description	School	Project Cost (£)	Projected Annual Savings	
			Electricity (kWh)	Gas (kWh)
Solar project	Banwell, Bournville, Locking, Mead Vale, Mendip Green, Milton Park, Oldmixon and Windwhistle	1.5m		
Heating system and boiler replacement	Banwell	675,312		
	Mead Vale	758,073		