

An Daras Trust Sustainability Action Plan/ Strategy

Trust Academy Improvement Plan 25-26

Environmental Sustainability e.g. implement energy-saving initiatives across all schools, promote environmental awareness and responsibility among staff, reduce energy cost per pupil year on year.

Appendix- Annual Carbon Footprint Information per school/ site

Appendix- Individual School Sustainability Actions Plans focusing on curriculum and pupil developments

Appendix- Trust Sustainability Charter

AN DARAS TRUST BELIEVES THAT IF THE PURPOSE OF EDUCATION IS TO PREPARE AND EQUIP CHILDREN WITH THE KNOWLEDGE AND SKILLS FOR FUTURE LIFE THEN AN DARAS TRUST MUST OPERATE TO BUILD A CONSISTENTLY HEALTHIER AND MORE SUSTAINABLE FUTURE WITHIN OUR ORGANISATION CONSIDERING THE UNITED NATION 17 SUSTAINABILITY GOALS - [THE 17 GOALS | Sustainable Development](#)

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Decarbonisation - human actions that reduce greenhouse gas emissions (e.g. carbon dioxide) from human activity

Our Vision (how can you reduce emissions and support students to be part of the transition to net zero?):

Education settings should aim to reduce emissions and support students to be part of the transition to net zero.

Scope 1- emissions from sources that an education setting owns or controls directly. Examples: school facilities and owned vehicles.

Scope 2- emissions that an education setting causes indirectly when the energy it purchases and uses is produced. Examples: purchased electricity, heating and cooling.

Scope 3- emissions that education settings are indirectly responsible for. Examples: student and staff travel, purchased good and services, capital goods, waste, investments, use and processing of sold products, and data storage and digital servers.

Multi-academy trusts are expected to include emissions from scopes 1 & 2 within ESG reporting.

Action Explain Context Outcomes	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required Achieving Capacity	Target/ Measure Expected Impact Measures	Progress (Update at regular review points)
<p>To reduce waste and encourage reuse and recycling practices across the schools- Focus on Food Waste</p> <p>To have food bins or compost their food waste on site</p> <p><i>Simpler Recycling legislation where all businesses in England with 10 or more full-time employees will have to separate plastic, paper, card, glass, metals and food</i></p>	AIP 4B	<p>Operations</p> <p>School Leaders (EHTS/ HTS)</p>	<p>Start date: March 25</p> <p>Review Date: March 26</p>	<p>External Contractor collecting food waste from April 25. Implemented 'Simpler Recycling' Biffa. All sites.</p> <p>School Leaders organise internal bins.</p> <p>Schools/ Catering Contractors to measure food waste to reduce. Adapt menus to reduce waste.</p>	<p>Catering Contractors to report reduction in food waste April to July 25 (and each following term)</p> <p>Schools 'Count your Carbon Footprint measure' to show</p>	

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<i>waste from general waste from 31st March 2025 or risk a fine.</i>				<p>School Leaders to establish composting practices for food waste.</p> <p>Schools continue to recycle paper/ plastic as previously.</p> <p>Trust/ Schools Leader to consider single use plastics recycling options/ reducing single used plastic items.</p> <p>Schools to support PTFA to implement PTFA Sustainability charter.</p> <p>School 'Sustainability/ ECO pupil teams' to measure and track food waste data.</p> <p>Reduce carbon footprint by purchasing seasonal produce, growing own, and ensuring plant- based meals on offer.</p> <p>Useful links: Educational Activities: Sustainable Practices - Biffa</p> <p>Revealed: Office workers throw away enough food per week to charge a mobile phone 13 times - Biffa</p> <p>Home - ProVeg UK</p>	<p>reductions by January 26 (12months since last footprint data)</p>	
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<p>To ensure the Trust organisation adopts sustainable procurement practices</p>	<p>AIP 4B</p>	<p>Finance</p> <p>Operations.</p> <p>Training for School Admin.</p> <p>School Leaders (EHTS/ HTS)</p>	<p>Start date: April 25</p> <p>Review Date: April 26</p>	<p>CFO to ensure sustainability procurement procedures are in place and actively used by the finance team.</p> <p>School leaders/ teachers/ admin to use Trust guidance documents on sustainable procurement when sourcing own resources and supporting fostering reuse of products.</p> <p>Admin Sustainability Training for admin staff to include focus on sustainable procurement.</p> <p>Reviewing sustainable products. Feedback from trials within schools.</p> <p>Useful links: Education Procurement Shared Service Procurement Management</p>	<p>Sustainable Procurement embedded across the Trust July 26</p> <p>CFO produce sustainable procurement practices/ produced by July 26 and in place at all schools.</p>	
<p>To ensure contractors/ local companies and suppliers have adopted Sustainable practices</p>	<p>AIP 4B</p>	<p>COO/ CFO</p> <p>School Leaders (EHTS/ HTS)</p>	<p>Start date: April 25</p> <p>Review Date: April 26</p>	<p>CFO/ COO to ensure sustainability procurement procedures are in place and actively used by Trust Central team.</p> <p>School leaders/ teachers/ admin to use Trust guidance documents on sustainable</p>	<p>Sustainable Procurement embedded across the Trust July 26</p> <p>CFO produce sustainable procurement practices/ produced</p>	

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				<p>procurement when sourcing external companies.</p> <p>Admin Sustainability Training for admin staff to include focus on sustainable practice.</p> <p>Useful links: Education Procurement Shared Service Procurement Management</p>	by July 26 and in place at all schools.	
To have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting	AIP 4B	<p>Operations</p> <p>School Leaders (EHTS/ HTS)</p>	<p>Start date: September 25</p> <p>Review Date: January 2026</p>	<p>Carbon Footprint data from most schools show a high carbon footprint in both staff and pupil travel.</p> <p>Known barrier in most staff commutes are further beyond school and staff are limited with other transport options.</p> <p>Trust to support staff with car sharing and consideration of EV chargers to support Electric vehicle access (where school car parks allow).</p> <p>Trust to reduce travel requirements between schools through online meetings/ online training for both pupils and staff.</p> <p>Continued focus on student travel. Encouraging parents to</p>	Some reduction in carbon footprint from Travel by January 2026/ continued to be monitored at each footprint review.	

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				<p>walk with pupils from home/ or nearby to school to reduce school traffic.</p> <p>Continued school pupil projects with Air Quality focus in Launceston.</p> <p>Employers cycle to work Scheme.</p> <p>Useful links: Walk to School Week</p>		
To continue to retrofit the estate (s) and improve energy efficiency (insulation buildings)	AIP 4B	<p>Operations</p> <p>Estate Manager</p> <p>Finance</p>	<p>Start date: September 25</p> <p>Review Date: July 25</p>	<p>Review of current retrofit and positive impact.</p> <p>Explore options for retrofit to reduce areas of carbon footprint for schools.</p> <p>Plan for future retrofit and funding options.</p> <p>In 25026- LED Lights replacement at Lewannick/ St Catherines. All replacements are LED.</p> <p>Useful links: Regularly liaise with UKSSN network.</p>	<p>Some reduction in carbon footprint July 2026.</p> <p>Most schools have LED Lights.</p>	
To reduce the total carbon emissions of the education settings operations	AIP 4B	<p>Operations</p> <p>Estate Manager</p> <p>Finance</p>	<p>Start date: April 25</p> <p>Review Date: July 26</p>	<p>COO to review total carbon emissions for the estate. Using recent schools carbon footprint information to inform</p>	<p>Some reduction in carbon footprint July 2026.</p>	

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To continue to improve the efficiency of the education settings buildings			Continued termly review	<p>where emissions can be reduced.</p> <p>Use of Display Energy Certificate to inform practice.</p> <p>Continued use of energy electric. Green Energy Tariff used for most/ all schools as contracts renew.</p> <p>Liaise with SouthWest Carbon Net Zero Hub/ other to explore grant options.</p> <p>Work with Solar for Schools to establish solar panels on one Cornwall schools/ and continue.</p> <p>Support schools to reduce heating where not needed and monitor usage with smart meters regularly to reduce wastage and encourage active pupil monitoring with the curriculum/ Eco Teams.</p> <p>Useful links: Regularly liaise with UKSSN network.</p> <p>Peer networks with Operations Teams in South West.</p>	<p>All schools on Green tariff for Energy use.</p> <p>Reduction in energy usage within schools.</p>	
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Adaptation and Resilience- Adaptation refers to action taken, or behaviour change, to protect ourselves and our environment from impacts of climate change such as more extreme weathers.

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Our Vision (how can you adapt your buildings and systems to prepare for the effects of climate change?):

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
To undertake an assessment of climate and weather risks for each site	AIP 4B	<p>COO- Operations</p> <p>Schools Leaders (EHTS HTS)- Curriculum</p>	<p>Start date: Sept 25</p> <p>Review Date: July 25</p>	<p>Following assessment. COO to share information with school leaders/ Trust working party.</p> <p>Adaptions include gutters and drain are cleaned for regularly cleaned.</p> <p>Sites have shading available for pupils.</p> <p>Adaption incorporating in the curriculum (awareness).</p> <p>In school risk for use of site in curriculum activities.</p> <p>Useful links: How Schools and Early Years Settings can Adapt to Climate Change London City Hall</p> <p>LCLIP: Local Climate Impacts Profile UKCIP</p>	<p>By July 26 ensure that all schools have a clear understanding of assessment risk associated with climate and weather.</p> <p>By July 26 Curriculum adaptations made to ensure taught to pupils within the curriculum.</p>	

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To ensure the Education setting has a clear plan of action in the event of a heat wave or flood	AIP 4B	COO- Operations Schools Leaders (EHTS/ HTs)	Start date: April 25 Review Date: July 25	<p>For Trust to use information on how the local climate might look like in the future and how these extreme events might change and consider the impact on schools.</p> <p>To ensure a clarity of responsibility in preparing for and responding to climate events at schools.</p> <p>To ensure vulnerable staff and pupils are considered in planning and appropriate risk assessments are in place.</p> <p>Information to be shared appropriately with pupils and parents.</p> <p>At risk schools: Lewtrenchard and Princetown. Risk Assessment and Insurance in place. Risk register in relation to school roads and school access.</p> <p>In school risk assessment, following Health and Safety</p>	By July 25 Trust to have a robust plan in the event of a climate event at our schools' sites.	
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				<p>guidance extreme weather e.g. hats/ sun cream/ cancel events/ school closures.</p> <p>Useful links: Check the long term flood risk for an area in England - GOV.UK</p> <p>Flood map for planning - GOV.UK</p> <p>ClimateJust</p> <p>What will climate change look like in your area? - BBC News</p>		
<p>To ensure that any important infrastructure that the setting needs to remain operational, or is high cost is protected in a climate event e.g. IT equipment, boiler, or other specialist equipment</p>	AIP 4B	<p>COO- Operations</p> <p>Schools Leaders (EHTS/ HTs)</p>	<p>Start date: April 25</p> <p>Review Date: July 25</p>	<p>To ensure a clarity of responsibility in preparing for and responding to climate events at schools.</p> <p>To have risk assessments in place to support protection of high-risk equipment.</p> <p>To ensure all involved are clear about operational procedures to protected high risk equipment.</p>	<p>By July 25 Trust to have a robust plan in the event of a climate event at our schools' sites to protect high risk equipment.</p>	

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				<p>To have preventive measures in place to protect high risk equipment.</p> <p>School Emergency Action Plans.</p> <p>Cyber Security Risk Assessment e.g. items saved on Cloud.</p> <p>Schools needs to follow Energy Checklist and ensure equipment in sleep/ off when not in use.</p> <p>Reduction of emails.</p> <p>Useful links: LCLIP: Local Climate Impacts Profile UKCIP</p>		
To ensure aspects of the education settings life that could be affected by these hazards are avoided to reduce damages and operations	AIP 4B	COO- Operations Schools Leaders (EHTS/ HTs)	<p>Start date: April 25</p> <p>Review Date: July 25</p>	<p>Contractors located identified roof issues e.g. Coads Green/ Callington/ Werrington/ Windmill.</p> <p>COO worked towards SIF bids.</p> <p>Replacement of roof slates. Internal staff are monitoring the sites in the event of/ after extreme weathers.</p>	By July 25 Trust to have a robust plan in the event of a climate event at our schools sites to protect high risk equipment.	

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				<p>Responding/ Pro-active to weather.</p> <p>Monitoring the Radon alarms and Radon fans within sites.</p> <p>Continued Tree Management completed prior to winter to reduce risk.</p> <p>Useful links: LCLIP: Local Climate Impacts Profile UKCIP</p>		
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Biodiversity - Biodiversity is the variability among living organisms within ecosystems and the ecosystems of which they are a part

Our Vision (*how can you enhance biodiversity, improve air quality and increase access to, and connection with, nature?*):

Education settings should aim to enhance biodiversity, improve air quality and increase access to, and connection with, nature.

Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
To map out recorded biodiversity on school sites	AIP 4B	<p>Schools Leaders (EHTS/ HTs)</p> <p>School Sustainability Leaders</p> <p>Trust Sustainability Working Party</p>	<p>Start date: April 25</p> <p>Review Date: July 25</p>	<p>Schools to collect data and record on Education Nature Park- Arena to support schools to collect data.</p> <p>Useful links: Home Education Nature Park</p>	To ensure all schools have gathered and recorded data into DfE Education Nature Park July 25.	

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<p>To review whether the school sites could be managed differently, to provide habitats that serve to enhance local biodiversity</p>	<p>AIP 4B</p>	<p>Schools Leaders (EHTS/ HTs)</p> <p>School Sustainability Leaders</p> <p>Trust Sustainability Working Party</p>	<p>Start date: Sept 25</p> <p>Review Date: Jan 26</p>	<p>School to work with Learning through Landscapes in Autumn Term 2025 to review current school sites and their impact on biodiversity.</p> <p>Schools continue to support event such as 'No Mow May'. HTs to liaise directly with grass cutting contractors.</p> <p>Leaders continue to support teachers to access 'Wild tribe' training'</p> <p>Awareness of biodiversity support by all staff and parents through communication.</p> <p>Useful links: Outdoor Learning and Play Charity Learning through Landscapes</p>	<p>To ensure all schools have reviewed their school sites and identified areas to improve biodiversity by Jan 26</p>	
<p>To ensure all teaching staff and Estate team have CPD and/or help to provide habitats that enhance local biodiversity</p>	<p>AIP 4B</p>	<p>Trust Sustainability Working Party</p> <p>School Sustainability Leaders</p> <p>Schools Leaders (EHTS/ HTs)</p> <p>Trust Subject Leaders</p>	<p>Start date: December 2024</p> <p>Review Date: December 2025</p>	<p>CPD Climate Education and Sustainability with OSOW programme.</p> <p>External Curriculum support from Planet and People with OSOW programme.</p> <p>CPD support from Learning through Landscapes with Sustainability Leaders/ HTs.</p>	<p>Annual Staff CPD Feedback confirm that staff are confident in planning and teaching Climate Education and Sustainability Curriculum.</p>	

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				<p>Sustainability CPD from Trust/ Trust Subject Leaders.</p> <p>Continued to access to grant / free training where required.</p> <p>Useful links: Our Schools, Our World - North Devon Biosphere Climate Change, Sustainability and Environmental Education Programme</p>		
To ensure pupils have opportunities to learn in and about nature embedded within the curriculum	AIP 4B	<p>Trust Sustainability Working Party</p> <p>School Sustainability Leaders</p> <p>Schools Leaders (EHTS/ HTs)</p> <p>Trust Subject Leaders</p>	<p>Start date: November 2024</p> <p>Review Date: November 2025</p>	<p>Annual pupil Sustainability Conference across all schools for 'Eco 'Teams November.</p> <p>Annual Pupil Voice/ questions to Trust Leaders online Spring term.</p> <p>Embedded within the curriculum. Subject Leaders/ HTs lead ongoing curriculum review.</p> <p>Most pupils have access to Earth Tribe Award/ Experience lead by Arena.</p> <p>Some schools to trial CAPE Alliance curriculum materials.</p> <p>Useful links: Climate</p>	Annual pupils feedback confirm that pupils are increasingly confident in their knowledge and experience in nature.	

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				Adapted Pathways for Education		
To further enhance the education settings experiences by using facilities elsewhere in the local community	AIP 4B	School Sustainability Leaders Schools Leaders (EHTS/ HTs) ARENA	Start date: September 2024 Review Date: September 2025	Pupil access to Education for Sustainability Centre/ Arena Lead. Climate Ambassadors/ Recycling Sites/ Biffa.	Education for Sustainability Centre pupil/ staff feedback show positive impact of visits/ experiences. (Arena Lead).	
Climate Education and Green Skills - Prepare students for a world impacted by climate change through education & practice.						
<p>Our Vision (<i>how can you prepare students for a world impacted by climate change through education & practice?</i>):</p> <p>Climate education is quality, fit for purpose, education that supports students to understand local and global environmental challenges and how they can take individual and collective action to address them. This includes the causes of, impacts of and solutions to climate change. Quality climate education should take a holistic view of sustainability, assessing how environmental challenges intersect with society.</p> <p>A green job is defined as “employment in an activity that contributes to protecting or restoring the environment, including those that mitigate or adapt to climate change” (ONS, 2023).</p>						
Action	Link to Improvement Plan	Responsibility and Key Stakeholders	Timescale	Information and/or resources required	Target/ Measure	Progress (Update at regular review points)
To ensure that the sustainability is reflected in the whole curriculum offer so pupils learn about	AIP 4B	School leaders (EHTS/ HTs)	Start date: December 2024	CPD Climate Education and Sustainability with OSOW programme.	Annual Staff CPD Feedback confirm that staff are confident in planning	

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nature, climate change and the importance of sustainability		School Sustainability Leaders Trust Sustainability Working Party	Review Date: July 2026	<p>External Curriculum support from Planet and People with OSOW programme.</p> <p>CPD support from Learning through Landscapes with Sustainability Leaders/ HTs.</p> <p>Sustainability CPD from Trust/ Trust Subject Leaders.</p> <p>Useful links: Our Schools, Our World - North Devon Biosphere Climate Change, Sustainability and Environmental Education Programme</p>	and teaching Climate Education and Sustainability Curriculum.	
To ensure staff are confident in delivering climate change and sustainability material	AIP 4B	School leaders (EHTS/ HTs) School Sustainability Leaders Trust Sustainability Working Party	Start date: December 2024 Review Date: December 2025	<p>OSOW Curriculum/ Climate Education Training Completed in 24-25.</p> <p>Learning through Landscape Training in Autumn 2025.</p> <p>Trust Climate education Training within Trust CPD/ INSET.</p> <p>Useful links: CPD for school and college staff</p>	Annual Staff CPD Feedback confirm that staff are confident in planning and teaching Climate Education and Sustainability Curriculum.	

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<p>To ensure that pupils have opportunities to learn in the natural environment within the curriculum and beyond with their curricula or extra-curricular programme</p>	<p>AIP 4B</p>	<p>School leaders (EHTS/ HTs)</p> <p>School Sustainability Leaders</p>	<p>Start date:</p> <p>Review Date:</p>	<p>OSOW Curriculum/ Climate Education Training Completed in 24-25.</p> <p>Learning through Landscape Training in Autumn 2025.</p> <p>Trust Climate education Training within Trust CPD/ INSET.</p> <p>Wild Tribe/ Arena/ Earth Ribe experiences</p> <p>Useful links: CPD for school and college staff</p>	<p>School extra curricular experiences/ Enrichment reflects a broad scope of nature based environmental opportunities.</p>	
<p>To ensure pupils are made aware of the likely future career opportunities which exists in the green economy.</p> <p>Through our Capabilities Curriculum support pupils with the skills that pupils will need to be able to develop to access these careers</p>	<p>AIP 4B</p>	<p>School leaders (EHTS/ HTs)</p>	<p>Start date:</p> <p>September 2025</p> <p>Review Date:</p> <p>July 2026</p>	<p>Pupil Sustainability Conference opportunities to meet people in 'green careers'.</p> <p>Embedded 'green careers' into the curriculum.</p> <p>Provide opportunities through 'Climate Ambassadors/ other for pupils to understand more about 'green' careers.</p> <p>Useful links: STEM Resources</p> <p>Climate Ambassadors</p> <p>Turning Climate Ambition into</p>	<p>Annual pupils feedback confirm that pupils are increasingly aware of possible 'green careers'.</p>	

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				Climate Action in Education Climate Ambassadors		
To ensure secure communication to parents/ community about Climate and Sustainability focus at schools/ Trust	AIP 4B	Trust Art Leader School leaders (EHTS/ HTs)	Start date: September 2025 Review Date: July 2026	<p>In school communication methods regularly promoting Sustainability.</p> <p>Regular item on school newsletter.</p> <p>Specific Sustainability focus on Trust/ School Website.</p> <p>Parents invited to Art Sustainability event within schools.</p> <p>Schools inform parents of Trust/ school sustainability events and outcomes.</p> <p>PTFA Sustainability Charter in place and beginning to have impact.</p>	Annual staff feedback confirm that pupils are increasingly aware of possible 'green careers.	