

Y2 Climate Action Plan

Alcester Academy

1 year plan Autumn 2025 – 2026 created 16/12/25, updated 7/5/26



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Head: Sarah Mellors Assistant Head: Charlie McKenzie	Sustainability Lead (SL): Olivia Nemesanyi	Site Manager:	School Business Manager: Cari Haynes	Caterer: Miquill (new contract)
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Progress Key	Climate Action Plan history
Not Started	Last reviewed: 7/5/26
In Progress	★ = carbon reduction actions
Stalled	
Complete	

Overall projected carbon savings: 5-10%

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Calculate your school's carbon footprint using Count Your Carbon This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress, year on year.	Start: Dec 2025 Review: Dec 2026		Elec, gas (main building) school trips and daily commute modes of transport % have been entered, see comparison below.	Completed
Add sustainability plans, projects and successes to your school website and share through wider communications	Start: Review:		May 2026: Sustainability tab now on website. Ambassador profiles added.	Completed

Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.				
Set up a sustainability working group Include as many key stakeholders e.g. estates, finance, governor, parents and SLT to collaborate and effect change. Aim to meet every half term or term to share progress and review Action Plan.	Start: Review:		Set up working group Sustainability reported in governors.	

Original carbon baseline: 754.4 tCO_{2e}

Per pupil: 1.18 tCO_{2e}

Calculation: Dec 2024

Y1 carbon emissions: 817.96 tCO_{2e}

Per pupil: 1.28 tCO_{2e}

Calculation: Dec 2025

		Total Emissions tCO _{2e}		
		Baseline	End of Year 1	% Change to Baseline
	TOTAL EMISSIONS CO_{2e}:	754.40	817.96	8%
Energy and Utilities	Fuel Usage	101.80	99.70	-2%
	Electricity Usage	80.60	63.20	-22%
	Waste Usage	0.60	0.10	-83%
	Water Usage	1.20	0.90	-25%
Transport	Vehicles	0.60	0.40	-33%
	School Trips	85.20	145.90	71%
	Student Commutes	85.20	60.40	-29%
	Staff Commutes	46.20	22.00	-52%
Food	Meals	52.70	95.10	80%
Purchases	Spending	177.00	168.70	-5%
	Uniforms	123.40	161.60	31%

Note: Y1 calculations include actuals for:

Electricity

Gas taken from DEC

Trips


Daily commute staff and pupil transport %

All other data is reused from Y1.

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BUILDINGS AND RETROFIT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Install a smart meter</p> <p>Contact your energy and/or water supplier to get a smart meter installed. This is an important first step to get data to track consumption and is needed before you can sign up to energy usage analytics platforms, e.g. Energy Sparks.</p> <p>Check whether these are in place and if not request that they are installed by provider. An introductory guide to smart meters for the public sector Energy suppliers generally offer smart meters at no additional cost to businesses or public sector organisations.</p>	<p>Start:</p> <p>Review:</p>	<p>CH</p>	<p>Elec – Total Energy, ESPO – gas</p> <p>Cari to request Smart meter installation and check whether there is a csv doc of usage that we can run through a heat map tool.</p>	
<p>★ Install LED lighting</p> <p>Replace any remaining older lighting fixtures with LEDs and install motion sensors in areas that see only intermittent use. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.</p>	<p>Start:</p> <p>Review:</p>		<p>Replacing the fluorescents as and when they fail.</p>	<p>In progress</p>
<p>Investigate the potential for solar panels</p> <p>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we</p>	<p>Start:</p> <p>Review:</p>		<p>Initial response from SfS (shared with ON) –: Really good site for solar, around 160-170 kWp system. Not eligible for NG grant as low FSM %.</p> <p>Basing it on one MPAN (but we think they'll be 2), the PPA is 17.11p - savings around £290k over 25 yrs</p> <p>need MPAN locations and split for consumption (if two) plus price currently paid for mains. If you can get the</p>	<p>In progress</p>

<p>suggest checking with: Solar for Schools & Eden Sustainable.</p>			<p>Invoices, this will give us the full info and then we can prepare an accurate offer.</p> 	
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ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Incentivise students to address energy usage</p> <p>Empower the student body to take a lead in promoting and implementing energy efficient behaviour changes. Incentivise engagement through competitions and eco awards, or by electing school energy champions. Follow some or all of Energy Spark's 8 Get Energised activities or see LASER's School Energy Action Hub resources</p>	<p>Start: Review:</p>	<p>ON</p>	<p>Energy Sparks resources can be used even without membership.</p> <p>Students focusing on recycling this term.</p>	
<p>★ Take part in a switch off campaign</p> <p>e.g. Switch Off Fortnight. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.</p>	<p>Start: Review:</p>	<p>ON</p>	<p>Takes place nationally every Nov but model can be followed at any time.</p> <p>Ambassadors switch off lights at lunchtime (Y8). Assemblies take place. 6 or 7pm general switch off through central software.</p> <p>Liv to look at this for Nov 2026</p>	<p>In Progress</p>
<p>★ Monitor energy use on a regular basis through dedicated platforms</p>	<p>Start: Review:</p>		<p>For whole school involvement with student led action and recs specific CO2/£ savings, Energy Sparks. This 5 min video explains their offering. Cost is £595/yr with av savings of £12K/yr for secondaries.</p>	

e.g. Energy Sparks to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Then decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.		ON, CH	If Cari can request a year of HH energy data, LGZ can create a heat map to show any out of hours usage where action could be taken to make savings.	
<p>★ Optimise your BMS/BEMS settings and ensure your heating and hot water systems have efficient timings and temperatures set</p> <p>18°C is the general recommendation for classroom temperatures, whilst hot water coming out of taps should be no higher than 43°C (stored at 60°C). Experiment with your heating schedule while maintaining comfort - running it one hour less per day or reducing temperatures by 1 degree can cut annual heating costs by 5–10%, according to the DfE.</p>	Start: Review:		4 boilers out at the moment. No BMS in place. CIF bid in place. Temp difference around site. Radiators failing or not able to be turned off.	
<p>★ Implement a power down strategy for electrical devices and appliances</p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p>	Start: Review:		This is in place.	

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Arrange a free menu consultation through ProVeg School Plates Award</p> <p>Your Advisor can send off your menu to ProVeg for a free menu consultation / advice on how to improve access to and uptake of delicious school meals that are healthier for</p>	Start: Review:		Cari open to pass on suggestions to Miquill. Agnes is working closely with canteen team. Cari to share new menu with Sarah for PV advice. Lower cost.	

<p>pupils and the planet. Free recipes and workshops available for caterers. Student input and tastings encouraged!</p> <p>Have students learn more about the carbon footprint of food and ask new caterer Miquill to take this into consideration. There are gradual ways to introduce a more planet friendly menu.</p>				
<p>★ Increase the number of planet friendly, meat-free options on offer every day</p> <p>From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing! Use ProVeg advice on how to do this.</p>	<p>Start: Review:</p>		<p>Student session took place before Easter for input, Miquill open to feedback</p> <p>May 2026: For caterers: Feed Bellies Not Bins – Food Waste Resource Chefs in Schools</p> <ul style="list-style-type: none"> • inspirational case study • 9 point plan to reduce waste • recipes that help use up ingredients and taste delicious, involve pupils and staff. • Simple, practical and easy to start 	
<p>Explain reasons for eating less meat and reducing food waste (lessons, assemblies etc.)</p> <p>Encourage students to calculate carbon footprint of their regular diet. How does what you eat in UK affect the planet? WWF tool enables pupils to calculate the carbon impact of their average weekly diet.</p> <p>Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies. Use Proveg free Quick Bite ppt resources to explain the carbon impact of food choice and/or run a virtual assembly. Contact Martin.skingley@proveg.org</p>	<p>Start: Review:</p>		<p>Contact ProVeg re free 'Cooking with Plants' workshop for years 7-9 an half day Plant-based Cooking in Schools workshop for caterers email schools@proveg.org NWF Pilot Info.pdf</p>	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Provide students with education on the importance of reducing, reusing and recycling correctly</p>	<p>Start: Review:</p>		<p>Zero Waste Scotland have secondary waste resources</p>	<p>On going</p>

<p>Teach students about the waste hierarchy: 'Reduce -> Reuse -> Recycle' through a variety of assemblies, workshops and initiatives. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources.</p>			<p>Host a Power of 10 workshop on waste (or other topics, food, eco anxiety, climate action etc.)</p> <p>Bin collection was an issue, dispute. Suez now in charge, previously Biffa.</p> <p>Clearaway did food waste but now Grundon.</p> <p>One truck was picking up both food and general waste.</p>	
<p>Contact your waste contractor to ensure compliance with New mandatory waste regulations</p> <p>These require all dry recycling and food waste to be separated from general waste. Review your main collection bins before they are emptied to see how these new requirements impact you (bins overflowing / underfilled). If changes are needed, discuss bin size, quantity and collection frequency with your contractor.</p>	<p>Start: Review:</p>		<p>In the process of ensuring that Clearaway complies with requirement to separate food waste. Moved over to Grundon.</p> <p>Working on providing sufficient recycling bins. In school collection is in place and working better.</p>	Completed
<p>★ Run waste/plastic reduction initiatives or campaigns with pupils and staff</p> <p>Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a Plastic Free School with Surfers Against Sewage using their free resources.</p>	<p>Start: Review:</p>		<p>Did assemblies, made staff and students aware of new systems. Plastic and paper recycling are big push. Stopping single use plastic cups.</p>	
<p>★ Monitor paper use and take steps to reduce consumption</p> <p>Use printer management software such as PaperCut to track, control, and reduce printing across devices, set printer quotas, and encourage double-sided and B&W printing. Encourage all teachers and office staff to utilise whiteboards and digital platforms for assignments, notices, administrative tasks, etc. Actively encourage the use of scrap paper trays though-out classrooms and offices.</p>	<p>Start: Review:</p>		<p>FSC paper sourced.</p> <p>Using Papercut Software</p> <p>Double sided & B&W set as default</p> <p>Paper recycling rolled out across all teaching rooms and workspaces.</p> <p>Bulletins are now digital to avoid sending home paper.</p>	Completed

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PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/ take steps to increase uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. We are Cress free website can help increase access to preloved uniform and help fundraising efforts at the same time. Uniformd and Uniformly are also popular.</p>	<p>Start:</p> <p>Review:</p>	<p>2 staff members</p> <p>Elaine & Ioana</p>	<p>Keep track of number of preloved items reused to use this in next CYC calculation.</p> <p>All PE kit passed on to the PE dept for reuse.</p> <p>2 staff members run the resale. Hard to find opps to set up resale. PE kit has changed. Y6 parents come in before start of the school year. Stock can be low. Friend pass on to others. Only 2 ppl on PTA, maybe ask for volunteers for next year.</p> <p>Suggestion to keep a tally sheet of how many items get reused. Stock take can be done by students. Can they also do sales. Wheel clothing rail into reception for parents eves/ events.</p>	<p>In progress</p>

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>★ Run active travel campaigns</p> <p>Participate in annual Active Travel Campaigns e.g. Sustrans' Big Walk and Wheel). Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so.</p> <p>Educate children (and the wider school community) on the benefits of active travel by, for example, running school assemblies. Secondary schools can consider</p>	<p>Start:</p> <p>Review:</p>		<p>Traffic summits have taken place. Many students walk or bus.</p> <p>Engines off notice outside of school & in weekly bulletin.</p> <p>Already do/plan National walking month.</p> <p>Looking at getting police presence.</p>	

participating in Modeshift's Travel Ambassadors programme .				
<p>Provide Road Safety Lessons for pupils</p> <p>Register with The Journey WCC's comprehensive free programme of road safety education for Warwickshire secondary schools and sixth forms. Educational sessions are available for pupils aged 11 – 18 years, focusing on pedestrian and cycle safety, pre- and young drivers, and pre- and young riders.</p>	<p>Start: Review:</p>	ON/CM	ON suggests linking this to PD for students (1hr/wk). Sarah will make e-introduction	In progress

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Subscribe to receive Heat Health Alerts and write a heatwave policy</p> <p>Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service. Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.</p>	<p>Start: Review:</p>			
<p>Subscribe to flood alerts and write a flood policy</p> <p>Get flood warnings by phone, text or email via the gov.uk website or sign up to receive weather warnings from the Met Office. Use the DfE guidance to help create a flood policy document that enables you to</p>	<p>Start: Review:</p>		Adverse weather school evacuation procedure in place	In Progress

assess, prepare for and manage any future potential flooding.				
<p>Regularly organise cleaning gutters and unblocking any drains on site</p> <p>Ensure your site team has a seasonal gutter checking/cleaning/clearing rota that ensures guttering can cope with higher levels of rainfall. Seasons with higher leaf fall or heavy rain are particularly important.</p>	<p>Start:</p> <p>Review:</p>			Completed

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Check site for leaks using your water meter</p> <p>Check your site for any water leaks using your water meter. You can access a free water audit from Severn Trent, who should have more funding in April 2026 with some schools qualifying for free water retrofit measures. Register interest to ensure you are on waitlist: Business water form Get in touch Severn Trent Waterp</p>	<p>Start:</p> <p>Review:</p>	ON	<p>There have been issues with burst pipes in the past.</p> <p>Sarah to register Cari for this – done 11/5/26 – they should process this within 10 days.</p>	
<p>Raise awareness around water consumption and efficiency</p> <p>Consider engaging with Severn Trent's education team to book a free assembly and workshop. Contact Siobhan Bray siobhan.bray@severntrent.co.uk to arrange. Also consult these Waterwise practical tips and resources for schools.</p>	<p>Start:</p> <p>Review:</p>		Delivered in PD KS3	Completed

3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Take part in the DfE's National Education Nature Park The Nature Park embeds nature-based learning into the curriculum and through 5 stages of interaction, encourages students to take action to improve their site for people and wildlife.</p> <ol style="list-style-type: none"> 1. Register for the Nature Park 2. Complete site boundary 	<p>Start: Review:</p>	ON	ON to ask Charles Gill about this.	
<p>Have pupils carry out wildlife surveys</p> <ol style="list-style-type: none"> 1. Get students help to map the habitats of your outdoor space on Nature Park website. 2. Use Nature Park activities to make evidence-based decisions on the biodiversity project that is right for your space. 	<p>Start: Review:</p>		Consider participating in RSPB Schools' Birdwatch.	
<p>Establish a gardening/nature club The club can help develop the school site for nature, outdoor learning, grow food and increase pupil and staff wellbeing. Engage with the wider school community for volunteer support and resources.</p> <p>Explore the 5 levels of the free RHS School Gardening Awards. – free seeds, £50 garden voucher, guides avail</p>	<p>Start: Review:</p>		<p>Summer term 2026 Look at this next school year.</p> <p>New DT teacher. Natural dye garden in place.</p>	In Progress
<p>Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.</p>	<p>Start: Review:</p>		<p>Bulb planting in October 25</p> <p>Bug hotels</p> <p>Bird feeders</p> <p>Hedgehog house</p> <p>Fruit trees planted, wildflower area</p>	Completed

4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</p> <p>Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school. See Eco Schools framework.</p>	<p>Start: Review:</p>		<p>Funding available for Eco Schools accreditation from WCC. Ensure regular meetings. Focus areas chosen by students likely to include developing garden and outside space.</p> <p>Continue to collaborate with Five Rivers Alliance SLs and students</p>	
<p>Share best practice internally sign up for free assemblies/workshops. Aim for one per half term/term e.g external assemblies Power of 10, Proveg, Severn Trent Education, Better Planet Education and student led, e.g. Zero Waste Scotland, Energy Sparks etc.</p>	<p>Start: Review:</p>		<p>Power of 10 good for this, too</p>	
<p>Provide CPD opportunities for staff on sustainability.</p> <p>Investigate appropriate CPD opportunities for staff, e.g. sharing existing sustainability related content and developing skills through resources such as: Teaching for sustainable futures IOE - Faculty of Education and Society - UCL on hour modules for all subjects. and Courses Catalog One UN Climate Change Learning Partnership</p> <p>Attend LGZ webinars on all areas of CAP or watch recordings. Free online workshops and training for schools - Lets Go Zero</p>	<p>Start: Review:</p>		<p>Recommend Olivia joining free regional termly Gateway Alliance Sustainability Network sessions</p> <p>Will do this for next school year, hopefully.</p>	<p>In progress</p>
<p>Apply for funding for one or more of your projects</p> <p>Ask families whether any of their workplaces offer applicable grants. Also consider:</p>	<p>Start: Review:</p>			

<ul style="list-style-type: none"> • Severn Trent Community Fund up to £20K • Tesco Stronger Starts: Apply for a grant – up to £1,500 • Bag2school textile fundraiser • Apply Aviva Community Fund – matching funds • Shops and service stations e.g. Moto, One Stop, Morrisons • Funding for community-led sustainability projects (UK-wide) • The Stobart Sustainability Fund supports projects that tackle climate change, reduce emissions or protect and enhance the environment • Nineveh Charitable Trust. £3-5,000 available for UK schools, PTAs and not-for-profit organisations, to promote a better understanding of the environment 				
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CURRICULUM

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Amend your curriculum to incorporate sustainability</p> <p>Make the most of potential connections to climate change and sustainability. Online resources such as Map the curriculum tool - The Education and Training Foundation be helpful to track what is already being taught.</p> <p>Teach the Future and Royal Meteorological Society (Curriculum for Climate Literacy) show potential connections to the national curric. Ministry of Eco Ed have a collection of themed lesson plans.</p>	<p>Start: Review:</p>		<p>Consider using The Natural Curriculum grammar and maths as starters using BBC nat hist archive footage.</p> <p>Palettes have been mapped to signpost SDGs being taught across all subject areas.</p>	<p>In progress</p>

GREEN SKILLS & CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
<p>Access the DfE's Climate Ambassadors scheme</p>	<p>Start: Review:</p>			

<p>Connect with Climate Ambassador volunteers in your region and invite them to do school assemblies on green skills and curriculum linked topics.</p> <p>Register requests on the STEM Learning page (allow 1 month) If you require assistance registering, email: climate-ambassadors.wm@keele.ac.uk</p>				
<p>Include green skills as part of careers guidance. Integrate green skills and career pathways in school career fairs. Engage with the Nature Park Green Skills framework for development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical). See also:</p> <p>Career connections: Teacher guides Energising Futures</p> <p>Innovate for Climate Change Course Apps For Good free 7 session online course. Students develop an app for climate action/social justice and pitch it to industry stakeholders.</p> <p>Sustainable Futures - secondary programme WWF Investigate using free online career modules for secondary schools (use in tutor groups or PSHE time)</p>	<p>Start: Review:</p>		<p>Farm visit – year 9 cohort</p> <p>Has Sascha already tried the Apps for Good and WWF resources? ON has passed these on.</p> <p>Green Skills resources available on Nature Park website, too.</p>	<p>In progress</p>



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