

Chorus Education Trust

Climate Action Plan

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Introduction

The DfE [sustainability and climate change strategy for education](#) states: By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan.

Chorus Education Trust is committed to educating pupils about the importance of respecting the environment and promoting sustainable development. We recognise we have a duty to equip pupils with the knowledge and skills to look after our planet, to manage the world's resources wisely and to make a positive contribution to improving our local area.

It is important for our community to have an awareness and understanding of the effects of their negative and positive actions upon the environment in which they live, work and relax. In order to do this, we need to take responsibility for our own actions, and we need to have a sense of duty and care for the world in which we live.

Furthermore, schools are at the hearts of their communities and therefore have the responsibility of being local leaders in behavioural changes and sustainable practices. We therefore aim to develop good habits and behaviour patterns amongst staff and students and to educate and inspire our wider community.

This plan sets out our targets to show how we, as a multi-school community, can support national and international initiatives which are aimed at protecting the world through direct climate action. As a Trust, we aim to reduce our environmental footprint and work towards net zero, giving all stakeholders the knowledge and skills to thrive in the green economy and help protect and restore nature. We aim to engage our students so that they are passionate about the world around them and enthused to pro-actively protect it whilst influencing others to do the same.

Our aims focus on 6 key areas:

- Transport
- Energy & Estates Management
- Nature/Biodiversity
- Food
- Waste
- Adaptation and Resilience

Transport/Travel

We will focus on how our schools can contribute to reducing traffic on roads and promoting sustainable alternatives:

- We will research how staff and students get to school/work
- We will try and reduce the number of cars on the road
- We will promote alternative methods of travel and provide facilities to encourage this

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Reduce school/work related car trips by using public transport	<ul style="list-style-type: none"> • Where possible use public transport for school trips instead of hiring coaches/buses • Encourage staff to travel for work related trips using public transport where practical and possible 	<ul style="list-style-type: none"> • Reduction in cars on the road – air quality 	1 month	<ul style="list-style-type: none"> • School newsletters, websites and social media channels • School council and lesson planning
Reduction in staff using cars to get to work	<ul style="list-style-type: none"> • Encourage staff to travel to school/work using public transport • Encourage car sharing • Consider a cycle to work scheme • Provision of bike storage and shower/change facilities 	<ul style="list-style-type: none"> • Reduction in cars on the road – air quality 	Ongoing	<ul style="list-style-type: none"> • Weekly staff newsletter or bulletins • Staff meetings and briefings
Reduction in students using cars to get to school	<ul style="list-style-type: none"> • Encourage students and parents to travel to school using public transport • Provision of bike storage • Walking buses at Primary Schools • Provision of school bus services where appropriate • Offer cycle proficiency training for students • Ensure embedded into curriculum 	<ul style="list-style-type: none"> • Reduction in cars on the road – air quality 	Ongoing	<ul style="list-style-type: none"> • School newsletters, websites and social media channels • School council and lesson planning
Encourage staff use of electric vehicles	<ul style="list-style-type: none"> • Provision of electric charging points at school sites 	<ul style="list-style-type: none"> • Reduction of petrol/diesel cars on the road – air quality 	2-5 years	<ul style="list-style-type: none"> • Central Estates Team, school caretaking team and Business Managers

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Travel Plan	<ul style="list-style-type: none"> Annual census at each school to determine ‘Mode of Travel’ for staff and students 	<ul style="list-style-type: none"> Knowledge bank of how all CET staff and students get to work/school Data to use to inform campaigns and promote alternative travel 	Annual	<ul style="list-style-type: none"> CET Central Estates Team and School BSSM Data Team – collection and analysis of data Central Marketing Team to promote

Energy and Estates Management

We will focus on how our sites can reduce emissions and support students to be part of the transition to net zero:

- The UK is committed to reaching net zero by 2050. Chorus Education Trust is aiming to reduce carbon emissions- this is needed to avoid global temperatures rising beyond 1.5°C (global temperatures have risen by 1.1°C currently).
- Assess schools' current carbon emissions. We will collect data and calculate CET sites carbon footprint, so we have a carbon baseline.
- We will take actions to reduce carbon emissions and become more energy efficient. We will decide what to prioritise - what actions will have the greatest reduction in our carbon footprint?
- Set targets (short term, medium term and long term) to reduce carbon emissions.
- We will monitor our carbon emissions and track the improvements.

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Decarbonisation	<ul style="list-style-type: none"> • Decarbonisation plans at each school • Decarbonisation is considered in all capital projects • Investment in schemes to reduce/replace carbon-based energy usage – alternative technologies – boilers, cooking, energy production • Resources are bought with informed decisions so there is reduced waste, bought locally and in 1 place to reduce carbon footprint • Ensure embedded into curriculum 	<ul style="list-style-type: none"> • Awareness of how/where carbon usage can be reduced • Reduction of equipment in buildings using carbon-based fuel sources – reduce carbon footprint • Increase staff awareness 	2 years Ongoing 3-5 years	<ul style="list-style-type: none"> • CET Estates Strategy – CET Central Estates Team • SCA funding • Finance/procurement staff – preferred supplier lists

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Reduce Energy Usage	<ul style="list-style-type: none"> Invest in alternative fuel sources for energy e.g. solar Inform and encourage staff and students to turn off lights/equipment when not in use Assess buildings for draughts or areas of heat loss Invest in building fabric improvements to improve energy efficiency of buildings (recue heat loss) Check efficiency of heating systems Conduct more lessons outside Regular checks of energy usage at schools to determine spikes or patterns Heating only on for restricted periods in Autumn/Winter (Oct – March) Ensure embedded into curriculum 	<ul style="list-style-type: none"> Lower carbon footprint Save money Increased staff and student awareness 	12 months	<ul style="list-style-type: none"> Finance/procurement staff – utility contract negotiations CET Estates Strategy – SCA funding Salix Funding CET Central Estates Team School Site Teams Lesson plans to include energy awareness
Reduce furniture and equipment disposal	<ul style="list-style-type: none"> Relocate and re-use furniture between Chorus Education Trust sites Obtain and acquire furniture from alternative sources who donate to charitable companies (schools, colleges, universities) prior to buying new Only replace furniture/equipment when absolutely necessary Donate excess furniture to other schools or organisations Ensure furniture and equipment purchased is of high quality to reduce number of times it is swapped out Repair equipment before replacing 	<ul style="list-style-type: none"> Lower carbon footprint Contributing to good causes Saving money Reducing waste 	Ongoing	<ul style="list-style-type: none"> CET Central Estates Team School Site Teams

Nature/Biodiversity

We will consider how we can enhance biodiversity, improve air quality and increase access to, and connection with nature:

- We will map and monitor the biodiversity across our school sites.
- We will increase biodiversity and habitats on our school sites.
- We will make more frequent use of our outdoor areas.

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Increase our knowledge of biodiversity by joining an online biodiversity network.	<ul style="list-style-type: none"> • Sign up to Education Nature Park for more resources. • Map Chorus Education Trust site's habitat areas with the free ArcGIS tools available via Nature Park 	<ul style="list-style-type: none"> • Improved knowledge 	12 months	<ul style="list-style-type: none"> • Education Nature Park.
Increased planting on trust sites	<ul style="list-style-type: none"> • Encourage planting of additional plants and trees on trust sites • Select an area of school grounds suitable for tree planting at each site • Research and select suitable trees for the area • Educate staff and students on their maintenance 	<ul style="list-style-type: none"> • Increased green and habitat areas • Greater flood protection 	12 months	<ul style="list-style-type: none"> • Free Trees for Schools and Communities - Woodland Trust

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Increase pupil awareness of nature and biodiversity	<ul style="list-style-type: none"> Review curriculum content is appropriate subjects and ensure embedded into curriculum Encourage extracurricular clubs and activities focussed on the natural world 	<ul style="list-style-type: none"> Increased student awareness and interest 	12 months	<ul style="list-style-type: none"> Lesson planning - National curriculum coverage: Primary Science- KS 1 and 2 Secondary Science - KS3 and 4 Biology Secondary Geography -KS3 Physical geography Primary Education - Forest school curriculum School council Extracurricular provision

Food

We will consider how we can ensure what we eat and where our food comes from has as little impact on the environment as possible:

- We will review where our food comes from.
- We will source food from local/sustainable suppliers.
- We will educate all of our school staff and students about the production and supply of food.

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Include sustainability standards in Chorus Education Trust catering contract	<ul style="list-style-type: none"> Catering contract monitoring meetings to include checks and monitoring of sustainability KPIs included in tender Ensure when catering contract due for renewal that sustainability KPIs re food and kitchen waste are included. 	<ul style="list-style-type: none"> Reduction in food miles Reduction in food waste 	1 month	<ul style="list-style-type: none"> Monthly catering contract meetings
Increase our school's knowledge of food by running a sustainable food campaign	<ul style="list-style-type: none"> Liaise with catering provider to tie into their marketing/campaign work and theme days Develop a campaign and link this with other national campaigns Educate pupils with regards food miles, ensure embedded into curriculum 	<ul style="list-style-type: none"> Greater awareness and knowledge across the Chorus Education Trust community about sustainable food Behavioural changes 	12 months	<ul style="list-style-type: none"> Campaigns Sustainable Food Places Campaign for a Better Food Britain
Use local food suppliers	<ul style="list-style-type: none"> Review Chorus Education Trust catering contract Encourage use of local food suppliers Discuss with catering contract provider Encourage/request transfer to local suppliers if not already in place Review food suppliers used for curriculum resources 	<ul style="list-style-type: none"> Reduction of travel distances for food supplies 	1 month	<ul style="list-style-type: none"> Monthly catering contract meetings School council and lesson planning

Waste

We will review how we can reduce waste and recycle:

- We will ensure there are facilities at all of our sites to separate waste.
- We will educate staff and students about how and why separating waste is a good thing to do.

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Reduce waste by lowering single use plastic	<ul style="list-style-type: none"> • Discourage use of single use plastics at all sites • Discourage use of single use plastics in all contracts • Source products (drinks bottles) which are not single use plastics – discuss with catering contract provider • Ensure embedded into curriculum 	<ul style="list-style-type: none"> • Reduction in single use plastic waste 	6 months	<ul style="list-style-type: none"> • Finance/Procurement and contract management staff – COO/Dir Estates/BSSMs
Encourage reuse by running second-hand uniform event(s)/ facilities	<ul style="list-style-type: none"> • Chorus Education Trust schools to encourage parents/families to donate uniform • Publicise and run specified second-hand uniform evenings • Retain a stock of second-hand uniform at each school site for use by students without the appropriate uniform 	<ul style="list-style-type: none"> • Provision of uniform for under privileged students • Reduction of waste 	Annual	<ul style="list-style-type: none"> • Uniform Policy • School newsletters, websites and social media channels
Recycling and separation of waste	<ul style="list-style-type: none"> • Provision of bins for separation of waste – general, food, recyclable, paper • Clear information regarding what waste goes where • Arrange appropriate collections for waste produced • Inform and educate staff/students about how and why to recycle waste • Recycling of furniture, IT equipment and electronics managed well – audit, monitor, use of companies to safely dispose • Ensure embedded into curriculum 	<ul style="list-style-type: none"> • Less waste going to landfill • Fewer waste collections and reduced costs • Behavioural change of staff and students – life skills 	Ongoing	<ul style="list-style-type: none"> • School council and lesson planning

Adaptation and Resilience

We will consider how we can adapt our buildings and systems to prepare for the effects of climate change:

- We will understand how the changing climate is affecting CET buildings.
- We will prepare for the effects of climate change in our classrooms and in school buildings.
- We will risk assess extreme climate events (i.e.: flash flooding and overheating), to ensure emergency preparedness.

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Assess Chorus Education Trust's risk and vulnerability to climate change	<ul style="list-style-type: none"> • Use tools to assess climate risk • Vulnerability analysis to identify the most at-risk areas of the Chorus Education Trust sites, such as aging infrastructure or vulnerable student populations • Ensure school sites can cope with more extreme weather conditions and/or critical incidents • • Ensure embedded into curriculum 	<ul style="list-style-type: none"> • Business Continuity and Critical Incident Plans include climate related scenarios for each site • Climate Change is on Risk Register which is considered regularly by the Trustees Audit & Risk Committee • Pupils educated on climate change 	12 months	<ul style="list-style-type: none"> • LCAT: Local Climate Adaptation Tool • Climate Just maps • Understand how health, social and economic inequality and other vulnerabilities impact your local risk. • Local Authority Climate Service • Understand weather impacts • Lesson plans

Goal	Implementation – Action/s and Steps	Outcome	Timeline	Resources
Increase school knowledge of resilience and adaptation by raising awareness and educating staff and pupils	<ul style="list-style-type: none"> Integrate climate education into the curriculum Schemes of learning will be reviewed in line with the curriculum review Involve students and staff in resilience-building activities. 	<ul style="list-style-type: none"> Greater awareness and knowledge across the Chorus Education Trust community about climate change 	Ongoing	<ul style="list-style-type: none"> Lesson plans - National curriculum coverage Primary Science and forest school education Secondary Science KS3 and 4 Secondary Geography KS3 and KS4 (GCSE) Resilience building is developed through the personal development curriculum in both primary and secondary schools. Extracurricular clubs and activities