



The Rosary Trust – A Catholic Education Trust

Climate Action Strategy

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1. INTRODUCTION

In line with the DfE Sustainability and Climate Change Strategy, the Rosary Trust has developed a Climate Action Strategy to reduce its environmental footprint, particularly in the drive to achieve net zero.

Through education, we have the privilege to be able to engage directly with children who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities.

Through their learned and lived experiences, we will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.

2. VISION

At the Rosary Trust, we are dedicated to embedding sustainability into the heart of our educational ethos. We envision a future where all our schools operate as environmentally responsible institutions, providing students with the knowledge and skills to lead in a sustainable world.

Leadership Commitment:

Our Board of Trustees and Leadership Team fully endorse this vision, recognising that achieving sustainability requires unified leadership and coordinated action. We commit to:

- **Strategic Integration:** Incorporate sustainability into our MAT's strategic objectives, ensuring alignment with educational outcomes and operational practices.
- **Resource Allocation:** Invest in energy-efficient infrastructure and renewable energy solutions across our schools, aiming for measureable reductions in carbon emissions.
- **Curriculum Enhancement:** Support the integration of sustainability topics into the curriculum, fostering environmental awareness and responsibility among students.
- **Stakeholder Engagement:** Engage students, staff, parents and local communities in sustainability initiatives, promoting a culture of collective responsibility.
- **Continuous Improvement:** Regularly monitor and report on our sustainability progress, setting ambitious targets and transparently sharing outcomes.

By embracing this vision and committing to these actions, the Rosary Trust aims to lead by example, fostering a culture of sustainability that enriches our educational environment and contributes positively to the global community.

3. STRATEGIC AIMS

The Rosary Trust will focus on reducing the carbon output in **scope 1** (Emissions from activities owned or controlled by the Trust. Examples include emissions from combustion in owned or controlled boilers) and **scope 2** (Emissions from own consumption of purchased electricity i.e. Heating, lighting and cooling).

The Trust will seek to work with partners in the supply chain who share a similar ambition to reducing carbon in **scope 3** (Emissions that are as a consequence of the Trust's actions, but the source is not owned or controlled, and which are not classed as scope 2 emissions. For example, uniform manufacturing and commuting).

The Trust is committed to reducing carbon emissions from our direct operations (Scope 1 & 2) by 70% and is working to set targets for a subset of our value chain (Scope 3) both by 2030 against our 2024 baseline year.

Our aim, under Scope 1 & 2, is to move to 100% renewable electricity contracts and procure a green gas contract, transitioning from natural gas to biomethane and reducing our reliance on fossil fuels.

We face the challenge of reducing the carbon emissions across our value chain while providing critical support to communities. Achieving this will require careful and innovative resource management with a deep sense of collaboration across the Trust. We are continuing to build on our Scope 3 emissions data with a reasonable boundary and aim to set long term goals towards Net Zero.

The Trust will use a mile stone approach when reducing carbon emissions and will do this through the Rosary Trust Climate Action Plan.

The Climate Action Plan has been developed with 4 key action areas driving this change:

1. **Decarbonisation** – Calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient.
2. **Adaptation and Resilience** – Plans to reduce or adapt to risks resulting from climate change.
3. **Biodiversity** – Engaging with outdoor projects.
4. **Climate Education and Green Careers** – Ensuring the Trust is providing education about climate change and that teaching staff are supported to do so.

4. ACTION AREAS

DECARBONISATION

Building

- Work towards all academy buildings being fully LED
- Implement a campaign to raise awareness about energy-saving practices among students and staff
- Increase the number of light sensors in school buildings
- Explore and implement solar panel installation or heat pumps on suitable school buildings
- Ensure subcontractor suitability is assessed as part of project tender requirements.

Supply Chains

- Reduce carbon emissions directly associated with school uniforms
- Reduce printing and paper usage
- Ensure ICT usage is efficient and with minimal environmental impact
- Procure a renewable energy supplier

ADAPTATION AND RESILIENCE

- Educate students on impact of travel to school
- Look into electric car charging points
- All schools to have safe and secure bike storage options
- Encourage the use of bikes as a transport method to school
- Eliminate single use plastic from our schools
- Work with catering teams to reduce food waste across all schools
- Adopt schemes for recycling books and resources
- Reduce water consumption
- Ensure future procurement for catering acknowledges the need to prepare environmentally sustainable meals.

BIODIVERSITY

- Engage with local businesses and other stakeholders to improve school and local areas
- Engage students with nature and biodiversity during lessons
- Have a garden/wildlife area at each school.

CLIMATE EDUCATION AND GREEN CAREERS

- Provide opportunities for students to learn and experience green skills and careers
- Embed environmental sustainability into all areas of the curriculum
- All schools to appoint a Sustainability Lead
- Create an environmental sustainability student committee or include with student council
- Ensure there is clear governance and scrutiny around the development and impact of climate action planning
- Include climate action plans in agenda for local governing bodies and review termly
- Develop a forum to share information, drive innovation and standardise processes, whilst ensuring bespoke practice in the schools.

5. STUDENT VOICE

To give students a platform to become leaders within the community, some schools have created student-led Eco School Councils, which feed into the Trust wide sustainability learning community. The eco councils empower students to become confident leaders. They also:

- Inspire their enthusiasm to help drive positive change
- Increase their practical knowledge of sustainability and climate change
- Create a sense of pride in their education setting
- Enable them to share their knowledge and enthusiasm in their local communities
- Enable them to engage their parents, carers and wider community in sustainability and climate change.

6. GOVERNANCE

The Trust will oversee the implementation of the Climate Action Plan and will delegate responsibility to the sustainability leads and lead governors to support, drive and embed the culture change within each school.

The Trust have made the following commitments:

- Ensure that sustainability is on the Board and Local Governing Body agenda at least annually
- Ensure that each school will appoint a sustainability lead
- Annual assessment of progress against Climate Action Plan
- All schools to register with Count your Carbon website – to calculate, understand, reduce and track their carbon emissions.

Our goals include:

1. Reduce waste to landfill by 2030 by 50% (this can be achieved by using a supplier that has zero waste to landfill, i.e. they burn waste and turn to energy)
2. Reduce electricity and gas consumption by 30% by 2030 (introduction of LED lights helps with this.
3. Alongside this market-based emission reduction (from the move to renewable energy), explore the feasibility of further decarbonisation of our properties (heatpumps etc)
4. Investing in our schools to improve Energy Performance Certificate (EPC) ratings through the installation of more efficient technology for lighting, heating and cooling.
5. Launching internal campaigns across our schools, to educate students and staff to prevent unnecessary waste production.
6. Purchasing items that last longer, are repairable locally and have potential for reuse and applying a carbon cost as part of major procurement decisions
7. As part of our tender and contract processes, including environmental considerations to show suppliers that sustainability is important to us (ISO 14001 certification, annual carbon reporting as well as responsible sourcing of material).
8. Set targets and develop a strategy and roadmap to decarbonise Scope 3 emissions, with an early focus on sustainable procurement and business travel.
9. Develop tools to understand climate impact of up to 70% of our supply chain, and work with key suppliers to reduce our shared carbon footprint.
10. Understand our water usage and set a goal by 2027, focusing on conservation and reduction
11. Reduce business travel emissions by 45% by 2028

12. Encouraging staff to reduce grey fleet emissions (staff owned vehicles) by car sharing, using public transport or walking/cycling to work.

13. Developing tools to understand the climate impact across our supply chain. As part of this we have opened the dialogue with key suppliers to ensure they are upholding the environmental standards we have set and minimising the impact across their value chain.

7. MEASURING IMPACT

The Trust has conducted an assessment of the current environmental impact and carbon footprint. Collecting baseline data on energy consumption, waste generation, water usage, transportation patterns and greenhouse gas emissions.

This data study has allowed the Trust to understand the scale of the challenge and recognise what we need to do in the coming years. It provides the foundation of the Climate Action Plan.

The table below details the metrics the Trust will use to measure the impact of its climate action strategy. The metrics will be reported to the Board annually, using the previous year's results as a benchmark:

Metric	Metric explained
Carbon Footprint in tCO ₂ per annum	Annual carbon footprint for all schools
CO ₂ emissions saved in tco ₂ per annum	Offset CO ₂ emissions per annum climate actions
Mean Display Energy Certificate	DEC shows the energy performance of a building based on actual energy consumption as recorded over the last 12 months within the validity period of the DEC. This rating is shown on a scale from A to G, where A is the lowest CO ₂ emissions (best) and G is the highest CO ₂ emissions

Appendix 1 – Baseline Year 2024

1. Staff Travel

A Staff Travel Survey was undertaken of all the schools within the Trust. The results are as follows:

Number of staff who drive to work: 179

Petrol / Diesel car: 162

Hybrid car: 8

Electric car: 9

Daily mileage: 1,971

69.79 tonnes produced per year for staff travel to and from work.

2. Display Energy Certification

The Trust Mean DEC rating for 2024 is C, producing 182 tonnes of Co2 emissions for electric and 114 tonnes of Co2 emissions for gas, totalling 296 tonnes. This has been reduced by 27 tonnes compared to 2023, as evidenced in the tables below:

2024	CO2 Emissions - TONNES PER YEAR							
	HF	OLI	STC	STJ	STP	STT	STTM	TOTAL
	1,277 sq/m	1,196 sq/m	1,315 sq/m	626 sq/m	999 sq/m	1,308 sq/m	2,341 sq/m	
Electric	15	31	44	13	30	17	32	182
Heating	13	11	16	7	7	19	41	114
	28	42	60	20	37	36	73	296

2023	CO2 Emissions - TONNES PER YEAR							
	HF	OLI	STC	STJ	STP	STT	STTM	TOTAL
	1,277 sq/m	1,196 sq/m	1,315 sq/m	626 sq/m	999 sq/m	1,308 sq/m	2,341 sq/m	
Electric	19	25	30	17	29	20	52	192
Heating	14	11	24	15	10	19	38	131
	33	36	54	32	39	39	90	323