The Rosary Trust
A Catholic Multi-Academy Trust

Climate Action Plan 2025-2028

The Rosary Trust believes that as a large organization with the opportunity to teach and inspire, we have a responsibility to educate our children and their communities and provide them with the skills needed in a future world damaged by climate change.

The Trust has developed a Climate Action Plan which outlines how we will be more environmentally friendly and reduce carbon emissions. The Trust has committed to the ambitious target of becoming carbon neutral by 2050, with 4 priority action areas driving this change:

- Decarbonisation – plans to reduce carbon emissions
- Adaptation and Resilience – plans to reduce or adapt to risks resulting from climate change
- Biodiversity – Engaging with outdoor projects
- Climate Education and Green Careers – Ensuring the schools are providing education about climate change and that teaching staff are supported to do so.

The DfE has made it a requirement for all educational settings to have a climate action plan in place by 2025. The Trust will seek to focus on reducing the carbon output in scope 1 and 2 as these are within the control of the Trust and we will seek to work with partners in our supply chain who share a similar ambition to reducing carbon in scope 3.

What do we mean by reducing carbon emissions?
Scope 1 – includes emissions from activities owned or controlled by the trust. Example is emissions from combustion in boilers.
Scope 2 – includes emissions from own consumption of purchased electricity. These are a consequence of the Trust's activities but are from sources not owned/controlled.
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 e.g. commuting, uniform manufacturing.

3 Year Climate Action Plan 2025-2028

Action	Priority Action Area	Implementation – What and how are we going to do it	Target Impact – What difference do we hope to see	Timescale / Deadline	Who leads	Evaluation of action / result of action
All schools to have a school climate action plan	Climate Education and Green Careers	Standardised climate action plan template to be used by all schools	A standardized approach to climate action planning across the trust whilst ensuring bespoke practice in the schools	March 2025	Sustainability Lead and School SLT	Actioned by end of February. All schools have action plans in place.
Staff and governors informed of progress against action plan and empowered to direct change	Climate Education and Green Careers	Appoint link governor for sustainability Add sustainability as a standing item to governor meetings and review Climate Action Plan once a year at governors' meetings Termly meetings between school leadership, sustainability governor, sustainability lead and Eco-Committee (or equivalent) to review progress against the plan	Clear governance and scrutiny around the development and impact of climate action planning	Spring 2026	Sustainability Lead, Sustainability Governor, School SLT	
Student Leadership and Involvement: Empower students to take an active role in driving climate action initiatives	Climate Education and Green Careers	All schools to further develop their eco-committees or equivalent	When students are inspired, they are more likely to share their learning with family, friends and the wider community, empowering more individuals to make positive changes or live more sustainably	Ongoing	Sustainability Lead, School SLT	
Waste Audits	Decarbonisation	Identify what is being thrown away at the schools. Provide recycling opportunities – food, glass, metal, plastic, paper and cardboard Encourage staff and students to not use single use plastic containers Food waste to be recycled or composted	To produce less waste Where possible – recycle, re-use, re-purpose	Ongoing Recycling regulations – must comply by 31 March 2025	Sustainability Lead, School SLT	All schools compliant by end of March for recycling
Create a clean air	Adaptation and	Encouraging parents/carers to	Better air quality for staff	Ongoing	Sustainability	

zone around schools to reduce pollution levels in and around school premises	Resilience Decarbonisation	always switch off engines outside school, consider parents parking elsewhere and walking Encourage staff and students to change the way they travel to school	and students Reducing carbon emissions		Lead, School SLT	
Schools to increase outdoor learning opportunities to help students to engage with nature and biodiversity	Biodiversity Adaptation and Resilience Decarbonisation	Planting of native trees, shrubs and other plants Create a wildlife area No chemicals to be used in outside areas Introduce additional shade structures	To capture more carbon with natural solutions To support local wildlife To help wildlife To reduce heat risk and allow time outdoors in hot weather	Ongoing	Sustainability Lead, School SLT	
Resource efficiency: Implement energy – saving measures	Decarbonisation	LED lighting throughout the schools Boiler/Climate Controls in place Schools fully insulated Installing solar panels Taps to be sensor powered or push down ones Reduce printing by 25%	To decrease energy consumption which will be reflected in the school's Display Energy Certificate Reduction in carbon emissions Reduction in paper and ink waste plus cost savings	Ongoing	Site Manager, School Business Manager, School SLT	

SUMMARY OF CLIMATE ACTIONS CURRENTLY IN PLACE							
	HF	**OLI**	**STC**	**STJ**	**STP**	**STT**	**STTM**
CURRICULUM							
We have a whole school approach which incorporates climate change into the curriculum and school life.	Y	Y	Y	Y	Y	Y	Y
We plan termly Around the World Days specifically created for learning about other cultures, places and environments including rainforests, oceans, etc	Y	N	N	N	N	N	N
We continue to seek out good practice to get inspired and share learning with other education settings on learning about climate change.	Y	Y	Y	Y	N	Y	Y
Through lessons, worships and the curriculum plan we encourage change by the students to help the environment.	Y	Y	Y	Y	Y	Y	Y
The Curriculum is designed to teach young people about nature in their local area, for example different types of land and habitats, how they are managed, flora and fauna and weather patterns. We also have a Forest school.	Y	Y	Y	Y	Y	Y	Y
We teach pupils about how to reduce/eliminate single-use plastics at home. We encourage pupils to recycle in the school environment, and to look after our local area.	Y	Y	Y	Y	Y	Y	Y
WASTE							
We continually work to minimise our paper use e.g. reminders to only print when necessary, photocopier default set to print on both sides, printing in black and white. Paperless where possible.	Y	Y	Y	Y	Y	Y	Y
Recycling systems in place: clear expectations on what can be recycled. Separate recycling bins, clearly labelled. Recycling separated and pupils and staff educated about the value of resources.	Y	Y	Y	Y	Y	Y	Y
Our school operates a second-hand uniform shop which is available to parents all the time, parents encouraged to donate good quality outgrown items.	Y	Y	Y	Y	Y	Y	Y
Paperless communication with parents via email and online platforms.	Y	Y	Y	Y	Y	Y	Y
Records Management system in place to reduce the amount of information saved on network drives and on the cloud.	Y	Y	Y	Y	Y	Y	Y
Food waste separated by kitchen and collected for external agency composting	Y	Y	Y	N	Y	Y	N
Regular litter picks completed around school site by pupils / green team. Community litter picks with families.	Y	Y	Y	Y	Y	Y	Y
Clothes bank at school regularly used by parents and staff.	N	Y	Y	Y	Y	Y	Y

Composting on site for pupils snack waste. Food waste separated by kitchen and collected for composting. Compost used for the vegetable garden	N	N	N	Y	N	N	Y
School council have completed a waste audit of all classrooms and implemented a recycling system in class rooms	N	N	N	N	Y	N	N
Provide recycling opportunities for a range of products e.g batteries in reception area. Advise staff when school is doing a secure disposal of ICT equipment.	N	N	N	N	Y	N	N
FOOD							
Catering team have a commitment to reduce single use plastic and food waste.	Y	Y	Y	Y	Y	Y	Y
Children are educated about the impact of food waste on the climate and are encouraged to take action in school and at home.	Y	Y	Y	Y	Y	Y	Y
Promote more vegetarian options and reduce the number of meat options / days.	Y	Y	Y	Y	Y	Y	Y
Pupils grow food in the school raised veg beds which is then used in cooking lessons / forest school cooking	Y	N	Y	Y	N	N	N
Menus are planned in advance to be appealing, and tested to see if they are liked to help prevent food waste.	Y	Y	Y	Y	Y	Y	Y
Lunch time is managed to reduce queuing time and to ensure all pupils are given time to eat and time to play to reduce food waste due to pupils feeling they do not have enough time to eat.	Y	Y	Y	Y	Y	Y	Y
Meals are managed in a way which means pupils can make a selection in the morning – ensuring they are choosing something they want to eat, alongside reducing wastage of over cooking through pre-orders.	Y	Y	Y	Y	Y	Y	Y
AIR QUALITY							
Children are encouraged to come to school on foot, bike, scooter to reduce pollution near school. There are bike/scooter racks.	Y	Y	Y	Y	Y	Y	Y
The grounds are planted with a range of trees, flowers and shrubs to improve air quality. Where trees have had to be removed in the past for safety reasons, new trees have been replanted.	Y	Y	Y	Y	Y	Y	Y
Children are educated about air pollution and how they can reduce their own exposure to pollution and how they can reduce their contribution to it.	Y	Y	Y	Y	Y	Y	Y
Pupils take part in science activities to monitor air quality levels on the school site and nearby areas and these are compared with schools in other areas	N	N	Y	Y	N	Y	Y
Air quality monitors around the school show the air quality is good – this is monitored regularly	N	N	N	Y	N	N	Y

Window replacement plan in place to help air circulate better, improving pupil health and reducing their exposure to air pollution.	N	N	N	Y	Y	Y	Y
TRAVEL							
Children and staff are encouraged to walk to school, along with scooter/bike racks	Y	Y	Y	Y	Y	Y	Y
Bikeability training offered to all pupils in KS2	Y	Y	Y	Y	Y	Y	Y
Parents/Carers of pupils in upper key stage 2 may encourage their children to be responsible for getting themselves to and from school.	Y	Y	Y	Y	Y	Y	Y
Modes of transport are considered for all trips. Where possible we walk or take the train and/or tube.	N	N	N	N	Y	N	N
ENERGY							
On opening the school each morning switch less lights on	Y	N	N	N	N	N	N
Regular reminders to children and staff to switch off all lights, appliances and plugs when not in use.	Y	Y	Y	Y	Y	Y	Y
Energy costs are monitored monthly and concerns investigated – including regular use of energy comparison companies to ensure reduction in energy, particularly when building not in use.	Y	Y	Y	Y	Y	Y	Y
Heating switched off from April – Late October/into November (at least for 6 months – unless very cold weather occurs)	Y	N	N	N	N	N	N
Room thermometers are used to monitor temperature levels, for heating purposes we maintain the following temperature levels: 18°C-20°C for parts of the building where there is a normal level of activity, such as classrooms and offices, 15oC for corridors, halls, washrooms and circulation areas.	Y	Y	Y	Y	N	Y	Y
Regular reminders for windows and doors to be kept closed when the heating is on ensure maximum efficiency of insulation and warmth.	Y	Y	Y	Y	Y	Y	Y
Sensor lights used where needed. LED lighting installed across the site when being replaced	Y	N	N	N	N	N	N
LED lighting has been installed across the whole site.	N	Y	Y	N	N	N	Y
New energy efficient boilers improving efficiency from low 60% to mid 90%. Dual pipework installed to allow most efficient heating of each room in the circuit plus individual thermostatic values for temperature regulation. This having already been done the next round is to consider heat pump technology when the boilers get closer to end of life.	N	N	N	N	N	N	Y
Use and refer regularly to the ESCC Energy Team energy checklist and Energy Saving Guide, Site Manager and Business Manager have both completed the less CO2 course	N	N	N	N	N	N	Y
All corridor lights are set on timers to reduce usage. LED lighting installed across the classes and key areas of the site	N	N	N	Y	N	N	N

Heating system – pipework and radiators – installed in Summer 2024. Updated pipework installed to allow most efficient heating of each room plus individual thermostatic values for temperature regulation.	N	N	N	N	Y	N	N
All corridor, cloakroom and toilet lights are timed to reduce usage. LED lighting installed across the site	N	N	N	N	N	Y	N
OUTDOOR SPACE							
Green spaces utilised well across the school including regular Forest School and/or outdoor learning sessions for every pupil	Y	Y	Y	Y	Y	Y	Y
Planting of native trees, shrubs and other plants around the school perimeter to capture more carbon with natural solutions. Also, to support teaching and learning of eg: seed dispersal	Y	N	Y	Y	Y	Y	Y
Birdbaths, feeders, bird houses, bug hotels, bee hotels, ponds all installed to support local wildlife.	Y	Y	Y	Y	N	Y	Y
Nature Club and Forest School sessions are offered across the year.	Y	N	Y	N	N	N	N
Wild patches left and wild flower areas around the site or we have a wildlife area with pond which attracts insects and pondlife to the area.	Y	Y	Y	Y	Y	Y	Y
Where possible we do not use any chemicals within our outside space to help wildlife. We work closely with our grounds maintenance team to find alternatives to chemicals	Y	Y	Y	Y	Y	Y	Y
Forest School on site, sessions run by a trained practitioner providing nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts.	Y	Y	Y	Y	Y	N	N
We have introduced additional shade structures to reduce heat risk and allow time outdoors in hot weather, a new canopy in the prayer garden is also in the process of being installed.	N	Y	N	N	Y	N	Y
Pupils are involved in looking after our green spaces	N	N	Y	Y	Y	Y	Y
Gardening club is offered throughout the year as an extra curricular activity to grow veg for the school kitchen	N	N	N	Y	N	Y	Y
WATER							
Curriculum plans include learning about local water scarcity and hazard risks to encourage a culture of saving, rather than wasting water and to encourage creative ideas for how water can be saved at school.	Y	Y	Y	Y	Y	Y	Y
Findings and progress about water conservation is shared with the school community, to involve staff, pupils and parents by raising awareness we aim to get all groups on board with adopting water saving habits	Y	N	Y	Y	N	Y	Y
Water butts will be introduced to use rainwater to water plants	Y	N	N	Y	Y	Y	Y

Eco schools' council are planning to share findings and progress about water conservation with the school community, to involve staff, pupils and parents by raising awareness we aim to get all groups on board with adopting water saving habits.	N	Y	N	N	N	N	N
At the start of the academic year our Friends Association provide each new reception pupil with a reusable water bottle and staff/parents/pupils are encouraged to use refillable water bottles / coffee cups and educate them to pour leftover water onto the garden. We have no single use cups in use on the school day.	N	Y	N	N	N	N	N
Updated taps in the reception class are currently being quoted for to change taps over to push taps to ensure that water is on a timer system and not dependent on the children turning off the taps	N	Y	N	N	Y	N	N
Encourage staff, parents and pupils to use refillable water bottles / coffee cups and educate them to pour leftover water onto the garden.	N	N	N	N	Y	N	Y
PROCUREMENT							
Resources are bought with a 'just in time' mindset ensuring a reduction in over ordering and reducing waste.	Y	Y	Y	Y	Y	Y	Y
Providence and sustainability of materials are considered when ordering resources such as paper, pencil	Y	N	N	N	N	N	N
Consideration is given to travel emissions in the supply chain and where possible local suppliers are used	Y	Y	Y	Y	Y	Y	Y
Use of ESCC's Services 2 Schools contracts, which now include carbon reduction targets.	Y	N	Y	N	N	N	N

SUMMARY OF CLIMATE ACTION PLAN FOR CHANGE							
	HF	**OLI**	**STC**	**STJ**	**STP**	**STT**	**STTM**
CURRICULUM							
1. Find creative ways to incorporate sustainability into the curriculum, especially in subjects where it may usually be absent such as PE, art or history.	Y	Y	Y	Y	Y	Y	Y
2. Increase integration of climate change into all subjects.	Y	Y	Y	Y	Y	N	Y
3. Promoting green careers to pupils	Y	N	Y	N	N	Y	N
4. Forest school introduced into the curriculum. Class teacher trained and an hour lesson included in the weekly timetable.	N	N	N	Y	N	N	N
5. Promoting curiosity in green careers	N	N	N	N	N	Y	N
6. Green school trip incorporated into the school calendar 2025-2026	N	N	N	N	N	Y	N
WASTE							
1. Identify what is being thrown away in your schools. Do a waste audit of classrooms, staff room, dining hall and the school office.	Y	Y	Y	Y	N	Y	Y
2. Provide recycling opportunities for a range of products (i.e. soft plastics, batteries etc.)	Y	N	Y	Y	Y	Y	Y
3. Provide school store for parents to obtain donated school uniform free of charge (small donations accepted)	Y	N	N	N	N	N	N
4. Eco warriors / Laudato Si group / School Council to create climate change star ratings for each room and monitor rooms	N	Y	Y	Y	Y	Y	Y
5. Composting on site for food waste	N	N	N	N	Y	N	N
FOOD							
1. Encourage students and staff to bring plastic free packed lunches.	Y	Y	Y	Y	Y	Y	Y
2. Food Waste collected through District Council	Y	N	N	N	N	N	N
3. Compost food waste from classrooms	N	N	Y	Y	N	N	N
4. Extend compost food waste to staff room and school trips.	N	N	N	N	N	Y	N

AIR QUALITY							
1. Encourage children to choose walking and cycling routes to school that are safer and with less traffic and pollution.	Y	Y	Y	Y	Y	Y	Y
2. Students create road signs with air pollution information to display around the school.	Y	N	Y	Y	Y	Y	Y
3 Create a clean air zone around schools by implementing 'active' solutions (encouraging parents/ carers to always switch off engines outside school, consider parents parking elsewhere and walking) to reduce pollution levels in and around school premises.	N	Y	Y	Y	Y	N	Y
4. Monitor air quality around the school.	N	N	N	N	N	Y	N
TRAVEL							
1. Complete the school census 'mode of travel' question to provide a baseline of mode of travel to school data.	Y	Y	Y	Y	Y	Y	Y
2. Encourage staff and pupils to change the way they travel to school	Y	Y	Y	Y	N	Y	Y
3. Reducing travel emissions on school trips	Y	Y	Y	Y	N	Y	Y
4. Improve pathways / routes to school to encourage more people to walk/cycle/scoot.	N	N	N	Y	N	N	N
ENERGY							
1. Heating controls to be used to limit timings and temperature across school	Y	Y	Y	Y	N	N	Y
2. Measure, record and publicise savings	Y	N	Y	N	N	Y	Y
3. To install solar panels across the site	Y	N	Y	N	Y	N	Y
4. Eco warriors / School Council to create climate change star rating for each room and monitor rooms	N	Y	Y	Y	Y	N	Y
5. To install electric vehicle charging points	N	N	N	N	Y	N	Y
6. Move to LED lighting across the school	N	N	N	N	Y	N	N
7. Window repairs	N	N	N	N	N	Y	N
OUTDOOR SPACE							
1. Increase variety of eg: seed dispersal plants for children to study.	Y	N	N	N	N	N	N
2. Audit plants/trees in school grounds against bird/animal needs – habitats and food	Y	N	N	N	N	N	N
3. Create a rain garden in shallow landscaped depressions that can capture runoff from roofs or hard surfaces and can be planted with a wide range of plants that can survive occasional highwater volumes.	N	N	Y	Y	N	N	Y
4. Introduce additional shade structures to reduce heat risk and allow time outdoors in hot weather	N	N	Y	Y	N	Y	N
5. Reduce flood risk in forest school area or school car park	N	N	N	Y	N	N	Y

6. Offer a gardening club	N	N	N	N	Y	N	N
7. Research eco friendly options to replace large fixed playground equipment.	N	N	N	N	N	Y	N
8. Source eco-friendly solutions to improve EYFS outdoor space. Artificial grass.	N	N	N	N	N	Y	N
WATER							
1. Encourage staff, parents and children to use refillable water bottles / coffee cups and educate them to pour leftover water onto the garden.	Y	N	N	Y	N	N	N
2. Ensure all taps are push down ones or sensor so that they turn off quickly	Y	Y	N	Y	N	Y	Y
3. Ensure all sinks have access to plugs and staff are encouraged to not wash up under a runninng tap.	Y	Y	Y	Y	N	N	Y
4. Introduce grey water system for toilet flushing	N	N	Y	Y	N	Y	N
5. Improve water efficiency with white goods.	N	N	N	N	N	Y	N
PROCUREMENT							
1. Review common purchases to identify more sustainable alternatives.	Y	Y	Y	Y	Y	Y	Y
2. Identify factors causing emissions from your regular or high value purchases – consider transport, disposable commodities, energy and fuel use, packaging, primary and secondary waste.	Y	Y	Y	Y	N	Y	Y
3. Ask regular suppliers if they have a carbon reduction plan and Net Zero Target.	Y	Y	Y	Y	Y	Y	Y
4. Once purchases have reached end of life, is there an alternative use? Consider take back schemes offered by some of your suppliers e.g. for furniture, recycling schemes like Olio and Freecycle or donating to local charities.	Y	Y	Y	Y	Y	Y	Y