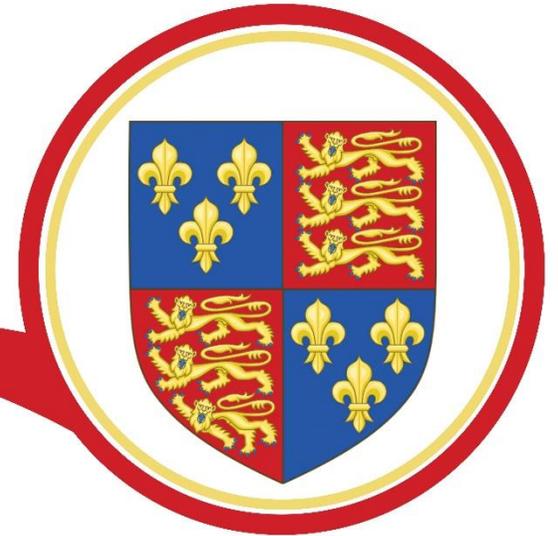


Queen Elizabeth High School



Climate Action Plan

TCAT Sustainability Lead: Mrs D Wiles, Chief Finance Officer (CFO)

School Sustainability Lead: Mrs T Lloyd

Date of last review: 1.9.25

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Organising the sustainability leadership team structure					
Has a sustainability leadership team been structured?	In part	08/25	In part to be confirmed 09/25	Trust Exec Team & School Leadership	
Has a single sustainability lead been nominated?	Yes	08/25		Trust Exec Team & School Leadership	
Are members of the sustainability leadership team clear on their duties?	Yes	08/25	Meeting TBC to confirm duties	Trust Exec Team & School Leadership	
Does the sustainability leadership team consist of both teaching and operational staff?	TBC	08/25	Full structure TBC	Trust Exec Team & School Leadership	
Does the sustainability leadership team include senior leaders?	Yes	08/25			
Implementing a whole-school approach					
Is the whole school involved and engaged in turning the school's climate plan into action?	No	14/7/25	Create a sustainability working group. Appoint a sustainability focused governor and a school sustainability lead.	SLT	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
			<p>To engage with a Climate Ambassador through the STEM programme.</p> <p>Join the Sustainability Support for Education information service for guidance</p> <p>To form an "Eco Committee". This is to be a new group from September. The school to join Eco Schools/ Eco Schools Committee.</p>		
Does the curriculum increase pupils' practical knowledge of sustainability and climate change?	In some areas	14/7/25	A curriculum audit is to take place to identify the different areas which cover this and which do not.	SLT H of F	Staff need to be spoken to in order to map where sustainability and climate change is being covered.
Are measures in place to give pupils a sense of agency where anxiety stems from climate concerns?	No	14/7/25	<p>The Eco Committee are to take this forward.</p> <p>Pupil voice to be completed to identify where the pupils feel the school currently is on this and ways to move forward.</p>	TL	
Does the curriculum enable pupils to share their knowledge and enthusiasm with the local community?	In some areas	14/7/25	To identify where links can be made. This is to be discussed with a Climate Ambassador via the STEM programme.	SLT	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Are parents and the wider community involved in the school's approach to sustainability and climate change?	No	14/7/25	To identify ways that parents can be engaged in this. Sustainability work and successes should be frequently communicated and celebrated through assemblies, newsletters, the school website and social media, to help inspire and encourage others to act.	SLT	
Do Local Governors and members of the SLT support and drive the school's sustainable activity?	No	14/7/25	To have whole school sustainable activities and for SLT and the governors to drive this forward.	SLT Governors	
Is the SLT embedding culture change where sustainability is a priority?	No	14/7/25	Sustainability needs to become a priority and embedded in the school culture.	SLT Governors	
Does climate change and sustainability feature on the agenda at key meetings?	No	14/7/25	Climate change and sustainability needs to be an agenda item at key meetings.	SLT	
Has the Trust Estate Manager been involved in the school's Climate Action Plan?	Yes	08/25	Trust Estate Manager to review all climate action plans on completion & add comments	CFO/TEM	
Climate education					

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Is climate education embedded throughout the curriculum?	No	14/7/25	Curriculum mapping to be checked and Hof Fs spoken to.	SLT	
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change?	Yes	14/7/25	Committees to be formed e.g Eco Committee through the school council.	TL	
Are pupils empowered to become global citizens through a better understanding of climate change and a greater connection to nature.	Yes	14/7/25	More to be done to allow pupils to be global citizens. e.g food technology- where does our food come from? What are the food miles? Walk to school weeks?	All teaching staff HofF SLT	Issues are discussed in particular in Geography and Science.
Are pupils provided with practical opportunities to participate in activities that increase climate resilience, reduce carbon impact and enhance biodiversity?	Yes	14/7/25	More to be done to give opportunities for pupils to participate in these types of activities.	All teaching staff H of F SLT	There are some current opportunities but these are not across the curriculum.
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability?	Yes in a few areas	14/7/25	More to be done to encourage pupils to learn about the impacts of climate change and the importance of sustainability across the curriculum and in extracurricular activities.	All teaching staff H of F SLT	
Does the school have plans to teach the natural history GCSE that the government intends to introduce by 2025?	No	14/7/25	Not currently in place.		

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Are teachers able to access CPD to ensure pupils receive high-quality teaching on scientific facts about climate change and environmental degradation?	No	14/7/25	Staff to be made more aware of this. CPD opportunities to be explored.	SLT	
Do staff members make use of best practice advice which demonstrates how sustainability and climate change should be incorporated into teaching in an age-appropriate manner?	No	14/7/25	Staff need to be made more aware of this. This is to be explored more.	All teaching staff H of F SLT	
Are relevant teaching resources from governmental departments utilised? e.g. from the Department for Environment, Food and Rural Affairs (DEFRA), Waste and Resources Action Programme (WRAP), and the Environment Agency?	Some	14/7/25	More promotion of these materials.	All teaching staff H of F SLT	
Are teachers able to model sustainable practices in relation to their subject specialism?	No	14/7/25	More awareness to be raised.	All teaching staff H of F SLT	
Are all staff members able to build their understanding of climate change and sustainability by receiving shared literacy training through sustainability leads?	No	14/7/25	This needs to be looked into.	All teaching staff H of F SLT	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Does the school offer extra curricula activities such as eco clubs or vegetable growing?	Yes	14/7/25	The eco committee on the school council is to be developed.	TL	The year 9 ASDAN group have created a garden in the Quad area.
Are pupils given the opportunity to learn about sustainable food choices, recycling, adaptation projects or weather and energy monitoring?	Yes	14/7/25	To broaden the opportunities for pupils to learn about sustainable food etc. e.g where does our food come from,	All teaching staff H of F SLT	
Are pupils given opportunities to learn outdoors?	Yes	14/7/25	To broaden the opportunities for pupils to learn outside across subject.	All teaching staff H of F SLT	Science have offered a range of outdoor learning experiences across the year groups.
Are leaders, teachers and pupils able to learn about energy efficiency, the circular economy, climate resilience and green careers?	No	14/7/25	To develop more knowledge and information about energy efficiency, the circular economy, climate change and green careers.	SLT H of F LS	
Does the school avoid presenting misinformation or unsubstantiated claims relating to the climate?					
Green skills and careers					
Are pupils able to build green skills that will enable them to build careers and participate in the green industrial revolution?	No	14/7/25	More to be done in terms of careers discussion based on green careers.	TL LS MW	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Are pupils provided with sufficient careers guidance including sustainable careers?	No	14/7/25	Sustainable careers to be promoted during lessons, careers week and in pupil careers meetings.	SLT LS MW	
Does the school provide assembly information and interactive class exercises which enable pupils to see and learn about a wide range of green careers and skills in action?	No	14/7/25	Green careers and skills in action to be discussed in lessons, assemblies and careers meetings.	SLT LS MW	
Education estate and digital infrastructure					
Are buildings within the school energy efficient?	No	08/25	Full review to be undertaken	CFO/TEM	
Does the school utilise smart meters and energy management systems to reduce usage and bills?	Yes	08/25	Smart meters fittings at all schools	TEM	
Has the school implemented measures to alleviate poor air quality around the school premises?	No	08/25	To be reviewed	TEM	
Has the school been able to access the Public Sector Decarbonisation Scheme to support decarbonising the estate?	No	08/25			

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Does the school make use of best practice advice when investing money to reduce carbon emissions?	Yes	08/25	Reviewed on each project undertaken	CFO/TEM	
Does the school have regard to the ' Good Estate Management for Schools ' guidance when making decisions regarding sustainable management of the estate, including energy and water efficiency, addressing ventilation and dealing with leaks?	In part	08/25	To be added to TDP for 2025-27 GEM course undertaken & passed (TEM)	CFO/TEM	
Does the school have contingency plans in place in the event of adverse conditions such as increased heat, flood risk or water scarcity?	Yes	14/7/25	To ensure that contingency plans are in place for all adverse conditions.	Site team SLT	
Does the school make use of any opportunities and advice to improve biodiversity, flood resilience and air quality?	Yes	08/25	Acceptance of any advice welcomed	CFO/TEM	
Has the school conducted a survey of how resilient existing buildings are and how their environmental conditions can be improved, including their access to nature?	No	08/25	To be actioned & completed for a academic year	CFO/TEM	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Has the school looked at ways in which to reduce indoor and outdoor air pollution, e.g. expanding anti-idling zones to reduce the impact of the school commute?	Yes	08/25	School site has security gate access , closed during schooltime. Unable to have anti idling zones due to school locations	CFO/TEM	Promote walk to school whenever possible
Has the school looked at delivering initiatives to increase active and safe travel to school, e.g. walking and cycling?	No	14/7/25	Initiatives to be promoted in order to increase active and safe travel to school. To sign up to National Education Nature Park	SLT	
Does the school take steps to protect and enhance wildlife and ecosystems in and around the school grounds?	No	14/7/25	Steps to be taken to protect and enhance wildlife and ecosystems in and around the school grounds.	SLT	The year 9 ASDAN group have created a garden in the Quad area.
Has the school considered heating solutions which do not utilise carbon intense fuels?	Yes	02/25	Yes, reviewed in recent round of CIF funding. Air pumps extremely costly due to voltage required to operate	CFO/TEM	To be kept under review
Has the school signed up to available weather and flood warnings?	No	14/7/2025	To sign up to available flood and weather warnings.	SLT Site team	
Has the school looked at how it can reduce water usage and improve efficiency?	No	14/7/2025	To monitor and investigate how the school can reduce water usage and improve efficiency.	SLT Site team	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Operations and supply chains					
Does the school procure from companies that commit to achieving net zero by 2050 and have a plan in place which shows how they will meet this target?	In part	08/25	Wherever possible to be reviewed	CFO/TEM	
Does the school buy from procurement frameworks that offer sustainable goods and services?	In part	08/25	Wherever possible & is cost effective to do so	CFO	
Does the school provide nutritionally balanced, affordable and sustainable meal choices?	Yes	08/25	Catering outsourced to Black Pepper – menu to reviewed	CFO/Caters	Review in conjunction the trust policy
Is there a whole-school approach to food which promotes accountability and transparency of school food arrangements?	Yes	09/25	Catering & school work together	CFO/Caters	
Is consideration given to sustainable practice in relation to school food contracts, preparation and practice, with thought given to ingredients and their environmental impact?	In part	09/25	Local company employing local staff. Food prepared for local schools	CFO	CFO – to review with caterers
Does the school gather data and take action on food waste whilst making use of best practice advice for sustainable waste prevention and management?	No	14/7/25	Data to be gathered and action to be taken on food waste and use best practice advice for sustainable waste prevention and management.	SLT	

Area of action	In place?	Date checked	Action required	Individuals involved	Additional comments
Has the school moved away from single-use items and towards reusable alternatives where possible?	No	14/7/25	To look into the move towards reusable alternatives where possible.	SLT	
Does the school reduce reliance on single-use items in favour of alternatives, e.g. second hand uniforms?	No	14/7/25	Reduce reliance on single use items for alternatives.	SLT	
Are any free period products provided to pupils sustainable?	No	14/7/25	To look at the free period products and if they can be sustainable.	ED/ TL	
Is food sourced locally where possible?	TBC	09/25	To be reviewed with caterers		
Has the school invested in renewable and sustainable energy sources, e.g. solar panels and LED lightbulbs?	In part	08/25	LED lighting – no solar panels	CFO/TEM	Solar panels to looked into
Does the school have arrangements in place for the correct recycling of glass, paper, card, plastic, metal and food waste?	No	14/7/25	The school to research into arrangements for the correct recycling of different materials.	SLT Site team	
Has the school taken measures to reduce its use of paper?	No	14/7/25	The school to take measures to reduce the use of paper.	SLT Site team	

Summary of findings and actions

[Use this space to collate the findings and actions that have been entered into the template and note the main priority areas for action.]