



## INOVA Multi Academy Trust

<b>Schools Climate Action Plan</b>	
<b>School:</b>	Wisewood Community Primary School & Nursery
<b>Version:</b>	December 2025
<b>Review:</b>	December 2026

<b>School sustainability lead(s):</b>	Claire Austin
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## What is a 'Climate Action Plan'?

As part of the Department for Education's (DFE) initiative, all schools by 2025 should have a Climate Action Plan in place and a designated lead within each setting. They are designed to document the pledge from each school as to how they plan to improve climate action and sustainability at their setting.

## Sustainable Leadership

The DFE have outlined that school settings and trusts have the greatest success in driving change where there is a holistic action plan that is supported by a leadership team with the authority, knowledge, and commitment to take it forward.

Ensuring clear leadership for sustainability in place, and subsequent climate action plans, will help ensure the following:

- Increase the confidence and expertise of leadership teams, staff, learners, and students in understanding climate change and how positive change can be achieved
- Create a culture that prioritises sustainability
- Share effective practice with other education settings and develop a peer-to-peer learning network
- Use data to identify and prioritise actions
- Improve energy and water efficiency
- Calculate carbon emissions and identify ways to reduce them
- Reduce operating costs
- Increase resilience and start adapting to the impacts of climate change
- Enhance biodiversity
- Help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs

## Developing and Storing Climate Action Plans

A climate action plan is a detailed plan to enable education settings, or trust, to progress or commence sustainability initiatives.



Creating a climate action plan allows for a structured and strategic route toward ensuring a setting or trust is acting toward, and educating about, sustainability. Climate Action Plans can sit at stand-alone sites, or at Trust Level.

A holistic climate action plan should cover the following 4 areas:

- Decarbonisation, for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient
- Adaptation and resilience, such as taking actions to reduce the risk of flooding and overheating
- Improving the environment and biodiversity, for example engaging with the [National Education Nature Park](#)
- Climate education and green careers, such as ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff and lecturers feel supported to offer this

## **Identifying Sustainable Leadership Structures**

Sustainability leadership can be a group of people or an individual responsible for the development and implementation of a climate action plan.

Though it is up to each individual setting or trust to decide the structure of their sustainability leadership team, best practice shows that change is delivered when driven by a diverse team of passionate individuals. It is important that both educational (for example, teaching staff) and operational (for example, estates management) expertise is brought to this team.

The presence of senior leaders from your organisation is critical for planning and implementation to be successful. They have the authority, capacity, and support to influence and lead strategic change within the setting.

You may choose to take an individual setting approach to building sustainability leadership, set it up across a multi-academy trust (if your setting is a member of one), or both.

## **A Whole Setting Approach**



It is important that the whole Trust, is engaged so that planning becomes action.

### **Learners**

Involving children, young people and learners is important in climate action planning.

You can do this by creating pivotal roles in school such as 'Eco Champions' who give input and steer change within their group of peers.

Doing so can:

- Inspire their enthusiasm to help drive positive change
- Increase their practical knowledge of sustainability and climate change
- Give young people a sense of agency where anxiety stems from climate concerns
- 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

### **Senior leadership team (SLT), governors, trustees and executive leaders**

As senior decision makers, SLT and governors should support and drive your sustainable activity. They should:

- Provide the authority and support to drive and embed culture change
- Ensure climate change and sustainability feature on the agenda at key meetings
- Be responsible for succession planning, so that commitment to sustainability endures in the setting



## **Estates management**

The sustainability of your estate section of the good estate management for schools guidance explains the role of estates management in encouraging sustainability and managing energy and water use.

For settings in further and higher education, a sector specific methodology for calculating carbon emissions, based on the greenhouse gas protocol, has been published by EAUC - the Environmental Association for Universities and Colleges. This follows collaboration with participants of the Platinum Jubilee Challenge, the Royal Anniversary Trust, the Association of Colleges, Colleges Scotland and Universities UK.

The standardised carbon emissions framework for further and higher education aims to:

- give confidence to institutions who want to start monitoring
- ensure transparency and comparability between institutions who report their emissions

## **Partnering with Industry Professionals**

As part of INOVA Multi Academy Trust's pledge, we encourage all of our schools to partner with industry professionals to offer advice, support and training to both staff and pupils on matters relating to climate action and sustainability.

Schools will use companies such as 'Lets Go Zero' to not only develop and review their Climate Action Plans, but also to educate and train both staff and pupils on the continuous actions that can be taken to improve their schools.



## Climate Action Plan

### Section 1- Biodiversity

Item:	Comments:	Owner:	Status:
Urban garden	<b>Vertical planters- space saving</b> <ul style="list-style-type: none"><li>• Container planters- where ground space isn't available</li><li>• Pollinator-friendly plants and garden spaces</li><li>• Bee-hotels/ spaces purpose built for habitats</li><li>• Edible gardens (fruit, vegetables)</li><li>• Sensory and therapeutic garden spaces- working with specialists to create custom spaces</li><li>• STEM/ Learning gardens- spaces focused for learning</li><li>• Seasonal and themed garden spaces- focusing on plants throughout the season</li></ul>	CA	<i>Ongoing/ completed</i>
Forest school	<ul style="list-style-type: none"><li>• Partnering with specialist suppliers to provide suitable spaces</li><li>• Partnering with local companies to provide funding</li><li>• Developing a curriculum to support the use of outdoor spaces</li></ul>	CA	<i>Ongoing/ completed</i>
Bird feeders	<ul style="list-style-type: none"><li>• Creating bird feeders out of waste materials</li><li>• Installing purpose-built feeders around site</li></ul>	CA	<i>Ongoing/ completed</i>
Planting trees	<ul style="list-style-type: none"><li>• Utilise several free tree planting schemes: <a href="#">Free Trees for Schools and Communities - Woodland Trust</a></li></ul>	CA	



Planting wildflowers	<ul style="list-style-type: none"> <li>Plant wildflowers in areas of the school grounds that are not used (e.g. areas of fields)</li> </ul>	CA	Ongoing/ completed
Planting shrubs and bushes	<ul style="list-style-type: none"> <li>Plant shrubs and bushes along edges of the school site to increase habitats</li> </ul>	CA	Ongoing/ completed
Ponds	<ul style="list-style-type: none"> <li>Install small ponds to increase water-based habitats</li> </ul>	CA	Ongoing/ completed

## Section 2- Energy

Item:	Comments:	Owner:	Status:
EV charging scheme	<ul style="list-style-type: none"> <li>Support from the Trust FM Team to install charging points on school site</li> <li>Consider purchasing/ leasing and grant options</li> <li>Consider use by the local community (during lettings and events on school grounds)</li> </ul>	CA/HC/AF	Ongoing/ completed
Sustainable building	<ul style="list-style-type: none"> <li>The Trust, wherever practicable, will install materials on school site to improve the consumption of energy on the school site.</li> <li>Fixed equipment such as boilers will be</li> </ul>	CA/HC/AF	Ongoing/ completed
LED lighting	<ul style="list-style-type: none"> <li>Where LED lighting is not already installed, the Trust will take a phased approach to move fittings onto LED.</li> </ul>	CA/HC/AF	Ongoing/ completed
Electrical usage- auto shut down	<ul style="list-style-type: none"> <li>The Trust IT Team, will wherever possible, install systems to ensure equipment automatically shuts off after use to save energy.</li> <li>Staff will be educated and encouraged to turn off electrical items to reduce the amount of energy used on site.</li> </ul>	CA/HC/AF	Ongoing/ completed

Sustainable energy provider	<ul style="list-style-type: none"> <li>The Trust will work with partners to procure sustainable energy when feasibly possible.</li> </ul>	CA/HC/AF	<i>Ongoing/ completed</i>
Sustainable heating sources	<ul style="list-style-type: none"> <li>The Trust will, where feasible install sustainable heating sources within schools</li> </ul>	CA/HC/AF	<i>Ongoing/ completed</i>
Monitor carbon consumption	<ul style="list-style-type: none"> <li>School will engage with providers such as 'Count your Carbon' to understand energy consumptions at periodic points throughout the review of their Climate Action Plan</li> <li>Data from the report will be used to aid actions and measures the school will take to reduce this.</li> </ul>	CA/HC/AF	<i>Ongoing/ completed</i>

### Section 3- Global Citizenship

Item:	Comments:	Owner:	Status:
Forest school	<ul style="list-style-type: none"> <li>Where schools have a forest school established, they will use this as a tool to provide a deeper understanding to pupils in the wider environments they are responsible for.</li> <li>Schools will engage with other settings in/ out of the Trust to access forest school provisions.</li> <li>School will develop curriculum to engage pupils in outdoor learning</li> </ul>	CA	<i>Ongoing/ completed</i>
Fundraising	<ul style="list-style-type: none"> <li>Schools will engage in fundraising schemes that support the local and wider community for sustainability</li> <li>Schools will access resources within the LA and wider environmental community to</li> </ul>	CA	<i>Ongoing/ completed</i>



Sustainability Conferences	<ul style="list-style-type: none"> <li>Schools will sign up with sustainability partners and attend training and conference events to widen knowledge.</li> <li>Sustainability leads will engage with Trust lead training sessions and committees to discuss and adapt sustainability practise.</li> </ul>	CA	<i>Ongoing/ completed</i>
Green flag status	<ul style="list-style-type: none"> <li>Schools will engage and apply with 'Eco Schools'- FAQs - Eco Schools</li> <li>Schools will work through the advice and requirements with Eco Schools</li> <li>Schools will obtain 'Green Flag Status' by working with Eco Schools</li> </ul>	N/A at this time	
Outdoor classroom spaces	<ul style="list-style-type: none"> <li>Schools will, where possible, create outdoor spaces focused for pupil learning.</li> <li>Where this isn't possible, schools will partner with available local resources.</li> <li>School will develop curriculum to engage pupils in outdoor learning</li> </ul>	CA/SLT	<i>Ongoing/ completed</i>
Fair trade food	<ul style="list-style-type: none"> <li>The Trust will, where possible, procure produce that is fair trade for consumption in school.</li> </ul>	INOVA Trust Directors	
Rainforest alliance	<ul style="list-style-type: none"> <li>School will use materials from the Rainforest alliance to develop curriculum in school for pupils:</li> <li><a href="https://www.bing.com/search?q=rainforest+alliance+in+schools&amp;cvid=d17b62e873da4521bb52d9cc302ef804&amp;gs_lcrp=EgRIZGdIKgYIA BBFGDkyBggAEEUYOTIGCAEQABhAMgYIAhAAGEAyBggDEAAYQDlGCAQQABhAMgYIBRAAGEAyBggGEAAYQDlGCAcQABhAMgYICBAAGE">https://www.bing.com/search?q=rainforest+alliance+in+schools&amp;cvid=d17b62e873da4521bb52d9cc302ef804&amp;gs_lcrp=EgRIZGdIKgYIA BBFGDkyBggAEEUYOTIGCAEQABhAMgYIAhAAGEAyBggDEAAYQDlGCAQQABhAMgYIBRAAGEAyBggGEAAYQDlGCAcQABhAMgYICBAAGE</a></li> </ul>	CA	<i>Ongoing/ completed</i>

	<u>AyCAgJEOkHGPxV0gEINDE5NmowajSoAgCwAgA&amp;FORM=ANAB01&amp;PC=U531</u>		
Red tractor	<ul style="list-style-type: none"> <li>The Trust will, where possible, procure 'Red Tractor' approved items for use in school.</li> </ul>	RS	<i>Ongoing/ completed</i>
Projects in the local area	<ul style="list-style-type: none"> <li>The school will engage with local community environmental projects.</li> </ul>	CA/RS	<i>Ongoing/ completed</i>
Uniform swap shop	<ul style="list-style-type: none"> <li>The school will establish a uniform swap shop.</li> <li>This will reduce the production of uniform for the school and encourage recycling.</li> </ul>	CA/RS	<i>Ongoing/ completed</i>

## Section 4- Healthy Living

<b>Item:</b>	<b>Comments:</b>	<b>Owner:</b>	<b>Status:</b>
Growing crops/ food in school	<ul style="list-style-type: none"> <li>Schools will develop school gardens that encourage the growth of crops.</li> <li>Schools will work with the Trust stakeholders to safely use plants grown to be consumed.</li> </ul>	SLT	
Plant based menu items	<ul style="list-style-type: none"> <li>The Trust will work with schools to develop plant-based items on the menu to reduce dairy and meat consumption.</li> </ul>	SLT	
Walk to school scheme	<ul style="list-style-type: none"> <li>Schools will encourage pupils to walk to and from school (e.g. walking buses)</li> </ul>	SLT	
Cycle to school scheme	<ul style="list-style-type: none"> <li>Schools will encourage pupils to cycle to school.</li> <li>Schools will provide a safe space for bikes to be stored during the day.</li> <li>School will share information with staff on schemes available to reduce the purchase of bikes.</li> </ul>	SLT	

Car share to school scheme	<ul style="list-style-type: none"> <li>• Schools will encourage staff, where possible to car share.</li> <li>• Schools will encourage pupils, where possible to car share.</li> </ul>	SLT	

## Section 5- Litter

Item:	Comments:	Owner:	Status:
Indoors bins	<ul style="list-style-type: none"> <li>• Reduction in use of single plastic bin liners- cleaners and building supervisors will decant waste into other liners to reduce use.</li> <li>• Signage- to ensure that correct waste is being placed in bins (e.g. paper/ glass/ food waste).</li> </ul>	AF	
Outdoor bins	<ul style="list-style-type: none"> <li>• Reduction in use of single plastic bin liners- cleaners and building supervisors will decant waste into other liners to reduce use.</li> <li>• Signage- to ensure that correct waste is being placed in bins (e.g. paper/ glass/ food waste).</li> </ul>	AF	
Community use bins	<ul style="list-style-type: none"> <li>• Reduction in use of single plastic bin liners- cleaners and building supervisors will decant waste into other liners to reduce use.</li> <li>• Signage- to ensure that correct waste is being placed in bins (e.g. paper/ glass/ food waste).</li> <li>• Communication to community users to ensure they engage with recycling on school grounds.</li> </ul>	AF	
Recycling	<ul style="list-style-type: none"> <li>• Schools will engage with Trust waste provider to ensure that data captured on collections is reviewed and actions made.</li> </ul>	AF	



	<ul style="list-style-type: none"> <li>• Schools will use communication and marketing materials from waste provider to ensure that the correct waste bins are used.</li> <li>• Schools will develop recycling schemes to engage with reducing landfill waste.</li> </ul>		
Food waste	<ul style="list-style-type: none"> <li>• School have established food waste collections/ bins in place.</li> <li>• Schools will ensure that</li> </ul>	AF	
Litter picking on site	<ul style="list-style-type: none"> <li>• Schools will ensure that robust litter collection schemes are in place.</li> <li>• Schools will engage with pupils, where possible, to complete litter collections.</li> </ul>	AF	
Litter picking in the community	<ul style="list-style-type: none"> <li>• Schools will develop litter collection schemes to support the wider community.</li> </ul>	CA/RS	

## Section 6- Water

Item:	Comments:	Owner:	Status:
Reduce water consumption	<ul style="list-style-type: none"> <li>• School will monitor water consumption data and review where high consumption areas are in school</li> <li>• Actions will be taken to reduce water consumption.</li> </ul>	AF	
Reduce use of hot water	<ul style="list-style-type: none"> <li>• Schools will, where possible, swap hot water outlets for cold water outlets.</li> <li>• Washing machines will, where possible, be reduced in temperature.</li> <li>• Schools will actively engage with installing equipment that only heats water at point of use.</li> </ul>	AF	



Reuse water-water collection	<ul style="list-style-type: none"> <li>Schools will engage with water collection materials to use around school.</li> <li>Rainwater catchers- used to water plants</li> </ul>	AF	
Ponds	<ul style="list-style-type: none"> <li>Schools will protect natural and man-made water sources such as ponds and steams.</li> <li>Where schools have water sources on school grounds, these will be suitably managed, developed and sustained to protect habitats.</li> <li>Schools will consider installing smaller man made water sources (such as bucket ponds) to increase habitats.</li> </ul>	AF	
Reduce plastic use for water bottles	<ul style="list-style-type: none"> <li>Schools will promote using reusable materials instead of single use (e.g. water bottles, coffee cups...)</li> <li>Schools will provide staff/ pupils will reusable drinking materials (coffee cups/ water bottles) to aid reduction in single use plastics.</li> </ul>	AF	

## Section 7- School Grounds

Item:	Comments:	Owner:	Status:
Wilding areas	<ul style="list-style-type: none"> <li>Schools will, where possible, create areas on site that are dedicated to wilding.</li> <li>These areas will create natural habitats that develop with little intervention.</li> </ul>	HC/TB	

	<ul style="list-style-type: none"> <li>Schools will work with grounds maintenance providers to protect these areas and prevent them from being cut/trimmed.</li> </ul>		
Monitor energy consumption	<ul style="list-style-type: none"> <li>Schools will install energy meters and report monthly to the Central FM team on energy consumption.</li> <li>The central team will track energy consumption and discuss with key providers how to reduce this.</li> </ul>	HC/TB	
Habitat development	<ul style="list-style-type: none"> <li>Schools will develop habitats to develop the environment on school grounds.</li> <li>Schools will partner with habitat specialists on how to improve existing spaces.</li> <li>Schools will protect spaces created for habitats.</li> </ul>	HC/TB	
Sustainable materials in building	<ul style="list-style-type: none"> <li>The Trust will engage providers to explore the use of sustainable and recycled materials where possible.</li> <li>The Trust will ensure that all waste materials are suitably disposed of and recycled where possible.</li> </ul>	HC/TB	
Reusable materials in buildings	<ul style="list-style-type: none"> <li>The Trust will ensure, that where possible, and waste materials, or items no longer in use are reused where possible.</li> <li>The Trust will share resources within the team, and further where possible, to ensure that items are reused.</li> </ul>	HC/TB	
Reduction in building materials in landfill	<ul style="list-style-type: none"> <li>The Trust will engage with providers that actively recycling materials</li> <li>The Trust will limit building materials being disposed of in landfill</li> <li>The Trust will track this and record where materials have been successfully recycled avoiding landfill</li> </ul>	HC/TB	

## Section 8- Transport

Item:	Comments:	Owner:	Status:
Cycle to work scheme	<ul style="list-style-type: none"> <li>Schools will encourage pupils to cycle to school.</li> <li>Schools will provide a safe space for bikes to be stored during the day.</li> <li>School will share information with staff on schemes available to reduce the purchase of bikes.</li> </ul>	CA/RS	
Cycle to school scheme	<ul style="list-style-type: none"> <li>Schools will encourage pupils to cycle to school.</li> <li>Schools will provide a safe space for bikes to be stored during the day.</li> <li>Schools will share communication on wider schemes available to access resources (e.g. free bike schemes and bike deals).</li> </ul>	CA/RS	
EV charging points	<ul style="list-style-type: none"> <li>Schools will, where possible, install EV charging points.</li> <li>These are available to staff on a daily basis.</li> <li>These are available to the wider community at set points throughout the day.</li> </ul>	HC/TB	
EV use for school-minibuses	<ul style="list-style-type: none"> <li>Schools will, where possible, procure EV/ hybrid vehicles for use in school.</li> </ul>	Inova Trust	
Use of public transport for school	<ul style="list-style-type: none"> <li>Schools will encourage staff, pupils and parents to use public transport to commute to and from site.</li> <li>Schools will engage with wider public transport partners to share clear communication on resources available.</li> </ul>	Inova Trust	

## Section 9- Waste

Item:	Comments:	Owner:	Status:
Reduction in printing	<ul style="list-style-type: none"> <li>Schools will develop a printing reduction scheme</li> <li>Schools will, where possible, push recycling and paper waste management.</li> <li>Schools will utilise resources such as iPads to limit printing.</li> </ul>	CA	
Reduction in textbooks	<ul style="list-style-type: none"> <li>Schools will, where possible, reduce the purchase of textbooks and workbooks.</li> <li>Where textbooks and workbooks are in use, these will be suitably recycled when no longer required.</li> <li>Schools will procure sustainably sourced and produced textbooks and workbooks.</li> </ul>	CA	
Food waste	<ul style="list-style-type: none"> <li>Schools will actively promote food waste recycling.</li> <li>Schools will engage with the Trust waste provider to share materials in school on the importance of food waste recycling.</li> <li>Schools will promote around the site how to correctly recycle food waste.</li> </ul>	CA	
Recycling	<ul style="list-style-type: none"> <li>Schools have a robust recycling contract in place provided by the Trust.</li> <li>Schools will actively promote the importance of recycling.</li> </ul>	CA	
Reduction in plastic consumption	<ul style="list-style-type: none"> <li>Schools will promote using reusable materials instead of single use (e.g. water bottles, coffee cups...)</li> </ul>	CA	



	<ul style="list-style-type: none"><li>• Schools will provide staff/ pupils will reusable drinking materials (coffee cups/ water bottles) to aid reduction in single use plastics.</li></ul>		
Community initiatives	<ul style="list-style-type: none"><li>• Schools will establish communications within the community as to where to safely recycle materials (such as electrics/ cables...)</li><li>• Schools will sign up to be 'drop off points' for recyclable materials.</li></ul>	CA	

## Review

Schools will ensure that they complete a review of their Climate Action Plans every term.

The reviews will allow sustainability leads to reflect on actions they have committed to and make pledges to undertake new actions within the next review period.

Climate Action Plans will also be discussed within both school and Trust leadership meetings periodically throughout the academic year.

## Review Tracker:

Review date:	Review owner:	Version:

