



The Island Learning Trust

Climate Action Plan

May 2026



Executive summary

We would like to thank the whole team for engaging Kreston Reeves to assist you with the creation of your Climate Action Plan.

Having worked with you, we believe you are now well placed to have a proportionate strategy designed to provide you with a realistic approach to integrating climate action within your trust. The report aims to bring to your attention risks that are relevant to your organisation while providing you with the insight and knowledge to understand your impact on the environment with some real solutions for both engaging your stakeholders and making improvements.

We have designed this report based on the parameters you selected at the beginning of this assignment and have included options for additional support or services that may be of interest to you should you want to continue to progress your plans.

Your support and collaboration throughout this process have been invaluable, and we extend our deepest gratitude for your commitment to fostering positive environmental impact. Together, we have developed a plan that aims to create a better planet and a more resilient and successful trust. We look forward to embarking on this important journey towards a brighter future.

The plan is structured around three key pillars: Carbon, Engagement, and Governance, each encompassing critical sub-sections that were agreed with you at the planning stage of this project.

We have also taken the opportunity to provide you with recommendations for data quality improvement and a responsibilities register and timeframe, as agreed with you, to ensure actions from the plan maintain momentum over the coming years.

If you have any queries about this report, then please do not hesitate to contact us.



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Your insights

Carbon

Understanding your carbon footprint is key to understanding performance and determining strategy. This section summarises:

- Overview of your carbon emissions for the year to 31 August 2025
 - Energy evaluation
 - Travel topics
- Procurement performance
- Recommendations for data quality improvement

Engagement

Engaging your stakeholders is key to the successful delivery of a climate action plan. This section summarises:

- Engaging pupils
 - Engaging staff
 - Suppliers and collaborators
- Feedback from the stakeholder interviews we undertook have been fed directly into the actions in this section.

Governance

Appropriate oversight and governance mechanisms will be vital for enabling action across the trust. This section summarises:

- Mechanisms for maintaining action
 - High level risk review
 - Key policy review
 - Action log

Other services

A summary of the ESG services we provide to support your future needs.

Carbon

- Overview of your carbon emissions for the year to 31 August 2025
- Electricity evaluation
- Gas guidance
- Travel topics
- Procurement performance
- Recommendations for data quality improvement
- Benchmarking your Trust

Carbon Reporting Highlights

For the year ended 31 August 2025

72%

of your emissions are generated by the purchases you make. This is typical for a people-based organisation

£10,166

could be saved with a 10%, behaviour change driven, reduction in electricity and gas

671,177 kWh

Total Trust gas consumption

318,437 kWh

Total Trust electricity consumption

38 kWh

SBK per m³ of space

27 kWh

MIS per m³ of space

12 kWh

HWH per m³ of space

0.84 tCO₂e per pupil

Intensity ratio of tCO₂e/pupils

0.07 tCO₂e per pupil

lower compared to other South-East Trusts based on SECR disclosures

1,125 tCO₂e

total carbon footprint

Total emissions overview

Scope	Description	2025 (tCO2e)
1	Gas consumption	122.80
	Combustion of fuel for other purposes	0.16
	Emissions from owned vehicles	0.44
2	Purchased electricity	56.36
3	Purchased goods & services	261.94
	Capital goods	545.21
	Fuel and energy related activities	5.90
	Waste generated in operations	19.98
	Business travel	1.53
	Employee + pupil commuting	106.17
	Upstream transport and distribution	0.46
	Upstream leased assets	4.20
	Total emissions	1,125.15



Key facts



Total carbon footprint of **1,125.15 tCO2e**



Intensity ratio of **0.84 tCO2e** per pupil



Behaviour change can lead to a **10% reduction** in energy usage – this could lead to over 28.79 tCO2e being saved (when considering electricity, gas and travel)

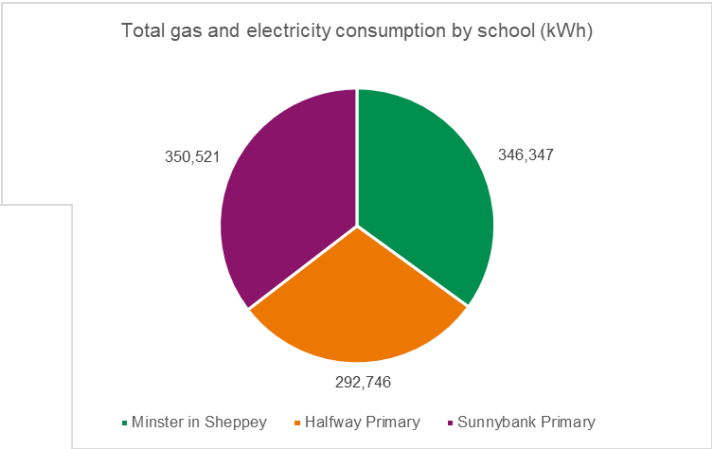
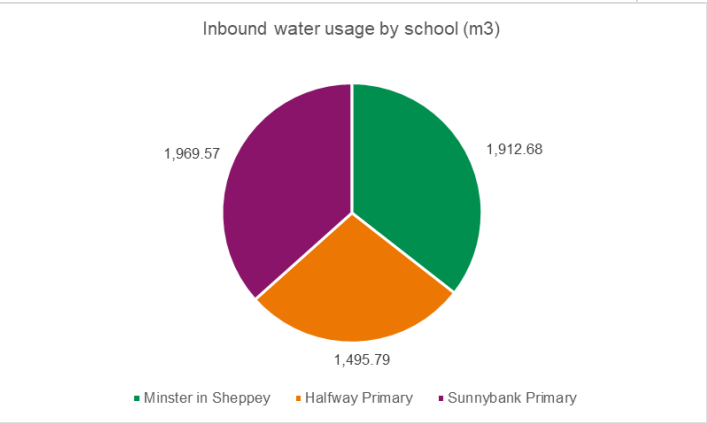
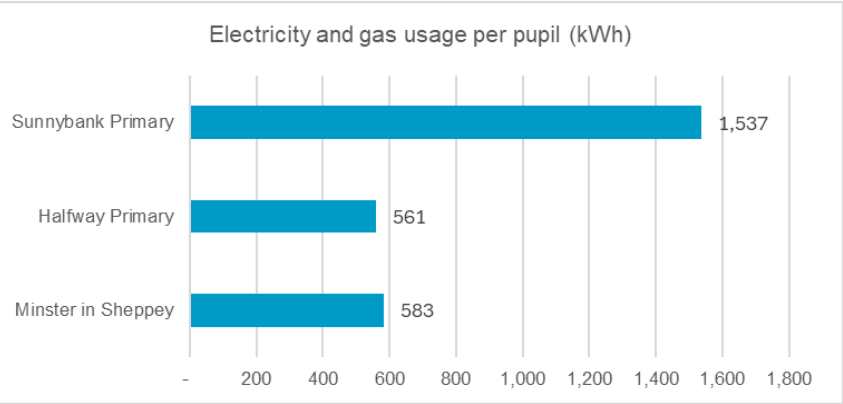


The following categories have been determined using activity-based data, the highest quality of data:

- Gas consumption
- Combustion of fuel for other purposes
- Emissions from owned vehicles
- Purchased electricity
- Employee + pupil commuting

Remaining categories have been estimated using spend based assumptions. The goal is to replace spend based data with activity data.

Trust energy overview



Key facts

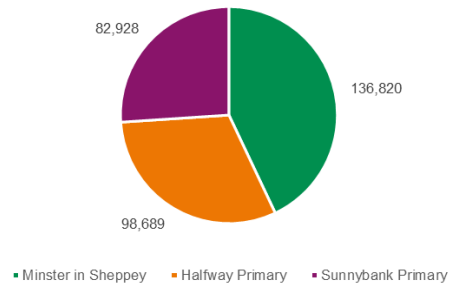
- > Sunnybank Primary consumes the most energy – **350,521 kWh**
- > Sunnybank Primary consumes more energy per pupil than Halfway and Minster combined
- > Minster Primary is the second most energy intensive, however this does include the Trust office
- > Sunnybank Primary also uses the most water per pupil at 8.6m3 in 2024/25. Halfway is the lowest at 2.9m3.

Note that water usage at SBK has been estimated by your supplier and an action point to understand actual usage has been made to carry forward.

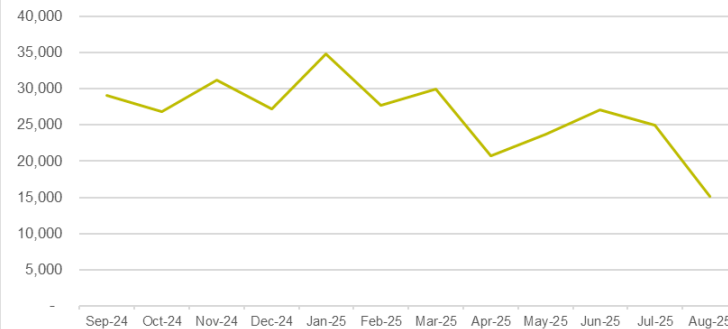
Electricity evaluation

Overview of your usage and impact

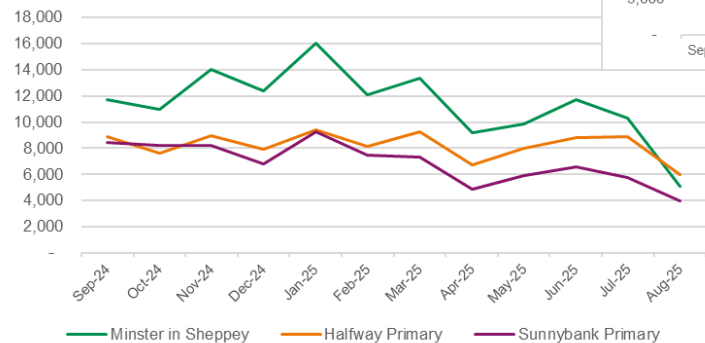
Electricity consumption by school (kWh)



Electricity consumption by month (kWh)



Electricity consumption by school over time (kWh)



Insights and actions



A 31,844 kWh reduction, ie 10% driven by behaviour change, would equate to a circa £6,150 saving based on a rate of 19.3121p/kWh. Giving more money back to education.



Investigation into the feasibility of solar panels is being undertaken, which will be great for reducing carbon. Depending on the arrangement, you may be able to sell excess energy back to the grid. As a result, it is still best to reduce the consumption needs of the Trust so you can sell more to the grid.



Currently, a significant proportion of spaces could benefit from the installation of motion sensor lights. While the primary ambition is to encourage pupils and staff to turn lights off when not in use, the best approach to ensuring this happens is to plan for the installation of motion sensors.



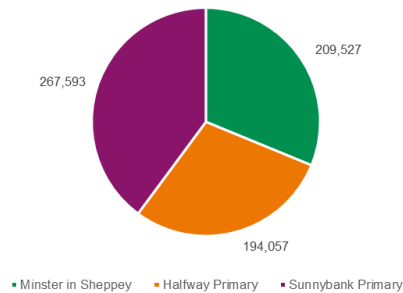
Electricity consumption over the summer holiday appears to be disproportionately high. While it is expected that some electricity will be required for items needing to remain switched on, such as fridges and freezers, it is likely that there is unnecessary electricity usage at this time of year.

Create a holiday shut down checklist – consider whether printers, kettles, microwaves, computers, monitors and similar items can be all be switched off at the plug. This would reduce the risk of a fire while nobody is on site too.

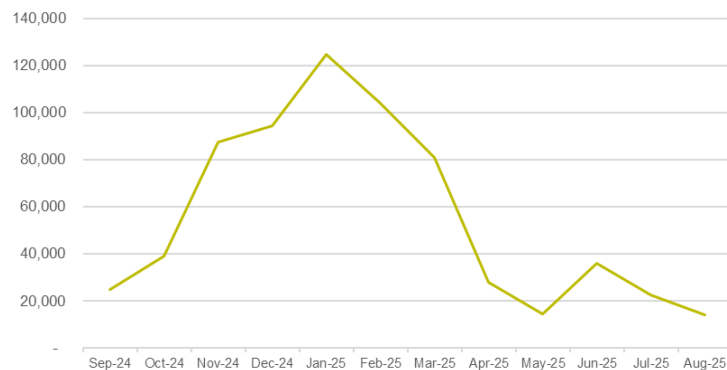
Gas guidance

Overview of your usage and impact

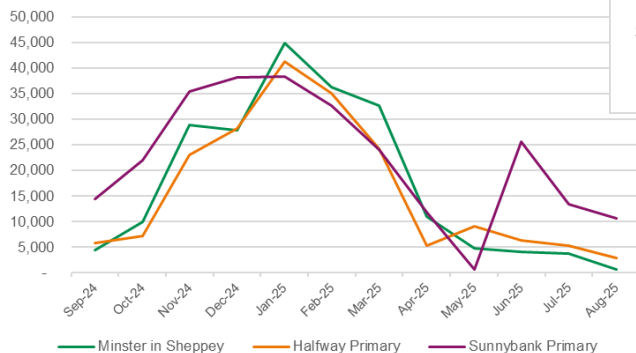
Gas consumption by school (kWh)



Gas consumption by month (kWh)



Gas consumption by school over time (kWh)



Kreston Reeves



Insights and actions



A 67,118 kWh reduction, ie 10% driven by behaviour change, would equate to a circa £4,016 saving based on a rate of 5.9841p/kWh.



Finish completing heat map survey exercise at every school to identify areas of heat loss, improvement plan and subsequently demonstrate the performance after any improvements to support future capital funding bidding needs. It may reveal cost effective opportunities for improving heat retention, such as draft proofing doors and windows.

Create an end of the day and holiday checklist for pupils and staff – ie close doors and windows, close blinds and ensure heating is turned off or on to holiday mode.



Did you know a 1°C reduction in temperature can save roughly 7% of energy consumed?

Ultimately, installing smart (centrally controlled) thermostats would save the Trust money and reduce consumption.

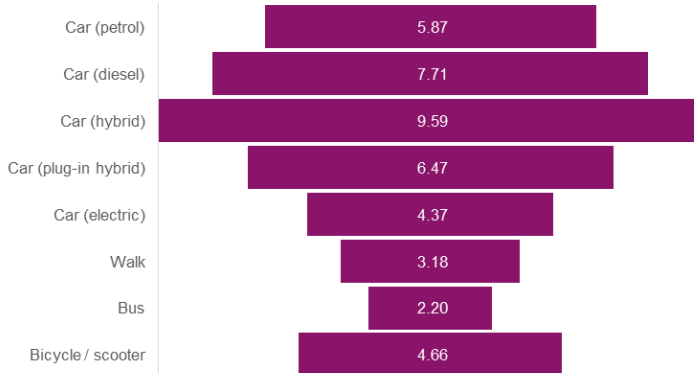


While Sunnybank Primary may be due a rebuild due to the RAAC found on site, depending on the timeframe of such a project it would be sensible to make a priority action to review the site for opportunities to reduce gas consumption. It consumes a disproportionate amount of gas compared to the number of pupils.

Travel topics

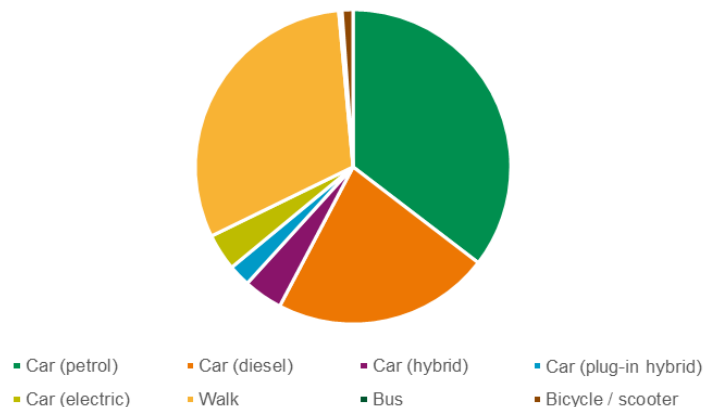
Overview of staff and pupils' usage and impact (based on extrapolated results)

Miles travelled per person each day (by type)



Stakeholder group	No. driving ≤ 1 mile
Parents/pupils	49
Staff	15
Total opportunity	64

% travelling by type



Insights and actions



25% of staff and parents replied to your commuting survey.



Currently 64 parents and staff (who replied to the survey) are driving to school despite being within 1 mile of the relevant school.



The top 3 methods of transport to school are:

1. Petrol car (35%)
2. Walking (31%)
3. Diesel car (22%)



Several barriers were highlighted by parents and staff in the survey as preventing them from using a more economical alternative form of transport. These have been summarised into key themes on the next page.

Parent travel opportunities

This section summarises the findings from the parent travel survey and explores how families currently travel to school, what alternatives they would prefer, and the barriers that shape everyday travel choices. The responses show that most parents are not opposed to more sustainable travel, but make decisions based on practical considerations such as time, distance, safety and work commitments. By focusing on where short car journeys occur and understanding what parents say would realistically enable change, this analysis identifies where the Trust can take proportionate, evidence-led action to reduce car use without placing unrealistic expectations on families.

1

School	Parents driving ≤ 1 mile
Minster-in-Sheppey Primary School	28
Halfway Houses Primary School	16
Sunny Bank Primary School	5
Total	49

1 – Parents driving within one mile of their school

The data identifies a defined cohort of parents making very short car journeys that could reasonably be replaced by active travel. This provides a strong evidence base for targeted, school-level interventions focused on enabling and supporting walking, rather than expecting change across all families.

2 – Parents views on their ideal mode of transport

Across all schools, parents express a clear and practical view of viable alternatives to driving. Walking is overwhelmingly the preferred option where distance and circumstance allow, with limited appetite for options such as public transport or cycling where safety, reliability or convenience are concerns. This indicates that the Trust's greatest opportunity lies in enabling and normalising walking for shorter journeys, rather than promoting a wide range of alternatives that families do not currently see as realistic.

3 – Parents perceived barriers to low emissions travel

The combination of short car journeys, a strong preference for walking and clearly stated barriers indicates that low-carbon travel is most achievable through practical interventions such as walking buses for local families, rather than relying on generic encouragement or Trust-wide behaviour change campaigns.

2

	Number of people per location		
Ideal alternative	Minster-in-Sheppey Primary School	Halfway Houses Primary School	Sunny Bank Primary School
Walking	63	65	22
Car sharing	0	0	0
Cycling	4	5	2
Public transport	3	10	2
Taxi	0	0	2

3

	Number of people per location		
Theme of barrier	Minster-in-Sheppey Primary School	Halfway Houses Primary School	Sunny Bank Primary School
Time / workload	45	48	6
Health / mobility	3	0	0
Distance / location	12	23	9
Infrastructure / safety	5	11	1
Weather / daylight	58	58	11
Public transport	1	7	2

Staff travel opportunities

Staff attitudes towards sustainable travel are broadly positive, with walking and lower-emission vehicles emerging as preferred options where circumstances allow. However, work patterns, health considerations and caring responsibilities limit what many staff can change. This suggests the Trust should prioritise measures for staff living close to school such as practical infrastructure improvements and recognise that not all roles can support shift.

1

School	Staff driving ≤ 1 mile
Minster-in-Sheppey Primary School	10
Halfway Houses Primary School	4
Sunny Bank Primary School	1
Total	15

1 – Staff driving within one mile of their school

This analysis identifies a defined group of staff who currently drive to work despite living within one mile of their school, representing the most realistic and immediate opportunity for car-to-walking or cycling shifts. The data shows that meaningful change is achievable by focusing on a small, clearly identifiable cohort, where practical support and light-touch encouragement are far more likely to deliver results than broad, Trust-wide expectations.

2 – Staff views on their ideal mode of transport

Across all schools, staff express a consistent and pragmatic view of what better looks like. Walking is the preferred alternative for short journeys, with lower-emission vehicles seen as the most realistic option where distance or personal circumstances limit walking. This reinforces the conclusion that Trust action should focus on enabling these two pathways, rather than investing effort in travel options that staff themselves do not see as viable.

3 – Staff perceived barriers to low emissions travel

The barriers identified by staff provide important context for the opportunity and aspirations outlined above. Distance, role-related time pressures, health factors and caring responsibilities dominate responses, indicating that constraints are structural rather than attitudinal. Taken together, this shows that the Trust will achieve the greatest impact by removing specific, practical barriers for those able to change, while explicitly recognising that for many staff, car use is not a discretionary choice.

2

	Number of people per location			
Ideal alternative	Minster-in-Sheppey Primary School	Halfway Houses Primary School	Sunny Bank Primary School	Central Trust
Walking	17	22	19	2
Car (electric/hybrid)	8	8	5	4
Cycling	2	1	2	0
Public transport	0	0	1	0
Same as current (car)	24	27	13	6

3

	Number of people per location			
Theme of barrier	Minster-in-Sheppey Primary School	Halfway Houses Primary School	Sunny Bank Primary School	Central Trust
Time / workload	6	11	9	1
Health / mobility	10	10	7	2
Distance / location	7	8	11	1
Infrastructure / facilities	3	7	0	0
Caring responsibilities	1	6	0	0
Weather / daylight	4	4	3	1
Public transport	0	2	3	0
Cost / affordability	0	0	4	1

Procurement performance

Overview of your usage and impact

Top 5 emitting suppliers	tCO2e
A C Preou Ltd	240.49
Total Energies	163.65
Cambridge Flat Roofing Company Limited	76.51
Harling Security	62.58
Bidfood	43.75
Total	886.98

Top 5 emitting account codes	tCO2e
Boiler CIF 23/24 exp	258.93
Roof CIF 23/24 exp	177.69
Gas	122.8
Fence CIF	66.2
Electricity	62.26
Total	687.88



Insights and actions



Approximately 87% of emissions from 'purchased goods and services' and 'capital goods' arise from your top five suppliers.



Currently the national average emissions factor has been used to determine your electricity and gas emissions from Total Energies. You may find Total Energies have their own emissions factor for both electricity and gas that is lower than the national average and would therefore give us a more accurate representation.

For large capital projects, we have currently undertaken a spend based approach that converts the whole cost of the project into carbon emissions.

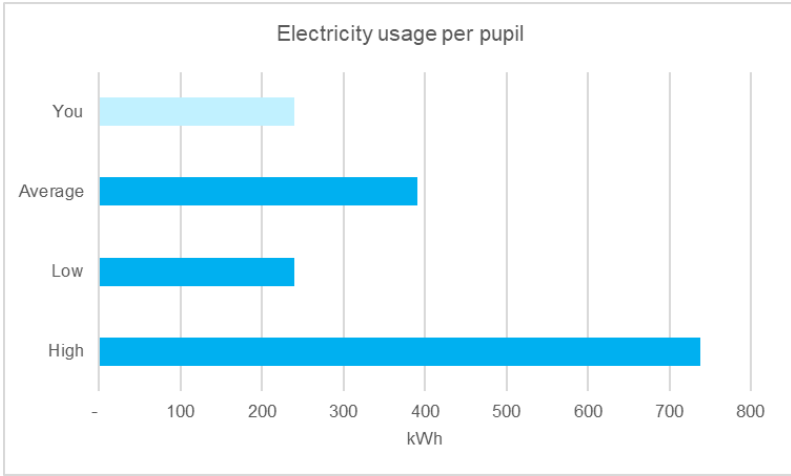
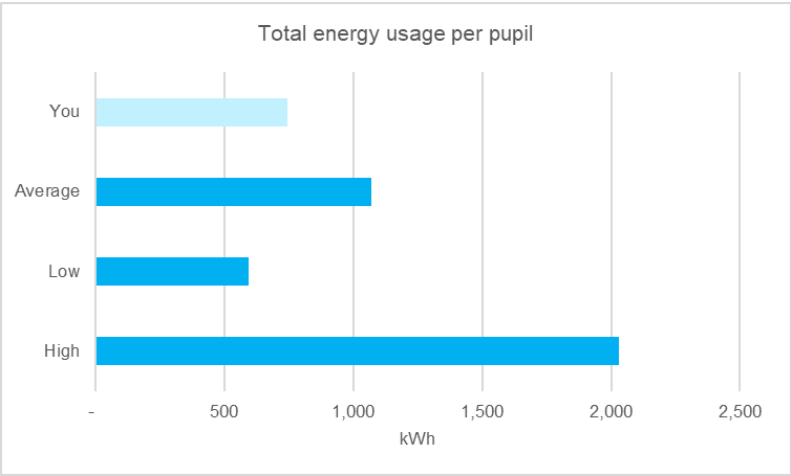
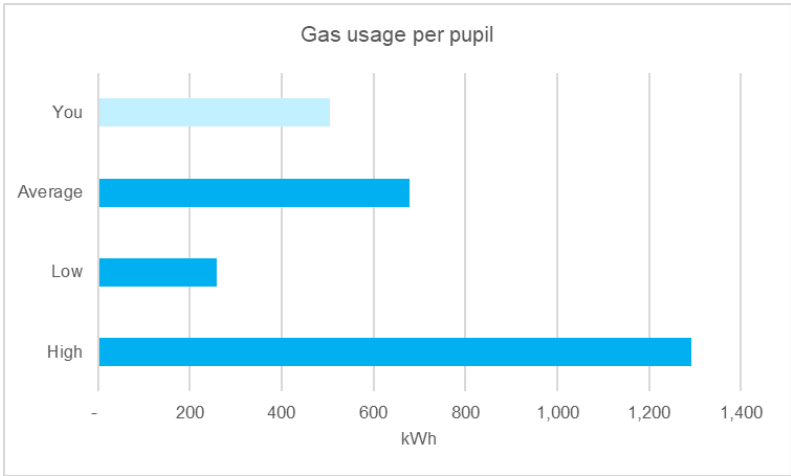
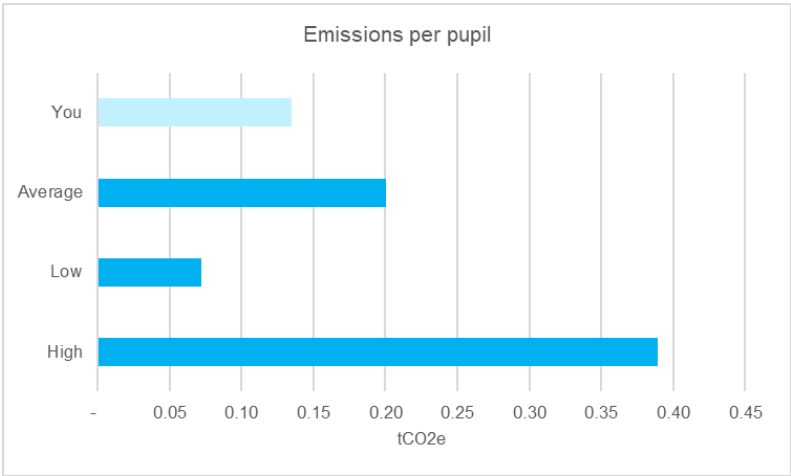


To get a more accurate representation of the emissions generated by a project, we would need to obtain a full itemised invoice from the construction company that includes the type of material used in the project and either the cost or quantity of it.

Then we could more accurately allocate the cost to the appropriate emissions factor.

Benchmarking

To enable you to benchmark how you are performing against other Academy Trusts, we have taken the publicly available information of 12 Trusts situated in the South-East of England to prepare graphs that enable you to review performance on a 'per pupil' basis. Please note the information used is not all of Kreston Reeves clients and as such we cannot vouch for the quality or validity of the information disclosed.



Suggested improvements to data quality

Recommendation	Impact	Ease to implement
List all suppliers and a supporting description when inputting expenditure	On occasion, the supplier is entered as the description and there is no description. By including the supplier and an appropriate description of the product or service, the accuracy of the emissions factor improves.	
Consider including material type in descriptions of expenditure	Where practicable, include the material of the item purchased. For example, if plastic plates are purchased then say 'plastic plates' rather than just 'plates'. This helps enhance the accuracy of the emission factor used.	
For school trips and coach hire, include the length of the trip	Including the length of the trip enables us to measure emissions on an activity basis rather than spend based, which is a more accurate method of calculation.	
Ensure waste usage data is obtained for next year	For 2024/25 there is no carbon emission for waste from the schools or a baseline figure for weight of waste disposed as general, recycling or food. The accuracy of your carbon reporting will improve next year as we understand your new supplier will be able to provide this information.	
Encourage a greater response level to your parent and staff travel survey	This year there was a 25% response rate. Now you are past the first year, we recommend you consider what would be the best way to maximise the potential response rate. Looking for existing forms of communication for reminders to be published could be a good option.	
Introduce a system for recording car travel, above and beyond staff's usual commutes	Currently additional travel between schools is not recorded. This means that your emissions generated by Business Travel are understated. This is likely minimal but would be most accurate.	
For large capital projects, obtain an itemised invoice detailing items used and the cost/quantity of the product	Currently we use a generic capital goods emissions factor that is closest to the nature of the overall project. However, ideally we would split material projects into what is being delivered, ie the labour and each material product being used to enhance accuracy of emissions factors.	

Action log

Action	Owner	Deadline	RAG status
Investigate feasibility of installing solar panels (including potential to sell excess back to the grid).	TBC	TBC	TBC
Develop plan to reduce electricity consumption to maximise onsite and export benefits.	TBC	TBC	TBC
Identify areas suitable for motion-sensor lighting and create an installation rollout plan.	TBC	TBC	TBC
Complete heat map surveys at every school to pinpoint heat loss and prioritise improvements.	TBC	TBC	TBC
Create an improvement plan and capture post-works performance evidence to support future funding bids.	TBC	TBC	TBC
Create end-of-day and holiday checklists (doors/windows/blinds/heating set to holiday mode).	TBC	TBC	TBC
Assess options for centrally controlled smart thermostats to reduce gas consumption and cost.	TBC	TBC	TBC
Obtain supplier-specific electricity and gas emissions factors (e.g. from Total Energies) to improve reporting accuracy.	TBC	TBC	TBC
Use parent travel survey findings to target short (<1 mile) car journeys with safer walking routes and school-led encouragement.	TBC	TBC	TBC
Use staff travel survey findings to focus on short journeys and remove practical barriers (infrastructure and light-touch support).	TBC	TBC	TBC
Understand feasibility of installing charge points in school car parks to encourage use of electric vehicles.	TBC	TBC	TBC
Consider a phased reduction of printers. £75k was spent on printer leases, paper and ink in 24/25. Reducing by a third could provide additional resources.	TBC	TBC	TBC



Engagement

- Engaging pupils
- Engaging staff
- Engaging suppliers and wider support

Engaging pupils

Phase 1 – Building awareness – April 2026 to July 2026

The first phase focuses on helping pupils understand what climate action means and why it matters.

Through a Trust-wide climate assembly, the steps the Trust is taking and how pupils can play their part can be explained. This is also where you could launch the energy-saving game to make participation fun and rewarding, and reintroduce eco-warrior roles and pupil parliaments so pupils have a voice and leadership opportunities.

A short survey will capture what pupils already know, what interests them, and how they'd like to get involved, giving you a baseline to track progress each year.

Finally, an energy dashboard will show pupils the impact of their efforts, making the link between their actions and real results clear.

This phase sets the tone for engagement by making climate action visible, exciting, and pupil-led.



Climate assembly

Purpose

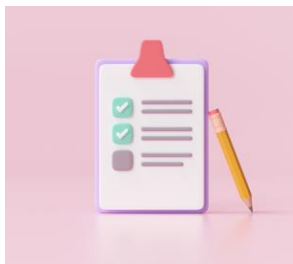
- Introduction to climate action and the role you can collectively play
- Build understanding of what the Trust currently does and where it is going
- Launch the gamification of energy saving
- Inspire students to join Eco-Warrior team and take ownership
- Notify intention to issue survey after the assembly



Establish/re-establish pupil parliaments and eco-warrior role

Purpose

- Define clear roles and incentives
- Pupil voice and representation to bring new ideas and support implementation
- Pupils role model behaviour
- First meeting to determine actions – preferably after the pupil survey results



Pupil survey

Purpose

- Measure pupils' understanding of climate action
 - Capture their interest in participating
 - Identify what activities they want to see
 - Track changes year-on-year
- See 'Appendix II – Pupil survey' for a suggested survey that could be issued to pupils.



First release of quarterly energy usage dashboard

Purpose

- Show pupils energy usage across schools
- Help understand the goal to win the game

Engaging pupils

Phase 2 – Engagement and action – September 2026 to December 2026

This phase moves beyond awareness into hands on involvement, giving pupils real opportunities to act and see their impact.

Termly eco themes keep momentum going and prevent engagement fatigue by focusing on different areas such as energy, waste, and biodiversity.

Pupils will make a pledge to show their commitment, with reminders displayed around the school to keep climate action visible.

Practical experiences are key. School trips with a climate focus and outdoor learning activities help pupils connect classroom learning to the real world. This phase also sees the completion of the development of the forest school at Halfway Primary, creating a consistent space for nature-based education across the Trust.

These steps ensure pupils aren't just learning about sustainability, they're living it through meaningful, enjoyable experiences.



Implement termly climate themes

Purpose

- Helps maintain momentum and prevents loss of visibility and fatigue
- Break the year into areas of focus to give pupils a rounded perspective of climate action, ie energy, waste, biodiversity, animal welfare
- Can link activities to areas of focus, ie a school trip to a Woodland Trust site when the focus is biodiversity, a community litter pick when the focus is waste



Pupil pledge

Purpose

- Create a pupil pledge for everyone to co-create and sign up to their promise to take actions at school
- Helps adopt a culture of involvement and energy efficiency and learning
- Reminders of the pledge can be in classrooms, hallways and reception for visibility
- Reward positive action – consider the Woodland Trust Green Tree Schools Award as a way of incentivising action (see next section 'Engaging suppliers and wider support')



School trips with climate education focus

Purpose

- Making climate and biodiversity concepts tangible and reinforces existing curriculum topics
 - Could be as simple as a community clean up day where pupils go litter picking
 - Potential for hands-on activities – tree planting, wildlife spotting
 - Support mental health and wellbeing
- See next section 'Engaging suppliers and wider support' for potential third parties to contact.



Finish establishing forest school at Halfway Primary

Purpose

- Least developed forest school in the Trust – ensures consistency

Engaging pupils

Phase 3 – Continuous action – January 2027 onwards

Climate assemblies and external speakers

Purpose

- Maintain programme of regular speakers from local organisations to hear another perspective
- Promoting positive energy reduction behaviour with rewards

Annual climate action fair

Purpose

- Dedicate time to climate conscious thinking
- Reward positive behaviour
- Invite parents to join part of the fair
- Invite external speakers
- Set up competitions for innovative thinking and actions – consider repair or reuse competitions, animal welfare education (see next section 'Engaging suppliers and wider support')

Monitoring curriculum enhancement

Purpose

- Acknowledging this features in the governments plans for a revised syllabus, ensuring climate action does remain a key item in the plans and developing a plan where this might fall short

The final phase is about keeping climate action alive in everyday school life through regular, visible engagement.

This includes ongoing climate assemblies and inviting external speakers to bring fresh perspectives and inspire pupils. An annual Climate Action Fair will showcase pupil projects, celebrate achievements, and involve parents and the wider community, making sustainability a shared effort. Competitions and creative challenges will encourage innovative thinking, from repair and reuse projects to biodiversity initiatives.

Alongside this, monitoring curriculum development to ensure climate education remains embedded and relevant will be vital so the strategy can adapt as needed.

By maintaining a steady rhythm of activities and recognition, this phase ensures pupils stay motivated and climate action becomes a lasting part of school culture.



Engaging staff

Phase 1 – Gaining support and preparing for action – January 2026 to March 2026

The first step in engaging staff is creating understanding and commitment to the Climate Action Plan. This phase focuses on clear communication and building confidence in what the plan means for schools.

Start with bringing key stakeholders up to speed and identifying teachers with the passion and drive to take matters forward in their respective schools. Heads of School should feel supported that this is not on them to drive but to enable.

Bringing together the identified stakeholders to establish a way of working going forward will be key, followed by a trust-wide briefing to outline the vision, why sustainability matters, and how staff play a vital role in leading pupils.

By the end of this phase, staff should feel informed, supported, and ready to lead pupil engagement when the action phase begins.



Discuss plan with key stakeholders

Purpose

- To bring everyone on the journey together
- Discuss with Heads of School so they understand direction and identify relevant teacher representative for pupil parliament/eco-warrior group
- Notify Trustees of the plan
- Set targets for all key stakeholders



First 'Climate Action Steering Group' bi-termly meeting

Purpose

- Brings together key parties: CEO, CFO, Estates, Teacher Reps
- Allows for opportunities to motivate the team to continue driving action, maintain oversight and look for opportunities to feedback
- Best method to keep track of progress and ensure collaboration across Trust
- Agree first assembly
- Agree remit and role of eco-warriors
- Agree pupil survey questions



Liaise with external organisations to collate opportunities for trips and speakers

Purpose

- Free, external expertise to lead assemblies and educate pupils
- Strong appetite for community engagement and visitor talks
- Create a timetable in line with selected termly climate theme
- See next section 'Engaging suppliers and wider support' for potential organisations to contact



Notify wider staff group of plan in staff meeting

Purpose

- To truly change behaviour, the vision needs to be communicated out of siloed groups and to the wider staff group
- This should be focussed on what the Trust is doing and a small call-to-action for staff to enable positive behaviour amongst pupils

Engaging staff

Phase 2 – Leading pupils and continuous improvement – April 2026 onwards

This phase is about moving from preparation to active leadership. Staff will play a central role in guiding pupil engagement and shaping the success of climate initiatives.

Start by reviewing pupil survey results to understand their knowledge, interests, and priorities, using this insight to inform termly eco themes and assemblies.

Staff will lead Eco-Warrior groups and pupil parliaments, giving pupils a voice and encouraging positive behaviour through clear roles and incentives.

Training will be tailored to real needs, based on feedback from staff about where support is most valuable, ensuring time is used effectively.

Regular feedback loops will help identify barriers and share ideas, while sustainability actions will begin to feature in performance metrics, reinforcing their importance.

This phase ensures staff are not just involved but they are empowered to lead and continuously improve pupil engagement.



Analyse results of pupil survey

Purpose

- Understand thoughts and level of knowledge amongst pupils
- Establish best way to engage pupil parliament/eco-warrior group
- Results could highlight key areas of focus for termly climate topics and assemblies

Establish pupil parliament/eco-warrior group in schools

Purpose

- Bring interested pupils and staff together
- Encourage behavioural change ideas
- Reward positive behaviour
- Determine termly climate themes

Understand the desire and appetite for specific training amongst staff

Purpose

- Understand gaps in knowledge and desire for specific training on climate matters amongst the teacher representatives and wider staff group
- Tie directly into training plans rather than creating an additional time constraint for teachers unnecessarily

Create feedback loops with wider staff group

Purpose

- To ensure maximum involvement, understand and act on potential barriers for better engagement
- This could just be feedback in staff meetings

Build into performance metrics

Purpose

- While Heads of School have specific targets linked to climate action, consider what appropriate targets would be for the wider staff group, ie they will be relevant to teacher representatives leading pupil groups, but they could be spread further if deemed relevant. For instance, attendance at CPD sessions could be relevant for all.

Engaging suppliers and wider support

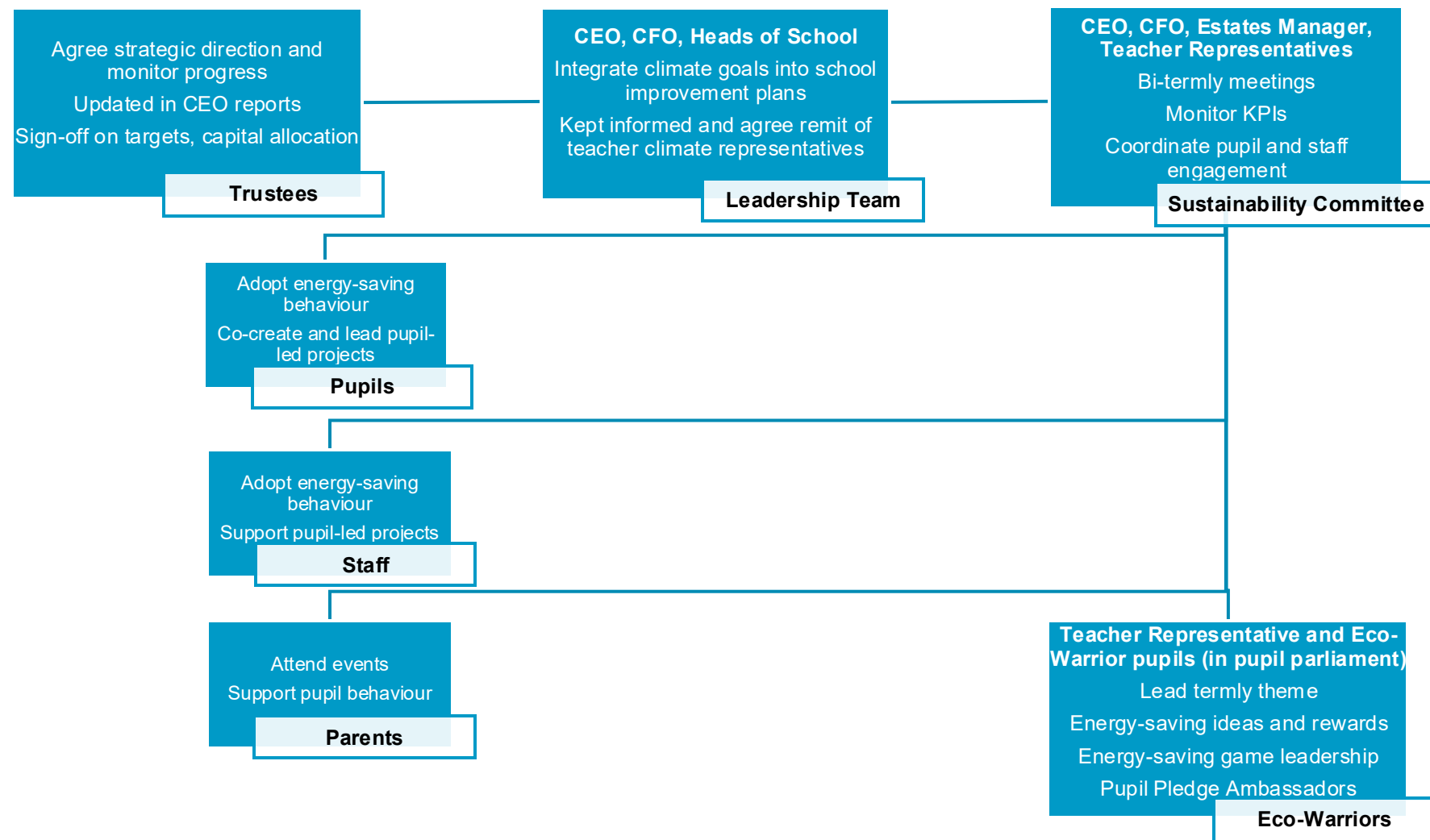
When considering the suppliers you use, the first opportunity to influence what service or products they provide to you are to speak to them first. Develop a questionnaire that suppliers can respond to and be given the chance to make sustainable changes to you. If they do not offer such services or products, then the below can be used as a guide for ideas to support your journey rather than an exhaustive list of recommendations. Ultimately any decisions on who you choose to engage with are solely your responsibility.

Type	Name	Category	Details
Supplier	Red-Inc	Stationery and other consumables	A certified B Corp that specialises in green office supplies and working with customers to source sustainable alternatives and reduce costs and carbon.
Supplier	Energy Efficient Solutions Group	Energy	A company specialising in supporting cutting costs and carbon for the education sector with lighting, solar and heating solutions. They offer a free, no-obligations energy audit of school sites that would be worth taking up.
Supplier	Ecotricity, Octopus Energy	Energy	You could consider opting for a green tariff if solar is not a viable option.
Supplier	Team Repair	Pupil engagement	Team repair create repair kits for pupils to learn to fix rather than throw. This could work well with your OPAL curriculum strategy.
Supplier	EcoOutfitters , Earth Uniform	School uniform	Thinking about the impacts you have the planet, school uniform will undoubtedly be one area to focus and provide a tangible change. It may be this has already been considered, or your existing provider can provide alternative options.
Supplier	Lime Sustainable Supplies	Cleaning chemicals	A B Corp focussed on supplying ethically sourced, environmentally friendly cleaning materials. They provide location specific environmental reporting allowing the Trust to measure, track and communicate sustainability efforts.
Collaborator	Chartwells	Food	Offer a food education programme for pupils and even parents. Broken up into different categories, you can choose sustainability as an option from several others.
Collaborator	South East Water	Water	South East Water's Community Partnership function offer sessions on water efficiency and learning for schools. Particularly relevant in an area where water is becoming a scarcer resource.
Collaborator	Kent Wildlife Trust	Nature education	Interactive onsite sessions for pupils to learn about nature.
Resources	Woodland Trust	Award + engagement	Woodland Trust run a 'Green tree schools award' that encourages schools to earn points by undertaking practical tasks, with an award at the end. This could be a good competitive engagement tool across the Trust.
Resources	Earth Cubs	Educational videos and content	Earth Cubs is a provider of educational resources to a community of over 9,000 schools. They provide engaging videos and other resources to develop an understanding of what it means to be sustainable.

Governance

- Organigram for embedding climate action
- High level risk review
- Key policy review
- Action log

Organigram for embedding climate action



High level climate-related risk review

Assessing climate-related risks is crucial for an organisation to understand potential impacts on its operations, supply chains, financial performance and ultimately long-term value and sustainability. By identifying and evaluating these risks, businesses can develop strategies to mitigate adverse effects, enhance resilience, and ensure long-term sustainability.

This report includes a high-level assessment of climate-related risks to provide a comprehensive overview, helping you make informed decisions and proactively address challenges posed by climate change.

Risk	Risk category	Potential impact	Mitigation strategy	Likelihood (1-5)	Impact (1-5)	Overall rating (1-25)
Surface water flooding	Physical (Acute)	Heavy rainfall could cause localised flooding in playgrounds, car parks, and low-lying outdoor areas. While the government flood risk tool rates flood risk as very low, intense storms can still overwhelm drainage temporarily. Minor disruption to outdoor activities; very unlikely to affect classrooms or core operations.	Basic drain maintenance, monitor local conditions as time progresses.	1	2	2
Storm damage	Physical (Acute)	Strong winds and winter storms can damage roofs, windows, and outdoor structures (e.g. sheds, sports equipment). Fallen trees or debris may pose safety hazards. Damage could lead to temporary closure of affected areas and costly repairs.	Annual roof and tree inspections, secure loose outdoor items before storms, maintain emergency response plan for building damage and ensure insurance coverage is up to date.	2	3	6
Water scarcity	Physical (Chronic)	The South East is one of the most water-stressed regions in the UK. Hotter, drier summers and population growth increase pressure on supply. Schools may face restrictions during drought periods, impacting hygiene, hydration, catering, and cleaning operations.	You could have a long-term goal to install rainwater harvesting for toilets and irrigation, promote water-saving practices among staff and pupils, monitor local water authority guidance, plan for emergency bottled water supply during prolonged droughts.	3	3	9
Energy & transition risk	Transition	Regulatory changes and decarbonisation targets will require schools to improve energy efficiency and reduce emissions. Rising temperatures also increase cooling demand, adding cost pressure. Non-compliance could lead to reputational risk and funding challenges.	Conduct energy audits, develop phased upgrade plan and monitor funding opportunities (e.g. government grants). Integrate sustainability into capital planning and train staff and pupils on energy-saving behaviours.	3	3	9
Overheating in classrooms	Physical (Acute + Chronic)	Rising summer temperatures and heatwaves can push classroom temperatures above safe levels (>28°C), affecting pupil health and learning. UK projections show this risk will increase significantly by the mid-century, leading to heat stress, dehydration, reduced concentration, and safeguarding concerns.	Install reflective window film (which will likely have energy saving implications anyway) and potentially blinds, ensure shaded outdoor areas in all playgrounds. As the opportunity for repairs to buildings arise, take the opportunity to consider if there is a more sustainable and energy reducing alternative.	4	4	16

Key policy review

Reviewing key policies for their alignment with climate action goals is essential for ensuring that your strategies and operations support sustainability objectives. This process helps identify gaps and opportunities for improvement, enabling the development of more effective and cohesive climate action plans.

In this report, we have reviewed key policies that provide the most opportunity for subtle policy changes that drive your climate action forward, being your Financial Regulations Policy and Investment Policy. We have provided recommendations to enhance their alignment with climate action goals. By refining these policies, we aim to drive meaningful progress towards reducing carbon emissions, changing culture to be more climate conscious and promoting environmental stewardship.

Policy name	Finding	Area of improvement	Paragraph
Financial Regulations	Responsibilities do not explicitly cover climate integration	The policy should ideally stipulate that the CFO/CEO is accountable for embedding climate considerations in financial processes and for approving exceptions to sustainability controls	3 onwards
Financial Regulations	Current rules focus only on price and compliance	When obtaining quotes, include at least one option that demonstrates better energy efficiency or lower environmental impact, where available. Preference should be given where cost difference is minimal	119 onwards
Financial Regulations	No guidance on low-carbon travel choices	Staff should consider virtual meetings first. For travel, choose rail over car where practical, and use shared or low-emission transport options where available	153
Financial Regulations	Missing rules on car sharing expenses at extra 5p per mile	You could provide an incentive for car sharing when business travel does take place by providing an extra 5p per mile, per employee, tax free as approved by HMRC	153
Financial Regulations	No reference to energy efficiency in capital expenditure decisions	When purchasing equipment or services, consider energy efficiency ratings and durability alongside price	119 onwards
Financial Regulations	Contracts could include data sharing and improvement obligations	Include sustainability obligations covering data sharing, reporting cadence, and improvement plans for high-impact suppliers or tenders going forward. This could help you ensure that for certain supplies, like cleaning materials, you are being notified of environmental impact, and your suppliers know about your desire to be sustainable	139
Investment	Primary focus for investment is immediate return	Investment decisions should consider not only financial return and risk but also, where practical, environmental impact, risk and alignment with the Trust's values	N/A
Investment	No explicit statement on excluded unethical sectors being invested in	Could include a statement to say the Trust will avoid investments in companies that significantly harm the environment, where this can be identified without disproportionate effort	N/A

Communication action pack

Your Climate Action Plan (CAP) is a powerful tool to strengthen your reputation, demonstrate leadership in sustainability that influences your peers and ultimately change culture. Here are practical ways to maximise the value it can add to both your Trust and others.

1

Showcase it online

Add a dedicated Climate Action page on your website. Make it easy for stakeholders to see your commitment.

- Include the overview table from your report for transparency.
- Highlight your Top 3-5 goals for the year.

2

Communicate the primary purposes for developing a CAP

A CAP is recommended, not mandatory. Communicate why you are doing this. A couple of reasons may be:

- Accountability – demonstrating responsible use of public funds
- Education – giving the next generation the tools they need for a more sustainable future

3

Tell your story on LinkedIn and Trust newsletters to staff and parents

Celebrate your progress. Share key stats and announce the launch of your new Climate Action webpage.

4

Be honest about what is going to be difficult and use constraints as a platform for sector leadership

You could opt to be a leader and representative for the sector and advocate for more support. Rather than 'Here's what we cannot do' frame it as 'Here's what the sector needs to go further'. This could be about lack of capital funding and the age of buildings. You could take the stance of trying to influence policy makers.

5

Publish amended policies and publish commitment to annual review

You could include a short commitment confirming that amended policies will be published to reflect the Climate Action Plan, alongside a clear statement that you will report progress against your plan annually. This helps demonstrate accountability.

6

Keep it front of mind

Add a link to your Climate Action page in your email signature. Every interaction becomes a reminder that you are a responsible Trust.

Action log

Action	Owner	Deadline	RAG status
Discuss plan with key stakeholders	CEO	May–July 2026	
Identify climate teacher representatives	Heads of School	May–July 2026	
Hold first Sustainability Committee meeting	Sustainability Committee	May–July 2026	
Liaise with external orgs for trips & speakers		May–July 2026	
Notify wider staff group of plan		May–July 2026	
Deliver Climate assembly in each school		Jun–Jul 2026	
Issue pupil survey	Sustainability Committee	Jun–Jul 2026	
Launch energy-saving gamification		Jun–Jul 2026	
Establish/re-establish pupil parliaments & eco-warrior roles	Climate Teacher Representatives	Jun–Jul 2026	
Release first quarterly energy dashboard	Finance/Estates	Jul 2026	
Implement termly climate themes	Eco-Warriors	Sep–Dec 2026	
Organize school trips with climate focus		Sep–Dec 2026	
Create pupil pledge & display	Eco-Warriors	Sep–Dec 2026	
Complete forest school at Halfway Primary	Estates Manager	Dec 2026	
Host annual Climate Action Fair	Sustainability Committee	Jan 2027+	
Establish school competition using Woodland Trust ‘Green tree schools award’	Eco-Warriors	Jan 2027+	
Monitor curriculum enhancement	Leadership Team	Ongoing	
Engage suppliers for sustainable alternatives	CFO	Ongoing	
Implement findings of policy review	CFO	Ongoing	



Appendix 1 – Glossary

Carbon Footprint: The total amount of greenhouse gases (GHGs) emitted directly or indirectly by an individual, organisation, event, or product, usually expressed in tonnes of carbon dioxide equivalent (tCO₂e).

Greenhouse Gases (GHGs): Gases that trap heat in the Earth's atmosphere, contributing to climate change. Common GHGs include:
Carbon dioxide (CO₂)
Methane (CH₄)
Nitrous oxide (N₂O)
Fluorinated gases

CO₂e (Carbon Dioxide Equivalent): A standard unit for measuring carbon footprints. It expresses the impact of different GHGs in terms of the amount of CO₂ that would have the same global warming potential.

Scope 1 Emissions: Direct GHG emissions from sources that are owned or controlled by the reporting organisation (e.g. company vehicles, on-site fuel combustion).

Scope 2 Emissions: Indirect GHG emissions from the generation of purchased electricity, steam, heating, and cooling consumed by the organisation.

Scope 3 Emissions: All other indirect emissions that occur in the value chain of the reporting organisation, including both upstream and downstream activities (e.g. business travel, product use, waste disposal).

Upstream Emissions: Emissions that occur in the supply chain before a product or service reaches the reporting organisation (e.g. raw material extraction, manufacturing, transport).

Downstream Emissions: Emissions that occur after a product or service leaves the reporting organisation (e.g. product use, disposal, end-of-life treatment).

Carbon Intensity: The amount of carbon (CO₂e) emitted per unit of output, such as per product, per pound sterling of revenue, or per kilowatt-hour of energy.



Appendix 1 – Glossary

Offsetting: The practice of compensating for emissions by funding an equivalent carbon saving elsewhere (e.g. tree planting, renewable energy projects).

Carbon Neutrality: Achieving net-zero carbon emissions by balancing emitted CO₂ with an equivalent amount that is offset or reduced.

Net Zero: A state where an organisation reduces its GHG emissions as much as possible and offsets the remainder to achieve a balance between emissions produced and removed from the atmosphere.

Emission Factor: A coefficient that quantifies the emissions associated with a specific activity (e.g. kg CO₂e per litre of diesel burned).

Baseline Year: A reference year against which future carbon emissions are compared to measure progress in reduction efforts.

Decarbonisation: The process of reducing carbon emissions through changes in energy sources, efficiency improvements, and behavioural changes.

Location vs Market-Based: Location-based emissions are those caused by energy consumption at your facility. These are the tonnes of CO₂e resulting from the use of grid electricity in your region, regardless of the tariff you pay.

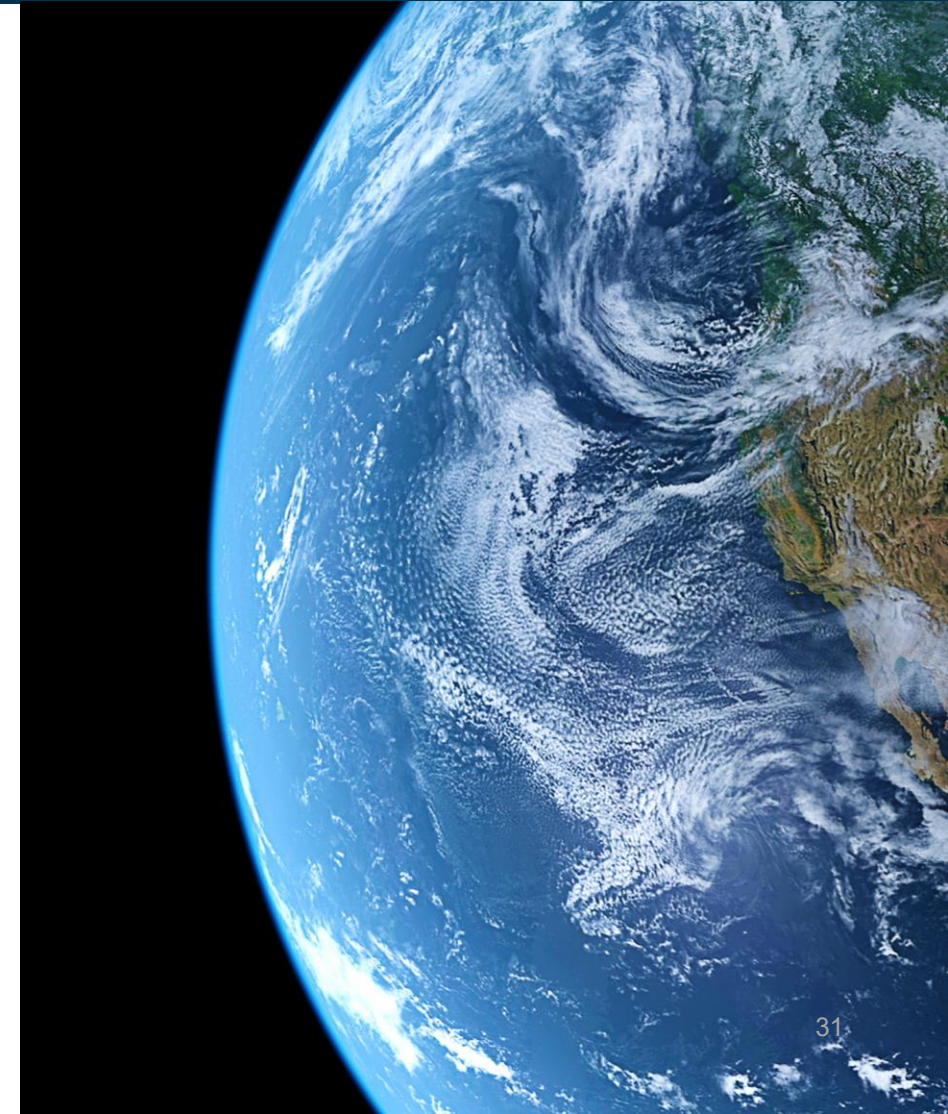
Market-based looks at the emissions of the company you purchase your energy from, and the sources of electricity they purchase (e.g., 100% renewable, natural gas or coal).

Even when you purchase a lower carbon tariff you still consume average grid electricity, so a location-based approach looks at your true emissions. Your results are displayed through the market-based approach throughout this report.

Physical (Acute) Risk: Short-term, event-driven risks caused by extreme weather events.

Physical (Chronic) Risk: Long-term, gradual changes in climate patterns that affect operations over time.

Transition Risk: Risks arising from the shift to a low-carbon economy, including policy, legal, technology, and market changes.



Appendix II – Pupil survey

There are no right or wrong answers. We want to learn what you already know and what you think would be fun or helpful. Your ideas will help the school choose what to do next.

Understanding our environment

1. When people talk about “looking after the planet”, what do you think that means?
(Choose one)
 - a) Helping nature and animals
 - b) Using less energy (like lights and heating)
 - c) Not wasting things
 - d) All of these
 - e) I’m not sure yet
2. Which of these things do you think help our school look after the planet?
(Choose as many as you like)
 - a) Turning lights off
 - b) Keeping classrooms tidy
 - c) Recycling paper and plastics
 - d) Saving water
 - e) Looking after plants and wildlife
 - f) I’m not sure yet
3. How confident do you feel talking about helping the planet?
(Choose one)
 - a) Very confident
 - b) A little confident
 - c) Not confident yet

What pupils notice at school

4. At school, when do you think energy is used the most?
(Choose one)
 - a) In classrooms
 - b) In halls or shared spaces
 - c) At playtime
 - d) I’m not sure
5. Which things do you already help with at school?
(Choose all that apply)
 - a) Turning lights off
 - b) Tidying and looking after classrooms
 - c) Recycling
 - d) Looking after plants or outdoor areas
 - e) Helping remind others about small actions
 - f) I don’t do any of these yet
6. What makes it easier for you to remember to help?
(Choose one)
 - a) Having reminders or signs
 - b) Doing it as a class
 - c) Having jobs or roles
 - d) Seeing how it helps
 - e) I’m not sure

What would make it fun and interesting

7. Which activities would you like to be part of this year?
(Choose up to three)
 - a) Energy saving challenges
 - b) Growing plants or trees
 - c) Learning about animals and nature
 - d) Litter picking or caring for the school grounds
 - e) Making posters or videos
 - f) Visits or visitors talking about nature
8. What would make you excited to get involved?
(Choose one)
 - a) Badges or certificates
 - b) Class rewards
 - c) Seeing results (like energy saved)
 - d) Helping my school
 - e) Working as a team

Appendix II – Pupil survey (cont.)

Pupil voice and leadership

9. Would you like to help make decisions about helping the planet at your school?
- a) Yes
 - b) Maybe
 - c) Not right now
10. How would you like to help with?
(Choose one)
- a) Eco warriors or helpers
 - b) Class discussions
 - c) School councils or pupil parliament
 - d) Special events or days
 - e) I'm not sure

Home and family connections

11. Do you talk about looking after the planet at home?
- a) Yes, a lot
 - b) Sometimes
 - c) Not really
12. Which things do you sometimes do at home?
(Choose all that apply)
- a) Turning off lights
 - b) Recycling
 - c) Saving water
 - d) Walking or scooting
 - e) Growing plants
 - f) None of these yet
13. How would you feel about your family doing a small school challenge together (like saving energy or growing plants)?
(Choose one)
- a) I'd like that
 - b) Maybe
 - c) Not really

Open ideas

14. If you could change one small thing at school to help the planet, what would it be?
(Open text)



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