

## Discovery Climate Action Plan – 5 Year Plan

The climate action plan will focus on **4** key areas: **decarbonisation**; **adaptation and resilience**; **biodiversity**; and **climate education and green skills**.

Within these key areas, we will follow the **Four C's model** in Sustainability Strategy: **Culture** (behavioural changes, i.e. the way things are done), **Campus** (buildings, energy and grounds), **Community** (working together inside and outside the school) and **Curriculum** (embedding sustainability within the curriculum)

### [The United Nation's Sustainable Development Goals \(UN SDGs\)](#)



**Our Carbon Footprint**— see separate document for complete explanation

The GHG Protocol sets out three 'scopes' or ways of categorising the different kinds of emissions that a business (or school) creates in its own operations and in its wider 'value chain' (its suppliers and customers).

**Operational Emissions:** These emissions are referred to as 'Scope 1 & 2' emissions, based on the GHG protocol. They occur in your school's operations and include the direct emissions from the fuel you use in buildings and vehicles and indirect emissions from the electricity you buy.

**Value Chain Emissions:** Scope 3 emissions occur as a result of everything else that takes place in your school, from the products you buy for students to use, i.e. laptops, notebooks, to the emissions from students and staff travel.

When reviewing your report, it's important that you view it as a whole, and do not just focus upon your largest emissions areas. Not all of your emissions are under your direct control (scope 2 and 3), and therefore you may be limited in the action you can take to reduce your emissions in these areas. As a result, the areas within which you can make the largest impact may not be the areas which emit the most carbon. There is more guidance around this within the Carbon Reduction Guide.

**Overview of categories covered by the calculator and the scopes they come under**

Operational area	Emissions area	Scope
Energy, Waste & Water	Fuel usage	1
	Electricity usage	2
	Waste usage	3
	Water usage	3
Transport	Vehicles	1
	School trips	3
	Student commuting	3
	Staff commuting	3
Food & Drink	Food & Drink	3
Purchases	Spending	3
	Uniforms	3

**Scope 1** = Direct emissions. E.g. heating systems, hot water i.e. fossil fuels. ***This scope is the easiest to control for reducing carbon. (Control)***

**Scope 2** = Indirect emissions e.g. purchased electricity. Therefore, usage of lighting, IT, small appliances, catering equipment etc. ***(Influence)***

**Scope 3** = Other activities e.g. staff / student travel, water, procurement (food, data storage, stationary etc). ***This scope is the most difficult the control, therefore the most challenging to decarbonise. (Concern)***

## Your Carbon Footprint Report

Your schools total carbon footprint is estimated to be: **713.91 tonnes co<sub>2</sub>e\*** per year

Operational area	Emissions area	t co <sub>2</sub> e*	% of footprint
Energy & Utilities	Fuel Usage	39.7	6%
	Electricity Usage	10.4	1%
	Waste Usage	0.2	<1%
	Water Usage	1.2	<1%
Transport	Vehicles	0	0%
	School Trips	5.6	<1%
	Student Commutes	188.2	26%
	Staff Commutes	108.1	15%
Food & Drink	Meals	127.4	18%
Purchases	Spending	93.5	13%
	Uniforms	139.6	20%

\*'t co<sub>2</sub>e' or 'co<sub>2</sub>e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.



### 7% Energy & Utilities

- 6% Fuel Usage
- 1% Electricity Usage
- <1% Waste Usage
- <1% Water Usage

### 18% Food & Drink

- 18% Meals

### 42% Transport

- 0% Vehicles
- <1% School Trips
- 26% Student Commutes
- 15% Staff Commutes









### 33% Purchases

- 13% Spending
- 20% Uniforms





## Climate Action Plan

Climate Action Plan key:

	Already doing	(ECAP)	On the Eco Council Action Plan
	Actions	(abc)	Priority actions for Year 1
(abc)	Linked to our Sustainability Mission (see separate document)		

<p>1. <b><u>Decarbonisation and Energy Efficiency</u></b>          (Calculating and taking actions to reduce carbon emissions and becoming more energy efficient)          (Live it)</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>2 NO HUNGER</p> </div> <div style="text-align: center;">  <p>3 GOOD HEALTH</p> </div> <div style="text-align: center;">  <p>4 QUALITY EDUCATION</p> </div> <div style="text-align: center;">  <p>7 RENEWABLE ENERGY</p> </div> <div style="text-align: center;">  <p>9 INNOVATION AND INFRASTRUCTURE</p> </div> <div style="text-align: center;">  <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> </div> <div style="text-align: center;">  <p>12 RESPONSIBLE CONSUMPTION</p> </div> <div style="text-align: center;">  <p>13 CLIMATE ACTION</p> </div> </div>			
<b>Procurement</b> (Decarbonisation)		<b>Waste</b> (Decarbonisation)	
<ul style="list-style-type: none"> <li>Re-use school uniform and PE kits through a pre-loved stall.</li> <li>Use refillable hand soap and sanitiser pumps.</li> <li>Measures have been put in place to reduce the amount of paper used e.g. print double-sided, send emails rather than paper copies.</li> <li>Installed access code system for printers, to reduce printing volume.</li> <li>Set printer default to black and white and double-sided.</li> <li>Establish procedures for the re-use of school supplies via local offices and companies.</li> </ul>		<ul style="list-style-type: none"> <li>Community and school litter picks (ECAP).</li> <li>Litter picking club (ECAP).</li> <li>Children use reusable water bottles.</li> <li>Recycle bins for batteries, ink, pens etc.</li> <li>Children created single-use plastic art to highlight the use of single-use plastic.</li> <li>Encourage re-using single use plastic, e.g. yoghurt pots as paint pots.</li> <li>Compost gardening waste. Food waste is composted via a collection company.</li> <li>Paper recycling bin and ink recycling next to printer.</li> <li>Continue to use community initiatives for other waste e.g. Salvation Army for clothes.</li> </ul>	
		<b>Transport</b> (Decarbonisation)	
		<ul style="list-style-type: none"> <li>Star Steppers – re-invigorate!</li> <li>No idling zone.</li> <li>Bike and scooter storage.</li> <li>School has hedge / vegetation borders. to help minimise air pollution in school.</li> <li>Walk or use public transport (including coaches) for school trips.</li> </ul>	

<ul style="list-style-type: none"> <li>Continue to buy locally sourced produce for school meals.</li> </ul>		
<ul style="list-style-type: none"> <li>Limit non-eco glitter (ECAP) to Christmas only.</li> <li>Laminating agreement to minimise the amount of paper laminated (ECAP).</li> <li>Switch to environmentally friendly cleaning products wherever possible.</li> </ul>	<ul style="list-style-type: none"> <li>Termly Swap Shops e.g. Halloween costumes, Christmas jumpers, toys, or books (rotation system).</li> <li>Clear labels for bins (at children's eye level) for recycling etc (ECAP).</li> <li>Take part in waste reducing initiative e.g. National Recycling Week.</li> <li>Audit identifying which single-use plastics are used on site.</li> <li>Limit laminating (ECAP) where practical and possible.</li> <li>Recycle difficult to recycle items e.g. soft plastics, crisp packets etc. through Terracycle (or similar company).</li> </ul>	<ul style="list-style-type: none"> <li>Widen Star Steppers to Park 'n' Stride or similar scheme to encourage more children to walk to school. Liaise with local businesses to use their car parking spaces during drop off and pick up.</li> <li>If available, re-instate bikeability or similar scheme.</li> </ul>
<b>Food (Decarbonisation)</b>	<b>Behavioural Change (Energy)</b>	<b>Building and Infrastructure (Energy)</b>
<ul style="list-style-type: none"> <li>Meat Free Mondays.</li> <li>Meat free option available every day.</li> <li>Small gardening club (grow veg and fruit).</li> <li>Initiating Plant 2 Plate scheme to educate and encourage children to grow their own.</li> <li>Donated to local foodbank.</li> <li>Some plants grown on site are used by the school canteen (e.g. mint).</li> <li>Seasonal menu.</li> <li>Catering company weigh food waste and aim to reduce it.</li> </ul>	<ul style="list-style-type: none"> <li>Traffic Light System – Introduce a school policy around lighting use (ECAP).</li> <li>Take part in Switch Off Fortnight (ECAP).</li> <li>Take part in Cut Your Carbon Campaign in November 2025 (ECAP).</li> <li>Post regular energy saving tips on website and in newsletter (ECAP).</li> <li>Class light monitors.</li> <li>Classroom windows are free from displays to maximise natural light (ECAP).</li> </ul>	<ul style="list-style-type: none"> <li>Installed LED lighting.</li> <li>New more energy efficient boiler.</li> <li>Installed automatic lighting controls (which turn off when not in use) in the toilets.</li> <li>Use natural ventilation as much as possible. i.e. close blinds on hot days and open doors early in the morning to allow cool air to circulate.</li> <li>Equipment is regularly serviced or inspected for efficient functioning.</li> </ul>

<ul style="list-style-type: none"> <li>Catering company work with school to plan healthy, planet friendly menu options.</li> <li>Regular analysis for which menu items are popular and which are often wasted, and adjust the menu accordingly.</li> <li>Monitor food waste levels through audits and use the data to identify areas for improvement.</li> </ul>		
<ul style="list-style-type: none"> <li>Liaise with catering company to have a Taster Tuesday at the beginning of term for children to try out the new menu.</li> <li>Liaise with waste company to find out how the food waste is recycled.</li> <li>Teach pupils about the environmental impact of food waste and encourage them to make responsible choices.</li> </ul>	<ul style="list-style-type: none"> <li>Update children on school's energy usage, via a Smart meter or a regularly updated energy display. Liaise with energy company (LASER) for information.</li> <li>Encourage staff and older children to reduce carbon footprint by decluttering email inboxes, unsubscribing to unwanted newsletters etc.</li> <li>Take part in Energy Sparks programme to help understand our energy use and how to reduce it.</li> </ul>	<ul style="list-style-type: none"> <li>Check the school's insulation and look for sources of heat loss e.g. door seals.</li> <li>Set default standby settings for laptops. Instead of screensavers, enter sleep mode after 5 minutes of inactivity.</li> <li>Explore data available energy company for easier monitoring.</li> </ul>
<p>2. <b>Climate Adaptation and Resilience</b> (Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages) (Live it)</p>		<div> <div>6 CLEAN WATER AND SANITATION </div> <div>11 SUSTAINABLE CITIES AND COMMUNITIES </div> <div>12 RESPONSIBLE CONSUMPTION </div> <div>13 CLIMATE ACTION </div> </div>
<b>Adaptation and resilience</b>	<b>Water</b>	
<ul style="list-style-type: none"> <li>World Environment Day assembly – every child has a voice and they can make a difference too.</li> <li>Audit blinds regularly to check that they are working correctly and effective.</li> </ul>	<ul style="list-style-type: none"> <li>Water butts to collect rain water.</li> <li>Share water saving tips with our school community.</li> <li>Posters in handwash areas reminding children to turn off taps.</li> <li>World Water Day assembly.</li> </ul>	

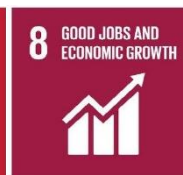
<ul style="list-style-type: none"> <li>Adopted a heat wave protocol in line with UKHSA and local authority.</li> </ul>	<ul style="list-style-type: none"> <li>Reusable water bottles are used within school.</li> <li>Water leak detection.</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Install water-saving systems e.g. push taps or cistern bricks (ECAP) where not already installed, where possible, when required.</li> </ul>	
<p><b>3. <u>Biodiversity and Green Infrastructure</u></b> (Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond)</p> <div> <div>9 INNOVATION AND INFRASTRUCTURE</div> <div>11 SUSTAINABLE CITIES AND COMMUNITIES</div> <div>13 CLIMATE ACTION</div> <div>14 LIFE BELOW WATER</div> <div>15 LIFE ON LAND</div> </div>		
<b>Nature</b>		
<ul style="list-style-type: none"> <li>Provide habitats for a variety of species e.g. re-wild corridor, bird boxes, hedgehog house, bug hotels, log piles, pond, wildflower areas.</li> <li>Plants are chosen to support biodiversity.</li> <li>Take part in Big Schools Birdwatch.</li> <li>Class learnt about hedgehogs and wrote a pledge to help them 'pledgehog'.</li> <li>Fundraised for animal charity – RPSCA.</li> <li>Classes have an endangered animal sponsorship.</li> <li>School has a wooded outdoor learning / Forest School area.</li> <li>Fruit tree planted in allotment area.</li> <li>Use peat free compost in allotment area</li> <li>Enrolled with National Education Nature.</li> </ul>		
<ul style="list-style-type: none"> <li></li> </ul>		



4. **Climate Education, Green Skills and Green Careers**

(Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this)

(Learn it) (Lead it)



Culture	Curriculum	Green Skills and Careers
<ul style="list-style-type: none"> <li>Select Sustainability Leads for school.</li> <li>Partnership with Ol Moti school via Born Free Foundation.</li> <li>Upper Key Stage 2 children have written to local MP regarding environmental concerns.</li> <li>Diversity Council and school is inclusive to all cultures and religions. Celebrating events such as Black History Month.</li> <li>School celebrates its own diversity through displays, assemblies and events.</li> <li>School reward system recognises environmental actions and achievements.</li> <li>Diversity Council has written a new, inclusive school prayer.</li> <li>Assemblies and notices educating children and their families on environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>Shared learning on various environmental topics with Ol Moti school via Born Free Foundation.</li> <li>Forest School sessions to EYFS and KS1 facilitate the children's connection with nature. This connection can build a greater understanding of key themes on growth, sustainability and waste.</li> <li>Outside learning workshops with KS1, LKS2 and UKS2 children e.g tree identification, invertebrate hunt.</li> <li>Environmental themed book section in school library.</li> <li>In the process of incorporating sustainability into Geography curriculum across all year groups.</li> <li>Carried out a curriculum audit to see where to incorporate sustainability.</li> <li>During the interim period before the new curriculum. Sustainability is taught during assemblies and focus days.</li> </ul>	<ul style="list-style-type: none"> <li>Eco Council in association with Eco-Schools.</li> <li>Gardening Club and Dig for Victory topic (Year 6) teaching children how to grow fruit and vegetables.</li> <li>Forest School sessions facilitate and develop children's gross and fine motor skills e.g. knot tying.</li> </ul>
<ul style="list-style-type: none"> <li>Liaise with Kings Hill management to create a collaborative nature area within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Adjust science, geography and PSHE in line with the Government Review and new curriculum (when published).</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



