



Climate Change Plan

Formally adopted by the Governors of:-	Windmill Federation
On: -	February 2026
Chair of Governors: -	Louise Cousins
Last updated: -	February 2026
Next review date: -	December 2028

Contents

1. Overview	3
2. Strategy	3
2.1 Ensuring Success	3 - 4
2.2 Climate Action Plan (CAP)	4
3. Objectives	4 - 5
4. Roles and Responsibilities	5
5. Carbon Reduction Commitment	5 - 6
5.1 Streamlined Energy & Carbon Reporting (SECR) Requirements	6
5.2 Current Position and Progress To Date	7
5.3 Decarbonisation Plan	8
5.4 Sources of Information	8 - 9
6. Potential Restrictions to Change	9
7. Additional Guidance	10
Appendix – Climate Change Plan	11 - 17

1. Overview

The Department of Education's Sustainability & Climate Change Report (2022) has set their vision for the United Kingdom to be the world-leading education sector in sustainability and climate change by 2030.

Education must equip children with the skills to be agents of change for a climate-smart future. With many children wishing to pursue a 'green career', there is clear opportunity to ensure alignment with these ambitions. Therefore, as an organisation we must demonstrate strong civic leadership and corporate responsibility and as such sustainability is of high importance to The Windmill Primary Federation.

As educators, we have a key role in supporting the delivery of the United Nations Sustainable Development Goals (UN SDGs). The SDGs are a set of 17 goals aimed at transforming the world by 2030 and as such we will actively embed the fundamentals of the UN SDGs into all aspects of our operations.

2. Strategy

To demonstrate our commitment to carbon reduction and sustainability, The Windmill Primary Federation aims to meet its social, legal and educational responsibilities via the implementation of the following Environmental Sustainability strategy.

The Sustainability Strategy will focus on four key areas, which encompass all aspects of The Windmill Primary Federation operations:

- Culture – behavioural changes, the way things are done
- Campus – buildings, energy and grounds
- Community –working together inside and outside of school
- Curriculum – embedding sustainability within the curriculum

The Board of Governors and the Executive Head Teachers are committed to continually improving our environmental performance whilst still maintaining high standards of health & safety and safeguarding across the Federation sites.

2.1 Ensuring Success

To implement the strategy effectively, the Board of Governors and Executive Head Teachers will ensure that the following points are adhered to:

- This strategy is widely communicated and updated as and when required, or at least annually.
- Communication will be provided regularly to the whole Federation community, informing them of progress made and guidance on where to improve.
- We will set energy, consumption and waste reduction performance improvement targets with regular monitoring and evaluation, in order to establish a baseline, measure improvements and identify priority areas.
- We will develop a Climate, Energy & Sustainability Action Plan for each site that provides a clear roadmap to achieving the Government's Net Carbon Zero Targets.

2.2 Climate Action Plan (CAP)

Our Climate Action Plan (Appendix 1) has been developed as a response to the current and emerging environmental risks and challenges, and is aligned with the following:

- UK's 2050 net zero carbon target and decarbonization plan.
- The Department for Education's (DfE) strategy for sustainability and climate change for the education and children's services systems.
- The Climate change Act 2008
- The Environment Act 2021
- The DEFRA Environmental Improvement Plan 2023

3. Objectives

- To reduce consumption of energy, water and physical products.
- To reduce production of waste, the proportion being sent to landfill and increase reuse and recycling.
- To increase biodiversity across the Federation sites and ensure grounds maintenance supports this aim.
- To reduce our carbon emissions across scopes 1, 2 and 3, using data to set accurate targets to reach net zero.
- To increase the efficiency of the buildings and infrastructure across the sites and ensure all users are aware of behaviours required to maintain energy efficiency.
- To limit business travel where possible and encourage sustainable commuting among staff and students.
- To improve water efficiency, reducing water waste.
- To procure goods and services from suppliers with robust and ambitious environmental management, corporate social responsibility and net zero plans in place.

- To work with the Catering Company to ensure the proportion of plant based, sustainably and ethically sourced menu choices and work with suppliers to reduce energy consumption and waste in our kitchens.
- To promote the benefits of environmental sustainability, social responsibility and climate change within and beyond our academies.

4. Roles and responsibilities

The Board of Governors and Executive Head Teachers will be responsible for the assurance of our environmental sustainability performance, regulatory compliance and for monitoring performance of the school CAPs. They will monitor progress towards embedding good environmental practices across all schools as well as our commitment to continue to improve our environmental performance. They will ensure that the board of Governors and other stakeholders are kept informed of progress through an annual environmental sustainability report, with updates throughout the year as required.

All Heads of School across the Federation are responsible for delivering their respective CAP within their schools. Environmental leads will provide information to the strategic leader for environmental sustainability at regular intervals and to assist in the creation of the annual report.

All department leads, staff and students have a responsibility to positively interact with environmental sustainability initiatives and strive to make and uphold improvements.

5. Carbon reduction commitment

Our carbon footprint (CO₂e) is represented by the emissions associated with the energy and water used across our schools, fuel used by our vehicles and business travel.

For reporting purposes these are defined under the following scopes

Scope 1 - emissions from sources that an organisation owns or controls directly – for example from burning fuel in our boilers.

Scope 2 - emissions that a company causes indirectly and come from where the energy it purchases and uses is produced. For example, the emissions caused when generating the electricity that we use in our buildings would fall into this category.

Scope 3 - emissions that are not produced by the company itself and are not the result of activities from assets owned or controlled by them, but by those that are indirectly responsible for up and down its value chain. An example of this is business travel in privately owned vehicles. Scope 3 emissions include all sources not within the scope 1 and 2 boundaries.

At the current time there are no compulsory CO2 emissions limits or targets for schools and academies to comply with. Statutory requirements relate only to measurement and reporting as set out below:

5.1 Streamlined Energy & Carbon Reporting (SECR) requirements

The Companies (Directors' Report) and Limited Liability Partnerships (Energy and Carbon Report) Regulations 2018 came into force on 1 April 2019 and apply to financial years starting on or after 1 April 2019.

The legislation is aimed at tracking progress to the government's carbon reduction targets. The regulations require academy Trusts from their financial year 2019 – 2020 to report their greenhouse gas emissions under the Streamlined Energy and Carbon Reporting (SECR) requirements.

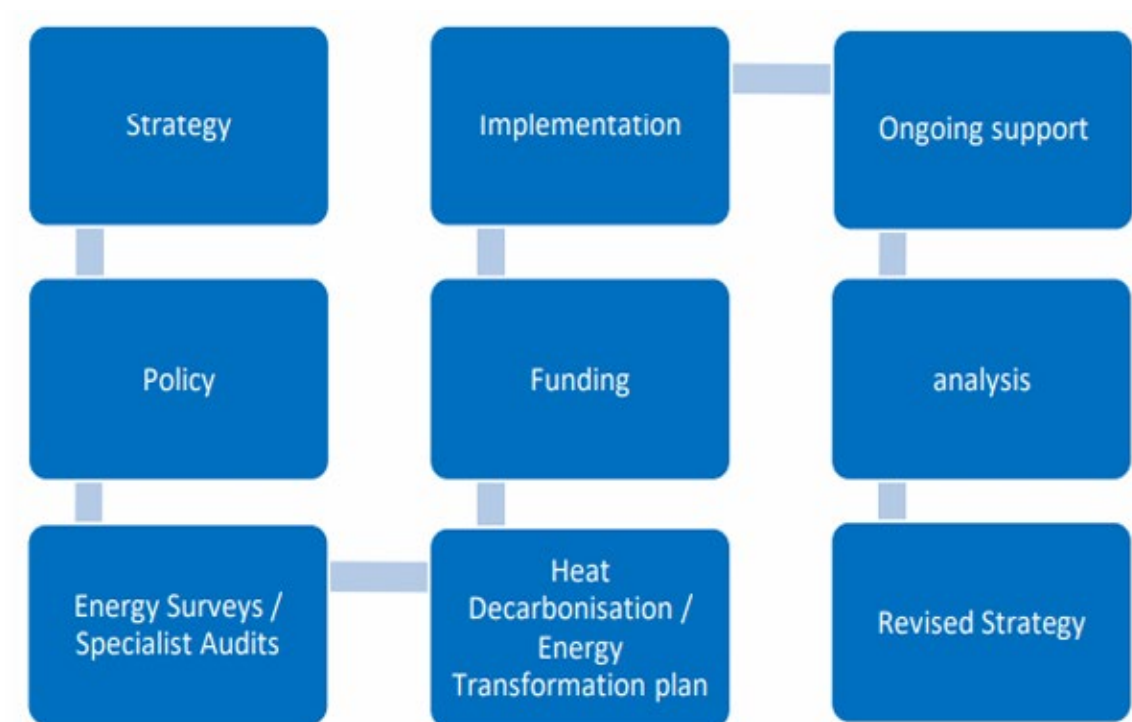
5.2 Current Position and Progress to date.

Stream line energy report – completed by MPS. Report annually to governors on the progress made.

UK Greenhouse gas emissions and energy use data	AY 21/22	AY 22/23	AY 23/24	AY 24/25
Energy consumption used to calculate emissions (KwH)	243642.53	311587	361810.4	318488.86
Energy consumption breakdown (KwH) - Gas - Electricity - Gas oil - Burning oil (Kerosene) - LPG - Transport Fuel - Owned vehicles - Transport Fuel - Private vehicles	N/a 186041.9 31900.63 25700 N/a No data No data	N/a 201102.8 43534.2 66950 N/a No data No data	N/a 179451.3 32849.04 149510.06 N/a No data No data	N/a 155328.5 33332.43 129827.93 N/a No data No data
<u>Scope 1 emissions in metric tonnes CO2eq</u> Gas consumption LPG consumption Gas oil consumption Burning oil (kerosene) consumption Owned transport - Minibuses / Van <u>Total Scope 1</u>	N/a N/a 8.29 6.43 No data 14.72	N/a N/a 11.32 16.74 No data 28.06	N/a N/a 8.43 36.89 No data 45.32	N/a N/a 8.55 32.04 No data 40.59
<u>Scope 2 emissions in metric tonnes CO2eq</u> Electricity consumption <u>Total Scope 2</u>	35.98 35.98	41.64 41.64	37.16 37.16	27.49 27.49
<u>Scope 3 emissions in metric tonnes CO2eq</u> Business travel in private vehicles Transport and Distribution of electricity <u>Total Scope 3</u>	No data 3.29 3.29	No data 3.60 3.60	No data 3.28 3.28	No data 2.88 2.88
Total gross emissions in metric tonnes CO2eq	53.99	73.3	85.76	70.96
<u>Intensity ratio</u> Tonnes CO2 eq per pupil	0.12	0.16	0.19	0.17

5.3 Decarbonisation Plan

To reduce emissions in scopes 1 and 2, a plan for the decarbonisation of our operations is required. The process for delivery of a decarbonisation plan is represented below. The constituent parts feed into a cyclical process of continuous improvement towards decarbonisation.



Energy surveys focusing on behaviour (culture and curriculum) will determine the energy transformation (behavioural changes required to reduce consumption) and energy audits focusing on the fabric of each building (campus) will inform decarbonization plans, which will, in turn, inform the Federation management plan and enable prioritisation and scheduling of required works overtime.

External funding will be looked into to support the strategy, in addition to our capital works budget.

5.4 Sources of information

Energy Surveys

All schools within the Federation will have an energy survey conducted in 2025/2026 and work towards recommendations identified for implementation to improve energy efficiency. Energy surveys should be updated every 5 years to consider infrastructure improvements. Energy surveys are conducted by external consultants at a cost.

Display Energy Certificates (DEC) & Advisory reports

There is a legal requirement for all buildings with an internal area greater than 1000 m² to hold and display a DEC and advisory report.

A DEC provides information on energy consumption whilst the advisory report provides information on how this can be reduced through short term, mid-term and long-term planning.

This applies only to West Walton Primary School and Tilney St Lawrence Primary School

6. Potential restrictions to change

To make effective reductions in carbon emissions, buildings across the Federation need to be adapted or modernised to significantly improve their thermal efficiency. As such additional insulation may be required, windows upgraded and heating systems altered. All of these methods of improvement require significant investment.

School buildings across the Federations sites range from Victorian style through to modern prefabricated modular buildings. As such some buildings will lend themselves more favourably to modernisation or may have been constructed with current building regulation requirements in mind, whereas older buildings may not have cavities to allow wall insulation, they may have antiquated single pipe heating systems etc. The location of a building may impact improvements, for example when located in a conservation area. Also, any listed status can lead to issues with planning approval.

The most effective method of heating infrastructure is via air or ground source heating systems. However, to ensure this effectiveness a building must be thermally efficient. Due to the age and construction method this is often a difficult task. Additionally, air and ground source heating systems place a high demand on electricity consumption. On site energy generation is often seen as one of the most successful methods of reducing emissions and energy costs with the most common method being solar (PV panels). However, within an educational setting it is often not possible to utilise a section or portion of a field for this purpose due to the provision of sports requirements. As such the use of roof space must be considered when investigating solar. However, due to the various age, design and upkeep of Federation buildings it is evident that numerous roofs require upgrading to ensure structural issues are addressed prior to any solar provision being considered.

On site energy generation allows the consideration of further improvements such as EV vehicles.

7. Additional guidance

For further support, Let's Go Zero climate action advisors are now in place across England. They can deliver a free support program to all educational institutions.

They offer schools a trusted expert on:

- taking quick wins to reduce energy use and wider carbon impact
- retrofitting a school. Including options, routes to funding, priorities and next steps
- using government and private funding options
- accelerating strategic sustainability across multi academy trusts
- bringing together local and national organisations and projects who can help schools act
- connecting with other local schools to share ideas
- advising schools on their climate action plans.

They also work very closely with councils to ensure the best support is offered to schools. For more information visit their website. Lets Go Zero

Appendix 1 – Climate Action Plan

Establishing a baseline				
Baselining provides information on current carbon emissions and energy consumption. The baseline can be used as the comparison figure when conducting annual reviews to assist in identifying energy and cost saving measures				
Action	Guidance	Target	Requirements / Considerations.	Lead
Create a baseline in relation to energy consumption across the Federation Estate	SECR guidance	Baseline information	Access to energy bills and accurate readings	Exec Head
Create a baseline in relation to water consumption across the Federation Estate				
Create a baseline in relation to the amount of waste produced for the following • General • Recycling • Food waste				
Annual reporting to meet Streamlined Energy & Carbon Reporting (SECR) requirements		Downwards trending of energy use and carbon emissions		
Termly reporting to all heads to identify trending of energy consumption				
Review all buildings to identify where lights can be replaced for LED efficient lighting		Baseline information	Site plan to be created	Caretakers
Review all loft spaces and ceiling voids to identify insulation improvements				

Survey of all staff to identify method of travel to work, type of vehicle such as diesel, petrol, hybrid or EV			Survey of staff	Heads of School
Decarbonisation				
Carbon emissions are created primarily through the heating of the school buildings using fossil fuels. Reduction can be achieved by reducing demand or utilising alternative and renewable sources				
Reducing demand can also see a reduction in energy costs and help to improve air quality overall				
Action	Guidance	Target	Requirements / Considerations.	Lead
Conduct and review energy surveys every 5 years to ensure improvements are considered as part of the Federation infrastructure plan		Up to date information every 5 years	Cost	Exec Head
Complete and review decarbonisation plan to identify potential improvements and assist in assessing potential funding stream	Public sector decarbonisation scheme	Current decarbonisation plan for all school sites	Access to funding stream and contribution costs	
Replace existing oil fed heating systems across the Federation estate with more efficient heating systems.		Replacement of all oil systems in 10 years	Cost. (Funding) Provision of alternate source (lack of main gas) Provision of suitable electrical supply to reduce demand on national grid (solar panels)	
Installation of on-site generation such as solar	eEnergy	Onsite generation at all sites in 10 years	Structural issues and roof works identified in roof surveys Cost (Funding)	

Review of current heating system controls to identify simple improvement such as thermostat controls, zone heating etc		Reduced energy consumption	Review of current systems	Exec Head / Caretakers
Replace all lights with LED efficient lighting in all areas			Include in all improvement projects as standard	
Install insulation in all accessible loft spaces and ceiling voids				
Upgrade of insulation to current standards on all flat roofs				
Monitoring of current systems to ensure effective use such as - Ensuring electrical equipment and IT is off when not in use - Windows and doors closed to preserve heat - Windows and doors closed when air conditioning in use - Promoting energy saving measures (quick wins) - Repairs carried out where identified	Free Poster templates			Identification of energy champions.
				Consider energy awards etc
Where appropriate to the curriculum outdoor teaching will be used when the weather permits			Requirement for teaching specific subjects/topics.	
Biodiversity				
A healthy ecosystem is one with a rich variety of habitat, plant and species. A Biodiverse system can help to tackle climate change.				
Green spaces offer learning opportunities such as outdoor learning. Growing plants and being involved in gardening is proven to help confidence and increase skills and knowledge. Access to green space also promotes mental health and wellbeing				

Action	Guidance	Target	Requirements / Considerations.	Lead
Review school sites to identify areas not effectively used that can be transformed into outdoor areas or school allotments or Review the school's current site and ensure it is still fit for purpose	Biodiversity in schools School allotments	Improve and utilise unused space with the school site	Availability of space Cost and time	Heads of School / Caretakers
Create a local gardening club or school allotment growing produce for use in school				Heads of School
Increase biodiversity through tree planting	Free trees for schools			
Utilise current areas of wild growth to monitor biodiversity on school site	Biodiversity in schools			
Climate Education and Green Careers				
Climate education is vital for tackling climate change. Teaching students about the causes and effects of climate change creates motivated people who are inspired to act. Climate change is part of the national curriculum for Science and Geography; however, it affects all areas and as such should not necessarily be limited to these subjects. ‘Green careers’ relate to jobs and career pathways within areas tackling climate change and as we work towards Net Zero goals, there are more opportunities in this field. ‘Green skills’ can be defined as “the knowledge, abilities, values and attitudes needed to live in, develop and support which reduces impact on the environment”				
Action	Guidance	Target	Requirements / Considerations.	Lead

Ensure that sustainability is incorporated into the curriculum across all subjects where possible,	Teaching for sustainable futures	Evidence of curriculum links across subjects i.e. An art project showing the impact of climate change		Heads of School
Increase integration of climate change into all subjects.		Clear evidence of subject integration and regular learning of climate change		Heads of School
Promoting green careers to pupils	Green Careers Hub	Ensuring at least 2 x green careers take part in the careers week.		Heads of School
Increase schools' knowledge of climate change by running a student-led climate project.	NCC Biodiversity Partnership	Completion of projects within the school.	Consider contacting NCC Biodiversity Partnership	Heads of School
Travel				
Active and sustainable travel is about making journeys in ways that are sustainable and healthier. The aim is to move away from unnecessary use of vehicles towards more healthy and environmentally friendly methods, such as, cycling, walking, car pooling or public transport.				
Action	Guidance	Target	Requirements / Considerations.	Lead
Increase our school's knowledge of active and sustainable travel through the curriculum and assemblies.	NCC Travel plans	Reduction in vehicle use.	Information sharing	Heads of School
Encourage active travel by providing cycle skills for students and the cycling proficiency.	NCC Bike ability		Uplift in secure bike storage for staff and students	Heads of School
Actively promote the bike to work scheme.			Information sharing. Uplift in secure storage	Heads of School
Waste, Consumption and Recycling				

As a society we are consuming more and more leading to an inevitable increase in waste. Waste that is not correctly disposed of can cause pollution and harm natural habitats and biodiversity.

Therefore, reducing consumption and waste is key to tackling climate change. This can be done by encouraging people to Reduce, Reuse, Recycle and Repair. Schools play a pivotal role in changing these behaviours through education and leading by example.

Action	Guidance	Target	Requirements / Considerations.	Lead
Actively promote recycling and segregation of waste by increasing awareness through signage, curriculum and assemblies.	Free Poster templates	Improved information throughout school Reduction in waste to landfill	Poster competition	Heads of School
Promote composting of food waste from catering		Use of food bins with reduced contamination of general or recycled waste.	Introduction of food specific waste bins and collection How is baseline information obtained to allow comparison.	Catering and Caretakers
Encourage re-use by running a swap event at the school to allow swapping of clothing, uniform, books, electrical goods etc	How to host a clothes swap	Reduction in times going to waste		Heads of School
Encourage students and staff to bring plastic free packed lunches.		Reduction in landfill waste	Information and awareness	Heads of School
Reduce use of plastic packaging in catering				Exec Head

Food

The food we eat, grow and buy has a big impact on how we reduce emissions and adapt to climate change.

12% of greenhouse emissions are from farming. How schools find, buy and manage school meals is a big opportunity to address climate change. It can also reduce costs, food waste and support students to eat healthier food.

Action	Guidance	Target	Requirements / Considerations.	Lead
Review menus to take into account seasonal products	School Food Matters	Reduction in food waste		Catering
Review portion sizes			Consider portion size options. Small, Medium, large etc.	Catering
Review supply chain to ensure sustainability is considered throughout the chain		Promotion of sustainability considerations		Catering
Educate students on the effects what we eat has on the environment.				Heads of School
Conduct a survey of students through PSHE to gain an understanding of produce in the canteen and how it could be improved to support reducing our carbon footprint.			Conduct a survey to identify improvements for consideration	Heads of School
Run a sustainable food campaign		Improved awareness of sustainability issues		Heads of School