

Brontë Academy Trust Climate Action Plan 2025-2028

Introduction

At Brontë Academy Trust, we may be a small organisation, but we believe our size is our strength. With close-knit communities and a shared commitment to learning, we are in a unique position to teach, inspire, and support our pupils as they grow into thoughtful, responsible citizens. **We put pupils first** in everything we do — shaping their future by equipping them with the knowledge and values they need to thrive.

It is our responsibility to prepare children for the challenges of the future, including those posed by climate change. Tackling these issues together, **we learn together** as a trust, sharing ideas, knowledge, and solutions that help our schools and communities adapt and grow stronger.

Guided by our ethos, **we act with integrity** in our response to the climate emergency, making meaningful, ethical choices that reflect our commitment to the common good.

We make a difference by setting bold ambitions and following them with real action. Brontë Academy Trust has committed to becoming **carbon neutral by 2050**, a pledge rooted in purpose and driven by four key action areas:

- **Decarbonisation**
- **Adaptation and Resilience**
- **Biodiversity**
- **Climate Education, Training, and Green Jobs**

By putting pupils first, learning together, acting with integrity, and making a difference, we are helping to build a better, greener future for our children and for generations to come.

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Our Journey So Far...

At Bronte Academy Trust — **four schools, one family** — we are proud to be making a clear and collaborative commitment to a more sustainable future. As a small trust, our strength lies in our unity. Together, we are taking focused steps towards achieving **carbon neutrality by 2050**.

We put pupils first by ensuring their futures are central to our environmental goals. We believe every child has the right to learn in and contribute to a healthier, greener world.

As a Trust, **we learn together**, sharing good practice across our schools and taking practical, measurable action:

- **Oldfield:** LED lighting installation
- **Haworth:** LED lighting, solar panels, and extensive tree planting
- **Lees:** Loft insulation, LED lighting, and rewiring for energy efficiency
- **Oakworth:** New energy-efficient windows, flat roof replacement, and the beginning of an LED lighting upgrade -*School is currently (Sept 2025) being upgraded in terms of boilers and hot water.*

Across all our schools, **we act with integrity** by embedding sustainability into our ethos, not as a one-off project, but as part of our long-term culture.

A key example of this is our unwavering commitment to **Forest Schools**, which every child in the Trust accesses. This outdoor learning approach not only connects pupils with nature but also nurtures environmental responsibility from a young age.

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We make a difference by turning values into action, and, as one family, we are working together to build a more resilient, climate-conscious future for our children and communities.

Bronte Academy Trust's Path to Net-Zero Emissions

The **Department for Education** has made it a requirement for all education settings to have a **Climate Action Plan in place by 2025**. In response, **Bronte Academy Trust** has begun laying the groundwork to meet this important goal.

In 2024, the Trust carried out a **review of energy usage & Estate Condition** across our schools to help us understand our current environmental impact. This review provided valuable insight into how we operate and where improvements can be made.

It has helped us recognise the **scale of the challenge** and identify the steps we need to take in the coming years. This work forms the foundation of our **Climate Action Plan**.

The review showed that while reaching **Net Zero** is technically possible for a Trust of our size, there is no single solution. Instead, it will require us to come together to tackle complex problems with **creativity, collaboration**, and a long-term commitment.

At Bronte Academy Trust, we are ready to meet that challenge — **learning together, acting with integrity**, and **putting pupils first** as we work to **make a real and lasting difference**.

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Net Zero for Bronte

What Does Reducing Carbon Emissions Mean to Us?

At Bronte Academy Trust, reducing carbon emissions means being thoughtful and responsible about how our actions — big and small — affect the planet. It's about understanding where our emissions come from and taking meaningful steps to reduce them.

We break our carbon emissions into three key areas:

- **Scope 1: Direct Emissions**

These are emissions that come from activities we directly control, such as the use of our school boilers or any vehicles owned by the Trust. Managing these means looking closely at how we heat our buildings and use fuel on-site.

- **Scope 2: Indirect Energy Emissions**

These emissions come from the electricity we purchase to heat and cool our schools. While we don't produce the electricity ourselves, we're still responsible for how much we use. Being energy efficient helps us reduce our impact in this area.

- **Scope 3: Other Indirect Emissions**

These are emissions that happen as a result of our day-to-day choices, but from sources we don't directly control — like the production of school uniforms, how pupils and staff travel to school, or how goods and services we use are made and delivered.

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Understanding these categories helps us act with integrity as we plan and prioritise real, lasting changes. Whether it's improving our buildings, changing behaviours, or encouraging greener choices, we are committed to making a difference — together.

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Climate Action Plan

Bronte Academy Trust has developed a **Climate Action Plan** that outlines how we will become more environmentally friendly and reduce our carbon emissions across all areas of Trust operations. Our approach is built around **four key areas of action** that are driving this change:

- **Decarbonisation**

We are identifying practical ways to reduce carbon emissions in how we heat, power, and run our school buildings.

- **Adaptation and Resilience**

We are planning ahead to reduce or adapt to the risks and impacts of climate change on our pupils, staff, and school communities.

- **Biodiversity**

We are engaging pupils in outdoor projects that protect and enhance the natural world around our schools.

- **Climate Education, Training, and Jobs**

We are committed to providing all pupils with a meaningful education about climate change and ensuring that our teaching staff are supported with the training and tools they need to deliver it confidently.

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Priority Area	Actions	Implementation	Year	Level
All (Decarbonisation, Adaptation & Resilience, Biodiversity, Climate Education)	<p>CPD Offer for Site Teams</p> <p>Self-study and peer sharing on sustainable site management</p>	<p>Multi Site Manager completes accredited training in sustainable site management (e.g., energy efficiency in schools, eco-friendly maintenance, waste management, and green procurement)</p> <p>Ongoing dissemination through:</p> <ul style="list-style-type: none"> Termly sustainability briefings for site staff Training modules on reducing energy usage, improving recycling practices, and managing outdoor spaces for biodiversity Embedding carbon literacy into facilities management routines <p>Development of a sustainability checklist/toolkit for all school sites</p>	2025–2026	Trust Level
All (Decarbonisation, Adaptation & Resilience, Biodiversity, Climate Education)	<p>Identification of a dedicated staff member to champion sustainability and sustainable practices across the Trust</p>	<p>The Trust designates a Trust-wide Sustainability Champion</p>	2025–2026	Trust Level

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		<p>Role includes coordinating sustainability efforts, supporting school-based champions, sharing best practice, and monitoring progress towards the Climate Action Plan</p> <p>Champion receives training and time allocation to carry out the role effectively</p>		
All (Decarbonisation, Adaptation & Resilience, Biodiversity, Climate Education)	Each school identifies a dedicated staff member to lead on sustainability at the school level	<p>Schools appoint a Named Sustainability Champion within the staff team</p> <p>Responsible for leading sustainability initiatives in school, promoting pupil and staff engagement, and linking with the Trust-wide champion</p> <p>Champions are given access to CPD, resources, and networking opportunities to support their role</p>	2025–2026	School Level
All (Decarbonisation, Adaptation & Resilience, Biodiversity, Climate Education)	<p>Establishing baseline energy usage in all schools</p> <p>Sharing and analysing energy data to inform procurement with a focus on sustainable suppliers</p>	<p>Each school provides energy usage data to the Trust</p> <p>Trust's CFO collates and reviews data to identify patterns, inefficiencies, and opportunities for change</p> <p>Procurement practices are reviewed and revised to prioritise sustainability — e.g., considering switching to greener energy suppliers, sustainable maintenance contracts, and</p>	2026–2028	Trust Level

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		<p>low-emission services</p> <p>Annual reviews ensure progress and accountability</p>		
<p>All (Decarbonisation, Adaptation & Resilience, Biodiversity, Climate Education)</p>	<p>Each school develops a plan to reduce its energy consumption</p>	<p>Based on energy data provided to the Trust, each school creates an Energy Use Reduction Plan;</p> <p>Plan includes targeted actions such as:</p> <p style="text-align: center;"> Adjusting heating schedules Switching off unused equipment Improving classroom energy awareness Involving pupils in eco-monitoring </p> <p>Schools review progress annually and adapt plans as needed</p>	<p>2026–2028</p>	<p>School Level</p>
<p>All (Decarbonisation, Adaptation & Resilience, Biodiversity, Climate Education)</p>	<p>Environmental sustainability is embedded in procurement by gathering and reviewing supplier Environmental Statements</p>	<p>The Trust's Multi Site Manager collects up-to-date Environmental Statements from all suppliers and contractors</p> <p>These statements are evaluated for alignment with the Trust's sustainability goals</p>	<p>2026–2028</p>	<p>Trust Level</p>

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		<p>Suppliers with strong sustainability credentials are prioritised for consideration in future procurement decisions</p> <p>This data is shared with the CFO and influences contract renewal and tendering processes</p> <p>A central record of supplier sustainability credentials is maintained for transparency and long-term planning</p>		
All (Decarbonisation, Adaptation & Resilience, Biodiversity, Climate Education)	Carbon neutrality targets influence school-level procurement decisions	<p>Schools consider the environmental impact of goods and services when making purchasing decisions</p> <p>Preference is given to suppliers and products with clear sustainability credentials (e.g., low carbon footprint, recyclable materials, reduced packaging)</p> <p>Staff involved in procurement are made aware of the Trust's sustainability priorities and carbon reduction goals</p> <p>Schools contribute data on purchasing to support Trust-wide monitoring of sustainable procurement</p>	2026–2028	School Level
Decarbonisation	Explore the viability of solar energy systems across the Trust estate	The Trust engages with multiple providers of solar panel systems to gather quotes, conduct site assessments, and review funding models (e.g. leasing, grants, Power Purchase	2026–2028	Trust Level

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		<p>Agreements)</p> <p>Feasibility is considered in terms of cost-effectiveness, energy savings, carbon impact, and compatibility with existing infrastructure</p> <p>A report is produced for the CFO and Trustees outlining opportunities, constraints, and recommendations</p> <p>Findings inform long-term energy planning and capital investment strategy</p>		
Decarbonisation	<p>Prioritise CIF (Condition Improvement Fund) bids that support energy savings and carbon reduction</p>	<p>The Trust develops a CIF bidding strategy that focuses on projects with measurable energy efficiency gains and decarbonisation impact</p> <p>Projects such as energy-efficient heating systems, LED lighting upgrades, insulation, and solar installations are prioritised</p> <p>The Multi Site Manager and CFO collaborate to identify high-impact opportunities across the estate</p> <p>Bids include projected carbon savings and long-term cost benefits to strengthen application success</p>	2026–2028	Trust Level

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		Outcomes from funded projects are reviewed and used to inform future planning		
Climate Education, Biodiversity, Adaptation & Resilience	Ensure that all children across the Trust have access to Forest School experiences and climate education as part of their curriculum	<p>Each school continues to deliver regular Forest School sessions, embedded into the curriculum or enrichment offer</p> <p>Outdoor learning is used to build understanding of biodiversity, sustainability, and climate resilience</p> <p>Staff involved in Forest School and environmental education are supported with CPD and resource development</p> <p>Climate change topics are integrated across subjects where appropriate (e.g. science, geography, PSHE)</p> <p>Pupil voice is captured to shape activities and reflect engagement levels</p> <p>The Trust monitors delivery and access to ensure equality of opportunity for all pupils</p>	2025–2028	School Level
Biodiversity, Adaptation & Resilience	Ensure all tree planting and habitat creation projects are	Schools consult the Trust Multi Site Manager before undertaking any new planting or habitat initiatives	2025–2028	Trust and School Level

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	<p>developed in consultation with the Trust's Multi Site Manager</p>	<p>His expertise, training, and knowledge of sustainable landscaping and site management are used to guide decisions on species selection, long-term care, and environmental impact</p> <p>Projects are planned with clear objectives (e.g. shade, carbon capture, pollinator support, soil health) and aligned with each site's specific needs</p> <p>Maintenance plans and pupil/community involvement are considered from the outset</p> <p>The Trust encourages integration of these projects into the curriculum where possible</p>		
Biodiversity	<p>Ensure that all biodiversity-related works on school sites align with existing management plans and avoid inappropriate planting practices</p>	<p>Any work affecting existing biodiversity (e.g. woodland, ponds, wildflower areas) is reviewed against the site's current biodiversity or grounds management plan</p> <p>The Trust Multi Site Manager is consulted to ensure works are ecologically sound and sustainable</p> <p>Non-native, invasive, or fast-growing species are avoided unless specifically approved based on ecological need</p> <p>Schools are supported with guidance on planting schemes that benefit local wildlife, improve soil quality, and support</p>	2025–2028	Trust and School Level

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		<p>long-term maintenance</p> <p>Staff and pupils are encouraged to learn about the importance of planting native species and maintaining ecological balance</p>		
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