

Trinity Academy New Bridge

Climate Action Plan

Date: September 2025

1. Introduction and Context

Purpose

This plan outlines Trinity Academy New Bridge's commitment to reducing greenhouse gas emissions, embedding climate education, and supporting our learners through meaningful, actionable steps.

Scope

The action plan covers our academy site, curriculum integration, learner/staff engagement, and community partnerships.

Reference Framework

We are aligned with the Department for Education's Sustainability and Climate Change strategy (net-zero ambition, energy efficiency, green curriculum).

2. Governance and Responsibilities

Role	Responsibility
Head of School	Endorses the plan
Sustainability Lead	Coordinates action, monitors progress
Facilities Manager	Tracks energy, water, waste usage
Staff Working Group	Develops initiatives and leads projects
Learner Green Team	Champions activities across school
Trust / Directors	Reviews annual progress and approves budget

3. Baseline Emissions and Resource Use

Energy:

Insert data from utility bills (kWh/year, CO₂e)

Water:

Annual usage (m³)

Waste:

Current waste volumes, recycling rates

Transport:

Summary of learner and staff travel modes and estimates of the annual mileage

4. Targets and Objectives

The action plan aims to achieve the following:

- Net-zero carbon emissions from operations by 2030 (in line with DfE ambition)
- Reduce energy use by 20% within 3 years
- Improve recycling from 40% to 70% in 2 years
- Implement climate education across all year groups
- Enhance mental well-being via green spaces and outdoor learning

5. Key Action Areas (an audit is needed with facilities to complete this section)

A. Energy and Buildings

- Fit LED lighting with motion sensors
- Schedule an energy audit for HVAC improvements
- Train staff on energy-saving practices
- Investigate solar panels via Trust investment

B. Water Management

- Install low-flow taps and dual-flush WCs
- Group-based water monitoring activities

C. Waste and Recycling

- Introduce separate bins for recycling key waste
- Weekly monitoring and termly recognition for top-performing classes
- Teaching sessions on reducing single-use plastics

D. Sustainable Transport

- Encourage active travel; cycle to work schemes
- 'Walk-to-school' challenges rewarded

E. Curriculum and Engagement

- Embed climate topics into PSHE, literacy, and science
- Outdoor learning: outdoor classroom, gardening, biodiversity, nature wellbeing sessions
- Learner Green Team events: Tree Planting Day, Litter Picks

F. Well-being and Outdoor Spaces

- Create 'well-being zones' with seating, sensory plants
- Mindfulness and outdoor reflective activities
- Sensory garden integrated with therapeutic interventions

6. Engagement and Communication

- Half-termly updates in newsletters and assemblies
- Digital and physical displays both in school and online

- Parent and community workshops on sustainable living
- Partnerships with local charities and environmental groups

7. Monitoring and Reporting

- Termly review by Sustainability Working Group with data (energy, waste, transport)
- Shared progress via termly dashboard for SLT and Directors
- Annual climate report summarising achievements and next steps

8. Resources and Funding

- School budget allocation; Grants for renewable energy
- Consider external funding opportunities

9. Risks and Mitigation

- Budget limits: Prioritise low-cost/high-impact actions
- Engagement dips: Empower Learner Green Team; celebrate successes
- Behavioural: Use positive reinforcement, visual reminders

10. Timeline

Year 1: Baseline, LED rollout, bin systems, curriculum mapping

Year 2: Energy audit actions, outdoor space development, transport initiatives

Year 3: Solar feasibility, water efficiency roll-out, curriculum deepening

11. Appendices

Data tables (energy, waste, water)

Curriculum mapping

External resources and funding links