

Climate Action Plan

The Wainfleet Magdalen School

1 year plan Autumn 2025 – 2026



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Your school's carbon baseline: 221.5 t CO₂e Calculation: November 2025

		Total Emissions tCO ₂ e		
		Baseline	End of Year 1	% Change to Baseline
	TOTAL EMISSIONS CO₂e:	173.83	221.50	27%
Energy and Utilities	Fuel Usage	55.63	52.50	-6%
	Electricity Usage	29.55	26.40	-11%
	Waste Usage	0.1	0.10	#VALUE!
	Water Usage	0.60	0.60	0%
Transport	Vehicles	0.00	0.00	0%
	School Trips	0.50	0.50	0%
	Student Commutes	8.69	12.50	44%
	Staff Commutes	5.21	69.90	1240%
Food	Meals	22.60	21.30	-6%
Purchases	Spending	8.69	5.50	-37%
	Uniforms	41.72	32.20	-23%

Notes: These figures are to be used as an indicative estimation. It is important to note that the increases in your Carbon Footprint are solely down to the calculation tool being updated to reflect your transport emissions more accurately.

In the areas where you have focused action, as a school, you have reduced an estimated 18.4 tonnes CO₂e which is equivalent to 10% of your baseline result. Congratulations!

Progress Key
Not Started
In Progress
Stalled
Complete

Climate Action Plan history	
Last reviewed:	Created 17/11/25

★ = high carbon reduction actions

Overall projected carbon savings: If Solar and Heat Pump installed: up to 52 tonnes CO₂e saved - 24% of your total.
Without these actions: 20 tonnes CO₂e saved - 9% of your total.

GET STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Sign up to the Let's Go Zero campaign</p> <p>By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.</p>	<p>Start:</p> <p>Review:</p>		<p>SIAMS IQ1</p> <p>Our climate action work is an outworking of our theologically rooted Christian vision, to support a more equitable and just world and a liveable future for our community.</p>	Completed
<p>Calculate your school's carbon footprint using Count Your Carbon</p> <p>This free digital tool allows you to calculate the carbon footprint for your educational setting and gives you a baseline against which to measure progress, year on year.</p>	<p>Start:</p> <p>Review:</p>		<p>Net Zero Carbon Schools The Church of England</p>	Completed
<p>Add sustainability plans, projects and successes to your school website and share through wider communications</p> <p>Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.</p>	<p>Start:</p> <p>Review:</p>			<p>New website being created with dedicated sustainability page. Let's Go Zero comms pack emailed with this CAP.</p>

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BUILDINGS AND RETROFIT				
<p>Investigate the potential for solar panels</p> <p>Find out who you need permission from and contact solar providers to check the suitability of your roof spaces and the financial models available (direct purchase, lease, community energy). Aim to compare approaches from at least three different providers to check you are getting options that work well for your setting. Providers we suggest checking with: Solar for Schools & Eden Sustainable.</p>	<p>Start: Review:</p>		<p>IQ5 SIAMS</p> <p>Through our staff and pupil-led energy monitoring activities, our pupils and staff learn about the balance between their right to an environment conducive to learning and their responsibilities towards others in our work to mitigate climate change. Our theologically rooted Christian vision enables positive relationships that balance individual freedom and rights, with responsibility towards others through our energy reduction campaigns.</p>	
<p>Access support from your local Net Zero Hub</p> <p>Regional Net Zero Hubs across England support schools with improving capacity and capability on the journey to reaching net zero. School Business Managers, Operational and Estates staff can access free advice and guidance on a variety of decarbonisation projects, including acquiring Heat Decarbonisation Plans, exploring solar potential and preparing for upcoming governmental grants.</p>	<p>Start: Review:</p>			
<p>Investigate the potential for a ground/air source heat pump</p> <p>Have a professional assess the suitability of your school site for a ground source or air source heat pump. You may be able to apply for local or national funding for this. (awaiting confirmation of new government funding routes)</p>	<p>Start: Review:</p>			

ENERGY – BEHAVIOURAL CHANGE

ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Implement a power down strategy for electrical devices and appliances</p> <p>Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.</p>	<p>Start: Review:</p>		<p>IQ5 SIAMS</p> <p>Through our staff and pupil-led energy monitoring activities, our pupils and staff learn about the balance between their right to an environment conducive to learning and their responsibilities towards others in our work to mitigate climate change. Our theologically rooted Christian vision enables positive relationships that balance individual freedom and rights, with responsibility towards others through our energy reduction campaigns.</p>	
<p>Implement a power down strategy for energy-intensive appliances over holidays</p> <p>Fridges and freezers are often overlooked during holiday and closure periods and require a lot of energy to run. Check every fridge, including the staffroom, and turn them all off over holiday periods. Condense frozen food down to only one freezer to reduce baseload during unoccupied periods and turn any other freezers off.</p>	<p>Start: Review:</p>			

FOOD				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Arrange a menu consultation through an external organisation e.g. ProVeg</p> <p>Considering where and how plant-based meals are displayed on menus can reduce bias against these options, e.g. by making the vegetarian offer the default or first in the list. Your Advisor can send off your menu to ProVeg for a free menu consultation / advice on this. Engaging your catering team or provider with this is a great way to bring them on board with your sustainability efforts.</p>	<p>Start: Review:</p>		<p>IQ4 SIAMS and IQ5 SIAMS</p> <p>Our school policies on providing a healthy low carbon menu, creates a culture in which people's wellbeing is enhanced. Our staff and pupils</p>	<p>Caterlink now have a Silver awarded menu from the ProVeg School Plates Scheme. Contact your Caterlink rep. if you would like to adopt this new menu.</p>

<p>Explain reasons for eating less meat and reducing food waste during lessons, assemblies etc</p> <p>Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies.</p>	<p>Start: Review:</p>		<p>understand that through their daily menu choices, they can be a powerful advocate for not just their own health, but the future of a healthy planet.</p>	<p>Engage with the ProVeg Canteen to Classroom resources.</p>
<p>Increase the number of planet friendly, meat-free options on offer every day</p> <p>Increase your daily plant-based and vegetarian offers. From more hot meal options to addressing your sandwich or jacket potato offerings, adding some tasty and interesting meat substitutes will make switching from meat easy and appealing!</p>	<p>Start: Review:</p>			
<p>★ Introduce an additional plant-based/planet friendly day</p> <p>Adding an additional planet-friendly day increases your vegan and vegetarian meal uptake.</p>	<p>Start: Review:</p>			<p>In Progress – menu wording currently does not reflect this</p>
<p>Access training for caterers from ProVeg or Chefs in Schools</p> <p>Access sustainability training specifically for your school caterers. Training might include recipe development as well as using kitchen equipment most efficiently. Providers such as ProVeg and Chefs in Schools offer these services.</p>	<p>Start: Review:</p>			<p>This may be part of the requirement for the ProVeg Silver Award but your Caterlink Rep. should be able to advise on this.</p>
<p>Grow food for use in food tech classes or by pupils/community</p> <p>Grow food on site for pupils to use in their food tech classes to engage them with how food reaches their plates. Alternatively, consider having a market-style stall to sell or donate your food produce to the wider school community.</p>	<p>Start: Review:</p>			<p>In progress</p>

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>★ Develop your uniform exchange and extend existing reuse practices.</p> <p>Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!</p>	<p>Start:</p> <p>Review:</p>		<p>IQ5d: Through our school's strategic policies for ethical purchasing, we identify systems to reduce unnecessary consumption and therefore reduce our impact on the world's resources. In making these choices, we create an active culture of justice and responsibility and through this, the trust makes a positive impact on the culture of the school.</p>	

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Subscribe to flood alerts and write a flood policy</p> <p>Get flood warnings by phone, text or email via the gov.uk website or sign up to receive weather warnings from the Met Office. Use the DfE guidance to help create a flood</p>	<p>Start:</p> <p>Review:</p>		<p>IQ1 Our theologically rooted Christian vision is a living reality that enables pupils and students, communities and nature to flourish in a changing climate. By planning to adapt and</p>	<p>Completed</p>

policy document that enables you to assess, prepare for and manage any future potential flooding.			being more resilient to the impacts of climate change we ensure the health, safety and wellbeing of our school and wider community.	
Regularly organise cleaning gutters and unblocking any drains on site Ensure your site team has a seasonal gutter checking/cleaning/clearing rota that ensures guttering can cope with higher levels of rainfall. Seasons with higher leaf fall or heavy rain are particularly important.	Start: Review:			
Create a climate adaptation plan relevant to your context, using local climate risk data Emergency planning policies can ensure appropriate preparation, response and recovery in the event of extreme weather events.	Start: Review:			

3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
Take part in The Nature Park The Nature Park aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with	Start: Review:		IQ3c: By taking opportunities to worship outdoors, within nature and surrounded by the wonder of the world, we ensure that the worship life of the school	In progress. Maximise your newly funded spaces.

<p>five key steps in the journey and the actions needed to reach your goals.</p>			<p>inclusive, invitational, and inspirational.</p> <p>IQ4d: As a result of the theologically rooted Christian vision, our provision of opportunities to work in nature for our pupils with SEND, (or those who are vulnerable and/or disadvantaged) is one of our most effective strategies to help at difficult times. Pupils learn to self-regulate and maintain healthy emotions within these times and spaces in our garden.</p>	
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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

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Publicise your commitment to sustainability</p> <p>Include a commitment to sustainability in your school's public communication, e.g. declaring a climate emergency and intentions of going Net Zero. This could be via a values statement, a declaration of Net Zero aspirations, or inclusion in the school vision.</p>	<p>Start:</p> <p>Review:</p>		<p>SIAMS IQ1</p> <p>Our climate action work is an outworking of our theologically rooted Christian vision, to support a more equitable and just world and to enable all our adults and young people to flourish, both now and for future generations</p>	
<p>Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives</p> <p>Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.</p>	<p>Start:</p> <p>Review:</p>			<p>Completed</p>

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Complete a curriculum audit</p> <p>Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on topics as a whole or individual lessons across all subject areas. Online resources such as Map The Curriculum may be helpful for this.</p>	<p>Start:</p> <p>Review:</p>		<p>SIAMS IQ2</p> <p>Our school's theologically rooted Christian vision shapes our curriculum offer as well as our enrichment offer. Through these additional</p>	<p>In progress. Completed for Science curriculum</p>

			opportunities, our pupils and staff strengthen their understanding of climate change and how we can mitigate this and protect God's world	
<p>Amend your curriculum to incorporate sustainability</p> <p>Amend your curriculum to include stronger links to climate change and sustainability. This could be a total refresh, a bit of tweaking, drop down days or simply adding extra assemblies. Teach the Future, Royal Meteorological Society (Curriculum for Climate Literacy) and the MoEE have amazing resources on how to weave sustainability throughout your curriculum.</p>	<p>Start: Review:</p>			In progress. Completed for Science curriculum

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	SIP LINK	NOTES/TRACKER
<p>Access existing local and regional authority programmes to boost green skills</p> <p>Contact your local authority sustainability team and education business partnership, who can support staff and pupils to be involved in local and regional green skills programmes.</p>	<p>Start: Review:</p>		SIAMS IQ2	Pupil leadership campaign with Outer Dowsing Wind farm to petition for increased renewable energy.
<p>Provide opportunity for all pupils to take leadership on sustainability</p> <p>Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.</p>	<p>Start: Review:</p>		Our school's theologically rooted Christian vision shapes our curriculum offer as well as our enrichment offer. Through these additional opportunities, our pupils and staff strengthen their understanding of climate change and how we can mitigate this and protect God's world	
<p>Connect pupils from all backgrounds to extracurricular green skills development opportunities</p>	<p>Start: Review:</p>			

Provide extracurricular green skills opportunities that are accessible to all pupils, actively encouraging participation from under-represented groups by addressing barriers such as gender stereotypes, racial inequality, and financial disadvantage, so every student can gain experience in sustainability and environmental leadership.				
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