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The sustainability journey: Schools gearing up for change

The Greener Schools Index report

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Foreword

Building a greener future:
The Greener Schools Index report

In 2023, the UK Schools Sustainability Network (UKSSN) Ops Group and Zenergi joined forces to tackle a vital question: **How can we help schools create meaningful, effective Climate Action Plans?**

Out of that question came a shared mission and the Greener Schools Index (GSI) was born. The GSI is an innovative tool designed with ten distinct sections that guide sustainability leaders in assessing their school's current efforts and establishing benchmarks – and from there, strategically planning the next steps toward net zero, celebrating progress along the way.

The Greener Schools Index is a powerful, free tool available to any school or Trust– whether a nursery, primary or secondary setting. It helps schools reflect on key areas of development, track their progress and demonstrate impact to stakeholders.

On a broader scale, the GSI is consistent with the Department for Education's Sustainability and Climate Change Strategy. With widening participation from organisations around the UK, the Index has the power to offer a national perspective on both successes and challenges, as well as influencing future priorities.

This report captures reflections from the first round of schools who completed the GSI by February 2025. It offers a snapshot of achievements and highlights ongoing sustainability efforts. And it also provides case studies and practical insights into the initiatives your sector peers have been working on in their schools, so you can benefit from shared best practice.

Our hope? That this report inspires even more schools and Trusts to engage with the GSI – whether they see familiar challenges, surprising differences or new opportunities to collaborate. Over time, we aim to showcase national progress while identifying areas where schools need additional support.

We're thrilled to share this report with you. Hopefully, it'll serve as a source of motivation. But if your school doesn't yet have a Climate Action Plan – don't worry! You're not alone. In fact, 76% of the first respondents didn't have one either when they completed the GSI, yet their passion for sustainability led them to take part. Across nearly every category, more schools reported being "in progress" rather than having "fully implemented" their sustainability strategies.

So, here's the key takeaway: It's never too late to get started! Sustainability is a journey and we are all on this path together. By learning, sharing and taking action, we can create a brighter, greener future for our pupils and move closer to our net zero goals.

Let's do this – together.

Helen Burge & Paul Edmond
Co-Chairs, UKSSN Ops Group

UKSSN
Ops Group

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Introducing the
Greener Schools Index

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GSI overview

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Shared best practice for school sustainability champions

Change is coming. The DfE's Sustainability and Climate Change Strategy says that, by 2025, all education settings will have nominated a sustainability lead and put in place a Climate Action Plan. This new initiative includes early years settings, schools, Multi-Academy Trusts, colleges and universities.

No two schools are the same – and some are further along this journey than others. Our tool, the Greener Schools Index (GSI) pulls together data that charts progress across a range of organisations, allowing sector professionals to benchmark themselves, discover inspiration and best practice and set realistic goals for their teams.

About the Greener Schools Index

The GSI is a powerful, free-to-use tool that allows school leaders to measure their progress on sustainability by answering a series of questions. Schools across the UK participate, creating useful, peer-based benchmarking insights. The Index supports schools to compare progress across areas that are key to sustainability within school environments: energy, air quality, biodiversity, waste management – and more.

Our team at Zenergi created this Index in partnership with the UKSSN Ops Group, a network of school-based operations professionals and volunteers working together to improve sustainability in schools.

The Greener Schools Index invites schools to complete a comprehensive online survey, generating in-depth data, allowing you, as a sector professional, to:

- Measure and track your school's environmental impact

- Benchmark progress and compare your sustainability efforts with other schools

- Gain actionable insights that help you form practical plans to improve sustainability

- Align your school's efforts with national sustainability goals.

Who took part in our survey?

We heard from a broad mix of schools and Trusts across the country:

Total respondents:

34
educational organisations

Organisation types:

47%
Multi-Academy Trusts (MATs)

24%
Single Academy Trusts (SATs)

9%
LA maintained schools

12%
Special schools

9%
Others (including private school, Sixth form and FE college)

Size range:

From

60
pupils

to

45,000
pupils

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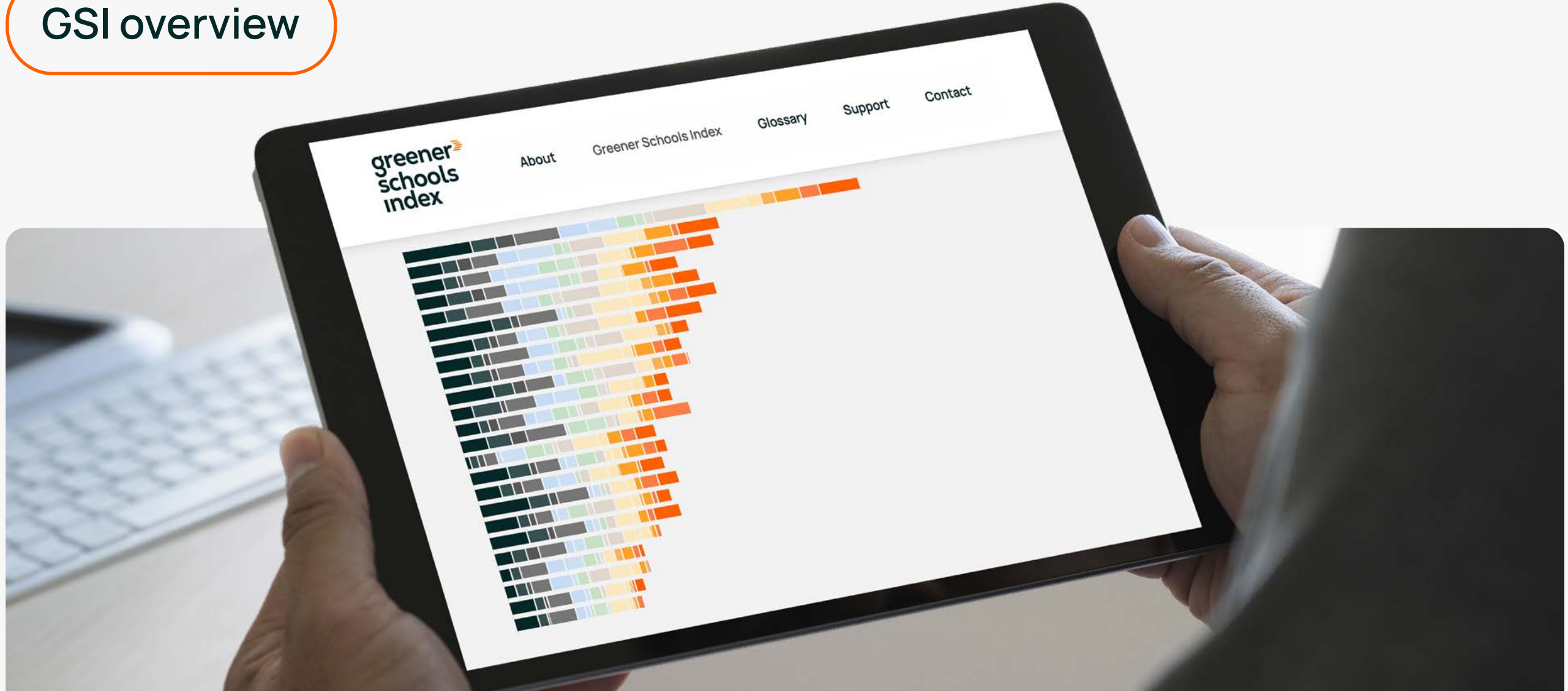
How you can get involved

If you find the highlights in this report interesting and useful, you can help make the wider Index stronger, as well as gaining bespoke insights, by participating in our survey. The more data we can collect, the more indicative and influential the Index can become.

It's simple to do:

1. **Access our comprehensive sustainability survey online** and work with your team to collect and input information relevant to your school.

2. **Receive your report** along with a personalised PDF summary highlighting your key achievements and potential next steps.

3. **Benchmark and improve** using the insights to refine your school's sustainability strategy and collaborating with peers.

Map out your journey to sustainability

The Greener Schools Index underpins a movement for real change. The data we compile together has the power to influence policy and secure funding for sustainability initiatives in education.

The UK government advises that by making sure you have clear leadership for sustainability in place and a Climate Action Plan, you can achieve win/wins both for the school and the environment. Taking action on sustainability will drive those in the education sector to:

- Increase the confidence and expertise of leadership teams, staff and students in understanding climate change and how to achieve positive change
- Share effective practice with other education settings and develop a peer-to-peer learning network (as the Greener Schools Index aims to do)

- Use data to identify and prioritise action
- Improve energy and water efficiency
- Calculate your carbon emissions and identify ways to reduce them
- Reduce operating costs
- Enhance biodiversity
- Help learners develop skills and knowledge which help them to contribute to sustainability and climate change in their lives and future jobs.

Some schools are already making great progress and they're rightly proud of their achievements so far. Wherever you are in the journey, all schools are encouraged to have their Climate Action Plan visible on their website, which is helpful in engaging parents, the local community and external stakeholders on the shared goal of maximising sustainability.

Supporting schools on the sustainability journey

Our belief in a net zero future

Our goal at Zenergi is to help organisations achieve net zero — a state where the carbon emissions you produce are reduced to as close to zero as possible and any remaining emissions are offset. A Climate Action Plan is more than just a buzzword or the latest government box to tick; it means creating a tangible plan that safeguards our natural environment for future generations. We stand with education leaders who know how important it is to carry out this role as custodians of the planet's health.

We proudly support over 3,000 schools in their journey toward net zero and more sustainable energy. Schools have unique opportunities to achieve energy, carbon and cost-saving goals. Each facility is different, but the sector shares some common challenges and opportunities. So whether you need compliant gas, electricity or water procurement, bill validation, compliance services, energy efficiency improvements, decarbonisation strategies or renewable generation solutions; we have expert advice that we're happy to share.

Our background in carbon management

Founded in 2003, Zenergi set out to simplify energy procurement, empowering organisations to make smarter, more sustainable choices. Today, as one of the UK's leading carbon management consultancies, we guide organisations through every stage of their decarbonisation journey.

We exist to help accelerate the route to net zero. It may sound like a daunting prospect, but it's possible when you focus on small, practical steps. As a dedicated, outsourced carbon management consultant, we have been able to support a sector-spanning range of organisations and we can reassure you: it's a tough challenge for everyone. We're committed to using what we know and what we keep learning as we go, to support any organisation in becoming more sustainable – for a stronger UK economy and a healthier planet.

Celebrating 20+ years as trusted sustainability experts

Our passion is to find ways to make difficult challenges feel easier to manage, helping our partners form compact, affordable and actionable decarbonisation plans. With a team of 200 energy and sustainability experts, we're completely focused on creating comprehensive solutions for carbon reduction, regulatory compliance, low-carbon building and renewable energy design and utilities procurement and management.

About UKSSN

About the UK Schools Sustainability Network (UKSSN) Ops Group
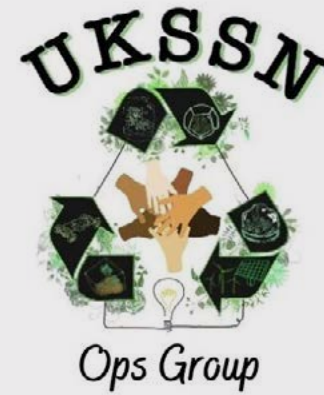
The Greener Schools Index was developed as a joint effort between the UKSSN Ops Group and Zenergi.

Members of the UKSSN Ops Group include School Business Leaders, Estates Managers, Operations Managers and Governors – a range of critical allies for success in school sustainability.

The Ops Group was launched in 2021 to offer specific support and encouragement to operations, finance and business management teams.

The Ops Group offers networking meetings, shared web resources, informative podcasts – and now, the Greener Schools Index – all aimed at providing benchmarking and best practice to the sector.

The Ops Group has grown quickly, with members working in a range of educational settings, from individual local authority schools through to large Multi-Academy Trusts and federations. We're pleased to see such widespread enthusiasm for the cause.

Interested?

Participating in the network provides a range of benefits:

- Meet colleagues working in sustainability, to share successes and challenges

- Hear from organisations who support our transition to a greener, cleaner future

- Share resources – we encourage members to share policies, documents and other resources that have had an impact in their own organisation

- Online network meetings supplemented with podcasts and blogs

- Professional development – learn more about sustainability and the climate crisis

- Learn what's happening with the DfE sustainability team and other new initiatives open to our sector

- Find local and national events where sustainability is on the agenda

- Get more involved as a speaker or by sharing your successes as articles or case studies.

Collaboration is key within education. Working collectively and sharing generously will give us all the best chance of achieving our climate and biodiversity ambitions.

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Uncovering opportunities for
sustainability in schools

Education leaders who took part in our Greener Schools Index survey showed they're on board with the government's new goals around sustainability in schools - but the question remains: how do we implement?

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Survey findings

The current landscape

We asked the education sector to share their successes and their biggest hurdles.
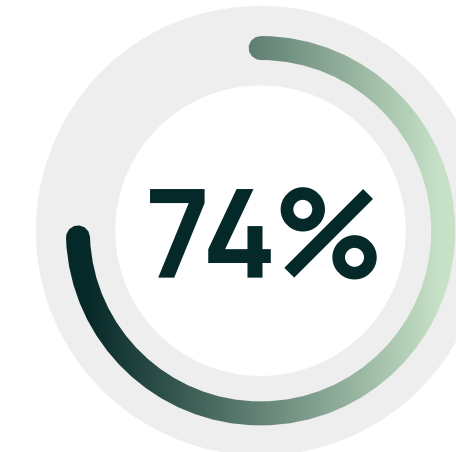
From measurement to practical solutions like recycling, energy-efficient tech, new policies and sustainability teams: learn more about the measures you can adopt as your school works towards a net zero future.
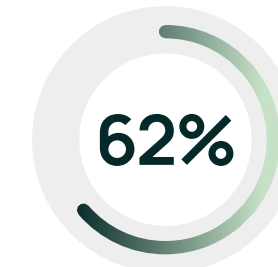
What schools are already doing well

Lots of schools have reported fantastic progress in some key areas.
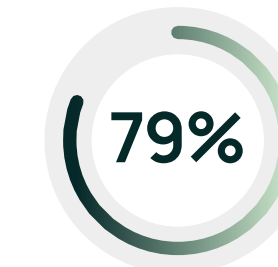
Energy tracking:

74% track their energy usage (gas, electricity, oil)

Designated sustainability staff:

62% have a designated person or team responsible for sustainability
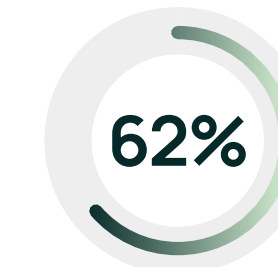
Chemical/hazardous materials policies:

79% have policies for responsible use and disposal

Recycling programmes:

56% have recycling programmes

Energy-efficient technologies:

62% have implemented energy-efficient technologies

Data spotlight: Energy monitoring is the starter for many schools, with three quarters of those surveyed already tracking their energy use. This is great for progress; you can't optimise what you haven't measured. The next step? Turning those measurements into targets – currently only 33% have specific energy reduction goals, so there is a clear opportunity.
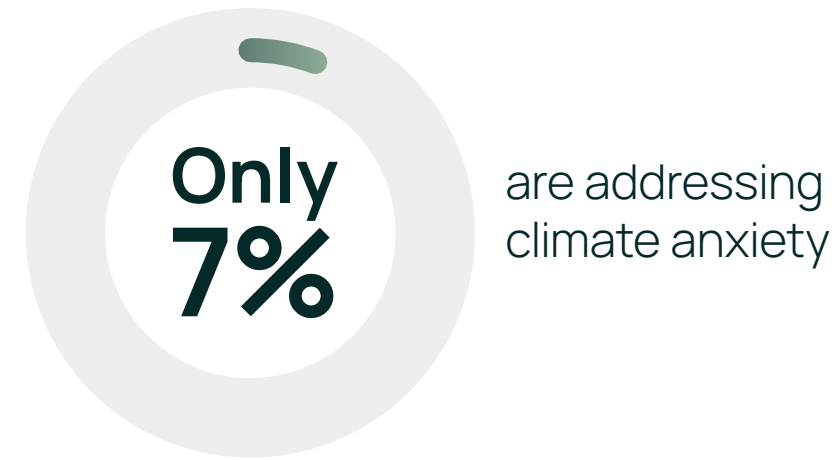
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Survey findings

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Untapped ideas for accelerating net zero in schools

From EV company car schemes to rainwater re-use, we explore some of the under-implemented options for schools on their net zero journey and what might be getting in the way.

Climate anxiety strategies:

Only **7%** are addressing climate anxiety

Food supply chain:

Only **3%** publish the carbon footprint of food options

Rainwater/wastewater:

Only **36%** have initiatives to capture/reuse water

EV company cars:

Only **18%** have employee electric vehicle schemes

Single-use plastic:

Only **24%** have banned single-use plastics

Data spotlight: Our study showed that while many schools have tackled the obvious sustainability measures, there are interesting opportunities in areas like water conservation and electric vehicle schemes. Whilst electric vehicle salary sacrifice schemes are closed for new entrants currently, these under-implemented solutions could be a big win – showing your school's tangible commitment to sustainability while potentially saving money too.

Aiming for outstanding: The hard work of net zero in schools

Apart from the big headline items, there are some unsung heroes of sustainability work in education. Some elements of sustainability are a story of 'continuous improvement' rather than 'reaching the finish line'. Here are some of the items our respondents said they're working towards.

Published environmental policy/mission statement:

50% working towards implementation

Sustainable procurement:

38% working towards prioritising sustainable products

Climate Action Plan:

38% working towards creating plans

Waste tracking:

38% working towards tracking waste production by type

Sustainability integrated into development plans:

53% working towards integration

Data spotlight: It's good to see so many schools actively working towards new sustainability measures. With so many areas to consider for decarbonisation as well as cost savings, it's not surprising that most schools have a mix of items achieved, works in progress – and wish lists they're only just starting on. If you're towards the beginning of your journey, you're in great company. There's plenty of shared learning to tap into!

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Survey findings
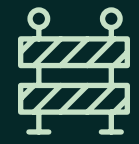
What's in the way? Barriers to sustainability in schools

From budget limitations to knowledge gaps, the challenges facing schools who are trying to align to new government climate goals are formidable.
With a quarter of schools saying that climate action isn't a strategic priority – we have a long way to go!

A critical friend: Schools look to connect for net zero help

In the modern world, schools are asked to be technical experts in a range of areas besides just education. As the government rolls out its sustainability initiative for schools, find out what support education leaders are asking for, to make a success of it.

Schools told us about several challenges that are slowing their progress:
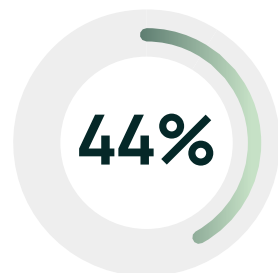
Capacity constraints:

65% report insufficient time/people to dedicate to climate action

Budget limitations:

59% say they have insufficient funding to make progress
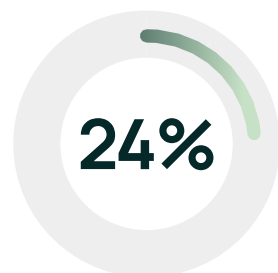
Knowledge gaps:

44% lack depth of training/experience for effective action

Leadership investment:

35% haven't been able to invest in climate/sustainability leadership

Strategic priorities:

24% indicate climate action is not a priority

Data spotlight: The barriers may look formidable, but there's good news for us hidden in these numbers: we think schools do want to take climate action! The main barriers aren't about motivation – they're about more practical resources like time, money and expertise. We're all trying to do more with less, but some targeted support and clever resource allocation could still unlock progress.

What help do schools need? Schools have told us they'd love support with:

Training for sustainability leads:
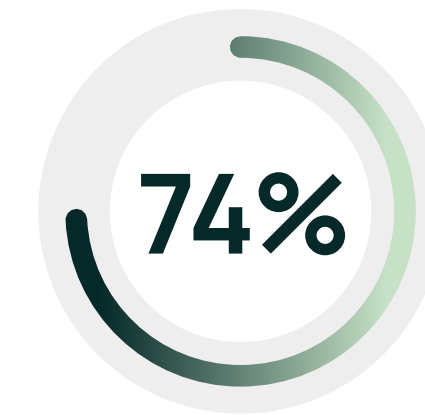
74% want continuing professional development pathways for sustainability leads

Staff awareness training:

68% need training to grow engagement among their workforce

Local/regional collaboration:

50% want to join local groups for climate action

Critical friend support:

50% desire third-party challenge and support

National peer network:
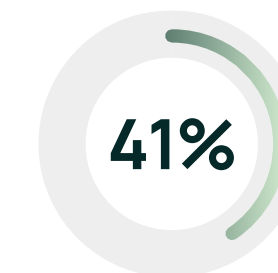
41% seek a national network for advice

Data spotlight: The strong desire for collaboration shows that schools recognise we're all in this together. Creating opportunities to share ideas, solve problems collectively and learn from each other's successes could accelerate progress in a sector where there's always been a very generous attitude to shared best practice.

Survey findings

The story behind the numbers: Key takeaways

It's impressive to see the level of progress that schools are making on their sustainability journeys. The appetite for change is evident. The data shows us that measurement is key and that it's important to take the chance to reflect on and celebrate, small milestones along the way. Our most interesting findings, in a nutshell:

Only 24% There is a big opportunity for schools to simply measure and plan

While 62% have designated sustainability teams, only 24% have a Climate Action Plan. Other schools have the people but need help turning responsibility into action. We recommend small steps and evolving over time.

Operational solutions are implemented more than holistic strategy

Schools are focusing more on operational sustainability (energy, waste) than educational integration (climate curriculum, green careers). This feels like another opportunity for schools to lead the way, as our broader society becomes greener and more sustainable.

The will is there, but there's a resource squeeze

Time, staff capacity and funding limitations are far bigger barriers than lack of interest or motivation. The numbers seem to indicate the desire for change – but more investment, support and time is needed to accelerate progress.

Aspiration doesn't always match up to reality

Across nearly all categories, more organisations are "working towards" implementation than have fully implemented measures, showing ambition outpaces current capability. The good news there is that if you feel you're only just starting out, you're not the only one.

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Breaking down
the key areas

The data we collected showed some key areas worth exploring in greater detail: water, energy, car emissions and of course, given the DfE's guidance, Climate Action Plans.

In water management, the numbers show untapped opportunities to go further with measurements and identify areas where schools could make savings. Whereas in energy management, measurement is already very high – and it's the change implementation that represents the best next step. And then there are the areas influenced by government, where change is coming as a policy priority: more consideration for electric vehicles and robust climate action planning now will get schools ready for compliance with changing government expectations.

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1. Water management:

47%
of organisations track water usage

36%
have initiatives to capture/reuse rainwater or wastewater

Only 7%
have water reduction goals/targets

24%
have taken steps to minimise water usage

26%
have implemented water-saving technologies

Key insight: With quite low implementation numbers in this area, water conservation could offer a bit of a hidden gem in school sustainability. It's positive to see that nearly half of schools are already tracking usage. With a starting benchmark in place, you can make more meaningful estimates to determine how measures like rainwater harvesting could deliver both environmental benefits and cost savings on water bills.

2. Energy management:

74% track energy usage

Only **33%** have energy reduction targets

62% have implemented energy-efficient technologies

62% use renewable energy sources
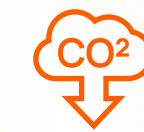
Only **21%** have plans to decarbonise heating/ cooling systems

Only **38%** have a net zero date they're working toward

Key insight: The notable stat here is the wide gap between tracking energy use (74%) and setting actual targets (33%). Schools that funnel their tracking into targets could see immediate benefits. Setting clear, achievable goals gives your sustainability efforts direction and purpose – and often leads to cost savings that can be reinvested elsewhere.

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Key metrics

3. Car emissions & EV infrastructure:

Only
12%
provide electric vehicle charging points

Only
18%
have employee electric vehicle schemes

Only
9%
organise events/trips with environmental impact considerations
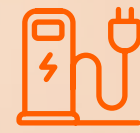
Key insight: With the UK phasing out the production of new petrol and diesel cars within the next decade, schools have a timely opportunity to lead by example. Although staff incentive schemes for EVs are currently closed for schools, installing charging points and organising events/trips with environmental considerations offer the opportunity to not only reduce emissions and improve air quality – they'd also position your school as a good role model, providing a positive sustainable transport message for students and the community.

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4. Climate Action Plans and strategic governance:

Only 24% have a Climate Action Plan

Only 27% include environmental considerations in development plans

Only 18% record the climate crisis on risk registers

Only 6% have signed the Greener Governance pledge

Only 21% have environmental audits/ assessments programme

Key insight: Only a quarter of schools have formal Climate Action Plans, but it's such a vital starting point for tangible progress. Creating a plan doesn't have to be daunting: it's a thinking and planning exercise that simply maps out your priorities and next steps. Schools with clear plans tend to make steadier progress and can demonstrate their commitment to governors, parents and pupils – a very good return on investment for your time.

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Best performing
schools

Hear from the practitioners who have successfully developed and integrated their Climate Action Plans. We take a look at the schools leading the charge to offer insights into how their journey started, lessons learned and the role of the Greener Schools Index in structuring their sustainability roadmap.

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St. Bart's

St. Bart's Multi-Academy Trust:
Five tips from our top performer in the Greener Schools Index

Established in November 2013, St. Bart's Multi-Academy Trust is based in the West Midlands. In April 2023, the Trust appointed a sustainability manager to develop the environmental sustainability strategy and as our highest-scoring organisation, their approach offers valuable lessons for schools at any stage of their sustainability journey.

We heard from **Julie, Sustainability Officer** at St. Bart's, about how solid benchmarking, multidisciplinary collaboration and even a cartoon superhero team, became part of their success story.

Julie Rowlandson

Start with big-picture data, then act on the detail

"Collect data first – get a baseline – then decide what you'll do next," Julie advises. With so much sustainability guidance available, Julie warns against the temptation to try to do everything at once and end up "ricocheting around starting lots of projects".

Instead, St. Bart's focused on establishing solid foundations and taking smaller, more methodological steps to build up to realistic, achievable goals.

Practical tip:

Begin with comprehensive data collection across energy, water, waste – anywhere that efficiencies might be achieved. Go from big picture into the detail: move from annual to monthly monitoring, then look for finer, even hourly patterns that reveal opportunities for change.

Cross-functional collaboration makes a big difference

St. Bart's say that a big slice of their success comes back to their Sustainability Working Group, a central operations work group that brings together representatives from digital, finance, estates, IT, procurement, HR and health and safety. Together with its Sustainability Network, a community of school-based sustainability leads, these groups "unpick each of the areas, challenge each other and work out collaborations". Lessons are then taken back to the wider teams from the group's members.

Practical tip:

You don't need to be a large MAT to form a cross-departmental Sustainability Working Group and Networking Group that meets regularly. Bringing different teams together for discussion uncovers challenges and could help you identify unexpected collaboration opportunities and sustainability wins.

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St. Bart's

ST. BART'S
MULTI-ACADEMY TRUST

Engage the whole school community to get involved

St. Bart's involved everyone within the school community in their sustainability journey – from the leadership and the catering suppliers to the children. Their Pupil Parliament meets each term to debate issues and make concrete sustainability pledges, while student-led water audits have already had practical impacts.

"We heard from a site manager, who said the children wouldn't leave him alone about a leaky tap!" Julie laughs. "We get emails from staff members, too, who are keen to tell the sustainability team about what they're doing. This kind of enthusiasm really demonstrates how the whole school community is on board."

Consistent, child-friendly sustainability messaging has worked well for the Trust. St. Bart's uses superheroes DJ Super Volts and friends (designed by the children) for a recognisable approach to energy efficiency campaigns, which even their catering suppliers have adopted!

Practical tip:
Getting all areas of your community involved – and especially giving them a say – will mean they're invested in your progress. Adopting a visual style and consistent message for your sustainability communications can help build recognition and momentum for your initiatives.

The hidden areas are worth a closer look

While many schools focus on energy, St. Bart's has been able to uncover further efficiencies they can make by lifting the lid on often-overlooked sustainability areas like water management.

"Water is often the 'forgotten little sister'," Julie says. The Trust's relationship with UK advisory organisation Waterwise, has helped the school community build water literacy alongside carbon literacy.

Practical tip:
Partner organisations can bring in their expertise to help your teams (and students) develop in specialist areas like water literacy. Looking at the relatively untapped areas can deliver quick wins in both sustainability and cost savings. And remember, the little victories can add up to a great Climate Action Plan.

Build an achievable roadmap for change – at every level

Looking back, Julie wishes they'd started with more of a structured roadmap. She says that with such a big and multifaceted set of challenges, it's important to pause and ask yourself, "what do you do short term, medium term, long term? Getting all the way to net zero doesn't feel doable at the moment for a lot of schools. Just start small, build big."

Getting senior leaders on board is crucial. "If the Head isn't on board, it won't happen," Julie emphasises. Equally important is managing enthusiasm: "Slowing people down – the desire to rush ahead and do everything at once can be a barrier!"

Practical tip:
Create a tiered action plan with leadership buy-in, that has immediate, medium-term and long-term goals. This prevents participants being overwhelmed and creates a sense of progress as you tick off achievable targets.

In summary:
A bit of inspiration for schools on the journey

St. Bart's shows how schools can transform sustainability from what might feel like an overwhelming challenge into an opportunity to unite the school community around a shared mission – and a gang of superheroes! Their example sends the useful message that sustainability isn't just about technical solutions: it's just as important to embed cultural change across every aspect of school life.

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HEART Academies Trust

HEART Academies Trust:
Championing climate action in education – because it's the right thing to do

HEART Academies Trust is an example of how sustainability can become an integral part of a school's operations and ethos. As an active member of the UKSSN Ops Group, their journey offers valuable insights for schools – as their Chief Finance and Sustainability Officer, Paul Edmond shared with us.

> "We have a moral imperative to secure global climate security for future generations, whilst ensuring that our core function of educating children can continue effectively."
>
> **Paul Edmond**

Most importantly: respond to the climate emergency

With climate disruption already affecting UK schools through water scarcity, flooding and heatwaves, HEART Academies Trust could see that the urgency of taking action stretches well beyond any DfE initiatives. The children's futures depend on progress.

Therefore, the Trust treats sustainability as both a moral imperative and a practical necessity. The core educational mission continues and will always be a school's top priority, so linking climate action to the core of that mission is an important way to keep attention on it as a key deliverable for stakeholders.

Find the win/wins in sustainable practice

HEART Academies Trust has discovered that improving sustainability needn't hit the bottom line as an additional cost – in fact, making efficiencies can actually be a pathway to significant savings.

Wearing his Chief Financial Officer hat, Paul reflects on the overall positive impact: "Reduction in emissions, reduction of waste, improved purchasing, reduction of water and energy wastage not only reduce the environmental impact of an organisation but lead to reduced costs associated with each area."

Aside from the good work of operational reductions, schools can also be powerful catalysts for wider change beyond their facilities. HEART Academies Trust has leveraged their sustainability mission to rally the community together, increasing engagement with the schools and building momentum towards their goals.

HEART
ACADEMIES TRUST

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HEART Academies Trust

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ACADEMIES TRUST
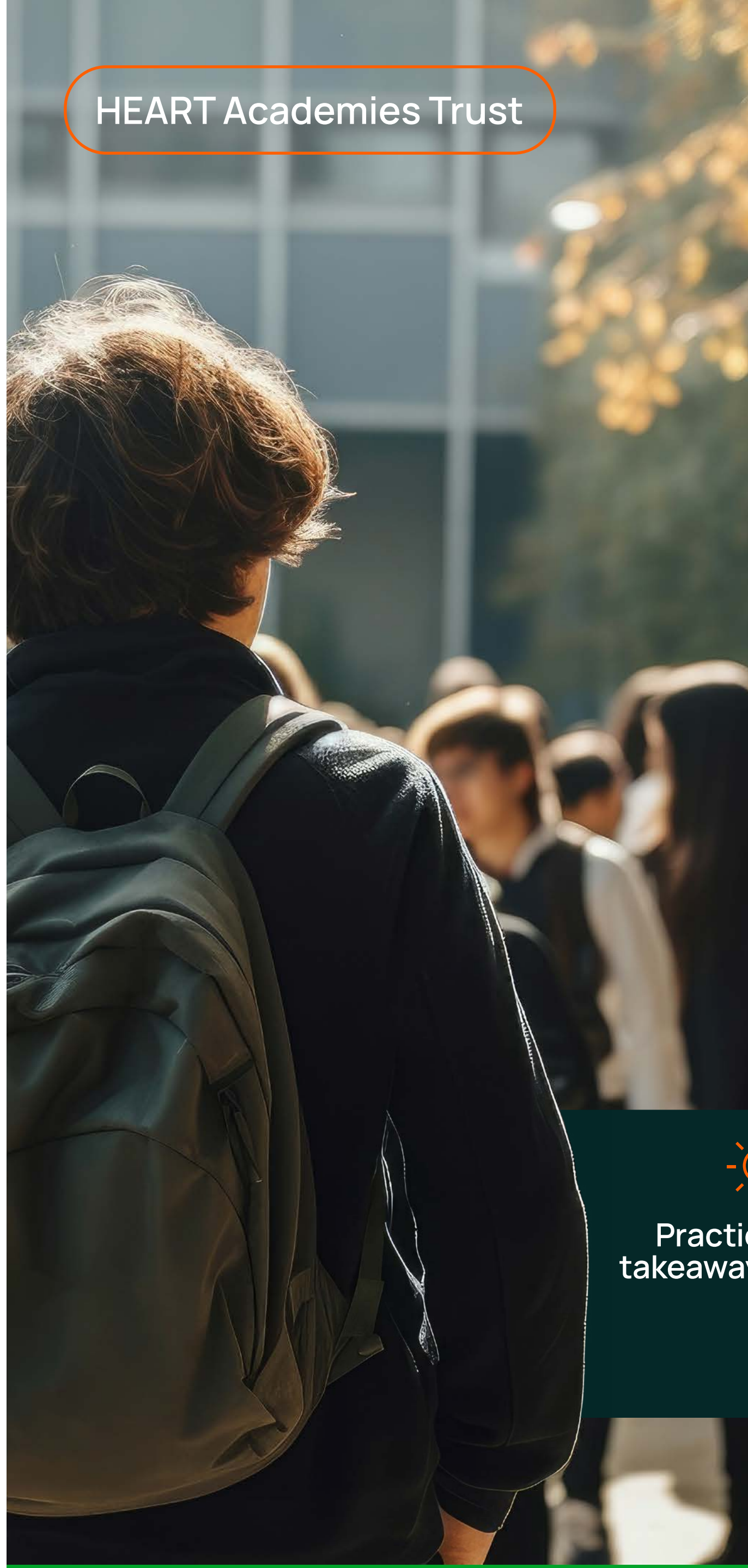
Integrate sustainability across the curriculum

HEART Academies Trust has found that action on climate change creates a teachable moment: far from just an operational exercise, sustainability offers rich opportunities for learning and student development:

"By integrating sustainability themes across the curriculum, schools can provide students with a holistic understanding of environmental issues and equip them with knowledge, skills and resilience," Paul says.

The Trust believes in connecting classroom learning to real-world sustainability projects happening at the school. This gives students a hands-on experience of sustainability as relevant and actionable rather than abstract and overwhelming.

Interestingly, they've discovered that involving students in the school's own sustainability projects creates hope while building the critical thinking and leadership skills that are crucial to future progress.

Use the Greener Schools Index as an initial benchmark

HEART Academies Trust has found the Greener Schools Index a useful tool for structuring their sustainability journey, as Paul details:

"The GSI helps you evaluate your school's progress, strengths and areas for improvement in essential areas such as air quality, biodiversity, catering management, energy, ICT, procurement, waste management and water."

The team at HEART used their GSI report to help generate the data they needed to form their DfE-aligned Climate Action Plan, as well as a tailored sustainability roadmap for their Trust.

Not only is this a great benefit for governors and trustees, but the foundational measurements and plan provide a clear way to track progress over time.

Practical takeaways:

- Frame sustainability as both a moral imperative and a practical necessity.
- Link climate action to your core educational mission to build buy-in from stakeholders.
- Start with explaining why climate action is important for everyone.

- Simple actions like reducing energy wastage can deliver immediate savings while building momentum (and a financial pot) for larger initiatives.
- Remember, community partnerships can elevate your school's profile while supporting sustainability goals.

- Give students opportunities to learn about sustainability to build their knowledge, support your goals and reduce eco-anxiety.
- Use a benchmarking tool (such as the GSI) to communicate concrete data to governors and trustees.

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Our expertise

Zenergi's
commitment to sustainability

Founded in 2003, Zenergi set out to simplify energy procurement, empowering organisations to make smarter, more sustainable choices. Today, as one of the UK's leading carbon management consultancies, we guide our clients through every stage of their decarbonisation journey.

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Our services

Sustainability consultants with 20+ years of experience supporting schools

Where are you on your sustainability journey?

↓

Do you have a clearly-articulated Climate Action Plan ready?

↓

Would a fresh pair of eyes help?

→

Zenergi has the education sector knowledge to help your organisation achieve its energy, carbon and cost-saving goals.

With our sector experience, we support over 3,000 schools with their sustainability journey and alignment with the government's vision for schools. We can support you to take practical, active steps to invest in a greener future that will make your school community proud.

We're happy to help you assess your current progress and advise you on how to procure smarter, become more compliant and energy efficient, develop strategies for decarbonising and adopt more renewable solutions.

Outside experts, providing a fresh look at your sustainability practice

As a company focused on accelerating progress to net zero, sustainability is our mission. We focus all of our expertise, insight and passion on making decarbonisation goals feel achievable. Because we're experts in sustainability within education settings, we can help you break your plan down into practical, cost-effective steps and systemic wins, nudging you forward as a more sustainable organisation.

Our services

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The main drivers for working with us

Organisations we partner with, both inside and outside education environments, have some common challenges – meaning that we're very familiar with the sustainability goals you may have on your roadmap.

We see four main trends from organisations who approach us:

1. They need to achieve compliance
In order to keep pace with UK sustainability legislation and regulation, like the guidance coming in from the DfE, organisations seek the support of outside experts, like us.

2. They're facing cost pressures
Costs are rising globally, particularly for utilities, putting strain on any budget and challenging effective cost management. We help streamline processes and promote cost efficiency.

3. They see optimising energy as a priority
The DfE has bumped sustainability up the priority list for schools – but many organisations are increasing their focus on this too, as they look to stay competitive, manage risk and maintain their profitability.

4. They've got ambitious goals to operate as a net zero organisation
"Net zero" can sound out of reach, but it's still worth aiming for. Any organisation is balancing its own strategic, budgetary and operational demands – but with the help of a consultant, it's possible to find clever solutions for achieving these while working more sustainably.

How we structure our work with schools

We have a comprehensive suite of products and solutions tailored to the education sector, designed to address common aspects of operational carbon management.

We help create tailored decarbonisation strategies uniquely aligned to education environments, using our four pillars:

Comply
We advise organisations on fulfilling their regulatory obligations (including government and DfE guidance) and safeguard their future operations.

Deliver
We help organisations optimise their utility usage, minimise environmental impact and achieve net zero goals. We apply knowledge gained across specific sectors.

Buy
We support organisations to take control of utility costs and improve their efficiency – resulting in better sustainability as well as cost savings.

Net Zero
We aim to protect the world, to secure our future – a crucial commitment that we all share on behalf of the next generation. Net zero may feel like a distant destination, but it's getting on to the journey that's important.

By leaning into our knowledge and experience, you can keep your focus on your students, teams and school community. We'll lighten the load, help you manage your sustainability strategy and give guidance to your leaders – while helping you reduce operational costs and streamline your processes.

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Our services

Comply

Our Comply Solutions

- Display Energy Certificates (DECs)
- Energy Performance Certificates (EPCs)
- Streamlined Energy and Carbon Reporting (SECR)
- (TM44) Air Conditioning Inspections

Deliver

Our Deliver Solutions

- Asset Condition Surveys (incl. M&E)
- Electric Vehicle Charging Feasibility and Design
- Energy Audits
- Heat Decarbonisation Plans (HDPs)
- Mechanical & Electrical (M&E) Design
- Non-Half-Hourly Meter Exchanges
- Optimisation of Buildings
- Renewable Energy Feasibility Studies
- Solar PV Feasibility and Design
- Siteworks
- Help to Secure Funding

Buy

Our Buy Solutions

- Energy Procurement
- Water Procurement
- Bill Validation
- Contract Management
- Market Watch and Energy Risk Management
- Metering and Data Services
- Telecoms

Net Zero

Our Net Zero Solutions

- Greenhouse Gas (GHG) Reporting (Scopes 1, 2 & 3)
- Greenhouse Gas (GHG) Inventory Assurance
- Greenhouse Gas (GHG) Monitoring and Targeting
- Net Zero Strategies and Management Plans
- Carbon and Energy Dashboards
- Science-Based Target Validation Support
- Energy and Carbon Management Training for Sustainability Leads
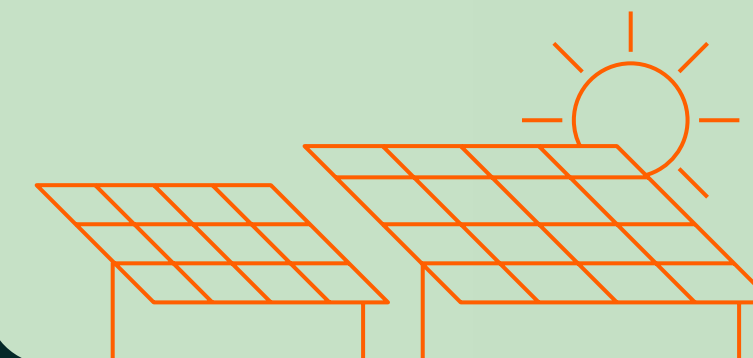
Interested?

We're happy to offer you a consultation.

Visit **zenergi.co.uk**

to book an informal conversation with one of our sustainability experts.

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Case studies

From energy audit to savings of £50,000.

Discover how we identified huge carbon and cost savings in just six months for Multi-Academy Trust, E-ACT.

Some of the products that we used to identify these savings

| Energy Audit | Energy Procurement | Streamlined Energy & Carbon Reporting | Display Energy Certificates |

What you need to know

In 2024 we launched a holistic energy training and awareness programme in E-ACT's Shenley Academy and Mansfield Green Primary Academy. The aim was clear: increase understanding of the costs of energy usage and identify ways to reduce it.

Why it matters

What we were creating was unique: a full-service programme that included real-time energy data monitoring, full-scale energy audits, staff and student training and more. We pinpointed immediate areas for improvement, created training sessions for students and information sessions for staff.

What a difference it made

We identified substantial areas for savings:

Shenley Academy

Energy saving	239,302 kW
Carbon saving	31.65 tCO$_2$e
Cost saving	£37,668

Mansfield Green Primary Academy

Energy saving	106,891 kWh
Carbon saving	16.51 tCO$_2$e
Cost saving	£12,446

E-ACT

❝ The Greener Schools Index has helped us to establish where we are on our sustainability journey and help inform the actions that we need to make to move forwards."

Vicky Fraser
National Project Manager, Capital and Estates at E-ACT

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Case studies

Water surveys cut costs by 128%.

Water surveys conducted across two schools within the Anglian Learning Trust uncovered huge cost savings.

How we identified these savings

💧 Water surveys

The investigation

We compared water use per pupil to industry benchmarks at two of Anglian Learning Trust's schools. The results? Sawston Village College was using 460 litres of water every hour, even when the school was closed! At Linton Village College 55% of its water consumption was used when pupils weren't on site.

The result

Anglian Learning was able to quickly recover the cost of its investment in water surveys.

With some low-cost measures, we found savings of £6,270 per year for Sawston Village College. While fixing underground leaks at Linton Village College led to savings of 80% in the school's water costs.

The impact

Anglian Learning achieved substantial savings for small investments:

Linton Village College

Annual cost saving	£16,176
Investment cost	£2,500
Cost savings equivalent to	80%

Sawston Village College

Annual cost saving	£6,720
Investment cost	£1,000
Cost savings equivalent to	48%

ANGLIAN LEARNING

"Our investment in water surveys was very beneficial to the Trust to establish our benchmark and identify low cost saving opportunities."

Claudine Bateman
Director of Operations
Anglian Learning

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On your side:
Experts in sustainability for schools

Behind the Greener Schools Index are a range of experts, including energy and sustainability consultants, UKSSN Ops Group members, school business leaders and professional bodies. Their common belief in sharing sector best practice for a more sustainable future underpins the ambitions of this initiative.

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Team of experts

Chris Jermy
Director of Customer Success and GSI Executive Sponsor, Zenergi

"

In our work with schools we hear that the desire to reach net zero is most definitely there, but restricted budgets, growing workload and competing priorities are challenging leaders to know where to get started. So, we've made the Greener Schools Index easy to use. You'll receive a report highlighting all the things you're doing well, while helping you to identify what's missing. Then you can tackle the quick wins and prioritise the bigger areas that need investment."

Chris brings 20 years of experience in the energy industry, including more than a decade at Zenergi, where he has played a pivotal role in driving business growth.

Chris oversees a team dedicated to guiding clients through their net zero challenges incorporating Zenergi's full breadth of service proposition, including procurement, compliance, energy efficiency initiatives and carbon reduction strategies. By focusing on innovation and continuous improvement, Chris is committed to delivering outstanding experiences that empower customers on their journey to net zero.

Alex Payne
Director of Energy Markets & Procurement, Zenergi

"

Sustainability can feel overwhelming, but the Greener Schools Index makes it easy for schools to take that first step. We believe the GSI has huge potential within the sector to support schools on their sustainability journey. Give it a go, you'll find plenty of inspiration and clear signposts for further development."

Alex manages an experienced team responsible for overseeing the development and implementation of procurement strategies that secure the best value for clients in a volatile energy market.

With extensive experience in energy and water procurement and market analysis, Alex navigates complex markets to deliver cost-effective solutions tailored to each customer's needs, while mitigating risk.

Alex and his team's guidance helps clients balance budget pressures with sustainability goals.

Harry Eaves
Senior Energy Consultant, Zenergi

"

The Greener Schools Index provides a really good strategic overview of sustainability touchpoints across every aspect of a school's operations. I would encourage every school to take part because you don't know what you don't know! You might be surprised at how easy it is to complete and how much you're already doing. By understanding your current progress, you can make informed decisions that balance budget constraints with meaningful carbon reduction efforts."

Harry leads a team of experienced specialists and engineers dedicated to helping schools reduce energy consumption and carbon emissions through innovative mechanical and electrical engineering design, compliance strategies and energy efficiency solutions.

With seven years of experience as an energy consultant, a degree in renewable energy engineering and an Executive MBA in progress, he combines technical expertise with a passion for sustainability.

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Team of experts

Paul Edmond
Chief Finance and
Sustainability Officer,
HEART Academies Trust

Helen Burge
Consultant School
Business Leader

Bethan Cullen
Deputy CEO
Institute of School
Business Leadership

"

The Greener Schools Index was designed as a simple, free-to-use tool to help schools and Trusts understand where they are on their sustainability journey, benchmark their progress and identify opportunities for improvement."

Paul is the CFSO at HEART Academies Trust, Bedford and a Fellow of the Institute of School Business Leaders (ISBL). In 2021 Paul accepted the role of co-chair of the UKSSN Ops Group, a growing national network of schools and Trusts working to help support staff navigate a way to a more sustainable future. Paul represents UKSSN on the DfE Sustainability and Climate Change group and represents HEART as part of the Climate Adapted Pathways for Education (CAPE) Alliance Advisory Group. Paul is also on the Advisory Group for the Learning through Landscapes Climate Schools 180 project, as well as a facilitator for Carbon Literacy Training and Climate Fresk.

"

The Greener Schools Index is a great tool for schools to use on their journey to net zero. It highlights areas of development and celebrates where they've already made a positive impact."

Helen is a Consultant School Business Leader with more than 25 years of experience working in operations and strategic management within the education sector.

She is a Fellow and Trustee of the Institute of School Business Leadership (ISBL) and co-chairs the UKSSN Ops Group. Helen is also a facilitator for Carbon Literacy Training.

"

The Institute of School Business Leadership (ISBL) welcome and support this inaugural Greener Schools Index report, which provides insights into the approaches being taken towards sustainability in schools and trusts."

Given the priority for all schools and trusts to have a nominated Sustainability Lead and a Climate Action Plan in place by the end of 2025, we hope it will assist all school leaders in identifying and implementing steps they can take to develop a whole school approach to sustainability.

We encourage all school business leaders to engage in the report and our sustainability standards:

isbl.org.uk/sustainability-standards

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How to get your organisation involved

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The next step

Join in!

Benchmark your progress and get a personalised report

This is just the beginning. We're keeping our Index open so that we always have up-to-date data, spanning more of the sector. This means you still have an opportunity to participate: survey submissions will be conducted on a termly basis throughout 2025 and beyond.
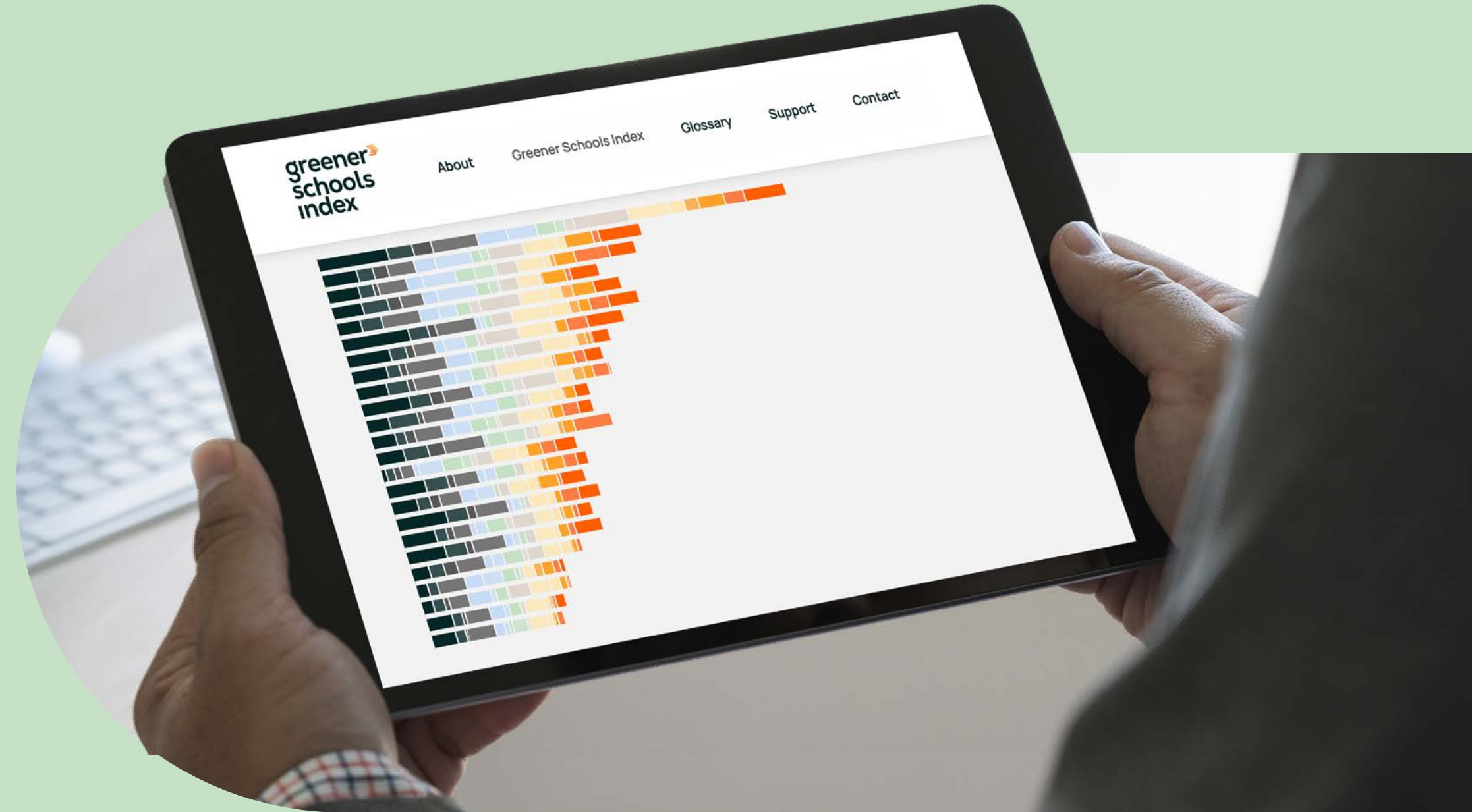
Wondering if it'll be worth the time?
Previous participants rate the tool highly, with a 4.7/5 satisfaction score, saying:

"Easy to use."

"Really good strategic overview."

"Excellent, very helpful."

Wherever you are on your sustainability journey, measurement is key. On completion of the survey, we'll send you an individually tailored PDF report, summarising progress and identifying achievements as well as areas where more can be done. We think you'll find the report useful for sharing with your SLT, governors and trustees – and you'll be able to directly input the content into your own Climate Action Plan, demonstrating that you're following a sustainability roadmap.

Your next actions

Be part of a sector-wide movement

With participants' permission, results are populated into an index, helping schools benchmark and identify where to seek support from peers. By taking part in the index, you'll be adding your voice to this important movement lobbying for more support for sustainability in schools.

The more schools we can involve, the more effectively we'll be able to provide a comprehensive national view of how the sector is performing against its sustainability targets.

Visit zenergi.co.uk/greener-schools-index to get started on the survey.

Or, visit zenergi.co.uk to connect with one of our consultants.

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Appendix

Comprehensive survey findings breakdown by response

Based on the survey data from 34 educational organisations, here's a detailed percentage breakdown for each question, by category:

1. CULTURE: GOVERNANCE				
	Yes	No	Working towards	I need to find out
1.1 Have you read the DfE Sustainability and Climate Change Strategy?	79.41%	20.59%	0.00%	0.00%
1.2 Do you have a published environmental policy or mission statement?	26.47%	20.59%	50.00%	2.94%
1.3 Do you have a Climate Action Plan (or equivalent)?	23.53%	35.29%	38.24%	2.94%
1.4 Are environmental considerations integrated into the overall organisation development plan and decision-making processes?	26.47%	14.71%	52.94%	5.88%
1.5 Are environmental metrics included in your key performance indicators for assessing overall organisation performance?	11.76%	47.06%	38.24%	2.94%
1.6 Is the climate crisis recorded on the organisation's risk register?	17.65%	64.71%	14.71%	2.94%
1.7 Have you signed the National Governance Association's Greener Governance pledge?	5.88%	61.76%	11.76%	20.59%
1.8 Do you have named Governors/Trustees to create accountability for environmental action?	38.24%	29.41%	23.53%	8.82%
1.9 Do you have named member(s) of SLT accountable for environmental action?	61.76%	17.65%	11.76%	8.82%
1.10 Do you measure your carbon emissions as an organisation?	38.24%	35.29%	20.59%	5.88%
1.11 Have you previously measured and reported your Electricity and Fossil fuel emissions (from heating/ hot water/ business travel)	50.00%	18.18%	18.18%	13.64%
1.12 Have you previously measured and reported other indirect emissions as a consequence of the activities of the organisation but occur from sources not owned or controlled by the organisation? This would include emissions embedded in goods purchased by the organisation.	13.64%	59.09%	18.18%	9.09%
1.13 Is there a system in place for tracking and reporting environmental performance metrics?	27.27%	22.73%	36.36%	13.64%
1.14 Have you set targets for annual reduction of your carbon emissions?	31.82%	27.27%	31.82%	9.09%
1.15 Is there a culture of continuous improvement and a commitment to raising the bar on sustainability performance?	41.18%	2.94%	52.94%	2.94%
1.16 Do you have a programme to undertake regular environmental audits or assessments to identify areas for improvement? Assessments may be by function (e.g. catering) or by source (e.g. energy, water).	20.59%	29.41%	47.06%	2.94%

2. CULTURE: COMPLIANCE AND TRANSPARENCY

		Yes	No	Working towards	I need to find out
2.1	Is there a process for regularly reviewing and updating environmental policies and practices?	35.29%	29.41%	32.35%	2.94%
2.2	Have you sought or achieved any recognised environmental certifications or standards (e.g., ISO 14001)?	12.50%	62.50%	20.83%	4.17%
2.3	Do you ensure compliance with relevant environmental laws and regulations?	67.65%	0.00%	20.59%	11.76%
2.4	Is there a process for staying informed about changes in environmental regulations that may affect you?	55.88%	8.82%	26.47%	8.82%
2.5	Is there a commitment to transparency in reporting on both successes and challenges in environmental efforts?	50.00%	8.82%	38.24%	2.94%
2.6	Do you engage in advocacy or support policies that promote environmental protection and sustainability?	44.12%	11.76%	41.18%	2.94%

3. CULTURE: PEOPLE STRATEGY

		Yes	No	Working towards	I need to find out
3.1	Do you have a designated person or team responsible for environmental matters or sustainability?	61.76%	8.82%	26.47%	2.94%
3.2	Is shared responsibility for climate and environment referenced in the organisation recruitment processes?	2.94%	61.76%	29.41%	5.88%
3.3	Are there regular initiatives or environmental awareness programmes or campaigns to promote sustainable practices and lifestyles among employees?	20.59%	44.12%	32.35%	2.94%
3.4	Do you have recognition or incentive programmes for employees who actively support environmental initiatives? Note this does not include benefits available to all staff such as cycle-to-work.	21.05%	47.37%	21.05%	10.53%
3.5	Are climate/environmental training programmes provided to employees appropriate to their role (e.g. sustainability lead(s) would be expected to have greater depth of training compared to other roles, catering teams would be expected to have specific training on food and food waste alongside a general knowledge of sustainability and climate issues).	8.82%	52.94%	35.29%	2.94%
3.6	Has the organisation linked its 'wellbeing strategy' - or equivalent - to action on climate, nature connectedness and biodiversity?	2.94%	64.71%	23.53%	8.82%

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4. ENERGY EFFICIENCY AND CONSUMPTION

		Yes	No	Working towards	I need to find out
4.1	Do you track your energy usage (gas, electricity, oil)?	73.53%	11.76%	8.82%	5.88%
4.2	Do you have an energy reduction goal or target?	33.33%	26.67%	33.33%	6.67%
4.3	Is energy data widely available to other staff and students?	30.00%	36.67%	30.00%	3.33%
4.4	Do you have a strategy for minimising energy waste?	23.53%	20.59%	52.94%	2.94%
4.5	Is there adequate metering and controls in place to monitor and optimise energy use in buildings and facilities?	44.12%	11.76%	38.24%	5.88%
4.6	Have you successfully implemented energy-efficient technologies throughout your estate? (e.g. LED lighting, energy-efficient appliances)?	61.76%	2.94%	32.35%	2.94%
4.7	Do you utilise renewable energy sources (e.g. solar PV)?	61.76%	17.65%	14.71%	5.88%
4.8	Do you have a plan to decarbonise building heating and cooling systems?	20.59%	26.47%	50.00%	2.94%
4.9	Do you have a net zero date that you are working towards?	38.24%	35.29%	20.59%	5.88%
4.10	Is your building fabric and heating systems as thermally efficient and well insulated as possible?	26.47%	17.65%	50.00%	5.88%
4.11	Are you confident that your heating and hot water systems are used as sparingly as possible throughout the year, i.e. temperature set points are reasonable, the systems are switched off/ set-back during weekends/holidays etc?	14.71%	23.53%	55.88%	5.88%

5. WATER MANAGEMENT AND CONSERVATION

		Yes	No	Working towards	I need to find out
5.1	Do you track your water usage?	47.06%	20.59%	23.53%	8.82%
5.2	Do you have a water reduction goal or target?	7.41%	44.44%	33.33%	14.81%
5.3	Is water data widely available to other staff and students?	3.70%	55.56%	33.33%	7.41%
5.4	Have you taken steps to minimise water usage and promote water conservation?	23.53%	35.29%	32.35%	8.82%
5.5	Are there initiatives to capture and reuse rainwater or wastewater within your operations?	36.36%	31.82%	22.73%	9.09%
5.6	Have you implemented technologies or practices to reduce water wastage (e.g. low-flow fixtures)?	26.47%	44.12%	23.53%	5.88%
5.7	Are there regular inspections and maintenance procedures for water-related equipment?	61.76%	14.71%	11.76%	11.76%

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6. BIODIVERSITY AND ECOSYSTEM PROTECTION

		Yes	No	Working towards	I need to find out
6.1	Do you have a policy for responsible land use to minimise impact on ecosystems?	2.94%	64.71%	23.53%	8.82%
6.2	Do you take measures to protect and conserve natural habitats and biodiversity in your land?	41.18%	32.35%	20.59%	5.88%
6.3	Have you measured the area of land designated to encouraging biodiversity e.g. wildflower areas, wildlife or conservation areas, tree-planting areas?	23.53%	44.12%	26.47%	5.88%
6.4	Are there efforts to restore or rehabilitate areas controlled by your organisation?	26.47%	26.47%	44.12%	2.94%
6.5	Are there initiatives to prevent or mitigate harm to local wildlife and ecosystems?	29.41%	35.29%	32.35%	2.94%
6.6	Have you taken measures to support pollinators (e.g. bees, butterflies)?	29.41%	38.24%	29.41%	2.94%
6.7	Are there initiatives to create and maintain pollinator-friendly habitats?	17.65%	29.41%	47.06%	5.88%
6.8	Are children or young people involved in caring for and development of natural outdoor spaces?	55.88%	14.71%	26.47%	2.94%
6.9	Are there clear, measurable biodiversity target(s) that you are working towards (e.g. an area-based target, a planting target)?	2.94%	67.65%	26.47%	2.94%

7. CHEMICAL AND HAZARDOUS MATERIALS MANAGEMENT

		Yes	No	Working towards	I need to find out
7.1	Do you have a policy for the responsible use, storage and disposal of chemicals and hazardous materials?	79.41%	0.00%	8.82%	11.76%
7.2	Are there efforts to minimise the use of hazardous chemicals or replace them with safer alternatives (e.g. weed/pest control)?	58.82%	11.76%	26.47%	2.94%
7.3	Does your cleaning team use toxic-free/environmentally friendly cleaning products in all areas?	38.24%	8.82%	32.35%	20.59%
7.4	Do you have a system for tracking and reporting on the handling of hazardous materials?	73.53%	8.82%	2.94%	14.71%

8. AIR QUALITY

		Yes	No	Working towards	I need to find out
8.1	Have you monitored air quality or taken steps to improve air quality?	26.47%	50.00%	17.65%	5.88%
8.2	Do you monitor air quality within the building?	35.29%	11.76%	41.18%	11.76%
8.3	Do you monitor air quality in outdoor spaces?	23.53%	41.18%	17.65%	17.65%
8.4	Have you taken steps to improve air quality (e.g. engine idling, tree/hedge planting engagement with Local Authority)?	41.18%	29.41%	23.53%	5.88%

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9. DISASTER PREPAREDNESS AND RESILIENCE

	Yes	No	Working towards	I need to find out
9.1 Are there measures to ensure the resilience of organisation operations in the face of emerging environmental challenges (e.g. more extreme weather events)?	32.35%	41.18%	20.59%	5.88%
9.2 Do you have a contingency plan and procedures in place in the event of a natural disaster or environmental emergency such that teaching and learning could continue?	52.94%	17.65%	20.59%	8.82%

10. SUSTAINABLE PROCUREMENT

	Yes	No	Working towards	I need to find out
10.1 Do you have a procurement policy that prioritises sustainability and climate change?	17.65%	35.29%	41.18%	5.88%
10.2 Generally, does your organisation prioritise or encourage the selection of sustainable products, packaging materials or local suppliers?	23.53%	35.29%	38.24%	2.94%
10.3 Do you prioritise sourcing sustainable resources (e.g. cotton for uniform, recycled/FSC paper)?	13.64%	22.73%	59.09%	4.55%
10.4 Are there criteria for supplier selection based on environmental performance and sustainability practices?	9.09%	22.73%	59.09%	9.09%
10.5 Do you track and report on the supply chain and sustainability performance of your suppliers?	0.00%	50.00%	45.45%	4.55%
10.6 Do you have a process for verifying supplier sustainability claims?	4.55%	45.45%	45.45%	4.55%
10.7 Have you ever refused to work with a supplier on grounds of inadequate sustainability practices?	31.82%	50.00%	9.09%	9.09%
10.8 Do you work with suppliers to improve their environmental sustainability practices?	22.73%	45.45%	22.73%	9.09%
10.9 Do you support initiatives to reduce packaging waste or use eco-friendly packaging materials?	40.91%	13.64%	31.82%	13.64%
10.10 When planning capital procurement (e.g. buildings, plant, ICT) do you consider the full life-cycle impact of the product, including disposal?	45.45%	4.55%	31.82%	18.18%
10.11 Are there initiatives to support local and small-scale suppliers, particularly those with sustainable practices?	31.82%	13.64%	45.45%	9.09%
10.12 Do you engage in programmes to take back and recycle products at the end of their lifecycle?	44.12%	17.65%	26.47%	11.76%
10.13 Do you coordinate ordering to help minimise transportation and reduce frequency of deliveries?	23.53%	32.35%	35.29%	8.82%

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11. WASTE MANAGEMENT AND RECYCLING

	Yes	No	Working towards	I need to find out
11.1 Do you track your waste production data by type of waste?	11.76%	41.18%	38.24%	8.82%
11.2 Do you have waste reduction goals or targets?	17.65%	52.94%	20.59%	8.82%
11.3 Have you banned single-use plastics (Remove)?	23.53%	35.29%	35.29%	5.88%
11.4 Are there efforts to minimise waste generation through buying less (Reduce)?	23.53%	23.53%	47.06%	5.88%
11.5 Do you have a strategy to minimise food waste (Reduce)?	35.29%	17.65%	44.12%	2.94%
11.6 Have you undertaken a food waste audit within the last 12 months (Reduce)?	17.65%	55.88%	11.76%	14.71%
11.7 Are there printing strategies to minimise waste paper production - ID release, defaults, encourage alternative practices (Reduce)?	55.88%	5.88%	35.29%	2.94%
11.8 Do you promote repair and reuse initiative before recycling (Repair, Reuse)?	50.00%	14.71%	29.41%	5.88%
11.9 Do you have a recycling programme for separating materials like paper, plastics, glass, printer cartridges, e-waste and metals (Recycle)?	55.88%	11.76%	29.41%	2.94%
11.10 Do you use Terracycle (or equivalent) for difficult to recycle waste (Recycle)?	11.76%	64.71%	14.71%	8.82%
11.11 Are there initiatives to compost organic waste - food waste, garden waste (Compost)?	26.47%	50.00%	14.71%	8.82%

12. CATERING STRATEGY

	Yes	No	Working towards	I need to find out
12.1 Do you have a Catering strategy to promote sustainability?	23.53%	35.29%	32.35%	8.82%
12.2 Do you promote sustainable food sourcing?	29.41%	20.59%	23.53%	26.47%
12.3 Do you promote sustainable menu choices (e.g. plant-based, vegan)?	35.29%	17.65%	35.29%	11.76%
12.4 Do you publish the carbon footprint or climate impact of food choices?	2.94%	70.59%	14.71%	11.76%

Appendix

13. ICT AND DIGITAL STRATEGY

	Yes	No	Working towards	I need to find out
13.1 Do you have an ICT strategy that promotes environmental sustainability?	14.71%	41.18%	35.29%	8.82%
13.2 Are there initiatives that incorporate new technology to support measurable environmental improvement?	17.65%	47.06%	26.47%	8.82%
13.3 Do you use data analytics to track and improve sustainability performance?	14.71%	55.88%	20.59%	8.82%

14. SCHOOL OR COLLEGE ACTIVITIES

	Yes	No	Working towards	I need to find out
14.1 Do children or young people have opportunity to join an Eco-Committee (or equivalent opportunity to engage in action on climate and sustainability)?	64.71%	5.88%	26.47%	2.94%
14.2 Is sustainability work undertaken by the organisation actively linked back to teaching and the curriculum, making it more relevant to children and young people?	17.65%	17.65%	58.82%	5.88%
14.3 Are 'green careers' actively promoted and supported by the organisation?	26.47%	29.41%	32.35%	11.76%
14.4 Has 'climate education' been mapped across the curriculum to identify strengths and opportunities to improve?	14.29%	32.14%	42.86%	10.71%
14.5 Does the school have a strategy to strengthen climate education and measure impact and outcomes?	7.14%	32.14%	46.43%	14.29%
14.6 Are pupils given the opportunity to regularly participate in climate action (e.g. eco-council, citizen science)?	50.00%	17.86%	21.43%	10.71%
14.7 Do you have a strategy to address climate anxiety? Is this built into your climate curriculum?	7.14%	50.00%	28.57%	14.29%

15. TRAVEL & TRIPS

	Yes	No	Working towards	I need to find out
15.1 Is sustainability recognised in the school/college's trip policy?	17.65%	55.88%	17.65%	8.82%
15.2 Does your school/college actively try and minimise the amount of travel related emissions?	20.59%	41.18%	26.47%	11.76%
15.3 Specifically relating to the employee commute?	15.00%	50.00%	25.00%	10.00%
15.4 Specifically relating to the parent commute?	10.00%	45.00%	35.00%	10.00%
15.5 Specifically relating to the student commute (e.g. campaigns, bike racks, cycling proficiency)?	50.00%	20.00%	25.00%	5.00%
15.6 Do you track data related to employee, parent or student commute (e.g. method of travel, distance)?	17.65%	47.06%	26.47%	8.82%
15.7 Do you track travel data related to trips (e.g. mileage and mode of transport)?	20.59%	50.00%	20.59%	8.82%
15.8 Do you organise events, trips or activities with consideration for minimising environmental impact (e.g. waste reduction, energy efficiency)?	8.82%	44.12%	35.29%	11.76%
15.9 Do you provide electric vehicle charge points for your staff and or visitors?	11.76%	52.94%	32.35%	2.94%
15.10 Do you have an employee electric vehicle company car scheme?	17.65%	67.65%	11.76%	2.94%

16. STAKEHOLDERS ENGAGEMENT AND COLLABORATION

	Yes	No	Working towards	I need to find out
16.1 Do you actively and regularly collaborate on your sustainability agenda/action?	32.35%	26.47%	35.29%	5.88%
16.2 Do you regularly engage with employees and pupils/students on environmental matters?	42.31%	11.54%	38.46%	7.69%
16.3 Do the majority of employees know that action on climate and sustainability is a priority for the organisation?	14.71%	47.06%	35.29%	2.94%
16.4 Do you engage with the local schools, businesses or community groups on environmental issues and initiatives?	23.08%	34.62%	38.46%	3.85%
16.5 Are there efforts to help educate the community about environmental sustainability and conservation?	26.09%	26.09%	43.48%	4.35%
16.6 Are there mechanisms for gathering and incorporating stakeholder feedback on environmental issues?	30.43%	30.43%	34.78%	4.35%
16.7 Do you participate in regional or national climate action networks or initiatives?	53.85%	15.38%	26.92%	3.85%
16.8 Do you collaborate with education sector peers for knowledge sharing and best practices related to environmental sustainability?	38.46%	15.38%	42.31%	3.85%
16.9 Do you collaborate with environmental organisations or initiatives to support biodiversity conservation or habitat protection?	26.92%	15.38%	53.85%	3.85%

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17. BARRIERS TO SUSTAINABILITY IN SCHOOLS

Respondents said that they were experiencing the following barriers to achieving measurable impact on climate action and sustainability:	% of organisations
No - we are making good progress (no significant barriers)	5.88%
Strategy - climate action is not a priority	23.53%
Leadership - we have not invested in climate/sustainability leadership	35.29%
Mandate - I don't have a mandate or permission to take climate / sustainability action	8.82%
Knowledge - no broad awareness and consensus on the need to act	23.53%
Knowledge - no depth of training or experience to support effective action on sustainability and climate change	44.12%
Capacity - we do not have time or people to dedicate to taking climate action	64.71%
Budget - we do not have sufficient funding to make progress	58.82%
Other	20.59%

18. THE SUPPORT SCHOOLS NEED

Respondents said that the following support types would be most beneficial in helping them achieve impact on climate action and sustainability:	% of organisations
No - we don't require any additional support at this time	0.00%
Internal - support from Trustees, Governors or SLT	23.53%
Training - awareness training to grow engagement amongst the workforce	67.65%
Training - CPD pathway for sustainability lead(s)	73.53%
Collaboration - opportunity to join a local/regional group to work together on climate action	50.00%
Collaboration - opportunity to engage a national network of peers for advice when required	41.18%
Critical friend - third-party to provide challenge and support (e.g. another school or Trust, a bought-in service)	50.00%
Other	17.65%

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