



NEWSLETTER SUMMER TERM

2024

An overview of key issues for Governing Boards to consider and review over the Summer Term 2024.

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DfE:

Employment Law Change: Flexible Working in schools

The DfE have updated [non-statutory guidance](#) for employers and staff who want to make arrangements for flexible working. This is to reflect legislative changes effective from 6 April 2024.

Additional [guidance](#) has been updated to help schools implement flexible working including a toolkit of resources, webinar training and support from flexible working ambassador multiacademy trusts and schools.

Changes to employees' rights regarding flexible working were implemented on 6th April 2024 with the enactment of the Employment Relations (Flexible Working) Act 2023. These changes aim to revolutionise access to flexible working, including establishing it as a right from day one of employment.

The new flexible working act reflects a significant shift towards better accessibility to flexible working arrangements. However, there appears to be a notable lack of awareness among employees regarding their newly granted rights.

Employment law changes summary

Formal Flexible Working requests:

- Employees will be able to make up to two requests in a 12-month period.
- Managers will (legally) need to meet with employees before refusing or only partly accepting a request.
- Employees will no longer have to explain how their request can be accommodated by the service.
- The length of time for dealing with flexible working requests will change to two months in total (instead of three months).

Carer's Leave:

- Statutory unpaid carer's leave of up to one week (e.g. 5 days) will be available to all employees if they request it from day one of employment.
- Employees will need to declare that they meet the criteria defined by the legislation for being a carer and sign a declaration form to request the leave.

Paternity Leave:

- Employees will be able to take this leave in two separate blocks over a 52-week period (instead of within 56 days).
- *Any leave should be updated to reflect the above changes*

Enhanced protections from redundancy for pregnant staff/staff returning from maternity/shared parental/adoption leave:

- Enhanced protections mean that staff will have the right to priority for redeployment to suitable alternative employment in a redundancy process.
- Enhanced protections against redundancy will be in place for staff (from 6 April) who notify management of their pregnancy until 18 months after their child's birth.
- Protections will also impact staff who return from shared parental leave and adoption leave and will also be for 18 months from birth or adoption placement.

The below documents should be updated to reflect these changes:

- Restructuring and reorganisation procedure
- Restructuring and reorganisation management guidance
- Redeployment Policy
- Templates for consultations will also need to be updated.

Data protection in schools 2024

The Department for Education has recently updated its [guidance](#) on dealing with Subject Access Requests, providing invaluable insights for those working within the education sector who are tasked with responding to such requests.

A Subject Access Request (SAR) is a crucial aspect of information rights, granting individuals the opportunity to access a copy of the personal data held by a school about themselves or someone for whom they have parental responsibility.

For professionals in the education sector, navigating SARs can be complex, but the updated guidance from the DfE aims to streamline the process and ensure compliance with data protection regulations.

One of the key strategies outlined in the guidance is the importance of maintaining robust record-keeping practices, including clearly defined retention periods for personal data. By establishing and adhering to these practices, schools can efficiently manage SARs and ensure that they are able to locate and provide the requested information in a timely manner.

Furthermore, the guidance emphasises the significance of proactively informing parents and carers about the personal data they already have access to. By promoting transparency and awareness surrounding data handling practices, schools can empower individuals to exercise their information rights more effectively.

Crucially, the updated guidance emphasises the necessity of keeping meticulous records of how SARs are handled. By maintaining accurate documentation of the steps taken to process each request, educational professionals can demonstrate compliance with data protection regulations and mitigate the risk of potential issues arising in the future.

Statutory guidance update: Schemes for financing schools

The DfE have recently issued updated [statutory guidance](#) regarding schemes for financing schools. This guidance outlines the requirements for local authorities in England regarding the financial arrangements between them and the schools under their maintenance.

Local authorities are mandated to publish schemes for financing schools, which delineate the financial framework governing their relationship with maintained schools. The guidance highlights the essential provisions that must be incorporated within these schemes to ensure compliance with statutory obligations.

Of notable significance is the recent update for the 2024 to 2025 financial year. Section 5.8, focusing on borrowing by schools, has been revised to reflect changes brought about by the introduction of International Financial Reporting Standard 16 (IFRS16). Effective from 1st April 2024, the adoption of IFRS16 by local authorities eliminates the distinction between operating and finance leases at maintained schools. Consequently, all leases will now be classified as finance leases for accounting purposes, marking a significant shift in financial reporting practises.

This update illuminates the importance of local authorities remaining abreast of evolving financial standards and ensuring that their schemes for financing schools reflect these changes accurately.

Navigating Leasing Practices: DfE Guidance for Academy Trusts

The DfE has recently released [guidance](#) on leasing activities for maintained schools, with a focus on the International Financial Reporting Standard (IFRS 16 leases), which took effect on 1st April 2024.

This guidance aims to provide maintained schools with comprehensive information on leasing practices, ensuring compliance with the latest financial reporting standards. With the implementation of IFRS 16 leases, significant changes are introduced in how leasing activities are accounted for and reported.

Maintained schools are urged to familiarise themselves with the guidance provided by the DfE to ensure accurate and compliant financial management. By understanding the implications of IFRS 16 leases and adhering to the guidance, maintained schools can navigate leasing activities effectively while upholding transparency and accountability in their financial reporting.

It is crucial for school administrators and finance personnel to review this guidance thoroughly and implement necessary changes to their leasing practices in alignment with the requirements set forth by the DfE. Governors and trustees should ensure their senior leadership team understand the protocol around leasing.

Navigating Leasing Practices: DfE Guidance for Academy Trusts

The DfE has also issued vital [guidance](#) for academy trusts regarding leasing activities, particularly in light of the introduction of the International Financial Reporting Standard (IFRS 16 leases) from 1st September 2024.

Leasing is a common practise among academy trusts to support day-to-day operations, offering a prudent and cost-effective alternative to outright asset purchases. However, with the implementation of IFRS 16 leases, significant changes are on the horizon for leasing arrangements within the education sector.

Effective from 1st September 2024, leasing arrangements for academy trusts will undergo transformations to provide similar flexibilities as maintained schools in entering certain leases without prior approval from the Secretary of State for Education. This change aims to streamline leasing processes and empower academy trusts to make informed decisions regarding their leasing agreements.

The DfE's publication, "Changes to Leasing Agreements for Academy Trusts," delineates the impending changes and offers clarity on the types of assets for which prior consent is required. Published on 28th March 2024, this guidance serves as a crucial resource for academy trusts, offering insights to navigate the evolving landscape of leasing practises within the education sector.

Academy trusts are encouraged to familiarise themselves with the guidance provided by the DfE and ensure compliance with the updated leasing arrangements. By doing so, academy trusts can effectively manage their leasing activities while upholding transparency and accountability in financial reporting, ultimately contributing to the continued success and sustainability of the education sector.

Guidance: Monitoring School Attendance

The DfE has published a [guide](#) aimed at schools, academy trusts, and local authorities utilising the "Monitor Your School Attendance" tool. This guidance provides comprehensive instructions on leveraging the tool to effectively monitor attendance and absence data within educational settings.

Accessible through [the View Your Education Data \(VYED\) service](#), the monitor your school attendance tool offers valuable insights into attendance patterns and trends. Key functionalities include the ability to access secure attendance reports for the entire school, individual pupils, or specific pupil characteristic groups. Users can also compare their school's attendance performance within the local authority and benchmark against national attendance and performance metrics.

The user guide outlines step-by-step instructions for utilising the tool, including how to view attendance reports, analyse data, and download attendance data for further analysis. It emphasises the importance of having access to the tool, which requires schools to already share their daily attendance data with the DfE. Schools, academy trusts, and local authorities can harness the power of the monitor your school attendance tool to gain actionable insights into attendance patterns, identify areas for improvement, and enhance overall attendance management strategies.

In March, the DfE published updated [Working together to improve school attendance guidance](#) that will become mandatory from September. Changes include expectations for supporting pupils with mental health or physical ill health, increased fine rates, absence thresholds at which penalties must be considered, and requirements to share daily data.

Registering for T Levels: DfE Guidance for Post-16 Providers

The Department for Education has provided [guidance](#) for post-16 providers in England on how to register to offer T Levels for the first time in the 2026 to 2027 academic year. This guidance outlines the eligibility criteria, registration process, and deadlines for providers wishing to deliver T Levels.

Post-16 providers currently funded to offer 16 to 19 study programmes and with existing students funded in band 5 are eligible to offer T Levels. Providers must complete a registration form accessible through their DfE Sign-in account, providing information on structural changes, planned T Levels, student numbers, and interest in offering the T Level foundation year.

The registration deadline is midnight on 21st March 2025. Successful applicants may receive upfront funding allocations and implementation planning support. Registered providers gain access to networks, professional development resources, and support materials for T Levels. The guidance also highlights the availability of 21 T Levels for delivery in 2024, with additional T Levels planned for teaching in 2025 and 2026. Providers are encouraged to stay updated on T Level developments through the DfE's support website and engage with relevant awarding organisations.

For detailed information and to access the registration form, providers can refer to the full guidance provided by the DfE.

DfE Guidance: Improving workload and wellbeing for school staff

The DfE has unveiled a suite of [resources](#) aimed at enhancing staff wellbeing and alleviating workload pressures within schools. These resources provide tools to support school leaders in promoting a healthy and sustainable work environment for their staff.

Developed by school leaders for school leaders, these free resources are designed to complement existing initiatives and can be easily tailored to suit the specific needs and circumstances of individual schools. With a focus on practicality and adaptability, these resources empower school leaders to take proactive measures to improve staff wellbeing and reduce workload burdens.

The DfE's initiative underscores the importance of prioritising staff wellbeing as a cornerstone of effective school management.

School leaders are encouraged to explore these resources and incorporate them into their existing strategies for staff wellbeing and workload management. By leveraging these resources, schools can take meaningful steps towards creating a culture of wellness and empowerment, ensuring that staff members feel valued, supported, and able to thrive in their roles.

New PE Guidance Strengthens Equal Access to Sport in Schools

The Department for Education, along with The Rt Hon Rishi Sunak MP and The Rt Hon Gillian Keegan MP, has announced the release of new [guidance](#) aimed at enhancing physical education in schools. Published on 23rd March 2024, this guidance is poised to inspire the next generation of British athletes by fostering high-quality PE and school sport, laying the groundwork for active and healthy lifestyles among children.

With a monumental summer of sport on the horizon in 2024, including the Olympics, Paralympics, and Euro 2024 football tournament, the guidance is strategically timed to coincide with these events. By providing schools with the tools and support necessary to deliver a minimum of two hours of PE per week and ensure equal access to sport for all pupils, the government aims to empower children to emulate the achievements of their sporting heroes.

This initiative builds upon the government's commitment outlined in the updated [School Sport and Activity Action Plan](#), which reflects promises made by the Prime Minister and Education Secretary to advance opportunities for children in sports. By prioritising equal sporting opportunities and physical activity, the guidance contributes to building a brighter future for children across the nation.

The release of this guidance highlights the dedication to providing young people with the best possible start in life, irrespective of their background.

New Guidance: Recruiting Teachers from Overseas

The Department for Education has released updated [guidance](#) to assist schools in recruiting teachers who are non-UK citizens. The guidance covers various aspects of the recruitment process, including checking visa and immigration rules, advertising teaching vacancies, conducting interviews, and making conditional offers. It emphasises the importance of safeguarding cheques for teachers from overseas, highlighting the need for rigorous screening procedures to ensure the safety and well-being of students.

Schools are provided with information on visa and immigration charges, as well as exemptions for certain visa holders from sponsorship requirements. The guidance also addresses qualification requirements for teachers from overseas, including the QT and the '4year rule' exemption for teaching in maintained schools in England.

Senior Mental Health Lead Training Guidance

[New details](#) have been released regarding the process for claiming a senior mental health lead grant for the fiscal year 2024 to 2025. Additionally, an updated version of DfE assured senior mental health lead training courses has been introduced.

Existing mental health leads, whether seeking to enhance their knowledge in specific areas, pursue advanced training, or obtain relevant qualifications, can utilise the grant for their professional development. Additionally, if a school is already engaged with a Mental Health Support Team (MHST), the designated

senior lead can serve as the MHST coordinator, facilitate communication with the team, or be selected from existing staff members

OFSTED

Ofsted Implements Key Changes to Complaints Process and Inspection Policies

Ofsted has introduced significant alterations to its [complaints procedure for schools](#), following consultations conducted last year.

The watchdog has also expanded its policy on pausing inspections under exceptional circumstances, now encompassing all childcare, educational, and social care inspections and regulatory visits, extending beyond just schools.

Schools have the option to request a review of their inspection, including inspector conduct and judgements, by formally submitting a complaint upon receiving their draught report.

Additionally, schools concerned that their complaint was mishandled can now escalate directly to the Independent Complaints Adjudication Service for Ofsted, following the removal of the internal review process. These changes were announced in November after a consultation process that garnered over 1,500 responses from providers across all sectors inspected by Ofsted.

In January, Ofsted announced that school inspections could be paused for up to five days. The updated guidance specifies the duration for which inspections in other sectors can be paused before automatically becoming incomplete.

For instance, inspections related to initial teacher training, the early career framework, and national professional qualifications, as well as further education and skills or area SEND, can be paused for up to 15 days.

Ofsted has consolidated its policies on deferring, pausing, and gathering additional evidence into a single framework. It has also outlined specific considerations for pausing inspections across its various areas of responsibility.

Sir Martyn Oliver, Ofsted's chief inspector, emphasised that these changes provide an added avenue to address complaints when necessary, affirming the organisation's commitment to acknowledging and rectifying any mistakes.

Review of Ofsted's Response to the Death of Ruth Perry: Terms of Reference

In response to the tragic passing of Ruth Perry, Ofsted has initiated an independent learning review to assess its handling of the incident. This [document](#) outlines the terms of reference for the review.

Appointed by His Majesty's Chief Inspector and the Chair of Ofsted, the independent reviewer will analyse Ofsted's response to Ruth Perry's death and provide recommendations for internal policy changes.

The review aims to evaluate the adequacy of Ofsted's internal policies and processes for responding to tragic incidents. Specifically, it will assess the actions taken by Ofsted, communication and engagement with stakeholders, and support provided to staff.

The independent reviewer will examine relevant internal records and may interview Ofsted staff anonymously to gather insights. Additionally, they will have the opportunity to meet with Ruth Perry's family. The review will adhere to the principles of public life and prioritise future actions for improvement.

The independent reviewer will produce a written report containing findings and recommendations for HMCI and the Chair. The report will consider any financial or legislative implications of the recommendations.

Commencing in early April 2024, the review is expected to conclude by autumn 2024, aligning with Ofsted's broader response to the "Big Listen" initiative.

Ofsted Updates Deferral Policy

Ofsted has updated its [policy](#) on deferring, pausing, and gathering additional evidence during inspections and visits. This policy outlines the criteria and processes inspectors follow to decide whether to proceed with scheduled inspections, pause ongoing ones, or gather more evidence when necessary. The aim is to ensure that inspections serve the best interests of children and learners, acknowledging that exceptional circumstances may require adjustments to the planned schedule. The update, effective from 5 April 2024, consolidates previous policies into a single comprehensive framework. Summary of changes found [here](#).

Ofsted Updates Area SEND Framework and Handbook

Ofsted has updated its [Area SEND Framework and Handbook](#) to ensure clarity and alignment with current inspection practices. These revisions, implemented as of April 2024, encompass various aspects, including compliance with the Equality Act 2010, clarification of pause policies, and adjustments to procedures regarding concerns and complaints handling. These updates reflect Ofsted's commitment to maintaining transparency and effectiveness in evaluating area SEND provisions across England.

ESFA Updates

ESFA Unveils Advanced Learner Loans Funding and Performance Management Rules for 2024-2025

The Education and Skills Funding Agency (ESFA) has recently announced the release of the advanced learner loans (ALL) funding and performance management [rules](#) for the funding year 2024 to 2025. This update marks a significant development for education and training providers across England.

One of the key changes from the previous version, published in May 2023, is the relocation of the first performance management point from September to October 2024. This adjustment aims to streamline the performance management process and ensure effective oversight of educational initiatives.

These rules are applicable to all providers of education and training holding a loans agreement with ESFA. It underscores the importance of compliance and adherence to established guidelines in delivering quality education and training programs.

As part of their ongoing commitment to supporting risk protection arrangement (RPA) members, Willis Towers Watson is offering a valuable opportunity for schools to enhance their understanding of employment law and risk management. This workshop aims to provide RPA members with essential insights into employment law requirements and the wide range of issues that schools must navigate. Participants will gain valuable knowledge on how to effectively manage risks associated with employment through practical processes and procedures.

Key Details:

Date: Thursday, 18 April 2024

Time: 10:00 am to Midday

Date: Wednesday, 24 April 2024

Time: 10:00 am to Midday

Don't miss out on the chance to bolster your school's risk management strategies. Book your place now to secure your spot at this insightful workshop.

News in Brief

New Funding for Childcare

1st April marked the commencement of the first phase of the largest-ever expansion of childcare services in the UK, providing substantial relief to thousands of parents of 2-year-olds nationwide.

As of April 1st, working parents of 2-year-olds will have access to 15 hours per week of [government-funded childcare](#), representing a significant step towards easing the financial burden on families. This initiative is a pivotal component of the government's broader strategy to support families, enabling parents to balance their professional commitments with childcare responsibilities.

Over 150,000 children are anticipated to benefit from government-funded places under this initial phase, offering vital assistance to working parents. By September 2025, the comprehensive rollout will be completed, affording working parents access to 30 hours of childcare from the conclusion of maternity

leave until their child begins school. This substantial support is projected to save parents an average of £6,900 annually.

Facilitation of this expansion includes augmenting staffing levels and childcare facilities, implementing initiatives to enhance the recruitment and retention of childminders, launching an extensive national recruitment campaign, and allocating over £400 million in additional investment to elevate funding rates for the fiscal year 2024 to 2025. Furthermore, the Chancellor's announcement at the Spring Budget confirmed plans to increase rates by an estimated £500 million over the next two years, further fortifying the government's dedication to supporting families across the UK.

Government delivering on 60,000 more special needs places

In a move to bolster educational support for children with SEND, the government has unveiled a historic investment of £850 million. This funding injection aims to address the pressing need for high-quality educational environments that cater to the diverse needs of children nationwide.

The annual investment is aimed to empower local councils to create new places for young people with SEND and in Alternative Provision across mainstream and special schools. Additionally, it will facilitate the enhancement of existing infrastructure to ensure accessibility and inclusivity for all students.

This funding surge should help to provide specialised support for children with autism, learning difficulties, mobility challenges, and more. It will enable tailored assistance, including enhanced learning support, improved communication skills, and assistance with physical or personal care requirements.

Education Secretary Gillian Keegan emphasised the government's dedication to ensuring that every child receives the support they need to thrive. With a focus on ending the struggle for appropriate educational provisions, this investment forms part of a £2.6 billion initiative spanning from 2022 to 2025, marking a significant escalation in funding levels compared to previous years.

The government's have an additional £1.8 billion earmarked for schools and sixth form colleges. This funding will facilitate vital maintenance and improvement projects, ranging from classroom refurbishments to essential infrastructure upgrades.

The announcement has been met with widespread acclaim, with CEO of the Eden Academy Trust, Susan Douglas, expressing pride in the expansion of specialised educational settings. The trust has been selected to operate one of the 30 new special free schools, which will provide crucial support to children with autism and severe learning difficulties in London.

In parallel with the drive to enhance school infrastructure, the government has allocated £450 million through the Condition Improvement Fund (CIF) to address building deficiencies identified through comprehensive condition assessments. This investment aims to rectify structural issues and create conducive learning environments for students across the country.

Pupil Premium Allocations Delayed due to Identification Issue

Schools will have to wait until May to receive their pupil premium funding allocations for the 2024-25 financial year, the DfE announced today. The delay is attributed to a problem in identifying reception-aged pupils eligible for the pupil premium.

Originally scheduled for publication in March 2024, the allocations will now be released during the week commencing Monday, May 6. Despite this delay, the DfE assured schools that the timeline for payments in July 2024 will remain unaffected.

Pupil premium funding, which ranges from £1,035 to £2,530 per pupil, supports children who have been eligible for free school meals in the past six years, as well as looked-after and previously-looked-after children. The grant is expected to total £2.9 billion for schools in the upcoming academic year.

While the DfE acknowledged the inconvenience caused by the delay, it emphasised that final allocations for the current financial year will still be published by the end of March 2024 as planned.

School leaders expressed frustration over the delay, citing ongoing challenges in obtaining timely funding announcements from the DfE. Paul Whiteman, general secretary at the National Association of Head Teachers (NAHT), highlighted a concerning trend of delays in funding announcements, noting the added stress and workload this places on school leaders.

Geoff Barton, general secretary at the Association of School and College Leaders (ASCL), echoed these sentiments, emphasising the importance of accurate allocations while acknowledging the frustration caused by the delay. He stressed the DfE's responsibility to ensure accuracy, particularly in light of past errors in funding calculations.

Despite the delay in pupil premium allocations, the DfE confirmed that data and timings for other funding allocations for the 2024-25 academic year remain unaffected.

NEU Delays Strike Ballot Pending Teachers' Pay Offer

The National Education Union has decided to wait for the teachers' pay offer for September before considering a formal strikes ballot. At their annual conference in Bournemouth, members voted for intensified campaigning and mobilisation before the government's pay offer announcement. The amended motion instructs the union to present the pay and funding offer to members in a snap poll, and if rejected, to move to a formal ballot. This decision sends a clear message to the government about the urgency of addressing the recruitment and retention crisis in schools and colleges. The rejection of an amendment for a June ballot means any potential vote is likely to be deferred to the autumn term, as unions anticipate a modest pay offer from ministers.

Calls for Greater Oversight and Transparency in Managed School Moves

A recent [study](#) conducted by the Education Policy Institute has shed light on the concerning practise of managed moves in schools, urging councils to monitor outcomes and involve independent representatives in the process.

The research revealed that tens of thousands of pupils experience "unexplained" moves out of schools each year, with disadvantaged pupils disproportionately affected. Managed moves, which are permitted when agreed upon by school heads, parents, and pupils, can potentially result in off-rolling if not executed in the child's best interests.

Key findings from the study indicate significant variability in how local authorities handle managed moves, with inconsistency in protocols and approaches. While some councils view managed moves as a last resort, others integrate them into supportive strategies for children with additional needs.

Disadvantaged pupils, particularly those with social, emotional, or mental health needs, are disproportionately affected by unexplained moves, highlighting the need for greater oversight and transparency in the process.

The study recommended several measures to address these concerns, including the establishment of a central data reporting system, enhanced monitoring of outcomes for pupils involved in managed moves, and clearer guidance on best practises. Additionally, it advocated for the involvement of independent representatives to safeguard the best interests of the child in the managed move process.

In response to these findings, there are calls for government guidance and policies to be informed by evidence on supporting young people with mental health, emotional, and behavioural needs, ensuring a more holistic approach to student welfare and educational outcomes.

Government Axes Governor Recruitment Scheme Amid Record Vacancies

The government has terminated a governor recruitment scheme, despite soaring vacancies, prompting criticism from education leaders.

The NGA expressed dismay over the discontinuation of the Inspiring Governance programme, which has facilitated the recruitment of 8,000 school governors and trustees since its inception in 2016 with DfE funding.

Despite evidence of a six-year high in vacant posts, the government will cease funding for Inspiring Governance in September, leaving boards to fend for themselves.

This move follows the government's previous cancellation of the national leaders of governance programme, which had supported struggling schools for a decade. A reduction in funding for governance development and training schemes has also been observed, amounting to £1.2 million since 2020-21.

NGA has appealed to Education Secretary Gillian Keegan to reconsider the decision, emphasising the irreplaceable contribution of governance to the education sector. The association asserted that the government's neglect of governance volunteers is unprecedented and tantamount to taking them for granted.

While Education and Employers, the organisation behind Inspiring Governance, welcomed the confirmation that the service will operate until September, they expressed sadness over the lack of further funding. They pledged to continue advocating for sustained DfE support to recruit skilled governors.

In response, a DfE spokesperson expressed gratitude to Inspiring Governance for its contributions and reiterated the government's recognition of the invaluable role played by governors and trustees in enhancing school standards and outcomes for children. However, the decision has sparked widespread concern within the education community regarding the future of governance and the support available to volunteers.

Empowering Sustainability in Education: Three Innovative Tools for Schools and Trusts

As the imperative to combat climate change intensifies, schools and trusts are increasingly recognised as pivotal players in shaping a sustainable future. Fortunately, the landscape of sustainability guidance for these institutions is evolving rapidly, with innovative resources and developments emerging to assist them on their path toward carbon neutrality and environmental stewardship. Here are three recent and notable advancements:

1. Carbon Footprint Calculator by Eco-Schools:

Eco-Schools has unveiled a powerful new tool in the battle against carbon emissions with the introduction of the [Count Your Carbon](#) calculator. Specifically designed for schools and trusts, this free carbon footprint calculator offers a user-friendly interface for measuring and tracking environmental impact. By inputting data on energy consumption, transportation, waste management, and other factors, institutions can gain valuable insights into their carbon footprint and identify areas for improvement. With sustainability taking centre stage in educational agendas, this tool empowers schools and trusts with the necessary data to assess their current status, make informed decisions, and drive meaningful change.

2. Climate Action Advisors by Let's Go Zero:

Let's Go Zero has launched a team of [Climate Action Advisors](#), marking a new phase of personalised support for schools throughout England. These independent experts offer invaluable guidance and assistance, aiding schools, colleges, and trusts in navigating the intricacies of sustainability initiatives. From

implementing energy-saving practises to advocating for eco-friendly policies, Climate Action Advisors provide tailored solutions to suit institutions of all sizes and stages of their sustainability journey. Moreover, their services are provided at no cost, aligning with Let's Go Zero's dedication to fostering a greener future for generations to come.