

Sustainability Leadership and Climate Action Plan

2025-2028 3 Year Plan



Live and grow together as a loving church school family

“Rooted and Established in God’s love: nurture, grow, fly” Ephesians 3:17

1. Staff Expertise

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Develop staff knowledge and skills in climate action	<ul style="list-style-type: none"> - Provide training on climate change, sustainability, and school-based initiatives - Identify and share best practices from other schools - Encourage staff to attend external climate-focused professional development 	HT	<ul style="list-style-type: none"> - Training budget - Time for staff development 	<ul style="list-style-type: none"> - 80% of staff report increased knowledge and confidence in climate action - At least 2 new school-based initiatives implemented based on staff learning 	Decarbonisation, Climate education and green careers
Establish a climate action working group	<ul style="list-style-type: none"> - Recruit a team of staff members to lead the school's climate action efforts - Assign clear roles and responsibilities within the group - Provide regular meeting time and resources 	DHT	<ul style="list-style-type: none"> - Meeting time - Access to school data and resources 	<ul style="list-style-type: none"> - Working group meets at least once per term - Group produces an annual climate action progress report 	Decarbonisation, Adaptation and resilience, Biodiversity

2. Staff/Pupils

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Engage staff and children in climate action	<ul style="list-style-type: none"> - Establish a school-wide climate action committee with staff and child representatives - Create a positive culture and influence behaviour change around reducing energy use - Encourage staff and children to share ideas and feedback on climate initiatives - Celebrate and recognise climate action efforts through awards and events 	Eco Council	<ul style="list-style-type: none"> - Meeting time - Communication channels (e.g., newsletters, assemblies) 	<ul style="list-style-type: none"> - At least 50% of staff and children actively participate in climate action initiatives - Positive feedback from staff and children on climate action efforts 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Empower children to lead climate action	<ul style="list-style-type: none"> - Provide opportunities for children to lead climate-focused projects and initiatives (e.g., eco-council, gardening club) - Encourage children to present their ideas and work to the wider school community - Offer climate leadership training and mentoring for interested children 	Eco-Council Lead	<ul style="list-style-type: none"> - Dedicated time and resources for child-led projects - Funding for training and materials 	<ul style="list-style-type: none"> - At least 20% of children participate in climate leadership roles - Children-led initiatives result in measurable environmental improvements 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

3. Buildings/Grounds

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Improve energy efficiency of the school building	<ul style="list-style-type: none"> - Upgrade to LED lighting in all rooms - Improve insulation in walls, roof, and windows - Install solar panels on the roof -Increase energy-efficiency of the school site – staff and pupils turn lights and plugs off whenever can -Room thermometers in classes and offices to monitor and turn heating down whenever can -Heating only on for restricted periods in Autumn Winter Oct – March) -Encourage refillable water bottles from pupils and staff. -Windows are closed unless rooms are up to temperature 	Site Manager	<ul style="list-style-type: none"> - Funding for upgrades - Contractor support 	<ul style="list-style-type: none"> - Achieve an energy rating of at least - Reduce energy consumption by at least 20% 	Decarbonisation

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
	Recycling bins for paper and plastic and card in classes, corridor and then main school bins, all separated.				
Enhance the school's green spaces and biodiversity	<ul style="list-style-type: none"> - Expand the school's vegetable garden - Grounds planted with additional trees annually (Tree trust funded saplings donated annually) along perimeter. - Establish a wildflower meadow and pollinator-friendly areas - Establish a school beehive <p>Introduce composter for the vegetable garden to dispose of fruit waste at playtime.</p> <ul style="list-style-type: none"> - Litter picks by Site Manager weekly and by pupils regularly in school and the perimeter. - National Litter Pick Week - Pupils growing products; cress, beans, tomatoes, herbs. - Green spaces utilised for teaching and learning and pupils have good access to the outdoor green spaces. - Reduce use of chemicals – work with cleaning team and Site Manager. <p>Install water tubs for rainwater to water school plants</p>	Eco-Council HT	<ul style="list-style-type: none"> - Gardening equipment and supplies - Funding for plants and trees 	<ul style="list-style-type: none"> - Increase in the number of plant and animal species observed on the school grounds - Children report increased engagement with the natural environment 	Biodiversity

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
	- Purchase and look after indoor school plants – 1 per classroom as well as communal areas.				

4. School Lunches

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote sustainable and healthy school lunches	<ul style="list-style-type: none"> - Reduce food waste by improving menu planning and portion control - Educate children on the environmental impact of food choices <p>Kitchen to separate waste food from non – compostable waste.</p>	Catering Manager	<ul style="list-style-type: none"> - Funding for sustainable food options - Training for catering staff 	<ul style="list-style-type: none"> - At least 50% of school meals are plant-based or locally sourced - Food waste reduced by at least 20% 	Decarbonisation

5. Curriculum

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Integrate climate change and sustainability across the curriculum	<ul style="list-style-type: none"> - Develop cross-curricular lesson plans and resources on climate change, renewable energy, and sustainable living - Provide training and support for teachers to confidently deliver climate-focused lessons - Collaborate with external organisations to enhance climate education 	Head of Curriculum	<ul style="list-style-type: none"> - Curriculum development time - Training budget - Partnerships with local organisations 	<ul style="list-style-type: none"> - Climate change and sustainability topics are covered in at least 50% of subject areas - Children demonstrate increased knowledge and understanding of climate-related issues 	Climate education and green careers

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
	<p>Careers: Promoting Green careers to pupils and parents, careers fayre, highlighting roles.</p> <ul style="list-style-type: none"> - Cross – curricular teaching about Climate and Climate change – mapping the curriculum subjects - Eco Ambassadors lead change and drive reductions and understanding through staff and pupils. - Rewards for classes and pupils recycling <p>Teaching pupils and staff to monitor room temperature, lights and items on standby</p> <ul style="list-style-type: none"> - Teach and share learning about use of plastic, effect on environment and reusable items in class and school kitchen and at home 				
Offer climate-focused extracurricular activities	<ul style="list-style-type: none"> - Establish a school gardening club to grow vegetables and maintain the school's green spaces - Organise field trips to local renewable energy sites or nature reserves - Host climate-themed workshops and speaker events 	Eco-Council Lead	<ul style="list-style-type: none"> - Funding for resources and trips - Partnerships with local organisations 	<ul style="list-style-type: none"> - At least 25% of children participate in climate-focused extracurricular activities - Positive feedback from children and parents on the value of these activities 	Climate education and green careers

6. Wellbeing

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Promote the mental health and wellbeing benefits of climate action	<ul style="list-style-type: none"> - Incorporate mindfulness and nature-based activities into the curriculum - Organise outdoor learning and forest school sessions - Encourage staff and children to engage in physical activity and spend time in nature 	PSHE Lead	<ul style="list-style-type: none"> - Training for staff - Outdoor equipment and resources 	<ul style="list-style-type: none"> - At least 80% of staff and children report improved mental health and wellbeing - Increased engagement in outdoor and nature-based activities 	Adaptation and resilience

7. Opportunities for Pupil Leadership

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Empower children to lead climate action initiatives	<ul style="list-style-type: none"> - Develop the eco-council with representatives from each year group - Provide leadership training and support for the eco-council - Allocate funding and resources for child-led climate projects - Eco Ambassadors monitor the use of recycling bins, lights on, windows open and plastic being used in schools. 	Eco-Council Lead	<ul style="list-style-type: none"> - Meeting time - Training budget - Funding for child-led initiatives 	<ul style="list-style-type: none"> - At least 50% of children participate in the eco-council or other climate leadership roles - Eco-council successfully implements at least 2 child-led climate action projects per year 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

8. Procurement

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Adopt sustainable	- Review and update the school's procurement policy to prioritise environmentally friendly and ethical	Business Manager	<ul style="list-style-type: none"> - Updated procurement policy - Carbon tracking system 	- At least 50% of school purchases are from sustainable or ethical suppliers	Decarbonisation

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
procurement practices	<ul style="list-style-type: none"> suppliers - Establish a system to track and report on the school's carbon footprint from procurement - Explore opportunities to lease or purchase refurbished equipment and furniture 			- Reduction in the school's carbon footprint from procurement by at least 10%	

9. Parents

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Engage parents in the school's climate action efforts	<ul style="list-style-type: none"> - Communicate the school's climate action plan and progress through newsletters, events, and the school website - Invite parents to participate in climate-focused initiatives, such as gardening, tree planting, or energy-saving campaigns - Provide resources and guidance to support parents in adopting sustainable practices at home 	Parent Liaison	<ul style="list-style-type: none"> - Communication channels (e.g., newsletters, website) - Funding for parent engagement activities 	<ul style="list-style-type: none"> - At least 30% of parents actively participate in the school's climate action initiatives - Positive feedback from parents on the school's climate action efforts 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

10. Transportation and Travel

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Promote sustainable transportation and travel	<ul style="list-style-type: none"> - Expand the school's "walk to school" scheme and encourage active travel - Investigate the feasibility of installing electric vehicle charging points for staff and visitors 	Site Manager	<ul style="list-style-type: none"> - Funding for active travel initiatives - Partnerships with local authorities and transport providers 	<ul style="list-style-type: none"> - At least 50% of children and staff use active or public transport to travel to school - Reduction in the school's carbon 	Decarbonisation

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
	<ul style="list-style-type: none"> - Collaborate with the local authority to improve public transport links to the school Create a positive culture and behaviour change around transport use - Recognise the effect emissions has on the environment through teaching across the curriculum - Liaise LA to monitor traffic, use of cars - Road safety training annually from LA for YR and Y4 - Use of local bus companies for travel to reduce carbon footprint and emissions. - Local visits and residentials monitored – at least 1 non – transport local visit a year per year group. - Residentials are local – reduces carbon footprint and emissions effect. 			footprint from transportation by at least 15%	

11. Digital Sustainability

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Improve the sustainability of the school's digital	<ul style="list-style-type: none"> - Implement energy-efficient practises for school computers and devices (e.g., power management, virtualization) - Develop a plan to responsibly dispose of or recycle old digital equipment 	IT Manager	<ul style="list-style-type: none"> - Funding for energy-efficient hardware and software - Partnerships with recycling/disposal providers 	- Reduction in the school's energy consumption from digital infrastructure by at least 10%	Decarbonisation

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Infrastructure	- Explore opportunities to use cloud-based services and reduce on-site server infrastructure			- All old digital equipment is responsibly disposed of or recycled	

12. Partnerships and Collaborations

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Establish partnership to support the school's climate action efforts	<ul style="list-style-type: none"> - Collaborate with local environmental organisations to enhance climate education and outdoor learning - Partner with businesses and community groups to support the school's sustainability initiatives (e.g., tree planting, renewable energy installation) - Participate in regional or national climate action networks to share best practises and access resources 	HT	<ul style="list-style-type: none"> - Time for partnership development - Funding for collaborative projects 	<ul style="list-style-type: none"> - At least 3 active partnerships that directly support the school's climate action plan - Positive feedback from partners on the value of the collaboration 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

13. Governance and Policy

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
Integrate climate action into the school's governance and policy	<ul style="list-style-type: none"> - Revise the school's sustainability policy to include clear targets and responsibilities for climate action - Ensure climate action is a standing item on the agenda for the governing body and leadership team meetings - Incorporate climate action progress into 	HT GB	<ul style="list-style-type: none"> - Time for policy review and updates - Guidance on climate action policy development 	<ul style="list-style-type: none"> - Climate action is embedded in the school's key policies and governance structures - Climate action progress is regularly reviewed and reported on by the school leadership and governing body 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

Objective	Actions	Lead	Resources Needed	Success Criteria	DfE Area
	the school's annual reporting and self-evaluation processes				

14. Resilience and Adaptation

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Enhance the school's resilience to climate change impacts	<ul style="list-style-type: none"> - Conduct a climate risk assessment to identify potential threats (e.g., flooding, extreme weather) and vulnerabilities - Develop and implement an emergency response plan to address climate-related risks - Explore opportunities to adapt the school's infrastructure and operations to be more climate-resilient 	Site Manager	<ul style="list-style-type: none"> - Time and expertise for climate risk assessment - Funding for adaptation measures 	<ul style="list-style-type: none"> - Climate risks are identified, and a comprehensive response plan is in place - The school demonstrates increased resilience to climate-related impacts (e.g., reduced disruption, faster recovery) 	Adaptation and resilience