



Climate Action Plan 2025 2026

A Climate Action Plan (CAP) provides a structured and strategic approach to sustainability, enabling an education setting to develop, strengthen and embed environmental initiatives across school life. At our school, the CAP supports our vision of encouraging children to be reflective, resilient and respectful learners by helping them to understand their impact on the world, respond positively to environmental challenges, and take responsibility for protecting the planet. The plan guides both practical action and high-quality education about sustainability and is designed to sit within the individual context of the school. Crucially, the CAP is developed with the involvement of the whole school community so that shared reflection leads to meaningful action and long-term change.

Ownership, Development and Monitoring of the Climate Action Plan

The Climate and Sustainability Action Plan (CAP) is owned and led by Danielle Ashdown, Geography and Sustainability Lead, who is responsible for coordinating its development and implementation. Lindsay Knowles (Deputy Headteacher) is the Senior Leadership Team Climate and Sustainability Champion. Progress towards targets is monitored through regular review of energy usage data, curriculum planning, pupil ambassador feedback and site evaluations. Pupil Ambassadors play an active role in supporting monitoring by promoting energy reduction and sustainable behaviours across the school.

Training and Development for Sustainability Leadership

To support effective leadership of the CAP, staff access ongoing professional development related to sustainability and climate education. This includes training and resources provided through CANPACK and the National College, ensuring staff are confident in delivering sustainability learning and embedding environmental responsibility across the curriculum. As the CAP develops, further training may be accessed to strengthen expertise in climate education, project-based learning, and whole-school sustainability planning.

Governance and Accountability

The CAP aligns with existing governance structures and supports the school's strategic priorities. Progress against the plan is reported to senior leaders and governors through regular updates, including monitoring data, curriculum developments and pupil-led initiatives. Governors are able to challenge, support and review progress through committee meetings and annual reviews, ensuring sustainability remains a key element of school improvement.

Communication with the Wider School Community

The school communicates its Climate and Sustainability Action Plan with the wider community through its website, newsletters, assemblies and school events. Pupils are actively involved in sharing sustainability messages through ambassador roles, whole-school assemblies and curriculum projects. Engagement with parents and the wider community is further supported through participation in national initiatives, sustainability days, and partnerships with external organisations.

Best practice shows that meaningful and lasting change is most effective when it is driven by a diverse team of committed individuals. Our Climate and Sustainability Action Plan (CAP) is therefore developed and implemented using a whole-school approach, ensuring that planning leads to action and sustainability is embedded across all aspects of school life.

The CAP is led by Danielle Ashdown, Geography and Sustainability Lead, with strategic support from the Headteacher and Deputy Headteacher, who champion sustainability at senior leadership level and ensure alignment with the school's vision and priorities. The Deputy Headteacher is the Senior Leadership Team Sustainability Champion. The School Business Manager leads on estate and site management, providing essential operational expertise, baseline data and oversight of energy use, maintenance and environmental improvements across the school site.

The Governing Body oversees the implementation and impact of the CAP, receiving regular updates and ensuring accountability, challenge and support. This governance structure ensures sustainability remains a standing consideration within strategic decision-making and school improvement planning.

Pupils play an active role in shaping and delivering sustainability initiatives through ambassador roles and pupil-led projects. Their involvement fosters enthusiasm, develops a sense of agency and responsibility, and empowers them to act as advocates for sustainability within the school and wider community.

Teachers contribute by identifying and embedding opportunities for climate change and sustainability education across the curriculum, ensuring learning is purposeful, progressive and relevant. This collaborative approach brings together educational and operational expertise, creating a shared commitment to sustainability that reflects the values of the whole school community.

What has already been achieved?

Significant progress has already been made in embedding sustainability across the school. Practical actions to reduce energy consumption have included the removal of the on-site server, which has had a measurable positive impact on reducing energy usage, alongside the installation of solar panels and light-reflective film on south-facing windows to improve energy efficiency and reduce heat gain. Pupil Ambassadors have played a key role in working with Energy Sparks to monitor and analyse energy use, contributing to a reduction in consumption during both term time and school holidays. Sustainability is further strengthened through the development of pupil leadership roles and pupil-led assemblies, empowering children to take ownership of environmental action. Community-focused initiatives, including pupil-led litter-picking projects, have extended the impact beyond the school site and were positively recognised in the local press, demonstrating the school’s commitment to responsible citizenship and environmental stewardship.

Decarbonisation				
Our Vision <i>(how can an education setting reduce emissions and support students to be part of the transition to net zero?)</i> :				
Our school is committed to reducing its carbon footprint and contributing positively to a more sustainable future. We aim to achieve this through responsible energy use, informed decision-making and ongoing investment in low-carbon solutions. By embedding sustainable practices into the daily life of the school and empowering pupils to take an active role in reducing emissions, we encourage children to be reflective about their impact on the environment, resilient in responding to global challenges, and respectful of the world they live in. Through collaboration, innovation and continuous improvement, we strive to create a low-carbon learning environment that supports both educational excellence and environmental responsibility.				
Action	Responsibility and Key Stakeholders	Timescale	Target/ Measure	Progress (Update at regular review points)
To continue working with Energy Sparks, Better Planet Schools or equivalent providers to monitor and analyse school energy use. Climate Ambassadors will use this data to develop and implement action plans aimed at	DA Climate ambassadors	Ongoing	Energy usage Pupil rep actions	

securing sustained and measurable reductions in energy consumption.				
To ensure the ongoing maintenance and effective operation of the school's solar panels, maximising renewable energy generation and supporting long-term reductions in carbon emissions.	ES and LA buildings and maintenance team	2025-2026 academic year	Drone footage of solar panels	
To reintroduce pupil-led compost collection, supporting the reduction of food waste and embedding practical learning about waste management, sustainability and the circular economy.	DA Climate ambassador	Spring 2026	Collection of fruit waste Location of compost bins in school grounds	
To implement and promote the WOW Walk to School initiative, encouraging active travel, reducing car journeys to and from school, and raising awareness of the link between transport choices and carbon emissions.	LK	ongoing	Badges awarded Tracker online	

Adaptation and Resilience

Our Vision *(how can an education setting adapt their buildings and systems to prepare for the effects of climate change?):*

Our school is committed to ensuring that our learning environment remains safe, inclusive and operational in the face of a changing climate. We aim to anticipate, prepare for and respond effectively to the impacts of extreme weather, including high temperatures. Through proactive planning, site adaptations and clear responsibilities, we will protect the wellbeing of pupils and staff, safeguard essential infrastructure and maintain continuity of education. In doing so, we encourage a resilient school community that can respond calmly and responsibly to environmental challenges.

Action	Responsibility and Key Stakeholders	Timescale	Target/ Measure	Progress (Update at regular review points)
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<p>Review and update understanding of local climate and weather risks, including heatwaves and heavy rainfall, using publicly available regional climate information: share weather information weekly with parents in preparation for the week ahead, share weather warnings and updates from the local authority with the community and staff.</p>	ES	ongoing	<p>Weekly newsletters Email communication</p>	
<p>Identify aspects of school life most affected by extreme weather, including learning environments, outdoor spaces and pupil wellbeing.</p>	ES and FM	ongoing:	H&S walks	
<p>Clearly define roles for preparing for and responding to extreme weather events, including senior leaders, the School Business Manager (estate management), site staff and teaching staff.</p> <p>Ensure communication channels are clear and understood during periods of disruption or risk.</p>	ES and FM	ongoing:	<p>Risk management flow charts and policies</p>	
<p>Identify pupils and staff who may be more vulnerable during extreme weather, such as those with medical needs or sensory sensitivities.</p> <p>Put reasonable adjustments in place, including access to cooler spaces, hydration, flexible routines and additional supervision where needed.</p>	ES and FM	ongoing:	<p>Risk assessments and IHPs where required</p>	
<p>Continue to implement site adaptations that reduce risk, such as heat-reducing window film and improved drainage across green spaces.</p> <p>Regularly review outdoor areas to ensure they remain safe and usable during extreme weather conditions.</p>	ES and FM	ongoing:	H&S walks	

Maintain and review existing plans for adverse weather events, including the school's snow day policy and procedures for high temperatures.	ES and FM	ongoing:	Policy reviews	
Ensure contingency arrangements are in place to maintain safe operation and learning continuity where possible.				

Biodiversity

Our Vision *(how can an education setting enhance biodiversity, improve air quality and increase access to, and connection with, nature?):*

Our school is committed to protecting, enhancing and celebrating biodiversity within our grounds and wider community. We aim to create a rich, natural environment that supports wildlife, strengthens pupils' connection to nature and enhances wellbeing. Through purposeful use of outdoor spaces, hands-on learning and partnerships with the local community, we encourage children to be respectful of living things, reflective about their role in caring for the natural world, and resilient in developing sustainable habits for the future. By nurturing biodiversity on our site, we seek to inspire stewardship, curiosity and a lifelong appreciation of nature.

Action	Responsibility and Key Stakeholders	Timescale	Target/ Measure	Progress (Update at regular review points)
To deliver Gardening and Design & Technology clubs with a clear focus on sustainable growing, planting and food production. The DT club will provide targeted opportunities for pupils with SEND, supporting confidence-building through food preparation, nutrition education and sensory-based exploration of foods.	AM, SS	Summer 2026	Clubs running	
To enhance the school's outdoor learning environment through a planned programme of tree planting and the development of the Forest School area, with trees	ES	Summer 2026	Trees planted	

responsibly sourced and planted to support biodiversity, shade and long-term environmental sustainability.				
To work in partnership with the local college to develop and refurbish planting areas across the school site, creating a community-based sustainability project that supports pollination, food growing and shared learning between pupils and students.	AM	Summer 2026 project implementation	Planters refurbished and planted	
To implement project-based learning with a focus on sustainability and biodiversity, enabling pupils to engage in practical outdoor projects such as developing an outdoor sensory garden and establishing a wildflower meadow, linking learning directly to real-world environmental action.	FM	Spring 2026 introduction	PBL running and project planting in place	
To increase awareness of local bird species and support wildlife on the school site by designing and building additional bird feeders, led by pupils, and by taking part annually in the National Birdwatch Week. Pupils will observe, record and discuss bird activity, using findings to enhance learning in science, geography and outdoor education, and to inform further biodiversity actions across the school grounds.	FM	Spring 2026 introduction	PBL running and project planting in place	

Climate Education and Green Skills

Our Vision *(how can an education setting prepare students for a world impacted by climate change through education & practice?):*

Our school is committed to providing high-quality climate education that equips pupils with the knowledge, skills and attitudes needed to understand and respond to environmental challenges. Through a carefully planned curriculum, project-based learning and meaningful real-world experiences, we aim to develop children who are reflective about the impact of human activity on the planet, resilient in their thinking and problem-solving, and respectful of the natural world and diverse communities. By nurturing green skills such as collaboration, critical thinking and responsible decision-making, we empower pupils to contribute positively to a more sustainable future.

Action	Responsibility and Key Stakeholders	Timescale	Target/ Measure	Progress (Update at regular review points)
To deliver the Kapow Geography curriculum with fidelity, adapting units where appropriate to reflect the local context of the school, and ensuring that sustainability concepts are explicitly planned for, taught and revisited progressively across year groups.	DA	ongoing	Curriculum planning Pupil voice Staff voice	
To plan and deliver a structured programme of sustainability-focused learning opportunities, including dedicated lessons, themed days and assemblies throughout the academic year, supported by high-quality external resources such as Picture News.	DA	ongoing	Curriculum planning Pupil voice Staff voice	
To develop and sustain a pupil ambassador programme that enables pupils to lead assemblies, share sustainability updates, and communicate key environmental messages to the wider school community, strengthening pupil voice and leadership.	DA	ongoing	Assembly plans Pupil voice	

To embed sustainability and environmental awareness within careers education, ensuring pupils are introduced to green skills and future pathways, and understand how sustainability connects to a wide range of roles and industries.	FM	ongoing	Curriculum planning Pupil voice	
To provide ongoing staff training and access to high-quality sustainability resources through CANPACK, the National College and pioneer network meetings, enabling staff to confidently deliver climate education and embed sustainability across teaching and learning.	DA	ongoing	Staff voice CPD planning Meeting notes CPD records	