Climate Action Plan

Our Climate Change Education Vision:

To ensure that all teachers and school leaders are equipped to give children and young people the knowledge and tools to understand climate change, take climate action and protect the environment.

Our Mission

- To train and support teachers and school leaders to become experts when teaching children and young people about sustainability and climate change.
- To develop a shared language / vocabulary about what climate change and sustainability is.
- To increase awareness of the environmental impacts of climate change within the community, staff and children.
- To ensure our community, staff and children are aware of and are prepared for extreme weather events.
- To engage people to care about the environment and to act to reduce the impact of climate change.
- To educate staff and children with strategies to manage eco-anxiety in a positive and effective way.
- Better equip children to make sense of climate change, discuss what is happening with their peers and ask questions.
- To support children to care for their community and environment.

We are committed to achieving our mission by:

- Ensure we are evidence-informed to support teachers and school leaders.
- Work collaboratively to create long-term partnerships with businesses, charities, and the wider community, to reduce the impact of climate change.
- Ensure all learners are able to engage with climate change education and that it is inclusive and reduces inequalities.
- Embed climate change education into policies and frameworks.
- Children, our senior leadership team, teachers and educators need upskilling with CPD training and continued support.
- To ensure that we inspire a creative and innovative generation of young people ready to face the issues of climate change, we must be ambitious in our approaches.

Climate Action Plan Areas:

- Decarbonisation: calculating and taking actions to reduce our carbon emissions, such as becoming more energy efficient.
- Adaptation and resilience: taking actions to reduce the risk of flooding and overheating.
- Biodiversity: getting to know our outdoor space and improving the school grounds for people and nature.
- Climate education and green careers: ensuring the education we provide gives knowledge-rich and comprehensive teaching about climate change, and that our teaching staff feel supported to offer this.

Decarbonisation and Energy Efficiency

Our Vision - How can our education setting reduce emissions and support students to be part of the transition to net zero?

- The UK is committed to reaching net zero by 2050. School is aiming to reduce carbon emissions - this is needed to avoid global temperatures rising beyond 1.5°C (global temperatures have risen by 1.1°C currently).
- Assess schools current carbon emissions. We will collect data and calculate our carbon footprint, so we have a carbon baseline.
- We will take actions to reduce carbon emissions and become more energy efficient. We will decide what to prioritise - what actions will have the greatest reduction in our carbon footprint?
- Set targets (short term, medium term and long term) to reduce carbon emissions.
- We will monitor our carbon emissions and track the improvements.

Prompt Questions:

- What are the total carbon emissions of the education settings operations?
- How efficient are the education settings buildings?
- How could the education setting retrofit their estate and improve energy efficiency?
- Could the education setting reduce their waste and encourage reuse and recycling?
- Does the education setting adopt sustainable procurement practices?
- Does the education setting have food bins or compost their food waste on site?
- Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?

	Action What are you doing? What have you done? What could/will you do?	**Responsibility and Key Stakeholders**	**Timescale**	**Information, support agencies and/or resources required**	**Target/Measure**	**Progress**
Energy Use	Solar panels in place on school building. Assess possibility of further panels on nursery building	Start date: Review date: July ‘26	Completed by end of Summer ‘26	Solar PV Installation Cumbria | Solar Panels Cumbria	Solar panels continue to be utilised.	
Energy Behaviour Change	Train staff in carbon literacy to promote energy efficiency Staff meeting	Start date: Spring ‘26 Review date: April ‘26	Completed by end of Spring term 2026	One staff meeting session required	Staff meeting delivered	
Waste and	Embed whole-school behaviour for	Start date: Spring ‘26	Completed by end of	Time for coordination	Visible classroom	

	energy and waste reduction Create simple classroom pledges (lights off, projector off, window management) and monitor weekly. Run pupil/staff competitions with low-cost incentives (eg. extra outdoor time).	Review date: July ‘26	Summer ‘26	Print/display materials Small budget for rewards Monitoring log template	pledges in every class Weekly logging shows reduction in avoidable energy use At least 1 behaviour-change campaign per term	
Transport	Reduce emissions from travel to/ from school. Promote active travel. Whole school assembly	Start date: April 2026 Review date: July ‘26	Summer term 2026	https://www/livingstreets.org.uk/walk-to-school		
Procurement	Ensure procurement reduces embodied carbon and supports local economy Update procurement policy to include preference for low-carbon, durable goods and local suppliers for	Start date: Review date		Revised procurement policy template Supplier engagement Staff time	Procurement policy updated and approved within 6 months Evidence of sustainability clauses in major contracts - Increase in local supplier spend recorded	

	catering and grounds. Require energy performance and sustainability information in quotes for major works (e.g., roof replacement, PV). Use circular approaches (repair, reuse) before replacement.					
Food	Consider implementing ‘meat free Monday’ for school and nursery	Start date: Spring ‘26 Review date: Summer ‘26	Review end of summer term 2026	Home - Meat Free Monday		
	Develop staff and pupil understanding of food & waste choices Training session for catering staff on portioning, food waste reduction and communicating meat-free options. Classroom sessions for pupils on 3Rs and food waste with practical composting activities.	Start date: Spring ‘26 Review date: Summer ‘26	Review end of summer term 2026	Training for kitchen staff Composting bins and signage Curriculum resources Scales / food waste recording sheets	Kitchen staff trained and adopting portioning/waste measures Food waste monitoring in place with baseline and quarterly reductions Composting used by classes	

	Involve pupils in monitoring kitchen food waste.					
Digital Sustainability	Reduce digital carbon and e-waste Audit IT equipment for energy efficiency and end-of-life management. Implement settings to reduce energy (power management, sleep settings) and encourage cloud efficiency practises. Establish responsible e-waste disposal and refurbishment pathway.			IT inventory tool Power management settings guide E-waste recycling contacts Budget for refurb/repairs	IT audit completed within 4 months Power-saving settings applied to all devices E-waste recycling pathway in place	

Adaptation and Resilience

Our Vision - How can we adapt our buildings and systems to prepare for the effects of climate change?

- We will understand how the changing climate is affecting our school buildings.
- We will prepare for the effects of climate change in our classrooms and in school buildings.
- We will risk assess extreme climate events at school (ie: extreme cold and overheating), to ensure emergency preparedness.

Prompt Questions:

- Has the education setting undertaken an assessment of climate and weather risks?
- Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds?
- What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred?
- Who are the important people in the setting with responsibilities for preparing for and responding to these events?
- Does the setting have any vulnerable staff or students that could be at greater risk?
- Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment?
- Does the education setting have any existing plans for action in the event of a heat wave or flood?
- Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change?

	Action What are you doing? What have you done? What could/will you do?	**Responsibility and Key Stakeholders**	**Timescale**	**Information, support agencies and/or resources required**	**Target/Measure**	**Progress**
Adaption & Resilience	Assess and prepare for climate risks to buildings and operations Complete a climate risk assessment for site (overheating, extreme cold, heavy rainfall despite low flood risk, storm damage). Develop/update emergency plans for extreme weather events including clear triggers and communication plans.	Start date: Review date:		Risk assessment template or external assessor Time for plan writing Contact list for emergency communications	Risk assessment completed within ** Emergency plans in place and circulated One tabletop exercise per year to test plans	

	Ensure critical systems (kitchen, server, nursery areas) have continuity arrangements.			Backup supplies (water, power where needed)		
	Increase physical resilience of the site Integrate passive design measures during planned works (Easter 2026 flat roof replacement, insulation upgrades). Introduce nature-based resilience: rain gardens/attenuation where applicable and green roof modules to reduce heat island effect and support biodiversity. Implement simple site drainage checks and maintenance schedule to reduce surface water risk.	Start date: Review date:		Budget allocation in capital works Contractor specifications for green roof Native plants and landscaping budget Maintenance schedule templates	Planned works incorporate resilience measures at Easter 2026 At least one nature-based attenuation feature installed within 24 months Maintenance schedule followed and recorded	

Biodiversity and Green Infrastructure						
Our Vision - How can we enhance biodiversity, improve air quality and increase access to, and connection with nature? • We will map and monitor the biodiversity across the site. • We will increase biodiversity and habitats on the school site. • We will make more frequent use of our outdoor areas.						
Prompt Questions: • Has the education setting mapped and recorded biodiversity on their campus? • Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity? • Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity? • Do pupils have opportunities to learn in and about nature? • Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?						
	Action What are you doing? What have you done? What could/will you do?	**Responsibility and Key Stakeholders**	**Timescale**	**Information, support agencies and/or resources required**	**Target/Measure**	**Progress**
Biodiversity & Gren Infrastructure	Increase on-site biodiversity and outdoor use Create a phased plan to add habitats (wildflower meadows, native hedging, wildlife pond where safe, bird boxes, insect hotels). Use extensive green space to develop outdoor classrooms and forest-school-style sessions. Set up a biodiversity monitoring programme with pupils (mapping and species lists).	Start date: Review date:		Native plants, hedging stock Tools and groundworks budget Safety and safeguarding checks for pond Monitoring sheets / apps (e.g., iNaturalist)	At least three new habitat features established in 24 months Regular outdoor lessons for every class termly Biodiversity map and baseline created and updated termly	

Climate Education, Green Skills and Careers						
Our Vision - How can we prepare students for a world impacted by climate change through education and practice? • We will embed climate change into our curriculum, initially focusing on science, geography, D&T and PSHE. • We will offer CPD to staff so they feel confident teaching and talking about climate change.						
Prompt Questions: • In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages? • How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources? • Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme? • Are pupils made aware of the likely future career opportunities which exist in the green economy? Do staff have good training about these opportunities? • What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?						
	Action What are you doing? What have you done? What could/will you do?	**Responsibility and Key Stakeholders**	**Timescale**	**Information, support agencies and/or resources required**	**Target/Measure**	**Progress**
Climate Education, Green Skills & Careers	Curriculum audit to establish what content is taught where at present	Start date: Spring '26 Review date: Easter '26	Audit completed by Easter 2026.	https://padlet.com/office744/climate-curriculum-fz5qgt5ajaw42u4x	Current curriculum audited and areas for improvement identified.	
	Identify opportunities in the school curriculum to delivery the Leeds DEC Climate Curriculum entitlement	Start date: Spring '26 Review date: July '26	Any areas outstanding added to curriculum by end Summer term 2026.	As above	Content added to teaching cycles in appropriate areas, to link to current curriculum.	
	Ensure that a staff member has attended a climate change course	Start date: December '25 Review date: April '26	Completed by end of Spring term 2026	CDEC course at Shap CE School.	Staff member attended course	

				½ day action plan writing course with Alison at CDEC – Jan ‘26		
	Consider leadership team/ governor training on the climate emergency and its implications for school	Start date: Spring ‘26 Review date: July ‘26	As course becomes available – review July ‘26	‘future- proof Cumbria’ (3 – 4 hour) course	‘sustainability’ governor appointed. Governor attended course	