# Sandgate Primary School

# Climate Action Plan 2025-26

## 1. Staff Expertise and Development

| Objective | Actions to be taken within school to support implementation | Staff Responsible | Resources | How will we know we have been successful? | Specific DfE Area |
|---|---|---|---|---|---|
| Develop staff expertise in climate change and sustainability | - Provide training on climate change, sustainability, and climate action planning<br>- Identify staff champions to lead climate initiatives within the current school leadership team and with wider staff.<br>- Encourage staff to undertake relevant professional development | Headteacher and Deputy Headteachers | - Training budget<br>- Time for staff development | - All staff complete basic climate change training<br>- At least 2 staff members become climate champions<br>- Increased staff confidence in delivering climate-related lessons | Climate Education and Green Careers |
| Integrate climate and sustainability into staff induction and development | - Review and update staff induction programme to include climate and sustainability content<br>- Incorporate climate-related objectives into staff performance management where appropriate | SLT and hub lead plus Global Ambassador Lead | - Time for curriculum review to consider where climate action planning can be incorporated into currently unit plans<br>- Guidance on integrating climate into staff development and training | - Climate and sustainability included in staff induction<br>- Climate-related objectives in 100% of staff performance reviews | Climate Education and Green Careers |

## 2. Staff/Pupils

| Objective | Actions to be taken within school to support implementation | Staff Responsible | Resources | How will we know we have been successful? | Specific DfE Area |
|---|---|---|---|---|---|
| Engage staff and pupils in climate action initiatives | - Establish a 'Green Team' of staff and pupils to lead climate projects<br>- Organise regular climate action events and campaigns (e.g., energy-saving challenges, tree planting, litter picks, swap shop) | Hub and SLT lead for climate action (will form part of hub | - Time for meetings and events<br>- Time for hub meetings led by senior leader | - Green Team established with representation from staff and pupils<br>- At least 3 climate action events held per year (linked to 2 pupil led climate projects as | Decarbonisation, Adaptation and Resilience, Biodiversity |

| Objective | Actions to be taken within school to support implementation | Staff Responsible | Resources | How will we know we have been successful? | Specific DfE Area |
|---|---|---|---|---|---|
| | - Encourage staff and pupils to share ideas and feedback on climate action<br><br>- Form links with PTA to support and fund projects. | responsible for Forest School, PSHE/RSE and Computing)/ Global Ambassador Lead | - Promotional materials and resources to be accessed<br>- Funding for project resources | listed below)<br>- Increased staff and pupil engagement in climate initiatives | |
| Empower pupils to take a leading role in climate action | - Provide opportunities for pupils to lead climate-related projects and initiatives<br>- Strengthen the role of the Global Ambassadors to give pupils a voice in school decision-making<br>- Celebrate and showcase pupil-led climate achievements via assemblies to | FPC hub lead and Global Ambassador Lead | - Time for meetings and project work<br>- Funding for pupil-led initiatives | - Global Ambassadors meeting regularly with hub senior leader<br>- At least 2 pupil-led climate projects implemented per year<br>- Increased sense of pupil agency and ownership in climate action | Decarbonisation, Adaptation and Resilience, Biodiversity, Climate Education and Green Careers |

## 3. Buildings/Grounds

| Objective | Actions to be taken within school to support implementation | Staff Responsible | Resources | How will we know we have been successful? | Specific DfE Area |
|---|---|---|---|---|---|
| Improve the energy efficiency of the school building | - Conduct an energy audit to identify areas for improvement<br>- Implement energy-saving measures (e.g., LED lighting, insulation, heating controls)<br>- Explore the feasibility of renewable energy generation (e.g., solar panels) | Caretaker | - Energy audit funding<br>- Contractor support for upgrades<br>- Funding for renewable energy projects | - Energy audit completed<br>- 10% reduction in energy consumption within 2 years<br>- Renewable energy generation feasibility study completed | Decarbonisation |
| Enhance the school's green spaces and biodiversity | - Develop a biodiversity action plan for the school grounds | Forest School Lead | - Funding for habitat creation | - Biodiversity action plan created and implemented | Biodiversity |

| Objective | Actions to be taken within school to support implementation | Staff Responsible | Resources | How will we know we have been successful? | Specific DfE Area |
|---|---|---|---|---|---|
| | - Create new habitats (e.g., wildflower meadows, bug hotels, ponds)<br>- Involve pupils in the design and maintenance of green spaces including the outdoor learning area and forest school<br><br>- Develop key forest school areas such as the pond to create new habitats | SLT | - Gardening tools and equipment<br>- Pupil and staff volunteer time | - At least 3 new habitats created within 2 years<br>- Increased biodiversity recorded on school grounds<br><br>-pond to be dug and utilized in forest school<br><br>- forest school passports linked to diversity to be launched for all children. | |

## 4. School Lunches

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Promote sustainable and healthy school lunches | - Review the school's catering contract to include sustainability and local sourcing requirements<br>- Offer more plant-based and locally sourced menu options – liaise with current kitchen catering team.<br>- Educate pupils on the environmental impact of food choices | Catering Staff | - Time to review catering contract<br>- Funding for sustainable food options<br>- Curriculum resources for food education | - 50% of menu items are plant-based or locally sourced<br>- Reduced food waste from school lunches<br>- Increased pupil awareness of sustainable food choices | Decarbonisation |

## 5. Curriculum

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Integrate climate change and sustainability across the curriculum | - Review the curriculum to identify opportunities to embed climate and sustainability topics<br>- Develop cross-curricular lesson plans and resources that address climate change, sustainability, and environmental issues<br>- Provide training and support for teachers to confidently deliver climate-related lessons | SLT Hub Lead | - Time for curriculum review<br>- Funding for curriculum development<br>- Access to climate education resources | - Climate and sustainability integrated into at least 2 subject areas with evidence of cross curricular links<br>- 100% of teachers confident in delivering climate-related lessons<br>- Increased pupil knowledge and understanding of climate change and sustainability | Climate Education and Green Careers |
| Provide opportunities for hands-on, experiential climate education | - Incorporate outdoor learning and school grounds into climate-related lessons. Make extensive use of forest school<br>- Organise field trips and visits to local environmental sites and organisations<br>- Encourage pupil-led climate action projects and initiatives | Outdoor Learning Coordinator | - Funding for field trips and outdoor learning resources<br>- Time for project-based learning | - At least 2 outdoor learning experiences per year for each year group<br><br>- Increased pupil engagement and understanding of climate issues | Climate Education and Green Careers |

**6. Wellbeing**

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Support pupil and staff mental health and wellbeing in relation to climate change | - Provide resources and training on eco-anxiety and climate change-related stress<br>- Incorporate climate-related wellbeing support into the school's pastoral care system<br>- Encourage staff and pupils to engage | All Staff, overseen by SENCO | - Funding for wellbeing resources and training<br>- Time for staff and pupil support sessions<br>- Outdoor learning sessions | - All staff and pupils have access to climate-related wellbeing support<br>- Increased staff and pupil satisfaction with school's climate-related wellbeing support<br>- Children's mental health and well-being is improved through being outside more | Adaptation and Resilience |

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| | in nature-based activities and mindfulness practices<br><br>- Ensure children get to use the outdoor area as much as possible | | | | |
| Empower pupils to take action on climate change to promote positive mental health | - Provide opportunities for pupils to engage in climate action projects and initiatives<br>- Celebrate and showcase pupil-led climate achievements<br>- Encourage pupils to share their climate-related concerns and ideas | SLT hub lead | - Funding for pupil-led climate projects<br>- Time for pupil engagement and recognition | - Increased pupil participation in climate action initiatives<br>- Positive feedback from pupils on the school's climate action efforts<br>- Improved pupil mental health and wellbeing indicators | Adaptation and Resilience, Climate Education and Green Careers |

## 7. Opportunities for Pupil Leadership

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Strengthen the Global Ambassador role to give pupils a voice in school decision-making | - Recruit and train a diverse group of pupils to form the Global Ambassador Council<br>- Provide the council with regular opportunities to meet and discuss climate-related issues<br>- Ensure the council's recommendations are considered in school decision-making processes | SLT Hub Lead and Global Ambassador Lead | - Time for council meetings<br>- Training and support for pupil council members | - Global Ambassador council established and meeting regularly<br>- At least 2 of the council's recommendations implemented per year<br>- Increased pupil satisfaction with their involvement in school climate action | Decarbonisation, Adaptation and Resilience, Biodiversity, Climate Education and Green Careers |
| Empower pupils to lead climate action initiatives within the school | - Provide funding and support for pupil-led climate projects and campaigns<br>- Offer opportunities for pupils to present their climate action work to the school community | SLT Hub Lead and Global Ambassador Lead | - Funding for pupil-led initiatives<br>- Time for project work and presentations | - At least 2 pupil-led climate action projects implemented per year<br>- Increased pupil confidence and leadership skills in climate action | Decarbonisation, Adaptation and Resilience, Biodiversity, |

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| | - Celebrate and showcase pupil-led climate achievements | | | - Positive feedback from the school community on pupil-led climate initiatives | Climate Education and Green Careers |

## 8. Procurement

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Embed sustainability criteria in the school's procurement processes | - Review the school's procurement policies and procedures to include sustainability requirements<br>- Prioritise the purchase of energy-efficient, low-carbon, and environmentally-friendly products and services<br>- Engage with suppliers to encourage sustainable practices | Business Manager | - Time to review procurement policies<br>- Guidance on sustainable procurement criteria | - Sustainability criteria included in 100% of procurement processes<br>- 50% reduction in the school's carbon footprint from procurement<br>- Increased engagement with sustainable suppliers | Decarbonisation |
| Reduce waste and promote the circular economy through procurement | - Implement a 'reduce, reuse, recycle' approach to procurement<br>- Prioritise the purchase of products with minimal packaging and high recycled content<br>- Explore opportunities for leasing, renting, or sharing equipment and resources | Business Manager | - Time to research circular economy options<br>- Funding for sustainable procurement | - 20% reduction in waste from procurement<br>- 50% of purchased products have high recycled content<br>- At least 2 leasing or sharing agreements established | Decarbonisation |

## 9. Parents

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Engage parents in the school's climate action initiatives | - Communicate the school's climate action plan and progress to parents<br>- Invite parents to participate in climate-related events and activities<br>- Encourage parents to support their children's climate-related learning and actions | SLT | - Communication channels (e.g., newsletters, website)<br>- Time for parent engagement events | - 50% of parents aware of the school's climate action plan<br>- At least 2 parent-involved climate events held per year<br>- Increased parent support for pupil climate action initiatives | Decarbonisation, Adaptation and Resilience, Biodiversity, Climate Education and Green Careers |
| Collaborate with parents to promote sustainable practices at home | - Provide resources and guidance to parents on sustainable living and climate-friendly habits<br>- Encourage parents to adopt energy-saving measures, reduce waste, and promote biodiversity at home<br>- Facilitate a 'green homes' challenge or competition among families | SLT | - Funding for parent resources and incentives<br>- Time for parent workshops and challenges | - 75% of parents report implementing at least 3 sustainable practices at home<br>- Increased parent-pupil collaboration on climate action initiatives<br>- Positive feedback from parents on the school's climate engagement efforts | Decarbonisation, Adaptation and Resilience, Biodiversity |

## 10. Transportation and Travel

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Promote sustainable transportation options for staff and pupils | - Encourage and facilitate active travel (walking, cycling) to and from school<br>- Improve bike storage and shower facilities to support active travel<br>- Work with local authorities to improve public transport links to the school | HT | - Bike storage and shower facilities<br>- Engagement with local authorities<br>- Promotional materials for active travel | - 50% reduction in car journeys to and from school<br>- 75% of staff and pupils using active or public transport<br>- Improved public transport links to the school | Decarbonisation |

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Reduce the environmental impact of school-related travel | - Implement a school travel plan to monitor and manage transportation-related emissions<br>- Encourage staff and pupils to offset their travel-related emissions<br>- Create an after-school club walking bus | HT | - Time to develop and implement a travel plan<br>- Carbon offsetting scheme<br>-After school club walking bus established. | - School travel plan developed and implemented<br>- 50% of staff and pupils offsetting their travel-related emissions | Decarbonisation, Adaptation and Resilience |

## 11. Digital Sustainability

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Improve the energy efficiency and sustainability of the school's digital infrastructure | - Conduct an audit of the school's digital equipment and energy consumption<br>- Implement energy-saving measures (e.g., power management, server virtualization)<br>- Prioritise the purchase of energy-efficient and sustainable digital devices | Primary Technologies | - Time for digital audit<br>- Funding for energy-efficient upgrades<br>- Guidance on sustainable digital procurement | - 20% reduction in energy consumption from digital infrastructure<br>- 100% of new digital devices meet sustainability criteria<br>- Increased staff and pupil awareness of digital sustainability | Decarbonisation |
| Promote sustainable digital practices among staff and pupils | - Provide training and guidance on sustainable digital habits (e.g., reducing printing, using cloud storage, turning off devices)<br>- Encourage the use of digital tools and resources to reduce paper consumption<br>- Implement a device recycling and e-waste management programme | Primary Technologies | - Time for staff and pupil training<br>- Funding for digital tools and recycling programme | - 50% reduction in paper consumption<br>- 100% of digital devices recycled or repurposed at end of life<br>- Increased staff and pupil engagement in sustainable digital practises | Decarbonisation |

## 12. Partnerships and Collaborations

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|---|---|---|---|
| Establish partnerships with local organisations to support the school's climate action efforts | - Identify and reach out to local environmental groups, businesses, and community organisations<br>- Collaborate on joint climate-related projects and initiatives<br>- Invite partners to participate in the school's climate action events and activities | SLT | - Time for partnership development<br>- Funding for collaborative projects | - At least 3 active partnerships with local organisations<br>- Successful implementation of at least 2 collaborative climate projects per year<br>- Increased community engagement and support for the school's climate action plan | Decarbonisation, Adaptation and Resilience, Biodiversity, Climate Education and Green Careers |
| Participate in regional and national climate education and sustainability networks | - Join relevant climate education and sustainability networks (e.g., Eco-Schools, Climate Schools)<br>- Attend conferences, workshops, and training sessions to learn from and share best practises<br>- Contribute to the development of climate education resources and initiatives | SLT | - Membership fees for networks<br>- Travel and time for network participation | - Participation in at least 2 climate education and sustainability networks<br>- At least 3 staff members attend climate-related professional development events per year<br>- The school's climate action initiatives featured in at least 1 national publication | Climate Education and Green Careers |

## 13. Governance and Policy

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DFE area |
|---|---|---|---|---|---|
| Integrate climate and sustainability into the school's | - Review and update the school's policies and procedures to include climate and | Headteacher | - Time for policy review and development | - Climate and sustainability integrated into 100% of relevant | Climate education |

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DFE area |
|-----------|---------|--------------------|-------------------|------------------|----------|
| governance and policy framework | sustainability considerations<br>- Establish a Sustainability Committee with representation from the school leadership team, staff, and pupils<br>- Incorporate climate and sustainability objectives into the school's strategic plan and annual reporting | | - Guidance on integrating climate and sustainability into governance | school policies<br>-Policy shared with Full Governing Board | |