Intack primary school - Climate Action Plan 2025-2030

1. Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff capability in climate education and low-carbon school practice	Provide CPD sessions on climate change, nature-based learning and net-zero basics (termly). Share practical guides for low-energy classroom practice and behaviour (e.g. switching off lights/devices). – Create a staff climate champions network, one member of staff from each phase/ SBM/ and a member of TA staff	FS/ CR	Budget for external trainer(s) or online courses. Time for inset/cover. Printed/digital guidance materials.	At least 90% of teaching staff complete basic climate CPD within 12 months. Climate champions established with representation from every phase. Observed reduction in classroom energy waste (monitoring).	Climate education and green careers
Improve site/staff technical knowledge for building decarbonisation and adaptation	Arrange a technical briefing with LA/energy advisor on heating, insulation and potential retrofit for a 90-year-old building. – Train site staff in energy monitoring, simple repairs and seasonal checks. - Create a maintenance checklist aligned to energy efficiency.	FS CR (SBM)	Time for advisor visit. Access to historical building plans. Small budget for training and tools.	- Energy advisor visit completed and priority retrofit list produced. - Site staff trained and using checklist each term.	Decarbonisation; Adaptation and resilience

2. Staff/pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed low-carbon behaviours across staff and pupils	- Launch a "Switch-off" campaign (lights, computers, heating awareness). - Introduce classroom energy champions rota and weekly monitoring. - Regular whole-school assemblies on simple actions.	FS Class teachers	- Posters and signage. - Monitoring sheets / simple metres. - Assembly resources.	- Measurable reduction in classroom energy use (termly checks). - Active champion in every class. - Positive survey responses from pupils/staff on behaviour changes.	Decarbonisation
Increase pupil-led sustainability learning and action	- Expand Eco Warriors responsibilities (energy audits, biodiversity tasks). - Link pupil projects to measurable targets (e.g., tree care, pond monitoring). - Showcase pupil work in school and local media.	FS / Class teachers / Eco Warriors	- Time for pupil meetings. - Materials for monitoring (notebooks, simple metres). - Display space and communication channels.	- Completed pupil-led projects with documented outcomes. - Increased pupil participation rates year-on-year.	Climate education and green careers; Biodiversity

3. Buildings/grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area

Reduce energy consumption and carbon emissions from buildings	- Conduct an energy audit (if unknown rating) and produce a 5-year retrofit plan prioritising low-cost measures (LEDs, thermostatic controls, draught-proofing). - Install smart thermostats and timer controls for heating. - Replace remaining inefficient lighting with LEDs.	FS/CR	- Funding for audit. - Budget for LED upgrades and controls. - Access to utility bills.	- Energy audit completed within 6 months. - At least 20% reduction in energy use in first 12 months from baseline measures. - Action plan in place for larger retrofits.	Decarbonisation
Enhance and use grounds for climate mitigation and learning	- Maintain and expand biodiversity features (wildlife garden, orchard, pond, woodland management plan). - Create carbon-sequestering planting zones and hedgerows. -	FS / Grounds team / Forest school lead	- Native plants, composting bins, rainwater butts. - Volunteer time and small budget for plants/materials. - Management plan template.	- Increased native species recorded yearly. - Composting system operational and used in school garden. - Visible improvements to grounds and pupil engagement.	Biodiversity; Adaptation and resilience
Improve building resilience to climate hazards	- Review and upgrade site drainage and tree management to reduce storm damage risk. - Ensure emergency plans consider heatwaves and electrical outages.	FS CT PM Aftab	- Inspection and maintenance budget. - Updated risk assessments and emergency plan templates.	- Updated site risk assessment and resilience plan adopted. - Scheduled tree inspections and drainage maintenance implemented.	Adaptation and resilience

4. School lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Make school meals lower	- Work with catering provider to increase plant-based meal options and reduce high-carbon menu items (meat-heavy meals reduced to 1–2 per week). - Source	FS & CR Kat - kitchen	- Menu planning support. - Engagement time with catering provider. - Promotional	- At least 40% plant-based meals offered weekly within a year. - Positive feedback from pupils/parents on menu	Decarbonisation; Climate education

carbon and healthier	seasonal, local produce where possible. - Introduce "Meat-free Monday" and promote it school-wide.		materials for pupils/parents.	changes. - Reduction in food-related emissions estimated via supplier info.	and green careers
Reduce food waste and improve composting	- Implement portion control and share-plate strategies to cut waste. - Set up kitchen and playground food waste collection for composting (used on orchard/veg beds). - Monitor food waste monthly.	Catering manager / Eco Warriors / Site manager	- Compost bins/tumbles. - Training for kitchen staff. - Food waste monitoring sheets.	- Food waste reduced by measurable amount (target e.g., 25% in first year). - Composting system regularly used and visible in grounds.	Biodiversity; Decarbonisation

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Integrate climate change and nature into curriculum across key stages	- Map existing curriculum to climate outcomes and identify gaps. - Develop cross-curricular projects using the woodland, pond and orchard (science, geography, art). - Provide teacher-ready lesson plans and resource packs.	Curriculum lead / Subject leads / Eco Coordinator	- Curriculum mapping time. - Resource packs and fieldwork equipment. - Release time for teacher planning.	- Curriculum map with climate links completed. - Regular curriculum activities using grounds (termly). - Teacher confidence in delivering climate topics increases (survey).	Climate education and green careers; Biodiversity
Provide practical outdoor learning and green skills	- Expand forest school sessions and link them to measured learning outcomes. - Teach practical skills (composting, tree planting, citizen science). - Partner with local organisations for vocational inputs.	Forest school lead / Eco Coordinator / Class teachers	- Tools and safety equipment. - Partnership agreements. - Pupil assessment templates.	- Increased pupil participation in outdoor learning. - Portfolio of pupil-led practical projects.	Climate education and green careers; Biodiversity

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Use green spaces to support pupil and staff mental health	- Schedule regular wellbeing sessions in woodland/garden (mindfulness, sensory walks). - Train staff to use outdoor spaces for therapeutic activities. - Create calm zones in the grounds for breaks.	Pastoral lead / Forest school lead / SENCO	- Training for staff. - Comfortable seating/paths in calm zones. - Time within timetable.	- Improved wellbeing survey scores for pupils and staff. - Regular use of outdoor calm zones recorded.	Adaptation and resilience; Biodiversity
Build resilience and reduce eco-anxiety	- Include age-appropriate sessions on climate hope, action and coping strategies. - Offer pupil support groups run by pastoral team.	Pastoral lead / PSHE lead / Eco Coordinator	- Curriculum materials for PSHE. - Time for group sessions.	- Reduced reports of eco-anxiety in pupil surveys. - Increased engagement in positive actions (projects).	Climate education and green careers; Adaptation and resilience

7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area

Strengthen and broaden pupil leadership in sustainability	- Expand Eco Warriors remit to include energy auditing, food waste monitoring, biodiversity surveys and communications. - Establish pupil-led climate action sub-groups (energy, food, biodiversity, travel). - Provide leadership training for pupil reps.	FS	- Training materials. - Time for meetings. - Small budget for projects.	- Active sub-groups with regular action logs. - Documented projects with measurable outcomes.	Climate education and green careers; Biodiversity
Increase pupil voice in governance on climate issues	- Invite Eco Warriors to present termly to governors. - Include sustainability targets in school improvement plan with pupil input.	FS AQ - CoG	- Meeting time. - Presentation support.	- Governors receive regular pupil-led updates. - Sustainability objectives included in SIP and reviewed annually.	Governance and Policy; Climate education and green careers

8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Ensure procurement supports low-carbon, ethical choices	- Adopt a sustainable procurement policy prioritising low-carbon, local and reusable goods. - Review major suppliers (catering, cleaning, energy) for sustainability credentials. - Prefer teachers' resources and furniture that are durable/second-hand.	CR FS	- Time for policy drafting. - Procurement checklist template. - Supplier engagement time.	- Sustainable procurement policy approved by governors. - Evidence of supplier sustainability checks for major contracts.	Decarbonisation; Biodiversity
Reduce single-use and improve circular	- Implement reusable crockery/cutlery in dining. - Increase use of refurbished IT and furniture. - Establish a school swap/sell event for uniform and resources.	CR KW	- Reusable kitchenware. - Storage and event coordination.	- Reduced purchases of single-use items. - Regular swap events with high participation.	Decarbonisation; Climate education

economy practises					and green careers

9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in school climate actions and behaviours	- Run parent workshops on sustainable lifestyles (travel, food, energy). - Share regular sustainability newsletters with practical tips and school targets. - Invite parents to volunteer for grounds maintenance and planting.	HV FS	- Workshop materials and speakers. - Communication channels (email, newsletters). - Volunteer coordination processes.	- Attendance at parent workshops and positive feedback. - Increased parent volunteers in grounds projects. - Parental awareness of school targets measured by survey.	Climate education and green careers; Decarbonisation
Encourage sustainable home-school practises	- Promote walking/cycling and active travel initiatives for families. - Provide guidance on energy-saving actions at home and simple low-cost measures.	FS	- Promotional materials. - Links to local transport info and safer routes.	- Increased active travel rates among pupils. - Parent-reported implementation of at-home energy actions.	Decarbonisation; Adaptation and resilience

11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital energy and device lifecycle emissions	- Audit school IT equipment and implement power-management settings (sleep mode, shut-down schedules). - Extend device life through maintenance and refurbishment; prioritise refurbished purchases. - Promote cloud storage housekeeping and reducing unnecessary printing.	JMac FMCR class teachers	- IT audit tools. - Budget for maintenance and refurbishment. - Staff training on settings and digital housekeeping.	- Reduction in IT energy use following changes. - Fewer devices sent to landfill; increase in refurbished device use. - Reduced printing volumes.	Decarbonisation
Embed digital sustainability in learning	- Teach pupils about digital footprints and sustainable tech use. - Use virtual collaboration with local partners to reduce travel when appropriate.	IT leads Class teachers	- Lesson resources. - Online collaboration platforms.	- Lessons delivered and pupil understanding assessed. - Reduced unnecessary travel due to effective virtual collaboration.	Climate education and green careers; Decarbonisation

12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area

Build local partnerships to support projects and learning	- Partner with local conservation groups, universities, and council for expertise (biodiversity monitoring, retrofitting advice). - Engage local businesses for sponsorship/volunteer support for planting and resources. - Link with other schools for shared CPD and joint projects.	FS-Eco Coordinator / SBM	- Outreach time. - MOUs or partnership agreements. - Shared project planning time.	- At least two active partnerships delivering projects or CPD. - Documented joint activities and outcomes.	Biodiversity; Decarbonisation; Climate education and green careers
Use regional networks to access funding and advice	- Apply for grants through councils, environmental trusts and national programmes. - Join local climate/school networks to share best practice.	SBM / Headteacher / Governors	- Time for grant applications. - Knowledge of funding sources.	- Successful grant applications or in-kind support obtained. - Active membership in at least one external network.	Decarbonisation; Adaptation and resilience

13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Integrate climate goals into governance and school policy	- Adopt a school sustainability policy with measurable targets (energy, biodiversity, travel). - Ensure governors receive regular reports and monitor progress. - Embed sustainability into the School Improvement Plan (SIP).	FS/ Chair of Governors	- Time to draft policy. - Governor training session on sustainability. - Template for monitoring reports.	- Sustainability policy ratified by governors. - Targets included in SIP and reviewed termly. - Governors receive and act on termly reports.	Governance and Policy; Decarbonisation; Biodiversity
Ensure compliance and safeguarding	- Ensure risk assessments and safeguarding policies cover outdoor/volunteer activities. - Include climate actions in safeguarding and site access processes for volunteers.	FS/ CT Safeg	- Updated risk assessment templates. - Volunteer DBS and induction procedures.	- All outdoor activities have current risk assessments. - Volunteers engaged only after safeguarding checks.	Adaptation and resilience;

within climate activities		uardin g lead			Governance and Policy

14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase school resilience to climate-related events	- Complete a climate risk assessment (heatwaves, storms) and incorporate into business continuity plan. - Improve site drainage, tree management and shade provision (planting and temporary shade solutions). - Ensure backup systems for critical services (food provision, IT, safeguarding) in power outages.	Site manager / Headteacher / LA estates / Governors	- Risk assessment template. - Budget for infrastructure improvements. - Contingency planning time.	- Climate risk assessment completed and actioned. - Business continuity plan updated and exercised. - Improved site infrastructure to manage heavy rain and heat.	Adaptation and resilience
Use green infrastructure to mitigate local climate impacts	- Expand tree and hedge planting to increase shade and reduce local heat. - Use permeable surfaces and rain gardens to reduce runoff and enhance biodiversity. - Monitor microclimate benefits (shade, soil moisture) in school grounds.	Grounds team / Eco Coordinator / Forest school lead	- Plants, soil, landscaping materials. - Volunteer/parent support. - Monitoring tools (soil moisture metres).	- Increased canopy cover and permeable surfaces established. - Observable reduction in runoff and improved pupil comfort in hot weather.	Adaptation and resilience; Biodiversity

Notes on prioritisation and next steps:

- Immediate priorities (0–12 months): energy audit, CPD for staff, travel survey, expand Eco Warriors roles, adopt procurement and sustainability policy, launch energy-saving campaigns, and apply for small grants for LEDs and composting.
- Medium-term (1–3 years): implement identified low/medium-cost retrofit measures, install smart thermostats, strengthen partnerships, expand plantings and rainwater/compost systems.

- Long-term (3–5 years): larger building retrofits as advised by energy audit, continued curriculum embedding, measurable reductions in energy use and transport emissions, and ongoing resilience improvements.

Framework note: Where relevant, objectives align with DfE focus areas: Decarbonisation, Adaptation and resilience, Biodiversity and Climate education and green careers. This plan supports the school's existing strengths (established woodland, pond, orchard, Green Flag status, strong Eco Warriors) and the urban location with good public transport to drive realistic, high-impact actions.