



St Margaret's CE VA Primary School - Climate Action Plan November 2025

1. Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build staff capacity in energy management and low-carbon practises	- Provide CPD session on basic energy efficiency (lighting, heating, behaviour). - Offer training on integrating climate education into lessons. - Share fortnightly energy tips via staff bulletin.	Headteacher / Subject Lead for Science & Sustainability	- External trainer or online course materials - Time for INSET - Small CPD budget	- At least one CPD delivered within 6 months - 80% of staff report increased confidence in energy-saving actions - Routine energy tips published	Decarbonisation; Climate education and green careers
Develop staff skills in adaptation and wellbeing related to climate impacts	- Train staff on heatwave and air-quality response protocols. - Provide guidance on outdoor learning in poor air quality conditions and indoor alternatives.	Senior Leadership Team (SLT) / Health & Safety Lead	- Guidance documents (local authority/LA) - Time for briefings - Air quality monitoring app or alerts	- Protocols adopted and shared with all staff - Staff trained within term 1 - Reduced disruption to lessons during poor air quality days	Adaptation and resilience; Wellbeing (cross-cutting)

2. Staff / pupils



Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Increase pupil and staff engagement in day-to-day carbon reduction	- Launch an energy champions rota in each classroom (switch-off monitors). - Expand current eco-team roles to include monitoring heating, lights, and waste. - Run termly energy/eco challenges with class-level targets.	Eco Team Lead (pupil eco team) / Eco Coordinator (teacher)	- Simple monitoring checklists - Small rewards budget for challenges - Display boards	- Reduction in electricity use (metre readings) term-on-term - Every class has an energy champion - Documented eco-team monitoring reports each term	Decarbonisation; Climate education and green careers
Improve understanding of local air quality and actions	- Run pupil workshops on air pollution and health. - Create classroom air-quality posters and pupil-led information campaigns for parents.	Science Lead / Eco Team	- Curriculum resources - Poster materials - Access to local air-quality data	- Pupil-created posters displayed around school and shared with parents - Improved pupil awareness measured by a short survey	Adaptation and resilience; Climate education and green careers

3. Buildings / grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Improve energy	- Carry out an energy audit (external or LA). - Replace inefficient lighting with LED	Business Manager /	- Budget for audit - Capital	- Energy rating improves from D to C/B within 2–3 years	Decarbonisation



efficiency and reduce carbon emissions	where needed. - Insulate exposed areas in the 1960s building and draught-proof older building. - Install programmable heating controls and thermostatic radiator valves.	Site Manager / Local Authority Estates Team	for LED and insulation work - Contractor access - Metering data	(subject to funding) - Measurable reduction in energy consumption (kWh) year-on-year - Heating controls installed and optimised	n; Adaptation and resilience
Maximise limited green space for biodiversity and resilience	- Create container and vertical planters on paved areas for native plants and pollinators. - Install several large planters and wildlife boxes (bee hotels, bird boxes). - Introduce a seasonal sensory herb garden for outdoor learning.	Site Manager / Eco Team / Parent volunteers	- Planters, soil, plants - Volunteer labour - Small budget for materials	- At least three planted areas established within 12 months - Increase in biodiversity recorded (simple species log by pupils) - Outdoor learning sessions using these areas each term	Biodiversity; Climate education and green careers
Improve indoor air quality management	- Ensure ventilation routines are in place (window opening schedules when safe). - Install CO2 monitors in key classrooms to guide ventilation. - Regular maintenance of HVAC and extractors.	Headteacher / Site Manager	- CO2 monitors - Maintenance budget - Ventilation guidance	- CO2 monitors in use with actions taken when levels high - Reduction in incidents of poor indoor air quality complaints - Ventilation maintenance on schedule	Adaptation and resilience

4. School lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
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Shift towards lower-carbon, healthy school meals	- Work with catering provider to increase plant-based menu options and reduce red meat servings. - Introduce a weekly 'meat-free Monday'. - Source more seasonal, local produce where possible.	School Business Manager / Catering Manager / School Meals Lead	- Menu planning time - Meetings with provider - Procurement contacts for local suppliers	- Menu updated with at least two plant-based options daily - Measurable reduction in red meat servings per week - Positive pupil feedback on new options	Decarbonisation; Biodiversity (local sourcing)
Reduce food waste from lunches	- Improve portion control and provide share/buffet options where feasible. - Monitor and record food waste weekly. - Promote composting of food waste (link to existing collection).	Catering Manager / Eco Team	- Food waste bins/collection service - Monitoring logs - Pupil education materials	- Measurable reduction in food waste (weight) term-on-term - Food waste sent for composting or anaerobic digestion - Pupil involvement in monitoring	Decarbonisation; Adaptation and resilience

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate education across the	- Map existing curriculum to climate themes and identify gaps. - Develop cross-curricular units (history/science/PSHE) focused on local environment and sustainability. - Use the limited green space and city-centre context for place-based learning (air quality, urban biodiversity).	Curriculum Lead / Subject Leaders / Eco Team	- Curriculum mapping time - Teaching resources - External provider/partner	- Climate topics integrated across at least three year groups - Teachers report confidence in delivering mapped units - Pupil work evidences learning on local climate issues	Climate education and green



curriculum			s for specialist sessions		careers
Provide practical skills and careers awareness	- Offer workshops on green jobs (city-based opportunities) and local apprenticeships. - Run skills sessions (composting, gardening in containers, energy monitoring).	Careers Lead / Local partners (e.g., city sustainability teams)	- Guest speakers - Time for workshops - Materials for practical sessions	- One careers/skills event per year with pupil attendance - Pupils demonstrate practical skills (e.g., maintaining planters)	Climate education and green careers

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Protect pupil and staff wellbeing in relation to climate impacts (poor air quality, heat)	- Create protocols for poor air quality days (indoor activities, air philtres if needed). - Develop heatwave response (shade provision, modified playtimes). - Promote indoor nature/connectivity activities to support mental health.	SENCO / Welfare Lead / Senior Leadership Team	- Air-quality alerts and guidance - Portable fans/shade canopies - Indoor activity resources - Budget for interventions	- Protocols adopted and communicated to families - Reduced outdoor exposure during poor air-quality episodes - Positive wellbeing survey outcomes related to climate events	Adaptation and resilience; Wellbeing (cross-cutting)



Use nature-based activities to improve wellbeing	- Regular short classroom nature breaks (sensory plants, windowsill gardening). - Mindfulness activities linked to the new sensory garden/planters.	Class teacher s / Pastoral Lead	- Small plant tubs - Mindfulness resources - Time in timetable	- Increased pupil reports of wellbeing linked to nature activities - At least half of classes using sensory plants regularly	Biodiversity; Climate education and green careers
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7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen pupil leadership in sustainability	- Expand the eco team roles (energy monitors, biodiversity monitors, transport ambassadors). - Provide training and a budget for pupil-led projects. - Present eco-team proposals to governors termly.	Eco Team Lead / Eco Coordinator / Governor Link	- Small pupil project budget - Training materials - Meeting time with governors	- Active eco team with clear role descriptions - At least two pupil-led projects implemented annually - Eco-team reports presented to governors	Climate education and green careers; Biodiversity; Decarbonisation
Empower pupils to influence family and	- Pupil-led campaigns on air quality and active travel. - Create simple take-home guides for families (air quality, low-waste lunches).	Eco Team / Year 6 Leaders	- Printing budget - Digital communication channels -	- Distribution of guides to at least 70% of families - Measurable engagement (survey or response) from parents	Climate education and green careers;



community behaviours			Templates for campaigns		Decarbonisation
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8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Adopt low-carbon and sustainable procurement practises	- Update procurement policy to prioritise low-carbon, local, and recycled-content products. - Require catering and cleaning contractors to demonstrate sustainability credentials. - Buy LED bulbs and energy-efficient equipment when replacing items.	Business Manager / Governing Body / Procurement Lead	- Procurement policy template - Supplier vetting checklist - Budget planning	- Procurement policy updated and ratified by governors - New tenders include sustainability criteria - Percentage of low-energy equipment increases year-on-year	Decarbonisation; Biodiversity (local sourcing)
Reduce single-use and increase circular procurement	- Continue plastic-free status by specifying reusable or recycled materials for school supplies. - Procure durable play and classroom resources and consider repair over replace.	Business Manager / Admin Staff	- Supplier lists - Budget for higher-quality items - Repair kit/tools	- Reduced spend on single-use items - Extended life of classroom resources tracked	Decarbonisation; Biodiversity

9. Parents



Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in school sustainability goals	- Hold an annual sustainability evening showcasing pupil projects and practical tips. - Send termly sustainability newsletters with updates, actions, and ways to help.	Headteacher / Eco Coordinator / PTA	- Venue/time - Communication templates - Presentation materials	- Attendance at sustainability evening (target 25% of families) - Regular click/open rates for newsletters - Parents reporting increased awareness in surveys	Climate education and green careers; Decarbonisation
Support parents to reduce transport-related emissions	- Share route-planning and active travel tips; promote public transport options (school is city-centre with good access). - Work with Travel Plan officers to encourage walking, scooting and public transport.	Admin / Travel Plan Lead / Eco Team	- Active travel maps - Links with local transport providers - Promotional materials	- Increase in pupils using active travel/public transport by 10% within a year - Reduced drop-off congestion at school gates	Decarbonisation; Adaptation and resilience

10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce carbon	- Develop or update a School Travel Plan with targets to increase walking/public transport use. -	Travel Plan	- Time to develop plan -	- School Travel Plan adopted - 10%	Decarbonisation



emissions from the school community's travel	Implement walk/scoot/park-and-stride initiatives and regular walk-to-school days. - Work with local council on infrastructure improvements (bike parking, safe crossings).	Lead / Headteacher / Local Authority	Promotional materials - Liaison with LA transport team	increase in active/public transport journeys - Reduced car drop-offs during term	n; Adaptation and resilience
Improve safety and uptake of active travel despite poor local air quality	- Promote active travel at times of lower pollution (walking before/after peak pollution times). - Encourage use of public transport for longer journeys instead of car.	Travel Plan Lead / Eco Team	- Air-quality guidance - Timetabled messaging to parents	- Active travel events scheduled to avoid high-pollution times - Sustained uptake of public transport use	Adaptation and resilience; Decarbonisation

11. Digital Sustainability

Objective	Actions	Pers on responsible	Resources needed	Success criteria	DfE Area
Reduce digital carbon footprint and improve	- Audit current devices and implement a device lifecycle and repair policy. - Encourage staff to adopt energy-saving settings on devices and use cloud storage efficiently. - Decommission unused hardware responsibly (recycling/repurposing).	IT Lead / Business	- Inventory tool - Repair contacts - Recycling services	- Inventory completed and lifecycle policy adopted - Reduction in number of unused devices - Energy-saving settings enabled on school devices	Decarbonisation



device longevity		Manager			
Use digital tools for sustainability education and monitoring	- Use simple energy-monitoring apps to engage pupils in tracking consumption. - Use online resources for climate education to reduce paper usage further.	IT Lead / Curriculum Lead	- Monitoring apps/subscriptions - Digital lesson resources	- Pupils engaged in at least one digital monitoring project per year - Reduced class printing measured termly	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 sustainability projects	- Partner with local council environmental officers for air-quality and travel initiatives. - Engage local businesses and universities for expertise and guest sessions. - Work with nearby schools to share resources (e.g., bulk procurement of LEDs).	Headteacher / Eco Coordinator / Governor Link	- Contacts list - Time for liaison - Partnership agreements	- At least two active local partnerships within 12 months - Joint projects delivered with partners - Access to external expertise/support	Climate education and green careers; Decarbonisation; Adaptation and resilience



Join city-wide or national school sustainability networks	- Sign up to regional programmes (e.g., Sustainable Schools networks). - Share and learn best practice with other urban schools.	Eco Coordinator / SLT	- Membership fees (if any) - Time to attend meetings	- Membership of at least one network - Evidence of adoption of at least one practice learned from partners	Climate education and green careers; Decarbonisation
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13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed sustainability in school governance and policy	- Update the school development plan to include clear sustainability targets. - Establish a governor sustainability link role and regular reporting schedule. - Incorporate sustainability criteria into financial and strategic decisions.	Headteacher / Governing Body / Business Manager	- Time for policy drafting - Governor training materials - Monitoring templates	- Governor link appointed and termly reports received - Sustainability objectives included in SDP with measurable targets - Policies updated to include sustainability clauses	Decarbonisation; Climate education and green careers; Adaptation and resilience
Ensure compliance and risk management for	- Include climate-related risks (poor air quality, overheating) in the risk register. - Review insurance and emergency plans in light of adaptation needs.	Headteacher / Health & Safety Lead /	- Risk register template - LA guidance -	- Climate risks recorded and mitigation actions assigned - Emergency plans updated and tested annually	Adaptation and resilience



climate threats		Governors	Time for review		
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14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Strengthen school resilience to climate-related health issues (air quality, heat)	- Produce a clear adaptation plan covering poor air quality, heatwaves and extreme weather. - Install shading for outdoor play and ensure cool/refuge areas indoors. - Maintain and test contingency plans for service interruptions.	Senior Leadership Team / Site Manager / Health & Safety Lead	- Adaptation plan template - Budget for shade structures - Communication plan	- Adaptation plan completed and communicated to staff and parents - Shading/refuge measures in place before next summer - Contingency plans tested and documented	Adaptation and resilience
Protect critical functions and learning continuity	- Ensure key learning and admin systems have backup power/data continuity plans. - Create remote learning packs and protocols for days when pupils cannot be outdoors due to air quality.	IT Lead / Headteacher / Curriculum Lead	- Backup systems - Remote learning resources - Staff training time	- Remote learning protocol in place and tested - No loss of critical admin function during at least one simulated disruption - Pupils can continue core learning during poor-air-quality days	Adaptation and resilience; Climate education and green careers

Notes on prioritisation and next steps:



- Start with low-cost, high-impact actions: CPD for staff, expanding eco-team roles, energy behaviour campaigns, CO2 monitors, and container planting.
- Commission an energy audit to identify the most cost-effective capital measures (LEDs, insulation, heating controls).
- Use existing strengths (pupil eco team, plastic-free status, food waste collection) as platforms to scale activity and engage the community.
- Align procurement and governance updates with planned budget cycles and governor meetings to secure support and funding.