



# Climate Action Plan 2025/26

The government has published its sustainability strategy to improve the education sector's response to climate change by 2030. As part of the Department for Education's (DfE) requirements, our climate action plan includes at least one action from these four key areas:

1. decarbonisation
2. biodiversity
3. adaptation and resilience
4. climate education and green careers goals

| Goal                                                                                                                                                        | Action                                                                                             | Steps                                                                                                                                                                                                            | Timeline for the action or expected completion date | Resources                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------|
| Decarbonisation:<br><i>reducing emissions from education buildings and providing opportunities for pupils to get involved in the transition to net zero</i> | <b>Education buildings</b><br><br>Monitor impact of solar panels on the school's carbon footprint. | <ol style="list-style-type: none"><li>1. Install the Solaredge modbus meter and CTs.</li><li>2. Connect the Solaredge Meter to Inverter using a CAT 6 Cable.</li><li>3. Test and commission the meter.</li></ol> | February/March 2026                                 | £,5000(ex VAT) funded by LA |



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|  |  | <div>4. Setup the Monitoring platform.</div> <div>5. Co-ordinate the monitoring platform readjusting.</div> <div>6. Provide log in details to M&amp;C with full access.</div> <div>7. Monitor energy generation from solar panels and it's re-use by the school.</div> <div>8. Educate children about solar panels and the impact on the environment via an assembly delivered by the installation company.</div> | <div>April 2026 onwards</div> <div>September 2025</div> | <div>Travel Ambassador meeting time.</div> |
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|                                                                                                                                                | <b>Pupil Involvement</b><br><br>Promote safer and sustainable travel within the school community. | <ol style="list-style-type: none"> <li>1. Build sustainable travel activities into the school's annual themes and events programme.</li> <li>2. Travel Ambassadors to plan, promote and deliver activities.</li> <li>3. Evaluate impact of activities on numbers of children who walk to school.</li> </ol> | Road Safety Workshops (January 2026)<br>Walk to School Week (May 2026)<br>June 2026 | Curriculum timetabling allocation.<br><br>Support from LA Road Safety Team. |
| Biodiversity: <i>enhancing biodiversity, improving air quality and increasing access to (and connection with) nature in and around schools</i> | Reduce litter within the school and local area.                                                   | <ol style="list-style-type: none"> <li>1. Explore key issues with the eco committee.</li> <li>2. Identify actions to be taken, e.g. promote the importance of</li> </ol>                                                                                                                                    | February 2026<br><br>February 2026                                                  | Eco Committee meetings<br><br>Litter picking equipment                      |



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|                                                                                                                             |                                                                             | <p>keeping spaces clean and litter-free.</p> <p>3. Organise litter picking activities with children.</p> <p>4. Link with local organisation who are leading on this locally and engage with LA team.</p> | <p>March/April 2026</p> <p>March/April 2026</p>  |                                                |
| <p>Adaptation and resilience: <i>adapting school buildings and systems to prepare for the effects of climate change</i></p> | <p>Make use of the LA's sustainability strategy to inform school plans.</p> | <p>1. Request key information from the LA Assets team.</p> <p>2. Consider information received as part of the school's action planning process.</p>                                                      | <p>January 2026</p> <p>February 2026 onwards</p> | <p>TBC as soon as information is received.</p> |



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| Climate education and green careers: <i>preparing pupils for a world impacted by climate change through learning and practical experience</i> | Ensure that children are learning about climate change and awareness of nature and eco preservation.                            | 1. Do an audit of the curriculum to check that all year groups are learning about nature and eco awareness. | January 2026<br>Science lead and DHT      | DFE online |
|                                                                                                                                               | Create opportunities for children to learn about climate education through workshops and trips.                                 | 2. Consider the new government science curriculum framework and compare it to our own 'Science Bug' scheme. | January 2026<br>Science lead and DHT      |            |
|                                                                                                                                               | Ensure that the DT curriculum includes food units in all year groups and that sustainability is considered when planning these. | 3. Update our DT units related to Food. Ensure that food units are covered in every year group.             | November 2025<br>DT Lead                  |            |
|                                                                                                                                               |                                                                                                                                 | 4. Plan a food workshop for year 5 and 6 children related to fish and                                       | January 2026<br>MP (class teacher) and LS |            |



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|                            |                                                  | sustainably sourced seafood.                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |                                                                                       |
| Establishing your baseline | Audit current provision and identify next steps. | <ol style="list-style-type: none"> <li>1. Form a Sustainability Team.</li> <li>2. Complete audit to evidence current good practice and gaps in provision.</li> <li>3. Consult with Dolce re sustainability plan.</li> <li>4. Agree priorities for the next three years.</li> <li>5. Review detail of our vision statement relating to children being responsible</li> </ol> | <p>End of January 2026</p> <p>End of February 2026</p> <p>End of February 2026</p> <p>End of February 2026</p> <p>July 2026</p> | <p>Audit document</p> <p>Meeting time x 2 hours</p> <p>SLT and staff meeting time</p> |



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|  |  | and caring citizens<br>and active<br>contributors. |  |  |
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