

Climate Action Plan 2026–2027

When	Specific actions to achieve key objectives	Intended outcome	Lead personnel	Cost	HT / Lead / Governor ongoing review and evaluation
Autumn 2	Establish a pupil Eco Team/Climate Champions , with representatives from across school. Meet initially to discuss what pupils already like about the school environment and what they would like to improve.	Pupils have a meaningful voice in environmental decisions and understand that everyone can contribute to looking after the environment.	Climate Lead	None	
Autumn 2	Complete an environmental walk around the school grounds with the Eco Team. Identify existing trees, plants, wildlife areas, recycling facilities and areas that could be improved. Take photographs to create a starting-point record.	School has a clear baseline from which environmental improvements can be measured. Pupils develop observational and environmental awareness skills.	Climate Lead / Eco Team	None	
Autumn 2	Introduce a whole-school Switch Off campaign. Encourage pupils and staff to switch off lights, interactive boards and electrical equipment when they are not needed. Eco Team to carry out occasional classroom checks.	Reduced unnecessary energy consumption. Pupils understand the link between energy use and environmental impact and develop responsible everyday habits.	Climate Lead / Eco Team	None	

Autumn 2	Review recycling facilities across school. Check that classrooms and shared spaces have appropriate recycling bins and that pupils and staff understand what can be recycled.	Recycling becomes consistent across school and the amount of recyclable material placed in general waste is reduced.	Climate Lead / Site Lead	Minimal – dependent on existing bins	
Autumn 2	Carry out an energy investigation. Pupils identify where energy is being used around school and investigate simple ways that it could be reduced. Where available, compare electricity/gas information over time.	Pupils understand how their school uses energy and recognise practical ways in which consumption can be reduced.	Climate Lead / Eco Team	None	
Autumn 2	Hold a pre-loved Christmas jumper event rather than encouraging families to buy new Christmas jumpers. Invite families to donate clean, unwanted jumpers that other families can reuse.	Pupils understand the environmental benefits of reusing clothing. Families are supported to reduce unnecessary spending and waste.	Climate Lead / PTA	None	
Autumn 2	Introduce Christmas card recycling/reuse activities and discuss the environmental impact of paper use during the festive period. Where appropriate, use cards for craft activities before recycling them.	Pupils understand that materials can be reused before being discarded and develop awareness of reducing seasonal waste.	Class Teachers / Eco Team	None	
Spring 1	Carry out a school biodiversity survey. Pupils observe and record birds, insects, plants and other wildlife found within the school grounds.	Establish a biodiversity baseline and increase pupils' knowledge of the wildlife sharing their school environment.	Science Lead / Climate Lead	None	
Spring 1	Set up and maintain bird feeders in suitable areas of the school grounds. Investigate whether local businesses or community organisations	Increase opportunities for birds to visit the school grounds. Pupils observe local wildlife and understand how	Climate Lead / Eco Team	Approx. £30 or donation	

	can support the school by donating feeders or seed.	small actions can support biodiversity.			
Spring 1	Take part in a national bird survey , such as the RSPB Big Schools' Birdwatch, if available. Use observations within science and maths where appropriate.	Pupils contribute to a wider environmental project and understand how collecting data can help scientists monitor wildlife.	Science Lead	None	
Spring 2	Introduce more plants into classrooms , beginning with one suitable plant per classroom. Pupils vote for or help select plants and classes take responsibility for their care.	Pupils develop responsibility for living things and learn what plants need to remain healthy. Classroom environments are enhanced through additional greenery.	Climate Lead / Class Teachers	Approx. £50–£80	
Spring 2	Organise a World Book Day book swap. Families donate good-quality books that they no longer need and pupils choose a pre-loved book to take home.	Pupils understand the environmental and financial benefits of sharing, reusing and passing items on rather than always buying new ones.	English Lead / Climate Lead	None	
Spring 2	Promote the school's pre-loved uniform provision ahead of the summer term. Encourage families to donate clean uniform that has been outgrown and make this easily accessible to other families.	Reduce textile waste and unnecessary purchasing while supporting families with the cost of school uniform.	School Office / Climate Lead	None	
Spring 2	Complete a litter survey of the school grounds and organise a supervised school litter pick. Discuss where litter comes from and how it affects wildlife and the environment.	School grounds are cleaner and pupils understand their responsibility for disposing of waste correctly.	Eco Team / Climate Lead	Approx. £20 if equipment required	

Summer 1	Create a log pile or small wildlife habitat using suitable natural materials from the school grounds.	Increase the range of habitats available for insects and other wildlife and provide opportunities for pupils to observe biodiversity.	Climate Lead / Site Lead	None	
Summer 1	Identify an area for growing fruit, vegetables or herbs. Plant manageable crops and link their care to science and DT learning where appropriate. Make pupils aware of any existing fruit trees or edible plants within the grounds.	Pupils understand where food comes from, what plants need to grow and the benefits of growing food locally.	Science Lead / Climate Lead	Approx. £75–£100	
Summer 1	Increase pollinator-friendly planting within suitable areas of the school grounds. Choose plants that provide food or habitats for bees, butterflies and other insects.	Increase biodiversity and pupils' understanding of the importance of pollinators within ecosystems.	Climate Lead / Eco Team	Approx. £50	
Summer 1	Review the environmental impact of school trips. When future visits are planned, consider distance travelled and whether an appropriate local alternative could provide the intended curriculum experience.	Environmental impact becomes one consideration when trips are planned while maintaining the quality and purpose of educational visits.	SLT / Educational Visits Coordinator	None	
Summer 2	Hold a water-saving assembly. Explore how much water is used in everyday activities and practical ways pupils can reduce unnecessary water use at school and home. Investigate inviting a local water provider to support the session.	Pupils understand that clean water is a valuable resource and can identify practical ways to avoid wasting it.	Climate Lead	None	
Summer 2	Carry out a school water-use	Areas of unnecessary	Eco Team / Site Lead	None initially	

	investigation. Eco Team check for dripping taps, unnecessary running water and opportunities to use water more efficiently. Report findings to SLT/Site Lead.	water use are identified and addressed where possible. Pupils see how environmental monitoring can lead to practical improvements.			
Summer 2	Repeat the school grounds/biodiversity survey undertaken earlier in the year and compare findings and photographs.	Pupils evaluate whether actions have improved the school environment and understand that environmental change needs to be monitored over time.	Science Lead / Climate Lead	None	
Summer 2	Celebrate and share the year's climate actions. Eco Team present achievements through an assembly, display, newsletter or information for families.	Pupils recognise the impact of their actions and the wider school community understands what has been achieved.	Climate Lead / Eco Team	None	
Summer 2	Review and RAG-rate the Climate Action Plan with pupils, SLT and governor link. Identify successful actions, actions that need to continue and priorities for 2027–28.	Climate action becomes an ongoing cycle of improvement rather than a collection of one-off activities.	Climate Lead / HT / Governor	None	
Ongoing actions 2026-2027	Energy: Staff and pupils switch off unnecessary lights, screens and electrical equipment. Waste: Reduce, reuse and recycle wherever practicable. Avoid unnecessary printing and photocopying. Uniform: Continue to collect and redistribute good-quality pre-loved uniform. Grounds: Encourage pupils to respect plants, wildlife and habitats and monitor the condition of environmental areas. Curriculum: Make meaningful links to climate, sustainability and biodiversity through existing curriculum objectives, particularly within science, geography and DT. Purchasing: Where practical, consider whether resources can be reused, repaired or sourced sustainably before purchasing replacements.				

	Pupil voice: Eco Team/Climate Champions meet at least once each term and contribute to reviewing the Climate Action Plan.
End of year success measure	• An active pupil Eco Team/Climate Champions group is established. • Baseline information about the school environment and biodiversity has been collected. • Pupils can explain simple ways to save energy and water. • Recycling and reuse are actively promoted throughout school. • At least one new wildlife habitat has been established. • Pollinator-friendly planting has increased. • Pupils have had opportunities to grow and care for plants. • Pre-loved books and uniform have been promoted. • Environmental impact is considered when planning future school activities and trips. • Pupils have participated directly in monitoring and evaluating environmental improvements. • The plan has been RAG-rated and priorities identified for the following academic year.