

St Peters CofE - Climate Action Plan

1. Staff Expertise

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Develop staff knowledge and skills in climate change and sustainability	<ul style="list-style-type: none"> - Provide training on climate change, sustainability, and practical actions for the school - Identify staff champions to lead on different aspects of the climate action plan - Encourage staff to undertake relevant professional development 	Headteacher	<ul style="list-style-type: none"> - Training budget - Time for staff to attend training - Access to online resources and webinars 	<ul style="list-style-type: none"> - All staff have completed basic climate change and sustainability training - At least 3 staff champions identified and actively leading on different areas of the plan - Increase in staff confidence and knowledge around climate action 	Decarbonisation, Climate education and green careers
Integrate climate change and sustainability into staff induction and ongoing CPD	<ul style="list-style-type: none"> - Review and update staff induction process to include climate change and sustainability - Incorporate climate and sustainability topics into regular staff meetings and INSET days - Provide opportunities for staff to share best practice and learn from each other 	Deputy Headteacher	<ul style="list-style-type: none"> - Time for staff meetings and INSET - Access to relevant resources and case studies 	<ul style="list-style-type: none"> - Climate change and sustainability are consistently covered in staff induction and CPD - Staff report increased understanding and confidence in addressing climate and sustainability issues in their work 	Decarbonisation, Climate education and green careers

2. Staff/Pupils

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Empower pupils to take an active role in climate action	<ul style="list-style-type: none"> - Establish a 'Green Team' of pupils to lead on climate and sustainability initiatives - Provide opportunities for pupils to participate in decision-making and implementation of the climate action plan - Celebrate pupil-led climate and sustainability projects and initiatives 	Headteacher, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Time for pupil meetings and activities - Access to relevant resources and case studies - Funding for pupil-led projects 	<ul style="list-style-type: none"> - A thriving 'Green Team' with regular meetings and initiatives - Pupils report increased agency and involvement in climate action - At least 2 pupil-led climate and sustainability projects implemented each year 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers
Engage staff in climate action and sustainability	<ul style="list-style-type: none"> - Establish a staff 'Green Team' to support and champion climate and sustainability initiatives - Encourage staff to make personal commitments to reduce their carbon footprint and live more sustainably - Provide opportunities for staff to share ideas and best practice around climate action 	Headteacher, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Time for staff meetings and activities - Access to relevant resources and case studies 	<ul style="list-style-type: none"> - A staff 'Green Team' with regular meetings and initiatives - Increase in staff engagement and participation in climate and sustainability activities - Staff report increased understanding and motivation to address climate change 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

3. Buildings/Grounds

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Improve the energy efficiency and sustainability of the school buildings	<ul style="list-style-type: none"> - Conduct an energy audit to identify areas for improvement - Implement energy-saving measures such as LED lighting, improved insulation, and smart controls 	Site Manager, Headteacher	<ul style="list-style-type: none"> - Funding for energy efficiency upgrades - Time for energy audit and planning - Expertise and support from external providers 	<ul style="list-style-type: none"> - Achieve an energy rating of B or higher - Reduce the school's energy consumption and carbon emissions by at least 20% within 3 years 	Decarbonisation

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
	- Explore opportunities for renewable energy generation, such as solar panels			- Generate at least 10% of the school's energy needs through renewable sources	
Enhance the sustainability and biodiversity of the school grounds	- Develop a biodiversity action plan to improve habitats and support local wildlife - Implement sustainable landscaping practises, such as reducing mown areas, planting native species, and creating wildlife-friendly features - Engage pupils in maintaining and monitoring the school's green spaces	Site Manager, Eco-Schools Coordinator	- Funding for landscaping and biodiversity projects - Time for planning and implementation - Expertise and support from local environmental organisations	- Increase in the number and diversity of plant and animal species observed on the school grounds - Pupils report increased engagement and understanding of biodiversity - The school grounds are recognised as a valued community green space	Biodiversity

4. School Lunches

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote sustainable and healthy school lunches	- Reduce the carbon footprint of school meals by sourcing more local, seasonal, and plant-based ingredients - Eliminate single-use plastics and encourage reusable containers for packed lunches - Educate pupils and families about the environmental and health benefits of sustainable food choices	Catering Manager, Eco-Schools Coordinator	- Funding for sustainable food procurement - Time for menu planning and staff training - Engagement with local food suppliers and producers	- At least 50% of school meals are plant-based or vegetarian - Reduction in single-use plastics and increase in reusable lunch containers - Pupils and families report increased awareness and understanding of sustainable food choices	Decarbonisation, Adaptation and resilience

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 incorporate climate change, sustainability, and environmental topics - Develop cross-curricular lesson plans and resources that address climate change and sustainability - Provide training and support for teachers to confidently deliver climate and sustainability-related content	Curriculum Lead, Eco-Schools Coordinator	- Time for curriculum review and planning - Access to relevant teaching resources and case studies - Funding for staff training and development	- Climate change and sustainability are integrated into at least 3 subject areas - Pupils demonstrate increased knowledge and understanding of climate change and sustainability issues - Teachers report increased confidence in delivering climate and sustainability-related content	Climate education and green careers
Provide opportunities for practical, hands-on learning about sustainability	- Establish a school garden or allotment for pupils to learn about food production, biodiversity, and sustainable land management - Organise field trips and outdoor learning experiences that connect pupils with the natural environment - Encourage project-based learning on climate and sustainability topics	Curriculum Lead, Eco-Schools Coordinator	- Funding for school garden or allotment setup and maintenance - Transportation for field trips - Time for planning and implementation of practical learning activities	- Pupils actively participate in the school garden or allotment and report increased understanding of food systems and biodiversity - At least 2 field trips or outdoor learning experiences focused on climate and sustainability each year - Increase in the number of pupil-led projects on climate and sustainability topics	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

6. Wellbeing

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote pupil and staff wellbeing through climate action	<ul style="list-style-type: none"> - Incorporate mindfulness, stress management, and eco-anxiety support into the school's wellbeing programme - Organise outdoor activities and nature-based learning experiences to support mental health and connection to the environment - Encourage staff and pupils to engage in physical activity and active travel to reduce their carbon footprint 	Wellbeing Lead, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Funding for wellbeing activities and resources - Time for planning and implementation - Partnerships with local mental health and environmental organisations 	<ul style="list-style-type: none"> - Pupils and staff report improved mental health and wellbeing - Increase in the number of pupils and staff engaging in physical activity and active travel - Positive feedback from the school community on the wellbeing benefits of climate action initiatives 	Adaptation and resilience

7. Opportunities for Pupil Leadership

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Empower pupils to lead on climate and sustainability initiatives	<ul style="list-style-type: none"> - Establish a 'Green Team' or 'Eco-Committee' to give pupils a voice and agency in decision-making - Provide training and support for pupil leaders to develop their skills and confidence - Encourage pupil-led projects and campaigns that address climate change and sustainability 	Eco-Schools Coordinator, Headteacher	<ul style="list-style-type: none"> - Time for pupil meetings and activities - Funding for pupil-led initiatives - Access to relevant resources and mentoring support 	<ul style="list-style-type: none"> - A thriving 'Green Team' or 'Eco-Committee' that meets regularly and leads on climate and sustainability initiatives - Pupils report increased agency, leadership skills, and sense of empowerment - At least 2 successful pupil-led climate and sustainability projects implemented each year 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

8. Procurement

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Embed sustainability in the school's procurement practises	<ul style="list-style-type: none"> - Review the school's procurement policies and procedures to prioritise sustainability and reduce the environmental impact of purchases - Establish sustainable purchasing guidelines for key categories, such as stationery, IT equipment, and cleaning supplies - Engage with suppliers to encourage more sustainable and ethical practises 	Business Manager, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Time for policy review and development - Guidance and resources on sustainable procurement - Engagement with local and regional suppliers 	<ul style="list-style-type: none"> - The school's procurement policy includes clear sustainability criteria and guidelines - At least 50% of the school's purchases meet the sustainable purchasing guidelines - Positive feedback from suppliers on the school's sustainable procurement practises 	Decarbonisation

9. Parents

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Engage parents and families in the school's climate action plan	<ul style="list-style-type: none"> - Communicate the school's climate action plan and progress to parents through newsletters, meetings, and the school website - Encourage parents to support the school's sustainability initiatives, such as active travel, waste reduction, and sustainable lunches - Provide resources and guidance 	Headteacher, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Communication channels (e.g., newsletters, website) - Time for parent meetings and events - Access to relevant resources and guidance for families 	<ul style="list-style-type: none"> - Increased parent awareness and understanding of the school's climate action plan - Positive feedback from parents on the school's climate and sustainability initiatives - Increase in the number of families adopting 	Decarbonisation, Adaptation and resilience, Biodiversity

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
	to help parents adopt more sustainable practises at home			sustainable practises at home	

10. Transportation and Travel

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote sustainable and active travel to and from school	<ul style="list-style-type: none"> - Conduct a travel survey to understand the current modes of transportation used by pupils and staff - Implement measures to encourage active travel, such as bike storage, walking buses, and incentives for walking and cycling - Work with the local authority to improve the safety and accessibility of walking and cycling routes to the school 	Site Manager, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Funding for active travel infrastructure and incentives - Engagement with local authority and community partners - Time for travel survey and planning 	<ul style="list-style-type: none"> - Increase in the number of pupils and staff walking, cycling, or using public transport to get to school - Reduction in the number of single-occupancy car journeys to and from the school - Positive feedback from the school community on the safety and accessibility of active travel routes 	Decarbonisation, Adaptation and resilience

11. Digital Sustainability

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Improve the sustainability of the school's digital infrastructure and practises	<ul style="list-style-type: none"> - Conduct an audit of the school's digital equipment and practises to identify areas for improvement - Implement energy-efficient practises, such as power management settings, device recycling, and responsible disposal of e-waste - Explore opportunities to reduce the school's reliance on physical hardware through cloud-based solutions and virtualization 	IT Manager, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Time for digital audit and planning - Funding for energy-efficient equipment and software - Partnerships with IT service providers and recyclers 	<ul style="list-style-type: none"> - Reduction in the school's energy consumption and carbon emissions from digital infrastructure - Increase in the recycling and responsible disposal of digital equipment - Positive feedback from the school community on the sustainability of digital practises 	Decarbonisation

12. Partnerships and Collaborations

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Develop partnerships and collaborations to support the school's climate action plan	<ul style="list-style-type: none"> - Engage with local environmental organisations, community groups, and businesses to explore opportunities for collaboration - Participate in regional and national climate and sustainability initiatives, such as the Eco-Schools programme - Share best practises and lessons learned with other schools to support the wider education sector 	Headteacher, Eco-Schools Coordinator	<ul style="list-style-type: none"> - Time for networking and partnership development - Funding for collaborative projects and initiatives - Access to resources and support from external partners 	<ul style="list-style-type: none"> - The school has established at least 3 meaningful partnerships to support its climate action plan - The school actively participates in at least 2 regional or national climate and sustainability initiatives - The school shares its climate action plan and experiences with other schools, contributing to the wider education sector 	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers

13. Governance and Policy

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Embed climate and sustainability into the	- Review and update the school's policies and procedures to ensure they	Headteacher, Governing Body	- Time for policy review and development	- The school's key policies (e.g., procurement, travel, curriculum) include clear	Decarbonisation, Adaptation and resilience, Biodiversity, Climate

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
school's governance and policy framework	align with the climate action plan - Incorporate climate and sustainability considerations into the school's strategic planning and decision-making processes - Ensure clear accountability and responsibility for the implementation and monitoring of the climate action plan		- Guidance and resources on sustainable school policies - Engagement with the governing body and other stakeholders	sustainability criteria and guidelines - Climate and sustainability are integrated into the school's strategic planning and decision-making - Roles and responsibilities for the climate action plan are clearly defined, and progress is regularly monitored and reported	education and green careers

14. Resilience and Adaptation

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Enhance the school's resilience and adaptation to the impacts of climate change	- Conduct a climate risk assessment to identify potential threats and vulnerabilities, such as extreme weather events, flooding, and heatwaves - Develop and implement an emergency response and business continuity plan to ensure the school can continue to operate during disruptive events - Explore opportunities to adapt the school's infrastructure, operations, and curriculum to become more climate-resilient	Site Manager, Headteacher	- Time for climate risk assessment and planning - Expertise and support from local authorities and climate adaptation specialists - Funding for adaptation measures and emergency preparedness	- The school has a comprehensive emergency response and business continuity plan in place - The school has implemented at least 3 key adaptation measures to enhance its resilience to climate change impacts - Pupils and staff report increased awareness and preparedness for climate-related disruptions	Adaptation and resilience