

Glynwood Community Primary - Climate Action Plan – 2025-2028

1. Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Build staff confidence and knowledge in low-carbon teaching and operations	1. Deliver two staff CPD sessions per year on climate science, low-carbon school operations (heating, lighting, energy-saving behaviours) and linking to curriculum. 2. Create a short induction pack for new staff covering practical energy-saving measures in classrooms and grounds use. 3. Identify and fund one member of staff to be a Climate Lead (0.1 FTE release per week).	Headteacher & Climate Lead	- Budget for CPD (external trainer or materials) - Time for staff meetings - Printing/online induction pack - 0.1 FTE cover cost	- At least 90% of teaching staff complete CPD each year - Climate Lead appointed and timetable for CPD in place - Induction pack issued to all new staff	Climate education and green careers
2. Practical building maintenance skills for preserving an older school fabric	1. Arrange a workshop with the LA/building conservation officer on maintaining 72-year-old single-storey buildings while improving efficiency. 2. Compile a simple maintenance checklist for staff (draught-proofing, radiator bleed, thermostat settings). 3. Train caretaking team in basic energy-related maintenance tasks.	Site Manager/Caretaker & Business Manager	- Contact with LA conservation officer - Workshop budget - Printed/online checklists - Time allowance for caretaking training	- Maintenance checklist adopted and used weekly - Reduction in reported temperature complaints - Caretaker trained and log of checks maintained	Adaptation and resilience

2. Staff/pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Increase whole-school energy-saving behaviours	1. Run a termly school-wide energy campaign (switch off, radiator zones, blinds for passive heating/cooling). 2. Display simple energy dashboards in staffroom and corridors. 3. Introduce a 'class energy monitor' rota.	Climate Lead & Eco-Warriors teacher	- Low-cost energy monitors or manual metre checks - Poster/printing budget - Pupil-friendly dashboard template	- 10% reduction in electricity/gas consumption in first year baseline vs following year - >90% classes participating in monitor rota - Visible dashboards updated monthly	Decarbonisation
2. Extend outdoor learning engagement for pupils	1. Develop a timetable of regular outdoor lessons using meadow and grounds for science, literacy and maths. 2. Provide basic outdoor lesson kits for teachers. 3. Offer training for staff in risk-assessed outdoor pedagogy.	Curriculum Lead & Eco-Warriors teacher	- Outdoor lesson resources (clipboards, waterproofs, seating) - Time for timetable coordination - Simple risk assessment templates	- Each class participates in at least one outdoor learning session per week - Teacher feedback shows increased outdoor use - Logs of outdoor sessions stored centrally	Climate education and green careers

3. Buildings/grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Improve building efficiency	1. Commission an energy audit targeting heating inefficiencies (radiators, thermostat zones, insulation opportunities). 2. Implement low-cost fabric	Business Manager	- Funding for energy audit (LA or grant) - Budget for draught-	- Energy audit completed within 6 months - At least 3 low-cost measures	Decarbonisation;

while preserving historic fabric	improvements: draught-proofing of doors/windows, thermostat zoning, radiator balancing/bleeding. 3. Plan phased capital works for longer-term upgrades (condensing boiler replacement, insulation) informed by audit.	ger & Site Manager	proofing materials - Access to maintenance contractor quotes	implemented in 12 months - Evidence of improved temperature control and decreased fuel use	Adaptation and resilience
2. Maximise biodiversity and outdoor learning capacity of extensive grounds	1. Produce a Grounds Management Plan that balances meadow, habitats, play and learning spaces. 2. Create additional microhabitats (pond feature, wildflower corridors, more bird boxes). 3. Use grounds for food-growing plots to support school lunches and learning.	Grounds Lead (teacher) & Eco-Warriors	- Grounds planning time - Materials for pond/wildflower planting - Tools and raised beds for growing - Volunteer/parent support	- Grounds Management Plan adopted - New pond or microhabitat established within 18 months - At least 4 classes use food-growing beds annually	Biodiversity; Climate education and green careers

4. School lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Reduce food-related emissions and food waste	1. Work with caterer to increase plant-based meals to at least 2 days per week and promote Meat-Free Mondays. 2. Implement a simple food waste monitoring system in dining hall (weigh or estimate). 3. Introduce portion-control measures and tasting days to reduce rejected food.	School Business Manager & Catering Manager	- Negotiation time with caterer - Scales or simple waste tracking sheets - Educational materials for pupils on food choices	- Reduction in food waste by 25% in year one - Plant-based options available and uptake recorded - Food waste monitoring carried out weekly	Decarbonisation

2. Use school-grown produce and teach sustainable food practises	1. Use produce from school growing beds in meals where possible. 2. Run seasonal cooking sessions for pupils using simple, low-energy recipes. 3. Create a rota linking pupil groups to growing, harvesting and kitchen handover.	Kitchen Lead & Curriculum Lead	- Access to growing produce - Basic kitchen equipment for pupil sessions - Liaison between garden and kitchen staff	- At least two menu items per term use school-grown produce - Pupils participate in cooking sessions termly - Rota system operating	Climate education and green careers
--	---	--------------------------------	---	---	-------------------------------------

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Embed climate education across subjects	1. Map climate and nature-related learning outcomes across all year groups (topic map). 2. Provide teacher-friendly lesson plans linking meadow and grounds to science, geography, literacy and art. 3. Schedule a climate-themed project week annually.	Curriculum Lead & Climate Lead	- Time for curriculum mapping - Ready-made lesson resources - Funding for project week activities	- Curriculum map completed and shared with staff - All classes deliver at least 2 climate-linked lessons per term - Climate project week held annually with pupil outcomes displayed	Climate education and green careers
2. Provide age-appropriate green career	1. Invite local environmental professionals for assemblies or workshops (gardener, conservation officer, renewable engineer). 2. Create a simple KS2 "green careers" corner in library with profiles and resources.	Careers coordinator/ KS2 Lead	- Contacts with local professionals - Display materials and library resources -	- At least two external speaker visits per year - Green careers display available and used by pupils - Increased pupil awareness measured via short surveys	Climate education and green

awareness			Scheduling time for visits		careers
-----------	--	--	----------------------------	--	---------

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Promote pupil and staff wellbeing through nature contact	1. Integrate short outdoor breaks and reflection time using meadow and grounds into daily routines. 2. Train staff in nature-based wellbeing activities (mindfulness walks, sensory gardens). 3. Create a sheltered outdoor calm area (simple seating/green screen).	Pastoral Lead & SENCO	- Outdoor seating/benches - Training resources - Allocation of timetable slots for outdoor breaks	- Regular use of outdoor calm area by pupils/staff - Reduced behaviour incidents linked to stress - Positive wellbeing feedback in surveys	Climate education and green careers; Biodiversity
2. Ensure thermal comfort supports wellbeing	1. Use audit findings to prioritise fixes to heating/zoning that cause staff/pupil discomfort. 2. Issue clear guidance on clothing, thermostat use and classroom ventilation to maintain comfort and air quality.	Head teacher & Site Manager	- Audit report actions - Communication materials for staff/pupils - Small budget for interim heating controls	- Reduction in temperature-related complaints - Improved classroom air quality indicators where measured - Staff report better comfort levels	Adaptation and resilience

7. Opportunities for Pupil Leadership

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Strengthen Eco-Warriors and pupil climate leadership across the school	1. Formalise Eco-Warriors roles with termly action plans and budgets. 2. Establish class eco-reps and a student-led Green Council that meets half-termly. 3. Offer leadership training for eco-reps (public speaking, project planning).	Eco-Warriors teacher & Headteacher	- Small pupil budget for projects - Meeting space/time - Training materials or external volunteer	- Active Green Council with written action plans each term - Eco-led projects completed (grounds improvements, campaigns) - Increased pupil-led initiatives recorded	Climate education and green careers
2. Showcase pupil-led climate projects to the community	1. Host an annual Green Fair where pupils present projects from the meadow, growing beds and bug hotels. 2. Share termly newsletters highlighting pupil achievements.	Office/Admin & Eco-Warriors teacher	- Event materials - Communication channels - Volunteer support	- Annual Green Fair held with parent/community attendance - Regular newsletters published with pupil contributions	Climate education and green careers

8. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Make procurement decisions that reduce	1. Introduce sustainable procurement guidance prioritising repair, longevity and low-carbon suppliers (e.g., catering, cleaning, furniture). 2. Review major contracts to include environmental criteria (energy,	Business Manager & Governor	- Time to update procurement policy - Template clauses for	- Updated procurement guidance approved by governors - Environmental criteria	Decarbonisation

carbon and promote durability	packaging, local sourcing). 3. Encourage reuse and second-hand purchases for equipment and furniture.	g Body (Procurement lead)	contracts - List of preferred local suppliers	included in new contracts - Reduction in single-use purchases	
2. Source responsibly for grounds and curriculum materials	1. Buy peat-free compost and native species for planting. 2. Prioritise local suppliers for food and materials (reducing transport emissions).	Grounds Lead & Curriculum Lead	- Supplier research time - Slight budget flexibility for local products - Procurement list updated	- All compost peat-free within 12 months - Increased proportion of local supplier spend - Native species planting documented	Biodiversity; Decarbonisation

9. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Engage parents in simple climate-saving behaviours at home and school	1. Produce short term guidance for parents with simple actions (e.g., thermostats, active travel, waste reduction). 2. Run an annual family outdoor working day to help with grounds projects. 3. Offer tips for low-cost home measures (draft excluders, LED bulbs) and signpost grants.	Headteacher & Parent Liaison	- Communications templates (email, leaflet) - Event materials - Links to local grant schemes	- Termly guidance issued to all parents - At least one family working day per year with volunteer turnout - Parent-reported uptake of simple measures via short survey	Decarbonisation; Adaptation and resilience

2. Create channels for parent expertise and volunteering	1. Maintain a skills register of parents willing to help (gardening, construction, careers). 2. Invite parent volunteers to support growing beds and Green Fair.	Office/ Admin & Eco- Warriors teacher	- Skills register template - Volunteer safeguarding checks - Volunteer induction materials	- Skills register maintained and used for projects - Parent volunteers regularly supporting grounds work - Number of volunteer hours logged annually	Climate education and green careers
--	--	---	--	--	-------------------------------------

10. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	Df E Area
1. Reduce travel emissions from school community	1. Promote active travel (walking, scootering) with a "Walk and Roll" campaign and active travel weeks. 2. Provide safe storage for bikes/scooters and signpost public transport routes given fair access. 3. Map current travel patterns via a parent/pupil survey to prioritise actions.	Headteacher & Attendance Lead	- Bike/scooter stands/secure storage - Campaign materials - Time to run survey and analyse results	- Increase in the % of pupils walking/scooting by 10% within a year - Secure storage installed - Travel survey completed and used to plan improvements	Decarbonisation
2. Minimise staff and school trip emissions	1. Prioritise local trips that can be walked or accessed by public transport. 2. Encourage car-share arrangements for staff and use efficient coach providers for larger trips.	School Business Manager & Trip	- Updated trip guidance - Staff travel coordination tool - List of reliable coach providers	- % of trips using active/local transport increases - Reduction in single-occupancy staff car use recorded - Trip policies updated	Decarbonisation

		Coordinator			
--	--	-------------	--	--	--

11. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Reduce the digital carbon footprint of school operations	1. Audit current digital devices and cloud usage; retire/replace old inefficient devices on a refurbishment-first basis. 2. Implement printer usage rules and promote double-sided printing; reduce unnecessary prints by promoting digital workflows. 3. Set power-management on school devices (sleep modes, shutdown schedules).	IT lead (or delegated teacher) & Business Manager	- Time for audit - Basic IT policy updates - Staff guidance on power settings - Refurbishment/recycling contacts	- Audit completed and action plan implemented - Printer usage reduced by 30% within a year - Power management enabled on 90% of devices	Decarbonisation
2. Use digital tools to support climate education and monitoring	1. Use simple energy-monitoring software or spreadsheets to track consumption and share dashboards. 2. Incorporate low-carbon project work using digital portfolios for pupils.	Climate Lead & IT lead	- Energy-monitoring tool or templates - Digital platforms for pupil work - Training time	- Energy dashboards published monthly - Pupils produce digital evidence of climate projects termly - Monitoring data used to inform actions	Climate education and green careers; Decarbonisation

12. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Strengthen links with local environmental organisations and the LA	1. Establish contact with local conservation groups, the city council parks team and the LA energy officer for support and potential funding. 2. Join or form a cluster with nearby schools to share resources (grounds management, trips, CPD). 3. Apply jointly for small grants for school biodiversity and energy projects.	Headteacher & Business Manager	- Contact list and meeting time - Time for cluster meetings - Grant-writing support	- At least two active partnerships established within 12 months - Successful joint grant application or funded project - Shared resources and CPD delivered across cluster	Biodiversity; Decarbonisation
2. Engage local businesses for practical support	1. Invite local firms to sponsor aspects of the Grounds Plan or provide materials (trees, tools). 2. Arrange workplace visits for KS2 to local green businesses.	Parent Liaison & Curriculum Lead	- Business contact list - Volunteer/sponsorship agreements - Safeguarding processes	- At least one business sponsorship or in-kind support secured - Two workplace visits arranged per year - Documented support outcomes	Climate education and green careers

13. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
-----------	---------	--------------------	------------------	------------------	----------

1. Embed climate action in school governance and policy	1. Present this Climate Action Plan to governors for adoption and set review cycles (annual). 2. Add environmental criteria to the school improvement plan and risk register. 3. Allocate a small ring-fenced budget line for climate actions and grounds maintenance.	Headteacher & Chair of Governors	- Meeting time with governors - Updated policy templates - Budget planning time	- Climate Action Plan formally adopted by governors - Environmental objectives included in school improvement plan - Budget line established and monitored	Decarbonisation; Biodiversity; Adaptation and resilience
2. Ensure safeguarding and inclusion in climate activities	1. Ensure all outdoor and community activities have updated risk assessments and inclusion considerations. 2. Review access needs so outdoor learning is inclusive for all pupils.	Safeguarding Lead & SENCO	- Risk assessment templates - Accessibility audit tools - Staff time for planning	- All activities have risk assessments and inclusion measures - Access improvements identified and started - No safeguarding incidents in climate activities	Adaptation and resilience

14. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
1. Increase resilience to temperature fluctuations and maintain safe learning conditions	1. Use audit recommendations to prioritise measures that stabilise internal temperatures (zoning thermostats, insulating key rooms, draught control). 2. Create a simple temperature-monitoring protocol for classrooms and act quickly on extremes. 3. Develop contingency plans for power interruptions or heating	Site Manager & Headteacher	- Thermostats/temperature monitors - Contingency supplies (blankets, alternate rooms) -	- Temperature-monitoring in place and logged weekly - Contingency plan approved and tested - Fewer classroom days lost or disrupted by heating issues	Adaptation and resilience

	failures (temporary relocation of classes, blankets, adapted timetables).		Emergency plan template		
2. Protect outdoor learning and biodiversity from climate impacts	1. Develop watering plans and mulching to protect newly planted areas during dry spells. 2. Choose resilient native species for plantings and stagger planting times. 3. Monitor meadow health annually and adapt management to changing conditions.	Grounds Lead & Eco-Warriors	- Mulch and water supplies - Planting plan budget - Monitoring templates	- Grounds Management Plan includes adaptation measures - Resilient planting established and surviving first two seasons - Annual meadow health reports produced	Biodiversity; Adaptation and resilience

- The plan focuses on practical, low-cost, high-impact actions appropriate for a 420-pupil urban primary in a 72-year-old single-storey building with extensive grounds.
- Priority short-term actions: energy audit, draught-proofing, radiator balancing, appointment of a Climate Lead, formalising Eco-Warriors and expanding outdoor learning.
- Use of the meadow and extensive grounds is a strong advantage for curriculum, wellbeing and biodiversity work; this plan builds on existing good practice (bug hotels, bird houses, recycling and low-energy lighting).
- Actions emphasise preserving the building fabric while improving thermal performance, simple tasks for the school community, and achievable behavioural and curriculum changes.

Framework note: Where relevant, objectives align with DfE Areas of Decarbonisation, Adaptation and resilience, Biodiversity and Climate education and green careers.