

## School Development Plan Appendix One – Sustainability and Climate Change Action Plan

<b>Subject:</b>	Sustainability and Climate Change	<b>SLT Lead:</b>	Annabel Male
<p><b>Intent:</b></p> <p>The DfE have recognised that schools have an important part to play in all aspects of sustainability. The UK government requires the education sector to play its role in positively responding to climate change and have produced a strategy that needs to be implemented within schools by the end of 2025. Through the collaborative working with a range of stakeholders it was found that children and young people are worried about climate change and want to know more about the impact it is having now and how it will impact their future lives; we have a responsibility to prepare pupils for the challenges and opportunities they will face with the appropriate knowledge, skills and pastoral care. We can use education to engage directly with pupils who are passionate about the natural world, want to do their best to protect it and who can influence their wider communities. Through their learned and lived experiences from early years we will provide opportunities to develop and broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions. The enthusiasm of youth can inspire the whole of society to work together at the start of this crucial decade for the planet.</p> <p>In our pupils’ future ‘green jobs’ will not be niche; it is anticipated that sustainability and climate change will be important in every career. It is our aim to increase opportunities for all pupils to spend time in nature and learn more about it and become actively involved in the improvement of their local environment. It is imperative that our pupils see climate adaptation and decarbonisation activity in our school building as this can provide powerful learning opportunities as they will be able to participate in the implementation of climate adaptation measures, learn in buildings designed for net zero and find out more about the impact of energy and water use.</p> <p>Through our work on sustainability and climate change we will be preparing our pupils adequately to become effective citizens in an ever-changing world.</p> <p>The following action plan has been created with the support from the Sustainability Support in Education website and using DfE guidance.</p>			

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	Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Integrated Curriculum Financial Planning (cost/resources)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
							Autumn	Spring	Summer
<p><b>Setting the groundwork</b></p> <p><b>Sustainability Fundamentals</b></p>	To agree the roles and responsibilities we'll need to make progress in sustainability.	<ul style="list-style-type: none"> <li>• Create a sustainability working group.</li> <li>• Appoint a sustainability focussed governor.</li> <li>• Build your leaders' knowledge and awareness.</li> <li>• Appoint a sustainability lead.</li> <li>• Start to build a whole-setting awareness of sustainability.</li> </ul>		Autumn 2025	Staff related costs	<ul style="list-style-type: none"> <li>✓ Roles and responsibilities will have been agreed.</li> <li>The awareness of the work will be raised among staff, pupils and the community so they will want to get involved.</li> </ul>	AM is appointed as sustainability lead.		
	To understand constraints, such as land use restrictions at school, that might affect our options going forward.	<ul style="list-style-type: none"> <li>• Understand any compliance requirements.</li> <li>• Understand ownership of each of your buildings and wider estate.</li> <li>• Understand any building use, land use, planning or operational restrictions.</li> <li>• Understand sustainability</li> </ul>		Spring 2026	Staff related costs.	<ul style="list-style-type: none"> <li>✓ Constraints such as land use restrictions will be understood.</li> <li>✓ Funding and support that is available to us will be known.</li> </ul>			

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		funding opportunities.							
	To understand the school's current situation, the data available and the way our community feels about sustainability.	<ul style="list-style-type: none"> <li>Assess the current sustainability position of the school setting.</li> <li>Understand what data is available across all areas of sustainability.</li> <li>Consult the community on creating sustainability aspirations.</li> <li>Identify our sustainability priorities.</li> <li>Agree a sustainability vision.</li> <li>Engage with relevant parties regarding ownership or restrictions.</li> </ul>				<ul style="list-style-type: none"> <li>✓ We will understand the current situation and the way our community feels about sustainability.</li> <li>✓ Our first sustainability vision will be set.</li> <li>✓ Priorities will be identified.</li> </ul>			
	To ensure there is a budget, buy-in from leadership and a committed team.	<ul style="list-style-type: none"> <li>Seek buy-in from leadership, governors and trustees.</li> <li>Allocate modest funds to support initial sustainability progress.</li> </ul>		Spring 2026	Staff related costs	<ul style="list-style-type: none"> <li>✓ We will be able to move forwards with the project due to having a small budget and buy-in from stakeholders.</li> </ul>			

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		<ul style="list-style-type: none"> <li>• Prioritise the first steps of our sustainability journey.</li> <li>• Plan a sustainability team.</li> </ul>							
<b>Taking the first steps</b>  <b>Sustainability Fundamentals</b>	To understand national policy and get a sense of what's expected over the coming years.	<ul style="list-style-type: none"> <li>• Familiarise ourselves with government strategy and policy.</li> <li>• Look for support from our Local Authority.</li> <li>• Establish collaborative ways of working with our estate owner.</li> <li>• Collaborate on sustainability within our group.</li> </ul>		Autumn 2025		<ul style="list-style-type: none"> <li>✓ We will understand what is expected over the coming years.</li> <li>✓ We will have made links with other settings and organisations in order to collaborate.</li> </ul>			
	To create the climate change action plan once all key decision makers are feeling confident on sustainability.	<ul style="list-style-type: none"> <li>• Arrange sustainability training for our key decision-makers.</li> <li>• Develop a short term Climate Action Plan.</li> </ul>		September 2025	£200 CPD costs	<ul style="list-style-type: none"> <li>✓ The climate action plan will be in place.</li> </ul>			
	To ensure the staff feel empowered to create a	<ul style="list-style-type: none"> <li>• Complete a CPD audit.</li> <li>• Arrange climate change awareness training for all staff.</li> </ul>		Autumn 2025	Staff related costs	<ul style="list-style-type: none"> <li>✓ Staff will feel empowered.</li> <li>✓ Training needs will have been identified.</li> </ul>			

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	sustainable setting.								
<b>Taking the first steps</b> <b>Decarbonisation</b>	To understand how staff and learners travel to/from school.	<ul style="list-style-type: none"> <li>Establish a regular travel survey.</li> <li>Raise awareness of active travel.</li> </ul>		Autumn 2025	Staff related costs	<ul style="list-style-type: none"> <li>✓ We will understand how our staff and pupils affect sustainability.</li> </ul>	This has been established through WOW.		
	To understand how the school consumes energy and where it comes from.	<ul style="list-style-type: none"> <li>Complete and energy review.</li> <li>Engage with energy suppliers and partners.</li> <li>Agree some initial energy efficiency and decarbonization aims.</li> <li>Plan to switch to renewable energy tariffs.</li> <li>Arrange energy awareness training for relevant staff.</li> </ul>		Spring 2026	£500 for an energy review	<ul style="list-style-type: none"> <li>✓ We will understand how the school consumes energy and where it comes from.</li> <li>✓ We will have switched to a greener tariff (if required).</li> </ul>			
	To understand the different types of emissions from our school and its supply chain.	<ul style="list-style-type: none"> <li>Understand the types of emission (Scopes) that contribute to our school's carbon footprint.</li> <li>Collect Scope 1 and 2 data.</li> <li>Analyse Scope 1 and 2 data.</li> </ul>		Summer 2026	£300 emissions survey by external provider	<ul style="list-style-type: none"> <li>✓ The Lead will understand what Scopes are.</li> <li>✓ Data will have been collected.</li> </ul>			

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	To reduce our carbon emissions.	<ul style="list-style-type: none"> <li>Engage a specialist to complete a Building Condition Survey.</li> <li>Engage a specialist to complete a decarbonisation survey.</li> <li>Use the building condition survey to identify decarbonisation interventions.</li> <li>Identify some quick wins to decarbonise our school.</li> </ul>		Autumn 2026	£500 condition survey	✓ We will have an understanding of decarbonisation.			
	To make changes in how we prepare food, eat food and dispose of food to become more efficient.	<ul style="list-style-type: none"> <li>Conduct a waste audit.</li> <li>Engage our stakeholders to improve waste management.</li> <li>Identify some general waste quick wins.</li> <li>Engage our catering team on food waste.</li> <li>Identify some food and catering quick wins.</li> <li>Complete a food and catering audit.</li> </ul>		Spring 2025	£100 food waste resources.	✓ Ways in which we can reduce the emissions that we make through disposing of food waste will be discovered.			

		<ul style="list-style-type: none"> <li>Identify some food waste quick wins.</li> </ul>							
<b>Taking the first steps</b>  <b>Biodiversity</b>	To understand the variety of species that live in and around our school.	<ul style="list-style-type: none"> <li>Complete a biodiversity assessment.</li> <li>Identify and monitor key biodiversity indicators.</li> <li>Identify some quick wins to increase biodiversity at our school.</li> </ul>		Spring 2026	Staff related costs.	✓ We will have a clear understanding of the species that live around the school and how we can protect them.			
	To increase awareness of biodiversity and how it helps motivate sustainable behaviour.	<ul style="list-style-type: none"> <li>Increase governor and SLT awareness of the importance of biodiversity.</li> <li>Arrange biodiversity training for our site staff.</li> <li>Build a whole-setting awareness of biodiversity.</li> </ul>		Spring 2026	Staff related costs. Resources to create bio diversity areas £100	✓ All staff will have a better understanding of biodiversity.			
<b>Taking the first steps</b>  <b>Education and Skills</b>	To understand how aware our pupils are about sustainability and what we are already covering in teaching and learning.	<ul style="list-style-type: none"> <li>Complete a curriculum audit.</li> <li>Survey environmental awareness among learners.</li> <li>Survey green skills and careers awareness among learners.</li> </ul>		Autumn 2025	Staff related costs	✓ We will have a clear picture of what our pupils know about sustainability and what needs to be explicitly taught.			

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		<ul style="list-style-type: none"> <li>Use our sustainability initiatives as learning opportunities.</li> </ul>							
	To use our outdoor space to promote climate and sustainability awareness and increase wellbeing.	<ul style="list-style-type: none"> <li>Promote the benefits of using outdoor learning spaces to our stakeholders.</li> <li>Introduce outdoor activities as part of learning.</li> </ul>		Ongoing	Staff related costs	<ul style="list-style-type: none"> <li>✓ Staff and pupil wellbeing will increase due to being outdoors more.</li> </ul>			
	To ensure learning about climate change does not lead to an increase in anxiety in pupils and staff.	<ul style="list-style-type: none"> <li>Establish a regular climate anxiety survey.</li> <li>Arrange climate anxiety training for relevant staff.</li> <li>Arrange climate anxiety training for all staff.</li> <li>Develop a plan for addressing climate anxiety.</li> <li>Arrange a session on climate anxiety.</li> </ul>		Ongoing	Staff related costs.	<ul style="list-style-type: none"> <li>✓ We will not see an increase in staff and pupils anxiety related to climate change.</li> <li>✓ All staff will have an understanding of climate anxiety.</li> </ul>			
<b>Taking the first steps</b>  <b>Climate Adaptation</b>	To build knowledge of climate risks and the impact these can have in our settings and how to	<ul style="list-style-type: none"> <li>Understand the latest climate risk information and guidance.</li> </ul>		Summer 2026	Staff related costs	<ul style="list-style-type: none"> <li>✓ We will have a plan of how we will respond to an extreme weather event.</li> </ul>			

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	prepare for an emergency.	<ul style="list-style-type: none"> <li>• Understand how our school is susceptible to climate change.</li> <li>• Understand what tools and support are available to complete a climate risk assessment.</li> <li>• Identify and collect climate data.</li> </ul>							
	To understand our water use.	<ul style="list-style-type: none"> <li>• Engage our water supplier.</li> <li>• Complete a water audit.</li> </ul>		Spring 2026	Staff related costs	✓ All stakeholders will understand that water is a natural resource and learn to use it more efficiently.			
	To create links with other local settings to prepare for extreme climate events.	<ul style="list-style-type: none"> <li>• Increase our SLT and governors' awareness of climate risks and adaptation planning.</li> <li>• Collaborate with local settings on climate risk assessment and management.</li> </ul>		Summer 2026	Staff related costs	<ul style="list-style-type: none"> <li>✓ Local schools will have been contacted to collaborate on developing an awareness of climate risks.</li> <li>✓ Emergency plan will include extreme weather procedures.</li> </ul>			
	To understand the sustainability of	<ul style="list-style-type: none"> <li>• Identify significant suppliers.</li> </ul>		Summer 2026	Staff related costs	✓ We will have established collaborative			

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<p style="text-align: center;"><b>Developing practice</b></p> <p style="text-align: center;"><b>Sustainability Fundamentals</b></p>	<p>our supply chain.</p>	<ul style="list-style-type: none"> <li>• Collect significant supplier data.</li> <li>• Survey all significant suppliers and partnerships.</li> <li>• Collect significant supplier sustainability credentials.</li> <li>• Collaborate with our significant suppliers on sustainability.</li> <li>• Collaborate with our significant suppliers on climate risk.</li> <li>• Collaborate with our significant suppliers on decarbonisation.</li> <li>• Identify some quick wins to reduce our consumption.</li> </ul>				<p>ways of working and looking for funding opportunities.</p>			
	<p>To implement a behaviour change programme to develop sustainable behaviours.</p>	<ul style="list-style-type: none"> <li>• Develop a behaviour change programme.</li> <li>• Plan a session on water conservation as part of our behaviour change programme.</li> <li>• Plan a session on sustainable food in our behaviour change programme.</li> </ul>		<p>Spring 2026</p>	<p>Staff related costs</p>	<ul style="list-style-type: none"> <li>✓ A behaviour change programme will have been established.</li> <li>✓ Staff and learners will be inspired to act more sustainably.</li> </ul>			

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	<ul style="list-style-type: none"> <li>Plan a session on biodiversity as part of our behaviour change programme.</li> <li>Plan a session on waste in our behaviour change programme.</li> <li>Plan a session on active travel in our behaviour change programme.</li> <li>Plan a session on energy consumption in our behaviour change programme.</li> <li>Plan a session on consumption as part of our behaviour change programme.</li> </ul>								
To involve parents/carers with any changes we are making.	<ul style="list-style-type: none"> <li>Communicate with parents/carers on climate action.</li> <li>Encourage parent/carer voice.</li> <li>Identify ways for our parent/carer body to support sustainability initiatives.</li> </ul>		Summer 2026	Staff related costs	<ul style="list-style-type: none"> <li>✓ Parents/carers will support our work on becoming more sustainable.</li> <li>✓ Parents/carers will feel included as part of our sustainability journey.</li> </ul>				
To use sustainable suppliers to	<ul style="list-style-type: none"> <li>Develop a sustainability policy.</li> </ul>		Autumn 2025	Staff related costs	<ul style="list-style-type: none"> <li>✓ Our emissions will have been reduced.</li> </ul>				

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	reduce our school's emissions.	<ul style="list-style-type: none"> <li>• Develop a sustainability strategy.</li> <li>• Start to complete funding applications.</li> <li>• Establish collaborative working with other settings on sustainability.</li> </ul>							
<b>Developing practice</b>  <b>Decarbonisation</b>	To begin to reduce our energy use and look for more sustainable ways to get energy supplied.	<ul style="list-style-type: none"> <li>• Explore energy supply options.</li> <li>• Identify opportunities for renewable energy generation.</li> <li>• Develop an energy re-procurement plan.</li> <li>• Arrange basic energy awareness training for all staff.</li> </ul>		Autumn 2025	Staff related costs	<ul style="list-style-type: none"> <li>✓ Staff will have a basic understanding of being energy aware.</li> <li>✓ Renewable energy opportunities will have been identified.</li> </ul>			
	To begin to reduce our Scope 3 emissions.  <i>Scope 3 emissions come from activities like procurement, waste, travel</i>	<ul style="list-style-type: none"> <li>• Collect Scope 3 data.</li> <li>• Analyse our Scope 3 data.</li> <li>• Prioritise our Scope 3 focus areas.</li> <li>• Identify some Scope 3 quick wins.</li> </ul>		Autumn 2027	Cost related to survey £500.	<ul style="list-style-type: none"> <li>✓ Scope 3 emissions will be known.</li> <li>✓ A reduction in these emissions will be a big step towards Net Zero.</li> </ul>			

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	<i>and commuting.</i>	<ul style="list-style-type: none"> <li>Identify quick wins to reduce our paper consumption.</li> <li>Identify quick wins to reduce our technology consumption.</li> </ul>							
	To calculate our carbon footprint and track progress.	<ul style="list-style-type: none"> <li>Calculate our carbon footprint.</li> <li>Understand how to select a baseline year.</li> <li>Select a baseline reporting year.</li> </ul>				✓ We will have our carbon footprint calculated which will enable us to measure emissions.			
	To agree a Net Zero vision and begin work towards it.	<ul style="list-style-type: none"> <li>Engage our SLT to make a net zero commitment.</li> <li>Develop our net zero vision.</li> <li>Appoint a member of our SLT to be responsible for net zero delivery.</li> <li>Appoint a net zero lead.</li> <li>Agree decarbonisation responsibilities of our site manager.</li> </ul>	Summer 2026	Staff related costs	<ul style="list-style-type: none"> <li>✓ Roles and responsibilities will have been agreed.</li> <li>✓ Staff will have an understanding of our net zero vision.</li> </ul>				
	To begin to improve waste management.	<ul style="list-style-type: none"> <li>Develop a waste management plan.</li> </ul>	Summer 2025	Staff related costs	✓ We will know how our school can reduce and				

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						remove waste more efficiently.			
	To improve our sustainable travel options.	<ul style="list-style-type: none"> <li>Identify opportunities to increase active travel to and from school.</li> <li>Create sustainable travel tools for our school.</li> <li>Develop a sustainable travel plan.</li> </ul>		Summer 2025	Staff related costs £50 marketing costs/ resources.	✓ Staff and pupils will safely travel to school by bike, scooter, walking, public transport and other sustainable methods where possible.			
<b>Developing practice</b>  <b>Biodiversity</b>	To work towards a biodiversity vision.	<ul style="list-style-type: none"> <li>Develop a vision and mission statement on biodiversity.</li> <li>Set some short term biodiversity aims.</li> <li>Allocate a modest amount of funds to support some biodiversity quick wins.</li> <li>Agree roles and responsibilities to support biodiversity progress.</li> </ul>				✓ We will have a clear understanding of how we are supporting biodiversity in our school.			
	To engage our community on biodiversity.	<ul style="list-style-type: none"> <li>Seek input from staff, learners and parents on biodiversity initiatives.</li> </ul>		Autumn 2025	£200 club resourcing	✓ Staff and pupils will feel empowered and able to participate in increasing			

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		<ul style="list-style-type: none"> <li>Engage our site management in biodiversity initiatives.</li> <li>Involve learners in increasing our school's biodiversity.</li> <li>Use extra-curricular clubs as opportunities to increase biodiversity.</li> </ul>				biodiversity in our school.			
	To understand the biodiversity credentials of our suppliers.	<ul style="list-style-type: none"> <li>Audit our site suppliers.</li> <li>Collaborate with our significant suppliers on biodiversity.</li> <li>Collaborate with all our suppliers on biodiversity.</li> </ul>		Summer 2027	Staff Related costs	✓ Suppliers will have been reviewed and any areas for improvement will have been identified.			
	To track our progress on biodiversity.	<ul style="list-style-type: none"> <li>Improve our biodiversity and land use data collection.</li> <li>Develop a process to monitor our biodiversity progress.</li> </ul>				✓ Clear improvements against the biodiversity indicators.			
<b>Developing practice</b>  <b>Education and skills</b>	To set up an outdoor learning space.	<ul style="list-style-type: none"> <li>Establish an outdoor learning space.</li> <li>Use outdoor learning in our Special Educational</li> </ul>		Autumn 2025	Staff related costs £750 outdoor learning/	✓ A clear, purposeful outdoor learning space will have been set up.			

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		Needs and Disabilities practice. <ul style="list-style-type: none"> <li>Gather feedback on our outdoor learning.</li> </ul>			nature explorer resources.				
	To understand links to green skills and careers.	<ul style="list-style-type: none"> <li>Audit the local green careers landscape.</li> <li>Survey parents as part of our green skills and careers audit.</li> <li>Complete a curriculum review to identify links to green skills and jobs.</li> </ul>		Summer 2027	Staff related Costs	✓ The curriculum will demonstrate how pupils are prepared for a green future.			
	To create a climate education and green skills aim for our school.	<ul style="list-style-type: none"> <li>Set some short, medium and long term climate education and green skills aims.</li> <li>Seek buy-in from senior leadership on our climate education and green skills aims.</li> <li>Share our curriculum aims with stakeholders.</li> </ul>		Summer 2027	Staff related costs	✓ A clear plan of how we are developing our climate education will be complete and will have been shared with stakeholders.			
	To engage our local community in climate education.	<ul style="list-style-type: none"> <li>Have our learners calculate their personal carbon footprint.</li> </ul>		Summer 2027	Staff related costs	✓ Stakeholders will understand their individual impact on the environment.			

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		<ul style="list-style-type: none"> <li>• Have our learners calculate their personal overshoot day.</li> <li>• Engage parents/carers in climate education initiatives.</li> <li>• Identify opportunities for our site team to support on teaching and learning.</li> <li>• Integrate climate education in learning.</li> </ul>				✓ Climate education will be integrated into the learning.			
<b>Developing practice</b>  <b>Climate adaptation</b>	To monitor and reduce water use.	<ul style="list-style-type: none"> <li>• Identify some water management quick wins.</li> <li>• Establish regular water consumption data collection.</li> <li>• Identify some long term water management interventions.</li> </ul>		Summer 2027	Staff related costs	✓ Water use will be monitored and reduced where possible.			
	To identify and start to prepare for climate risks.	<ul style="list-style-type: none"> <li>• Appoint a climate adaptation lead.</li> <li>• Engage with local agencies to support your climate risk assessment.</li> </ul>		Summer 2027	Staff related costs	✓ Roles will be clear to all staff in order to progress the climate adaptation.			

		<ul style="list-style-type: none"> <li>• Complete a climate risk assessment.</li> </ul>							
	To improve our school's climate resilience.	<ul style="list-style-type: none"> <li>• Set some short, medium and long term adaptation aims.</li> <li>• Understand climate risk and adaptation funding support.</li> <li>• Allocate a modest amount of funds for climate adaptation quick wins.</li> <li>• Identify some quick wins to improve our climate resilience.</li> <li>• Use our building condition survey to identify climate adaptation interventions.</li> <li>• Identify long term actions for improving our climate resilience.</li> </ul>		Summer 2027	Staff related costs	✓ Adaptations will have been made if necessary.			
<b>Learning to Lead</b>  <b>Sustainability Fundamentals</b>	To improve our supply chain's sustainability.	<ul style="list-style-type: none"> <li>• Develop sustainability related supplier selection criteria.</li> <li>• Develop a plan to improve data from our significant suppliers.</li> </ul>		Summer 2027	Staff related costs	✓ A re-procurement plan will be completed.			

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		<ul style="list-style-type: none"> <li>• Work with our significant suppliers to improve their data quality.</li> <li>• Develop sustainability targets for our suppliers.</li> <li>• Develop our Supply Chain Re-procurement Plan.</li> </ul>							
	To build staff confidence to take action on sustainability.	<ul style="list-style-type: none"> <li>• Deepen our knowledge and understanding of climate change and sustainability.</li> <li>• Develop a CPD programme.</li> <li>• Develop our sustainability team.</li> <li>• Embed sustainability training into the induction of new staff.</li> </ul>		Autumn 2025	£200 CPD	<ul style="list-style-type: none"> <li>✓ Sustainability training will be a part of the induction for new staff.</li> <li>✓ CPD on sustainability will be planned in to our development cycle.</li> </ul>			
	To embed sustainability across the school.	<ul style="list-style-type: none"> <li>• Begin to develop an Asset Management Plan (AMP).</li> <li>• Include sustainability guidance in our policies.</li> <li>• Incorporate sustainability best</li> </ul>		Summer 2027	Staff related costs	<ul style="list-style-type: none"> <li>✓ Policies and practices will support our sustainability journey.</li> </ul>			

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		<p>practice into our operations.</p> <ul style="list-style-type: none"> <li>Align all policies and strategies with our sustainability policy and strategy.</li> </ul>							
	To create links with the wider community.	<ul style="list-style-type: none"> <li>Encourage our community outreach.</li> <li>Increase our community outreach on sustainability initiatives.</li> <li>Develop a programme of fundraising projects.</li> </ul>		Summer 2027	Staff related costs	✓ Local residents/ businesses/groups will have been contacted in order for us to develop our programme.			
<p><b>Learning to Lead</b></p> <p><b>Decarbonisation</b></p>	To identify long term interventions to reduce scope 3 emissions.	<ul style="list-style-type: none"> <li>Collect and improve Scope 3 data.</li> <li>Identify some longer term Scope 3 interventions.</li> <li>Identify some long term general waste interventions.</li> <li>Identify some long term food waste interventions.</li> <li>Identify some long term food and catering interventions.</li> </ul>		Summer 2027	Staff related costs	✓ We will have used the momentum from our initial scope 3 target to make longer term changes.			

	To develop a roadmap to Net Zero.	<ul style="list-style-type: none"> <li>• Develop a decarbonisation strategy.</li> <li>• Explore scenario modelling.</li> <li>• Develop a plan for net zero.</li> </ul>		Autumn 2027	Staff related costs	✓ We will have used our research on decarbonisation to create a strategy and Net Zero plan.			
	To improve our data and reporting.	<ul style="list-style-type: none"> <li>• Use tools and processes to improve our data collection.</li> <li>• Improve our carbon emissions data.</li> <li>• Develop our first annual emissions report.</li> </ul>		Summer 2027	Staff related costs	✓ Data collection will be of a high quality.			
	To enable staff and pupils to travel sustainably.	<ul style="list-style-type: none"> <li>• Identify interventions to reduce our travel-related carbon hotspots.</li> <li>• Assess opportunities to implement on-site sustainable travel solutions.</li> <li>• Develop a long term sustainable travel plan.</li> <li>• Develop sustainable travel incentives for staff.</li> </ul>				✓ A long term travel plan will have been created.			

		<ul style="list-style-type: none"> <li>• Develop sustainable travel incentives for pupils.</li> <li>• Use your travel survey results in our curriculum.</li> </ul>							
<p><b>Learning to Lead</b></p> <p><b>Biodiversity</b></p>	To start to improve our long term biodiversity.	<ul style="list-style-type: none"> <li>• Set some long term biodiversity objectives and targets.</li> <li>• Assess the opportunity to start a composting programme.</li> <li>• Identify opportunities to implement green infrastructure.</li> <li>• Identify long term biodiversity improvements.</li> <li>• Increase the amount of green space at our school.</li> <li>• Increase the amount of native plants and trees at our school.</li> </ul>		Summer 2027	Staff related costs	✓ A long term biodiversity plan will have been created.			
	To plan to implement and embed our biodiversity approach.	<ul style="list-style-type: none"> <li>• Develop a biodiversity delivery plan.</li> <li>• Ensure long term resource and budget provisions to</li> </ul>		Summer 2027	Staff related costs	✓ A Biodiversity Delivery Plan will have been created.			

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		<p>support biodiversity progress.</p> <ul style="list-style-type: none"> <li>• Review our strategies and policies to reflect our biodiversity aims.</li> <li>• Integrate biodiversity into our site management practices.</li> </ul>							
	To embed biodiversity into teaching and learning.	<ul style="list-style-type: none"> <li>• Use online learning tools to teach biodiversity.</li> <li>• Develop learners' awareness of nature stewardship.</li> <li>• Use our outdoor learning space to support our biodiversity aims and learning opportunities.</li> <li>• Integrate biodiversity learning opportunities into trips.</li> <li>• Identify local organisations to partner with on biodiversity initiatives.</li> </ul>		Summer 2027	Staff related costs	✓ Biodiversity initiatives will be woven into our teaching, trips and time spent outdoors.			

<p style="text-align: center;"><b>Learning to Lead</b></p> <p style="text-align: center;"><b>Education and skills</b></p>	<p>To improve our outdoor learning practice.</p>	<ul style="list-style-type: none"> <li>Establish an outdoor learning programme.</li> <li>Seek feedback on the outdoor learning programme from staff learners and parents.</li> <li>Embed outdoor learning into the culture and ethos of our school.</li> </ul>		Autumn 2025	As above	<ul style="list-style-type: none"> <li>✓ A programme will have been developed that makes full use of our outdoor spaces when learning.</li> </ul>			
	<p>To improve our green skills and careers offer.</p>	<ul style="list-style-type: none"> <li>Arrange green skills and careers CPD.</li> <li>Develop a delivery plan for our climate education and green skills.</li> <li>Embed green careers into our current careers plan.</li> <li>Increase learners' awareness of green careers.</li> </ul>		As Above	As Above	<ul style="list-style-type: none"> <li>✓ Staff will have an understanding of green careers.</li> <li>✓ Pupils will be exposed to those who work in green careers.</li> </ul>			
	<p>To create a climate education and green skills partnership.</p>	<ul style="list-style-type: none"> <li>Partner with organisations to support green skills and careers aims.</li> <li>Partner with organisations to support climate education aims.</li> </ul>		As Above	As Above	<ul style="list-style-type: none"> <li>✓ A rich climate education and green skills offer will be available at our school.</li> </ul>			

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<p style="text-align: center;"><b>Learning to Lead</b></p> <p style="text-align: center;"><b>Climate Adaptation</b></p>	<p>To plan for climate change and emergencies.</p>	<ul style="list-style-type: none"> <li>• Develop a climate adaptation strategy.</li> <li>• Engage parents in our climate adaptation planning.</li> <li>• Use a specialist provider to support development of our climate adaptation plan.</li> <li>• Develop a climate adaptation plan.</li> <li>• Seek buy-in from our governors and trustees on our climate adaptation plan.</li> <li>• Integrate climate adaptation planning in any planned building or refurbishments projects.</li> <li>• Arrange climate event risk training for relevant staff members.</li> <li>• Develop an emergency response plan.</li> </ul>		As Above	As Above	<p>✓ All stakeholders will be aware of the plans and will be ready to carry out the plans.</p>			
	<p>To improve our climate risk processes.</p>	<ul style="list-style-type: none"> <li>• Use tools and processes to</li> </ul>		Summer 2027	Staff related costs	<p>✓ Processes will be reviewed and</p>			

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		<p>improve our climate risk management.</p> <ul style="list-style-type: none"> <li>• Establish a process to update our climate risk assessment annually.</li> <li>• Improve our climate data gathering process.</li> <li>• Improve our climate risk assessment process.</li> </ul>				improved regularly.			
	To embed climate adaptation into teaching and learning.	<ul style="list-style-type: none"> <li>• Use local climate data in the curriculum.</li> <li>• Integrate our climate adaptation aims in our teaching and learning.</li> </ul>		Summer 2027	Staff related costs.	✓ Pupils will feel that learning about climate is meaningful as it will be relatable for them.			