

# Heckington St. Andrew's C of E Primary School- Climate Action Plan



## 1. Staff Expertise

| Objective   | Actions  | Person responsible         | Resources needed  | Success criteria   | DfE Area                            |
|---|--|----------------------------|---|--|-------------------------------------|
| Enhance staff knowledge and skills on climate change and sustainability | <ol style="list-style-type: none"> <li>1. Organise regular CPD sessions on energy efficiency and climate action.</li> <li>2. Provide access to online sustainability training modules.</li> <li>3. Invite external experts for workshops.</li> </ol> | Headteacher                | <ul style="list-style-type: none"> <li>- Budget for training</li> <li>- Access to online courses</li> <li>- Contacts for external experts</li> </ul>            | <ul style="list-style-type: none"> <li>- 80% of staff complete at least one sustainability training annually</li> <li>- Staff demonstrate increased confidence in climate-related topics</li> <li>- Climate action integrated into teaching and school operations</li> </ul> | Climate education and green careers |
| Build capacity for sustainable building management                      | <ol style="list-style-type: none"> <li>1. Train site manager and relevant staff on energy monitoring and efficient building use.</li> <li>2. Develop a maintenance schedule focused on energy and water efficiency.</li> </ol>                       | Site Manager / Headteacher | <ul style="list-style-type: none"> <li>- Training materials</li> <li>- Time allocation for training</li> <li>- Support from local energy consultants</li> </ul> | <ul style="list-style-type: none"> <li>- Reduced energy wastage from building systems</li> <li>- Maintenance schedule implemented and followed</li> <li>- Site staff able to identify and report inefficiencies</li> </ul>   | Decarbonisation                     |



## 2. Staff/Pupils

| Objective  | Actions  | Person responsible      | Resources needed   | Success criteria   | DfE Area                            |
|--|--|-------------------------|--|--|-------------------------------------|
| Engage pupils and staff in climate action              | <ol style="list-style-type: none"><li>1. Launch a “Green Champions” initiative involving pupils and staff</li><li>2. Hold regular assemblies and workshops on sustainability.</li><li>3. Develop a sustainability pledge for all staff and pupils.</li></ol> | Teachers                | <ul style="list-style-type: none"><li>- Educational materials</li><li>- Time for assemblies/workshops</li><li>- Incentives for participation</li></ul>                       | <ul style="list-style-type: none"><li>- Active Green Champions group established</li><li>- Increased awareness measured via surveys</li><li>- Sustainability pledge signed by majority of school community</li></ul> | Climate education and green careers |
| Foster behaviour change to reduce energy and water use | <ol style="list-style-type: none"><li>1. Implement energy-saving routines (e.g., switching off lights/computers).</li><li>2. Promote water conservation practices.</li><li>3. Monitor and display classroom energy and water use data.</li></ol>             | Teachers / Site Manager | <ul style="list-style-type: none"><li>- Monitoring tools (energy metres, water metres)</li><li>- Visual displays/posters</li><li>- Staff and pupil engagement time</li></ul> | <ul style="list-style-type: none"><li>- Reduction in classroom energy and water consumption</li><li>- Positive feedback from pupils and staff</li><li>- Behavioural change sustained over academic year</li></ul>    | Decarbonisation                     |



### 3. Buildings/Grounds

| Objective   | Actions   | Person responsible                                   | Resources needed   | Success criteria  | DfE Area                                   |
|---|---|--|--|---|--|
| Improve energy efficiency of the existing buildings | <ol style="list-style-type: none"><li>1. Conduct energy audit focusing on poor-rated areas (e.g., chain-link fencing and solar gain in 1987 extension).</li><li>2. Upgrade insulation and shading in classrooms affected by solar gain.</li><li>3. Plan phased replacement of end-of-life boilers with low-carbon alternatives.</li><li>4. Maintain LED lighting and explore further lighting controls.</li></ol> | Site Manager /<br>Headteacher /<br>Energy Consultant | <ul style="list-style-type: none"><li>- Funding for audit and upgrades</li><li>- Technical expertise</li><li>- Time for installation works</li></ul> | <ul style="list-style-type: none"><li>- Energy rating improved from D to C or better within 3 years</li><li>- Reduced overheating complaints in summer</li><li>- New boilers installed or scheduled</li><li>- Energy consumption reduced annually</li></ul> | Decarbonisation, Adaptation and resilience |
| Enhance biodiversity and green spaces               | <ol style="list-style-type: none"><li>1. Develop and maintain outdoor learning gardens and wildlife habitats.</li><li>2. Incorporate native plant species to support local biodiversity.</li><li>3. Use green spaces for curriculum and wellbeing activities.</li></ol>   | Groundskeeper /<br>Teachers                          | <ul style="list-style-type: none"><li>- Plants and gardening supplies</li><li>- Volunteer support</li><li>- Curriculum resources</li></ul>           | <ul style="list-style-type: none"><li>- Increased biodiversity indicators (e.g., number of species)</li><li>- Regular use of green spaces for learning</li><li>- Positive pupil engagement with nature</li></ul>  | Biodiversity                               |



#### 4. School Lunches

| Objective                                    | Actions  | Person responsible | Resources needed  | Success criteria  | DfE Area                      |
|--|--|--------------------|---|---|-------------------------------|
| Promote sustainable and healthy food choices | <ol style="list-style-type: none"><li>1. Work with catering providers to increase plant-based and locally sourced options.</li><li>2. Reduce food waste through portion control and composting.</li><li>3. Educate pupils on sustainable eating habits through workshops and events.</li></ol> | Teachers           | <ul style="list-style-type: none"><li>- Collaboration with caterers</li><li>- Composting bins</li><li>- Educational materials</li></ul> | <ul style="list-style-type: none"><li>- Increase in plant-based meal uptake by 20% within 1 year</li><li>- Reduction in food waste by 30%</li><li>- Pupils demonstrate understanding of sustainable diets</li></ul> | Decarbonisation, Biodiversity |

#### 5. Curriculum

| Objective                                     | Actions   | Person responsible         | Resources needed   | Success criteria   | DfE Area                            |
|---|---|----------------------------|--|--|-------------------------------------|
| Embed climate education across all key stages | <ol style="list-style-type: none"><li>1. Integrate climate change and sustainability topics into science, geography, and PSHE.</li><li>2. Use school grounds for practical environmental learning.</li><li>3. Develop project-based learning on local environmental issues.</li></ol> | Curriculum Lead / Teachers | <ul style="list-style-type: none"><li>- Curriculum planning time</li><li>- Teaching resources</li><li>- Access to outdoor spaces</li></ul> | <ul style="list-style-type: none"><li>- Climate topics included in schemes of work</li><li>- Pupils participate in at least one environmental project annually</li><li>- Improved pupil knowledge assessed</li></ul> | Climate education and green careers |



|                                    |  |                                |   |  |                                     |
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|                                    |  |                                |   | through work samples   |                                     |
| Encourage skills for green careers | <ol style="list-style-type: none"> <li>1. Invite professionals in green sectors for talks and workshops.</li> <li>2. Provide information on green career pathways.</li> <li>3. Link projects to real-world sustainability challenges.</li> </ol> | Careers Coordinator / Teachers | <ul style="list-style-type: none"> <li>- Network of professionals</li> <li>- Career guidance materials</li> <li>- Event organisation support</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can identify green career options</li> <li>- Increased pupil interest in STEM and sustainability</li> <li>- Positive feedback from pupils and parents</li> </ul> | Climate education and green careers |

## 6. Wellbeing

| Objective  | Actions  | Person responsible        | Resources needed   | Success criteria   | DfE Area                                |
|--|--|---------------------------|--|--|---|
| Promote wellbeing through connection with nature             | <ol style="list-style-type: none"> <li>1. Schedule regular outdoor learning and playtime in green spaces.</li> <li>2. Develop mindfulness and wellbeing activities linked to nature.</li> <li>3. Provide quiet green areas for reflection and relaxation.</li> </ol> | Wellbeing Lead / Teachers | <ul style="list-style-type: none"> <li>- Outdoor equipment</li> <li>- Training for staff</li> <li>- Quiet Garden spaces</li> </ul> | <ul style="list-style-type: none"> <li>- Increased pupil wellbeing reported in surveys</li> <li>- Regular use of outdoor spaces for wellbeing</li> <li>- Reduced behavioural incidents linked to stress</li> </ul> | Biodiversity, Adaptation and resilience |
| Support staff wellbeing with sustainable workplace practices | <ol style="list-style-type: none"> <li>1. Encourage active travel and flexible working where possible.</li> </ol>  | Headteacher               | <ul style="list-style-type: none"> <li>- Policy development time</li> <li>- Facilities</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Staff report improved wellbeing</li> <li>- Reduced absenteeism</li> </ul>   | Adaptation and resilience               |



|  |   |  |                                 |  |  |
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|  | 2. Promote a healthy indoor environment (air quality, natural light). |  | adjustments<br>- Staff training | - Positive working environment<br>feedback |  |
|--|---|--|---------------------------------|--|--|

## 7. Opportunities for Pupil Leadership

| Objective  | Actions   | Person responsible             | Resources needed   | Success criteria  | DfE Area                            |
|--|---|--------------------------------|--|---|-------------------------------------|
| Develop pupil-led sustainability initiatives               | <ol style="list-style-type: none"><li>1. Establish a pupil eco-council with regular meetings</li><li>2. Empower pupils to lead energy and waste audits.</li><li>3. Support pupil-led campaigns on climate and biodiversity.</li></ol> | Sustainability Lead / Teachers | <ul style="list-style-type: none"><li>- Meeting space</li><li>- Training materials</li><li>- Staff mentorship</li></ul>      | <ul style="list-style-type: none"><li>- Active eco-council with regular projects</li><li>- Measurable pupil-led improvements (e.g., waste reduction)</li><li>- Increased pupil confidence and leadership skills</li></ul> | Climate education and green careers |
| Involve pupils in decision-making on school sustainability | <ol style="list-style-type: none"><li>1. Include pupil representatives in relevant school committees.</li><li>2. Use pupil surveys to inform action plans.</li><li>3. Celebrate pupil achievements publicly.</li></ol>                | Headteacher / Governors        | <ul style="list-style-type: none"><li>- Communication channels</li><li>- Survey tools</li><li>- Event organisation</li></ul> | <ul style="list-style-type: none"><li>- Pupil input reflected in school policies</li><li>- Positive pupil engagement in governance</li><li>- Recognition of pupil contributions</li></ul>                                 | Climate education and green careers |



## 8. Procurement

| Objective   | Actions  | Person responsible             | Resources needed   | Success criteria  | DfE Area                      |
|---|--|--------------------------------|--|---|-------------------------------|
| Implement sustainable procurement practices             | <ol style="list-style-type: none"><li>1. Develop procurement policy prioritising low-carbon and ethical suppliers.</li><li>2. Source eco-friendly materials for school operations.</li><li>3. Monitor and report on procurement sustainability outcomes.</li></ol> | Business Manager / Headteacher | <ul style="list-style-type: none"><li>- Procurement guidelines</li><li>- Supplier database</li><li>- Reporting tools</li></ul> | <ul style="list-style-type: none"><li>- Procurement policy adopted and followed</li><li>- Increased percentage of sustainable purchases</li><li>- Reduced environmental impact from procurement</li></ul> | Decarbonisation               |
| Reduce single-use plastics and waste in school supplies | <ol style="list-style-type: none"><li>1. Audit current use of plastics and disposable items.</li><li>2. Switch to reusable or biodegradable alternatives.</li><li>3. Educate staff and pupils on reducing waste.</li></ol>   | Site Manager / Teachers        | <ul style="list-style-type: none"><li>- Audit tools</li><li>- Alternative supplies</li><li>- Educational campaigns</li></ul>   | <ul style="list-style-type: none"><li>- Reduction in single-use plastics by 50%</li><li>- Increased use of reusable items</li><li>- Positive behaviour change around waste</li></ul>                      | Decarbonisation, Biodiversity |



## 9. Parents

| Objective                                     | Actions  | Person responsible                         | Resources needed   | Success criteria  | DfE Area                            |
|---|--|--|--|---|-------------------------------------|
| Engage parents in school climate actions      | <ol style="list-style-type: none"><li>1. Communicate climate initiatives via newsletters and meetings.</li><li>2. Organise family sustainability events and workshops.</li><li>3. Encourage sustainable behaviours at home (e.g., energy saving, recycling).</li></ol> | Parent Liaison / Headteacher               | <ul style="list-style-type: none"><li>- Communication tools</li><li>- Event resources</li><li>- Educational materials</li></ul>    | <ul style="list-style-type: none"><li>- Increased parent participation in events</li><li>- Positive feedback from parents</li><li>- Evidence of behaviour change at home reported</li></ul> | Climate education and green careers |
| Promote sustainable travel to and from school | <ol style="list-style-type: none"><li>1. Share information on public transport options and active travel routes.</li><li>2. Support walking and cycling initiatives (e.g., walking buses).</li><li>3. Collaborate with local authorities for safer routes.</li></ol>   | School Travel Coordinator / Parent Liaison | <ul style="list-style-type: none"><li>- Maps and guides</li><li>- Volunteer support</li><li>- Liaison with local council</li></ul> | <ul style="list-style-type: none"><li>- Increased number of pupils using sustainable travel modes</li><li>- Reduced car drop-offs</li><li>- Improved road safety awareness</li></ul>        | Decarbonisation                     |

## 10. Transportation and Travel

| Objective                                  | Actions   | Person responsible                      | Resources needed  | Success criteria   | DfE Area        |
|--|---|---|---|--|-----------------|
| Reduce carbon footprint from school travel | <ol style="list-style-type: none"><li>1. Promote walking, cycling, and public transport among pupils and staff.</li></ol> | School Travel Coordinator / Headteacher | <ul style="list-style-type: none"><li>- Travel survey tools</li><li>- Communication materials</li></ul> | <ul style="list-style-type: none"><li>-- Increased active travel participation</li></ul> | Decarbonisation |





|  |  |              |   |   |                           |
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|  | 2. Monitor travel patterns annually.                                   |              | - Incentives for sustainable travel                         | - Data collected to inform future plans   |                           |
| Improve accessibility and safety of sustainable travel options | 1. Run road safety, bike ability and active travel education sessions. | Head teacher | - Partnership with local council<br>- Educational resources | - Safe and accessible routes established<br>- Increased pupil cycling rates<br>- Reduced travel-related incidents | Adaptation and resilience |

## 11. Digital Sustainability

| Objective   | Actions  | Person responsible           | Resources needed   | Success criteria   | DfE Area                            |
|---|--|------------------------------|--|--|-------------------------------------|
| Reduce environmental impact of digital technologies | <ol style="list-style-type: none"> <li>1. Implement energy-efficient settings on all school devices.</li> <li>2. Promote responsible printing and paper use.</li> <li>3. Adopt cloud-based solutions to reduce local hardware needs.</li> </ol>                      | IT Coordinator / Headteacher | <ul style="list-style-type: none"> <li>- IT policy updates</li> <li>- Training for staff and pupils</li> <li>- Access to cloud services</li> </ul> | <ul style="list-style-type: none"> <li>- Reduced energy consumption from IT equipment</li> <li>- Decreased paper usage</li> <li>- Increased use of digital collaboration tools</li> </ul>          | Decarbonisation                     |
| Use digital tools to enhance climate education      | <ol style="list-style-type: none"> <li>1. Incorporate online resources and apps related to sustainability.</li> <li>2. Use data logging tools for energy and water monitoring projects.</li> <li>3. Share pupil projects digitally to increase awareness.</li> </ol> | Teachers / IT Coordinator    | <ul style="list-style-type: none"> <li>- Educational software</li> <li>- Data logging devices</li> <li>- Communication platforms</li> </ul>        | <ul style="list-style-type: none"> <li>- Increased pupil engagement with digital climate tools</li> <li>- Quality of pupil projects improved</li> <li>- Wider school community informed</li> </ul> | Climate education and green careers |



## 12. Partnerships and Collaborations

| Objective                                    | Actions  | Person responsible                | Resources needed  | Success criteria   | DfE Area  |
|--|--|-----------------------------------|---|--|---|
| Build partnerships to enhance climate action | <ol style="list-style-type: none"><li>1. Collaborate with local environmental groups and authorities.</li><li>2. Share best practice with other schools.</li></ol>   | Headteacher / Sustainability Lead | <ul style="list-style-type: none"><li>- Network contacts</li><li>- Time for meetings</li><li>- Communication tools</li></ul>              | <ul style="list-style-type: none"><li>- Formal partnerships established</li><li>- Participation in at least two external initiatives annually</li><li>- Shared resources and knowledge with peer schools</li></ul> | Climate education and green careers, Biodiversity |
| Access external funding and expertise        | <ol style="list-style-type: none"><li>1. Identify and apply for grants related to energy efficiency and biodiversity.</li><li>2. Invite external experts for advice and support.</li><li>3. Engage with local universities for research collaboration.</li></ol> | Business Manager / Headteacher    | <ul style="list-style-type: none"><li>- Grant databases</li><li>- Proposal writing support</li><li>- Contacts with institutions</li></ul> | <ul style="list-style-type: none"><li>- Successful grant applications</li><li>- Expert input integrated into projects</li><li>- Research projects or internships established</li></ul>                             | Decarbonisation, Biodiversity                     |



### 13. Governance and Policy

| Objective  | Actions  | Person responsible             | Resources needed  | Success criteria  | DfE Area                                   |
|--|--|--------------------------------|---|---|--|
| Embed sustainability in school governance                      | <ol style="list-style-type: none"><li>1. Develop and adopt a formal climate and sustainability policy.</li><li>2. Include sustainability as a standing agenda item in governing body meetings.</li><li>3. Set measurable targets and review progress annually.</li></ol> | Headteacher / Governors        | <ul style="list-style-type: none"><li>- Policy templates</li><li>- Meeting schedules</li><li>- Monitoring tools</li></ul> | <ul style="list-style-type: none"><li>- Policy formally adopted</li><li>- Regular reporting to governors</li><li>- Targets met or on track</li></ul>          | Decarbonisation, Adaptation and resilience |
| Ensure compliance with environmental regulations and standards | <ol style="list-style-type: none"><li>1. Regularly review building and operational compliance (e.g., energy, waste).</li><li>2. Prepare for future regulations (e.g., net zero targets).</li><li>3. Train governors on environmental responsibilities.</li></ol>         | Business Manager / Headteacher | <ul style="list-style-type: none"><li>- Regulatory updates</li><li>- Training sessions</li><li>- Audit tools</li></ul>    | <ul style="list-style-type: none"><li>- No compliance breaches</li><li>- Proactive adaptation to regulations</li><li>- Well-informed governing body</li></ul> | Decarbonisation, Adaptation and resilience |

### 14. Resilience and Adaptation

| Objective                                     | Actions  | Person responsible         | Resources needed  | Success criteria  | DfE Area                  |
|---|--|----------------------------|---|---|---------------------------|
| Increase school resilience to climate impacts | <ol style="list-style-type: none"><li>1. Assess risks related to overheating, flooding, and air quality.</li></ol> | Site Manager / Headteacher | <ul style="list-style-type: none"><li>- Risk assessment expertise</li><li>- Funding for</li></ul> | <ul style="list-style-type: none"><li>- Risk assessment completed and updated</li></ul> | Adaptation and resilience |



|  |  |                              |   |  |                           |
|--|--|------------------------------|---|--|---------------------------|
|  | <ol style="list-style-type: none"><li>2. Implement passive cooling measures and shading.</li><li>3. Develop emergency plans for extreme weather events.</li></ol>  |                              | adaptations <ul style="list-style-type: none"><li>- Emergency planning resources</li></ul>  | <ul style="list-style-type: none"><li>- Reduced overheating incidents</li><li>- Emergency plans tested and understood</li></ul>  |                           |
| Promote water conservation and flood risk management | <ol style="list-style-type: none"><li>1. Install water-efficient fixtures.</li><li>2. Use rainwater harvesting for irrigation.</li><li>3. Maintain permeable surfaces in grounds to reduce runoff.</li></ol> | Site Manager / Groundskeeper | <ul style="list-style-type: none"><li>- Water-saving devices</li><li>- Rainwater collection system</li><li>- Grounds maintenance plan</li></ul> | <ul style="list-style-type: none"><li>- Reduced water consumption</li><li>- Effective management of surface water</li><li>- Grounds support flood resilience</li></ul> | Adaptation and resilience |

This Climate Action Plan is designed to be practical, achievable, and tailored to Heckington St. Andrew's C of E Primary School's specific context, supporting the school's journey towards sustainability and resilience in line with OFSTED and DfE priorities.