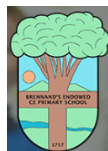


Brennand's Endowed CE Primary School - Climate Action Plan

Climate Change Leaders – Helen Murray and Kerry Stansfield

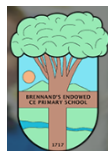
1. Staff Expertise

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---|--|---------------------------------------|---|---|-------------------------------------|
| Enhance staff knowledge and skills on climate change and sustainability | <ul style="list-style-type: none"> - Organise regular CPD sessions on climate change, energy efficiency, and biodiversity - Facilitate attendance at local environmental workshops and training - Share up-to-date resources and best practice guides | Climate Change Leader | <ul style="list-style-type: none"> - Budget for training and external courses - Access to online CPD platforms - Time allocated for staff training | <ul style="list-style-type: none"> - At least 80% staff complete climate-related CPD annually - Staff demonstrate increased confidence in delivering climate education - Climate change embedded in staff meetings | Climate education and green careers |
| Build staff capacity to integrate sustainability into daily school life | <ul style="list-style-type: none"> - Develop a staff sustainability champions group - Encourage staff to lead small sustainability projects in classrooms or grounds | Headteacher and Climate Change Leader | <ul style="list-style-type: none"> - Time for meetings - Support materials for project planning | <ul style="list-style-type: none"> - Sustainability champions established and active - Increased number of sustainability initiatives led by staff | Climate education and green careers |



2. Staff/Pupils

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---|---|--|---|---|-------------------------------------|
| Increase pupil and staff engagement with climate action | <ul style="list-style-type: none"> - Hold regular whole-school assemblies on climate themes - Celebrate national environmental days (e.g., World Oceans Day) - Create an environmental pledge for pupils and staff | Climate Change Leader and Class Teachers | <ul style="list-style-type: none"> - Assembly resources - Pledge materials | <ul style="list-style-type: none"> - Increased participation in environmental events - Positive feedback from pupils and staff on engagement - Pledge signed by majority of school community | Climate education and green careers |
| Develop practical skills in sustainability for pupils | <ul style="list-style-type: none"> - Expand vegetable growing and food planting activities - Introduce composting and waste reduction schemes involving pupils | Class Teachers and Site Manager | <ul style="list-style-type: none"> - Gardening tools and materials - Compost bins | <ul style="list-style-type: none"> - Increased pupil participation in gardening - Reduction in food and garden waste sent to landfill | Biodiversity |



3. Buildings/Grounds

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|--|--|---|---|--|-----------------|
| Improve energy efficiency of the historic building | <ul style="list-style-type: none"> - Complete LED lighting upgrade over the next 5 years - Conduct an energy audit to assess current rating and identify further improvements - Explore options for insulation and draught-proofing sensitive to historic building status | Site Manager and Headteacher | <ul style="list-style-type: none"> - Funding for energy audit - Access to energy consultants with heritage experience | <ul style="list-style-type: none"> - Energy rating established - Reduction in energy consumption after LED installation - Plan developed for further energy efficiency improvements | Decarbonisation |
| Enhance biodiversity and use of green space | <ul style="list-style-type: none"> - Develop a biodiversity action plan for extensive grounds - Create wildflower areas and habitats for pollinators - Maintain and expand vegetable garden areas | Climate Change Leader and Grounds Staff | <ul style="list-style-type: none"> - Native seeds/plants - Gardening tools - Educational signage | <ul style="list-style-type: none"> - Increased biodiversity recorded - Positive pupil engagement with outdoor learning spaces | Biodiversity |

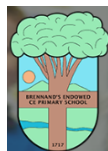


4. School Lunches

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|--|---|----------------------------------|---|---|-----------------|
| Promote sustainable and healthy school meals | <ul style="list-style-type: none"> - Work with catering providers to increase use of locally sourced, seasonal produce - Incorporate more plant-based meal options - Reduce food waste through portion control and pupil education | Headteacher and Catering Manager | <ul style="list-style-type: none"> - Links to local suppliers - Educational materials on sustainable eating | <ul style="list-style-type: none"> - Increased percentage of local/seasonal food in menus - Reduction in food waste at lunchtime - Positive pupil feedback on new meal options | Decarbonisation |

5. Curriculum

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---|--|------------------------------------|---|--|-------------------------------------|
| Embed climate education across all key stages | <ul style="list-style-type: none"> - Integrate climate change topics into science, geography, and PSHE lessons - Use outdoor learning spaces for environmental education | Curriculum Lead and Class Teachers | <ul style="list-style-type: none"> - Curriculum planning time - Access to climate education resources | <ul style="list-style-type: none"> - Climate change topics evident in lesson plans - Increased pupil understanding measured through assessments - Positive pupil engagement in projects | Climate education and green careers |



| | | | | | |
|----------------------------------|--|-----------------------|--|---|-------------------------------------|
| | - Develop cross-curricular projects on sustainability | | | | |
| Raise awareness of green careers | - Invite local environmental professionals for talks - Organise visits or virtual tours of green businesses | Climate Change Leader | - Contacts with local businesses - Transport or virtual meeting tools | - At least two green careers events per year - Pupils able to identify green career pathways | Climate education and green careers |

6. Wellbeing

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|--|--|--------------------------|--|--|--------------|
| Support pupil wellbeing through connection with nature | - Increase use of outdoor classroom and green spaces for wellbeing activities - Develop mindfulness and nature-based wellbeing sessions | SENCO and Class Teachers | - Outdoor learning resources - Training on nature-based wellbeing | - Increased pupil participation in outdoor wellbeing sessions - Positive feedback from pupils and staff | Biodiversity |
| Promote staff wellbeing through sustainability initiatives | - Encourage staff participation in gardening and green projects - Provide time for staff to engage with outdoor activities | Headteacher | - Time allocation - Gardening tools | - Staff report improved wellbeing related to sustainability activities | Biodiversity |

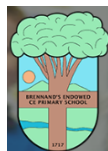


7. Opportunities for Pupil Leadership

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---------------------------------------|--|--|---|--|-------------------------------------|
| Empower pupils to lead climate action | <ul style="list-style-type: none"> - Establish a pupil eco-committee or green team - Provide training and resources for pupil-led projects - Involve pupils in decision-making about sustainability initiatives | Climate Change Leader and Class Teachers | <ul style="list-style-type: none"> - Meeting space and times - Training materials | <ul style="list-style-type: none"> - Active eco-committee with regular meetings - Successful pupil-led sustainability projects - Increased pupil voice in school sustainability decisions | Climate education and green careers |

8. Procurement

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---|---|--------------------------------|--|--|-----------------|
| Implement sustainable procurement practises | <ul style="list-style-type: none"> - Review current suppliers for sustainability credentials - Prioritise purchasing from local and eco-friendly suppliers - Reduce use of single-use plastics and unnecessary packaging | Headteacher and Office Manager | <ul style="list-style-type: none"> - Supplier information and evaluation tools - Budget for sustainable products | <ul style="list-style-type: none"> - Procurement policy updated to include sustainability criteria - Increased proportion of sustainable purchases - Reduction in single-use plastics | Decarbonisation |

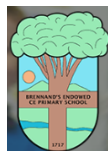


9. Parents

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---|--|---------------------------------------|--|--|-------------------------------------|
| Engage parents in the school's climate action | <ul style="list-style-type: none"> - Communicate climate initiatives via newsletters and social media - Invite parents to participate in environmental events and workshops - Share tips for sustainable living at home | Headteacher and Climate Change Leader | <ul style="list-style-type: none"> - Communication platforms - Event resources | <ul style="list-style-type: none"> - Increased parental attendance at events - Positive feedback from parents - Evidence of sustainable practises adopted at home | Climate education and green careers |

10. Transportation and Travel

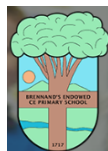
| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|------------------------------------|---|------------------------------|---|---|-----------------|
| Promote sustainable travel options | <ul style="list-style-type: none"> - Encourage walking, cycling, and car-sharing among pupils and staff - Provide secure bike storage - Liaise with local transport providers to improve accessibility | Headteacher and Site Manager | <ul style="list-style-type: none"> - Bike racks - Promotion materials | <ul style="list-style-type: none"> - Increased number of pupils and staff using active travel modes - Reduction in car drop-offs - Positive feedback on travel initiatives | Decarbonisation |



| | | | | | |
|--|--|-----------------------|---|--|-----------------|
| Monitor and reduce transport-related emissions | <ul style="list-style-type: none"> - Conduct a baseline travel survey - Set targets to reduce emissions from school-related travel | Climate Change Leader | <ul style="list-style-type: none"> - Survey tools - Data analysis support | <ul style="list-style-type: none"> - Baseline established - Measurable reduction in transport emissions year on year | Decarbonisation |
|--|--|-----------------------|---|--|-----------------|

11. Digital Sustainability

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---------------------------------|---|--|--|---|-----------------|
| Reduce digital carbon footprint | <ul style="list-style-type: none"> - Encourage energy-saving settings on all school devices - Promote responsible use of digital resources among staff and pupils - Review and optimise digital infrastructure for energy efficiency | IT Coordinator and Climate Change Leader | <ul style="list-style-type: none"> - Guidelines for energy saving - Monitoring tools | <ul style="list-style-type: none"> - Reduction in energy use from digital devices - Increased staff and pupil awareness of digital sustainability | Decarbonisation |

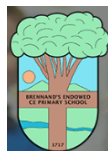


12. Partnerships and Collaborations

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|--|--|---------------------------------------|---|--|-------------------------------------|
| Build partnerships to enhance climate action | <ul style="list-style-type: none"> - Collaborate with local environmental organisations for projects and expertise - Participate in regional climate networks and initiatives - Engage with local authorities on sustainability support | Headteacher and Climate Change Leader | <ul style="list-style-type: none"> - Contacts and networking opportunities - Time for collaboration | <ul style="list-style-type: none"> - At least two active partnerships established - Joint projects or events delivered - Access to external expertise and resources | Climate education and green careers |

13. Governance and Policy

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|---|---|--------------------------------------|--|--|-----------------|
| Embed climate action in school governance | <ul style="list-style-type: none"> - Develop a formal climate action policy - Include climate and sustainability as a standing agenda item at governing body meetings | Headteacher and Governing Body Chair | <ul style="list-style-type: none"> - Policy templates - Meeting time | <ul style="list-style-type: none"> - Climate policy adopted by governors - Regular reporting and review of climate action progress | Decarbonisation |



| | | | | | |
|---|--|------------------------------|---|--|---------------------------|
| | - Monitor progress and report annually to governors | | | - Governors actively support climate initiatives | |
| Ensure compliance with relevant environmental regulations | - Review building condition and energy use in line with regulations - Plan for compliance with future environmental standards | Site Manager and Headteacher | - Regulatory guidance documents - External consultancy if needed | - Compliance with all relevant environmental legislation - Risk of non-compliance minimised | Adaptation and resilience |

14. Resilience and Adaptation

| Objective | Actions | Person responsible | Resources needed | Success criteria | DfE Area |
|--|---|------------------------------|--|--|---------------------------|
| Enhance school resilience to climate impacts | - Assess potential climate risks to the historic building and grounds - Develop an adaptation plan addressing flood risk, extreme weather, and building maintenance - Train staff on emergency procedures related to climate events | Headteacher and Site Manager | - Risk assessment expertise - Adaptation planning resources | - Adaptation plan developed and implemented - Staff trained on climate-related emergency procedures - Reduced vulnerability to climate impacts | Adaptation and resilience |



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|--|--|---|--|---|----------------------------------|
| <p>Promote water conservation and management</p> | <ul style="list-style-type: none">- Install water-saving devices if feasible- Use rainwater harvesting for garden irrigation- Educate pupils on water conservation | <p>Site Manager and Climate Change Leader</p> | <ul style="list-style-type: none">- Water-saving technology- Rainwater collection systems- Educational materials | <ul style="list-style-type: none">- Reduced water consumption- Increased pupil awareness of water issues- Sustainable irrigation practises in place | <p>Adaptation and resilience</p> |
|--|--|---|--|---|----------------------------------|