



Terrington St Clement Community School - Climate Action Plan 3 Yr Plan - Nov25 to Nov28

Year 1 Nov25-Nov 25 Priorities

1. Staff expertise

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Develop staff expertise in biodiversity and outdoor learning	- Train teachers in outdoor classroom pedagogy and habitat management. - Hold seasonal workshops on tree, pond and wildlife area maintenance. - Create quick biodiversity lesson packs.	Science Lead & SLT	- Time and small budget for materials - Existing planted areas for practical sessions maintained	- Minimum one outdoor lesson per class per term - Teachers implement seasonal habitat tasks	Biodiversity

2. Staff/pupils

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Involve pupils in biodiversity upkeep and monitoring	- Train pupils to run wildlife surveys and log sightings. - Create seasonal planting schedule with pupils.	School Council & SLT	- Gardening tools - Wildlife ID guides/tablets (or paper) - Volunteer time	- Records of biodiversity (species list) updated each term - Garden areas maintained and used for learning	Biodiversity



3. Buildings/grounds

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Improve building energy performance and replace boilers	<ul style="list-style-type: none"> - Prioritise replacement of oil boilers with low-carbon heating (air source heat pump / biomass or connect to district heat if feasible). - Phase UPVC double glazing replacement and add draught-proofing. 	SBM & Governing Body	<ul style="list-style-type: none"> - Capital funding (bids, grants) - Project management time 	<ul style="list-style-type: none"> - Energy rating improved from C to B within 3–5 years - Reduced heating-related downtime and complaints 	Decarbonisation
Use grounds to enhance biodiversity and climate adaptation	<ul style="list-style-type: none"> - Expand tree planting and native hedgerows to increase shading and biodiversity. - Design outdoor learning zones in green spaces. 	SLT & SBM	<ul style="list-style-type: none"> - Trees/hedging and planting materials - Soil, tools and volunteer labour - Design input from landscape ecologist (if feasible) 	<ul style="list-style-type: none"> - Increased native tree/hedge cover - Regular use of outdoor zones for lessons 	Adaptation and resilience; Biodiversity

4. School lunches

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce food-related emissions and food waste	<ul style="list-style-type: none"> - Introduce more seasonal, plant-based meal options - Implement kitchen food waste monitoring and composting of pre-consumer waste. - Source produce from local suppliers where possible. 	School Cook & SBM	<ul style="list-style-type: none"> - Staff training on recipes and portioning - Compost bins / kitchen caddy 	<ul style="list-style-type: none"> - Kitchen food waste reduced by 20% (weight-based) - Local supplier contracts for at least 20% of fresh produce 	Decarbonisation



Use lunches to support food education and biodiversity	<ul style="list-style-type: none"> - Run pupil workshops on sustainable diets and seasonality. - Display kitchen compost and waste reduction data publicly. 	School Cook & SBM	<ul style="list-style-type: none"> - Time for workshops - Communication materials 	<ul style="list-style-type: none"> - Pupils demonstrate improved knowledge of sustainable diets in surveys - Visible composting system in operation 	Climate education and green careers; Biodiversity
--	---	-------------------	---	---	---

5. Curriculum

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Integrate climate education across the curriculum	<ul style="list-style-type: none"> - Map existing curriculum to climate themes and identify gaps. - Embed climate topics in science, geography, literacy - Develop a progression of climate knowledge and skills across year groups. 	SLT & Phase Ldrs	<ul style="list-style-type: none"> - Curriculum mapping time - External resources and lesson packs 	<ul style="list-style-type: none"> - Curriculum map published showing climate links for all year groups - Each class delivers at least one climate-focused unit annually 	Climate education and green careers

6. Wellbeing

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Promote wellbeing through nature-based activities	<ul style="list-style-type: none"> - Regular outdoor sessions for all year groups. - Use planting and gardening as therapeutic activities. - Create quiet green zones for reflection and play. 	Science Lead, Lead MSA & PSHE Lead	<ul style="list-style-type: none"> - Time allocation in timetables - Seating and shelter in quiet zones 	<ul style="list-style-type: none"> - All pupils have at least one regular outdoor wellbeing session per term - Reduced behavioural incidents recorded after outdoor sessions - Positive pupil/staff wellbeing survey responses 	Biodiversity



7. Procurement

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed sustainable procurement principles	<ul style="list-style-type: none"> - Adopt procurement policy prioritising low-carbon, durable, repairable goods and local suppliers. - Include environmental criteria in tenders (catering, cleaning, building works). 	SBM & Governing Body	<ul style="list-style-type: none"> - NPS consultancy support for procurement wording 	<ul style="list-style-type: none"> - Environmental criteria included in all new tenders - Increased spend with local/green suppliers 	Decarbonisation
Reduce single-use and improve resource reuse	<ul style="list-style-type: none"> - Move to reusable kitchen items where feasible, ban single-use plastics in school events. - Set up repair/seed swaps and uniform exchange. - Track and report on waste reductions. 	SBM & FOSA Liaison	<ul style="list-style-type: none"> - Storage for swapped items - Communication to parents - Budget for reusable alternatives 	<ul style="list-style-type: none"> - Reduction in single-use waste measured termly - Regular uniform swap events held - Increased reuse rate of classroom resources 	Decarbonisation; Biodiversity

8. Parents

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Engage parents in school climate actions	<ul style="list-style-type: none"> - Regular communications (newsletter, social media) about climate projects and ways parents can help. - Create volunteering opportunities for grounds maintenance and planting. 	HT & Office Admin	<ul style="list-style-type: none"> - Communication templates - Volunteer sign-up system 	<ul style="list-style-type: none"> - Regular volunteer turnout for planting/maintenance 	Climate education and green careers; Biodiversity
Work with parents to improve school travel and local resilience	<ul style="list-style-type: none"> - Share guidance on walking/cycling routes and safe drop-off points. - Provide information on flood preparedness for families given local risk. 	School Office & DSL	<ul style="list-style-type: none"> - Mapping of routes - Communication channels 	<ul style="list-style-type: none"> - Uptake of walking/cycling initiatives increases - Families aware of school/flood response procedures 	Adaptation and resilience; Decarbonisation



			- Information on local flood procedures		
--	--	--	---	--	--

9. Transportation and Travel

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce transport emissions and improve active travel	<ul style="list-style-type: none"> - Promote active travel through walking buses, cycle training and secure bike/scooter parking. - Work with local authority for safer routes and improved public transport links. - Introduce incentive schemes for pupils and staff who walk/cycle. 	SLT	<ul style="list-style-type: none"> - Cycle/scooter shelters - Funding or liaison with LA for infrastructure 	<ul style="list-style-type: none"> - Increase in pupils walking/cycling to school by 10–15% within 2 years - Bikeability offered annually to key year groups - Secure parking installed and used 	Decarbonisation

10. Digital Sustainability

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Reduce digital carbon footprint and optimise ICT use	<ul style="list-style-type: none"> - Audit current ICT energy use and implement power-saving policies (sleep modes, device lifecycles). - Promote digital minimalism (reduce unnecessary printing and data storage). 	SLT & SBM	<ul style="list-style-type: none"> - Time for audit - IT consultancy if required - Staff/learner guidance materials 	<ul style="list-style-type: none"> - Reduction in ICT energy use year-on-year (baseline needed) - Devices configured for power saving and replaced by energy-efficient models at end-of-life 	Decarbonisation



11. Partnerships and Collaborations

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Build local partnerships for funding and expertise	<ul style="list-style-type: none"> - Partner with local council, energy charities and universities for retrofit grants and expertise. - Apply for grants for heat pump/insulation, biodiversity projects, and flood resilience schemes. - Share best practice with nearby schools 	HT & SBM	<ul style="list-style-type: none"> - Time for partnership development - Grant writing support - Contacts with local organisations 	<ul style="list-style-type: none"> - Secured at least one external funding source within 18 months - Formal partnership(s) established with local organisations - Participation in local school networks for shared projects 	Decarbonisation; Adaptation and resilience

12. Governance and Policy

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Embed climate strategy in governance and policy	<ul style="list-style-type: none"> - Include climate and adaptation risk (e.g., flood) in the school risk register. - Governors to receive annual climate/energy report and include targets in the school development plan. 	Chair of Governors & HT	<ul style="list-style-type: none"> - Meeting time for governor training 	<ul style="list-style-type: none"> - Flood risk and adaptation measures included in risk register - Annual climate report considered by governors 	Adaptation and resilience; Decarbonisation

13. Resilience and Adaptation

Objective	Actions	Person responsible	Resources needed	Success criteria	DfE Area
Ensure continuity of learning during	<ul style="list-style-type: none"> - Develop remote learning plans for severe weather or heating failures. 	HT, IT Admin & School Keeper	<ul style="list-style-type: none"> - Remote learning platform and devices 	<ul style="list-style-type: none"> - Ability to provide continuity for pupils during short-term closures - Reduced learning disruption during incidents 	Adaptation and resilience



climate-related disruption	- Stock and maintain appropriate emergency supplies and warm hubs for pupils during outages.		- Emergency supplies and warming equipment		
----------------------------	--	--	--	--	--

Notes specific to Terrington St Clement Community School:

- Prioritise replacement of end-of-life oil-fired boilers with low-carbon heating solutions and pursue grant funding (e.g., public decarbonisation programmes) given the building age (1930s core, additions to 1970) and current energy rating C.
- Use the school's extensive green space to mitigate high local flood risk (rain gardens, swales) and enhance biodiversity, while creating accessible outdoor learning areas.
- Given poor public transport access in the city centre location, focus on active travel promotion, carpool/park-and-ride schemes, or a shuttle pilot for staff/pupils.
- Continue the planned replacement of wooden windows with UPVC double glazing as part of a wider fabric-first retrofit to improve heat efficiency and reduce reliance on heating.
- Align curriculum and governance actions with OFSTED considerations where relevant (safeguarding, curriculum, personal development and leadership).