



## Moorlands Primary School - Climate Action Plan 2025

### 1. Staff Expertise

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Develop staff knowledge and skills in climate change and sustainability	<ul style="list-style-type: none"><li>- Provide climate change and sustainability training for all staff</li><li>- Identify staff champions to lead on specific sustainability initiatives</li><li>- Encourage staff to attend external training and conferences</li></ul>	Headteacher	<ul style="list-style-type: none"><li>- Training budget</li><li>- Time for staff development</li></ul>	<ul style="list-style-type: none"><li>- All staff have completed climate change and sustainability training</li><li>- At least 3 staff champions identified and leading on sustainability projects</li></ul>	Decarbonisation, Climate education and green careers
Establish a school-wide sustainability team	<ul style="list-style-type: none"><li>- Recruit a team of staff members to lead on the school's climate action plan</li><li>- Allocate time for the team to meet and coordinate initiatives</li><li>- Provide the team with access to relevant resources and data</li></ul>	Deputy Headteacher	<ul style="list-style-type: none"><li>- Meeting time</li><li>- Access to resources and data</li></ul>	<ul style="list-style-type: none"><li>- Sustainability team established and meeting regularly</li><li>- Team has clear roles and responsibilities</li></ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



## 2. Staff/Pupils

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Engage staff and pupils in climate action	<ul style="list-style-type: none"> <li>- Establish a school-wide climate action group with representation from staff and pupils</li> <li>- Organise regular climate action events and activities to raise awareness and encourage participation</li> <li>- Provide opportunities for staff and pupils to share ideas and feedback</li> </ul>	Eco-Team Leader	<ul style="list-style-type: none"> <li>- Meeting space</li> <li>- Funding for events and activities</li> </ul>	<ul style="list-style-type: none"> <li>- Climate action group established with diverse representation</li> <li>- At least 3 climate action events/activities held per year</li> <li>- Positive feedback from staff and pupils on their engagement</li> </ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers
Empower pupils to lead on sustainability initiatives	<ul style="list-style-type: none"> <li>- Establish an Eco-Team of Key Stage 2 pupils to lead on different sustainability projects</li> <li>- Provide the Eco-Team with training and support to develop their leadership skills</li> <li>- Allocate time and resources for the Eco-Team to implement their initiatives</li> </ul>	Key Stage 2 Leader	<ul style="list-style-type: none"> <li>- Meeting space</li> <li>- Funding for Eco-Team projects</li> <li>- Staff time to support the Eco-Team</li> </ul>	<ul style="list-style-type: none"> <li>- Eco-Team established and meeting regularly</li> <li>- Eco-Team members demonstrate leadership skills</li> <li>- Eco-Team initiatives are successfully implemented</li> </ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



### 3. Buildings/Grounds

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Improve the energy efficiency of the school building	<ul style="list-style-type: none"><li>- Conduct an energy audit to identify areas for improvement</li><li>- Replace the old boiler and upgrade the heating system – PMA</li><li>- Insulate the building to reduce heat loss</li></ul>	Site Manager	<ul style="list-style-type: none"><li>- Energy audit funding</li><li>- Boiler replacement budget</li><li>- Insulation materials</li></ul>	<ul style="list-style-type: none"><li>- Energy audit completed with clear recommendations</li><li>- New boiler and heating system installed</li><li>- Building insulation improved by 20%</li></ul>	Decarbonisation
Enhance the school's green spaces and biodiversity	<ul style="list-style-type: none"><li>- Redevelop the allotment area to include a variety of vegetables, fruits, and sensory plants</li><li>- Introduce more native planting and wildlife-friendly features across the grounds</li><li>- Engage pupils in the design and maintenance of the green spaces</li></ul>	Eco-Team Leader	<ul style="list-style-type: none"><li>- Gardening equipment and materials</li><li>- Funding for plants and features</li></ul>	<ul style="list-style-type: none"><li>- Allotment area successfully redeveloped</li><li>- Increased biodiversity and wildlife observed</li><li>- Pupils actively involved in the green space projects</li></ul>	Biodiversity



#### 4. School Lunches

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote sustainable and healthy school lunches	<ul style="list-style-type: none"><li>- Reduce food waste by implementing better portion control and composting</li><li>- Educate pupils on the environmental impact of food choices</li></ul>	School Business Manager	<ul style="list-style-type: none"><li>- Collaboration with catering provider</li><li>- Composting equipment</li><li>- Pupil education resources</li></ul>	<ul style="list-style-type: none"><li>- Reduced food waste by 20%</li><li>- Pupils demonstrate understanding of sustainable food choices</li></ul>	Decarbonisation, Biodiversity



## 5. Curriculum

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Integrate climate change and sustainability across the curriculum	<ul style="list-style-type: none"> <li>- Review the curriculum to identify opportunities to incorporate climate change and sustainability topics (Geography)</li> <li>- Develop lesson plans and resources to support teachers in delivering climate-related content (use of Hodder / Boost)</li> <li>- Provide training and support for teachers to confidently teach climate change and sustainability</li> </ul>	Curriculum Lead	<ul style="list-style-type: none"> <li>- Curriculum review time</li> <li>- Lesson planning resources</li> <li>- Teacher training budget</li> </ul>	<ul style="list-style-type: none"> <li>- Climate change and sustainability topics integrated into at least 3 subject areas</li> <li>- Teachers report increased confidence in teaching climate-related content</li> <li>- Pupils demonstrate increased knowledge and understanding of climate change and sustainability</li> </ul>	Climate education and green careers
Provide opportunities for practical, hands-on learning about sustainability	<ul style="list-style-type: none"> <li>- Utilise the school's allotment and green spaces for outdoor, experiential learning</li> <li>- Organise field trips and visits to local sustainability-focused organisations and initiatives</li> <li>- Encourage project-based</li> </ul>	Eco-Team Leader	<ul style="list-style-type: none"> <li>- Funding for field trips and resources</li> <li>- Staff time for planning</li> </ul>	<ul style="list-style-type: none"> <li>- At least 2 outdoor, hands-on learning experiences per year</li> <li>- Positive feedback from pupils on the practical learning opportunities</li> <li>- Pupils demonstrate increased engagement and</li> </ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



	learning on climate action and environmental topics		and supervision	understanding of sustainability	
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## 6. Wellbeing

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote the mental health and wellbeing benefits of sustainability	<ul style="list-style-type: none"> <li>- Incorporate mindfulness and nature-based activities into the curriculum and school day</li> <li>- Organise outdoor learning and gardening sessions to connect pupils with nature</li> <li>- Provide staff with training and resources on the mental health benefits of sustainability</li> </ul>	Pastoral Lead	<ul style="list-style-type: none"> <li>- Mindfulness and nature-based activity resources</li> <li>- Outdoor learning and gardening equipment</li> <li>- Staff training budget</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils report increased levels of wellbeing and connection to nature</li> <li>- Staff demonstrate improved understanding of the mental health benefits of sustainability</li> <li>- Decreased levels of stress and anxiety among staff and pupils</li> </ul>	Adaptation and resilience



## 7. Opportunities for Pupil Leadership

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Empower pupils to lead on sustainability initiatives	<ul style="list-style-type: none"> <li>- Establish an Eco-Team of Key Stage 2 pupils to lead on different sustainability projects</li> <li>- Provide the Eco-Team with training and support to develop their leadership skills</li> <li>- Allocate time and resources for the Eco-Team to implement their initiatives</li> </ul>	Key Stage 2 Leader	<ul style="list-style-type: none"> <li>- Meeting space</li> <li>- Funding for Eco-Team projects</li> <li>- Staff time to support the Eco-Team</li> </ul>	<ul style="list-style-type: none"> <li>- Eco-Team established and meeting regularly</li> <li>- Eco-Team members demonstrate leadership skills</li> <li>- Eco-Team initiatives are successfully implemented</li> </ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers
Encourage pupil-led sustainability campaigns and projects	<ul style="list-style-type: none"> <li>- Provide opportunities for pupils to propose and lead their own sustainability initiatives</li> <li>- Support pupils in developing and implementing their projects, including access to resources and funding</li> <li>- Celebrate and showcase pupil-led sustainability achievements</li> </ul>	Eco-Team Leader	<ul style="list-style-type: none"> <li>- Funding for pupil-led projects</li> <li>- Staff time to mentor and support pupils</li> </ul>	<ul style="list-style-type: none"> <li>- At least 2 pupil-led sustainability projects implemented per year</li> <li>- Positive feedback from pupils on their leadership experiences</li> <li>- Increased pupil engagement and ownership of sustainability efforts</li> </ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



## 8. Procurement

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Adopt sustainable procurement practises	<ul style="list-style-type: none"><li>- Review the school's procurement policies and processes to identify opportunities for improvement</li><li>- Prioritise the purchase of energy-efficient, durable, and environmentally-friendly products and services</li><li>- Engage with suppliers to encourage more sustainable practises</li></ul>	School Business Manager	<ul style="list-style-type: none"><li>- Procurement policy review time</li><li>- Access to information on sustainable products and services</li></ul>	<ul style="list-style-type: none"><li>- Procurement policy updated to include sustainability criteria</li><li>- At least 50% of purchased products and services meet sustainability standards</li><li>- Positive feedback from suppliers on the school's sustainability expectations</li></ul>	Decarbonisation



## 9. Parents

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Engage parents in the school's climate action efforts	<ul style="list-style-type: none"><li>- Communicate the school's climate action plan and initiatives to parents</li><li>- Invite parents to participate in sustainability-focused events and activities</li><li>- Encourage parents to support the school's sustainability efforts at home</li></ul>	Headteacher	<ul style="list-style-type: none"><li>- Communication channels (newsletters, website, etc.)</li><li>- Funding for parent engagement events</li></ul>	<ul style="list-style-type: none"><li>- Parents are aware of the school's climate action plan and initiatives</li><li>- At least 20% of parents participate in school sustainability events</li><li>- Positive feedback from parents on their engagement in the school's climate action efforts</li></ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



## 10. Transportation and Travel

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Promote sustainable transportation and travel options	<ul style="list-style-type: none"> <li>- Encourage staff and pupils to walk, cycle, or use public transport to get to school</li> <li>- Provide secure bicycle storage and changing facilities for staff and pupils</li> </ul>	Site Manager	- Bicycle storage facilities	<ul style="list-style-type: none"> <li>- Increased percentage of staff and pupils using sustainable transportation options</li> <li>- Positive feedback from staff and pupils on the sustainable travel options</li> </ul>	Decarbonisation

## 11. Digital Sustainability

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Improve the energy efficiency of the school's digital infrastructure	<ul style="list-style-type: none"> <li>- Conduct an audit of the school's digital equipment and energy usage</li> <li>- Replace old and inefficient devices with more energy-efficient models</li> <li>- Implement power management settings and policies to reduce energy consumption</li> </ul>	IT Manager	<ul style="list-style-type: none"> <li>- Energy audit funding</li> <li>- Budget for new digital equipment</li> <li>- Staff time to implement</li> </ul>	<ul style="list-style-type: none"> <li>- Energy audit completed with clear recommendations</li> <li>- At least 50% of digital devices replaced with energy-efficient models</li> <li>- Power management</li> </ul>	Decarbonisation



			power management	settings and policies implemented across the school	
Promote sustainable digital practises among staff and pupils	<ul style="list-style-type: none"> <li>- Provide training and guidance on sustainable digital habits, such as reducing printing, using cloud storage, and turning off devices</li> <li>- Encourage the use of digital tools and resources to reduce paper consumption</li> <li>- Monitor and report on the school's digital energy usage and carbon footprint</li> </ul>	IT Manager	<ul style="list-style-type: none"> <li>- Training resources</li> <li>- Digital tools and software</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and pupils demonstrate sustainable digital habits</li> <li>- Paper consumption reduced by 30%</li> <li>- Regular reporting on the school's digital energy usage and carbon footprint</li> </ul>	Decarbonisation, Climate education and green careers

## 12. Partnerships and Collaborations

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Establish partnerships to support the school's climate action efforts	<ul style="list-style-type: none"> <li>- Identify and collaborate with local organisations, businesses, and community groups working on sustainability initiatives</li> <li>- Participate in regional and national</li> </ul>	Headteacher	<ul style="list-style-type: none"> <li>- Time for partnership development</li> </ul>	<ul style="list-style-type: none"> <li>- At least 3 new partnerships established to support the school's climate action plan</li> <li>- Increased access to</li> </ul>	Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers



	<p>sustainability networks and programmes</p> <ul style="list-style-type: none"> <li>- Seek funding and resources from external partners to support the school's climate action plan</li> </ul>		<ul style="list-style-type: none"> <li>- Funding for collaborative projects</li> </ul>	<p>funding, resources, and expertise through partnerships</p> <ul style="list-style-type: none"> <li>- Positive feedback from partners on the collaboration</li> </ul>	
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### 13. Governance and Policy

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
<p>Integrate climate change and sustainability into the school's governance and policies</p>	<ul style="list-style-type: none"> <li>- Review and update the school's policies and procedures to align with the climate action plan</li> <li>- Ensure climate change and sustainability are included in the school's development plan and strategic objectives</li> <li>- Establish clear roles, responsibilities, and accountability for the implementation of the climate action plan</li> </ul>	<p>Head teacher</p>	<ul style="list-style-type: none"> <li>- Time for policy review and development</li> <li>- Consultation with staff and governors</li> </ul>	<ul style="list-style-type: none"> <li>- Climate change and sustainability integrated into at least 3 key school policies</li> <li>- Climate action plan and objectives included in the school's development plan</li> <li>- Roles and responsibilities for climate action clearly</li> </ul>	<p>Decarbonisation, Adaptation and resilience, Biodiversity, Climate education and green careers</p>



				defined and communicated	
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#### 14. Resilience and Adaptation

Objective	Actions	Person Responsible	Resources Needed	Success Criteria	DfE Area
Assess and improve the school's resilience to climate change impacts	<ul style="list-style-type: none"> <li>- Conduct a climate risk assessment to identify potential threats and vulnerabilities</li> <li>- Develop and implement an adaptation plan to address the identified risks, such as flood mitigation or overheating prevention</li> <li>- Ensure the school's emergency and business continuity plans account for climate-related disruptions</li> </ul>	Site Manager	<ul style="list-style-type: none"> <li>- Climate risk assessment funding</li> <li>- Adaptation plan development resources</li> <li>- Funding for adaptation measures</li> </ul>	<ul style="list-style-type: none"> <li>- Climate risk assessment completed with clear recommendations</li> <li>- Adaptation plan developed and implemented</li> <li>- Emergency and business continuity plans updated to address climate-related risks</li> </ul>	Adaptation and resilience
Promote climate change awareness and preparedness among staff and pupils	<ul style="list-style-type: none"> <li>- Provide training and resources to help staff and pupils understand climate change impacts and how to respond</li> <li>- Organise emergency preparedness</li> </ul>	Pastoral Lead	<ul style="list-style-type: none"> <li>- Training resources</li> <li>- Funding for preparedness exercises</li> </ul>	<ul style="list-style-type: none"> <li>- All staff and pupils have access to climate change and preparedness resources</li> <li>- At least 2 emergency</li> </ul>	Adaptation and resilience, Climate education and green careers



	<p>drills and exercises to test the school's resilience</p> <ul style="list-style-type: none"><li>- Encourage staff and pupils to develop personal and family emergency plans</li></ul>		<ul style="list-style-type: none"><li>- Communication channels to reach staff and pupils</li></ul>	<p>preparedness drills conducted per year</p> <ul style="list-style-type: none"><li>- Positive feedback from staff and pupils on their climate change awareness and preparedness</li></ul>	
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